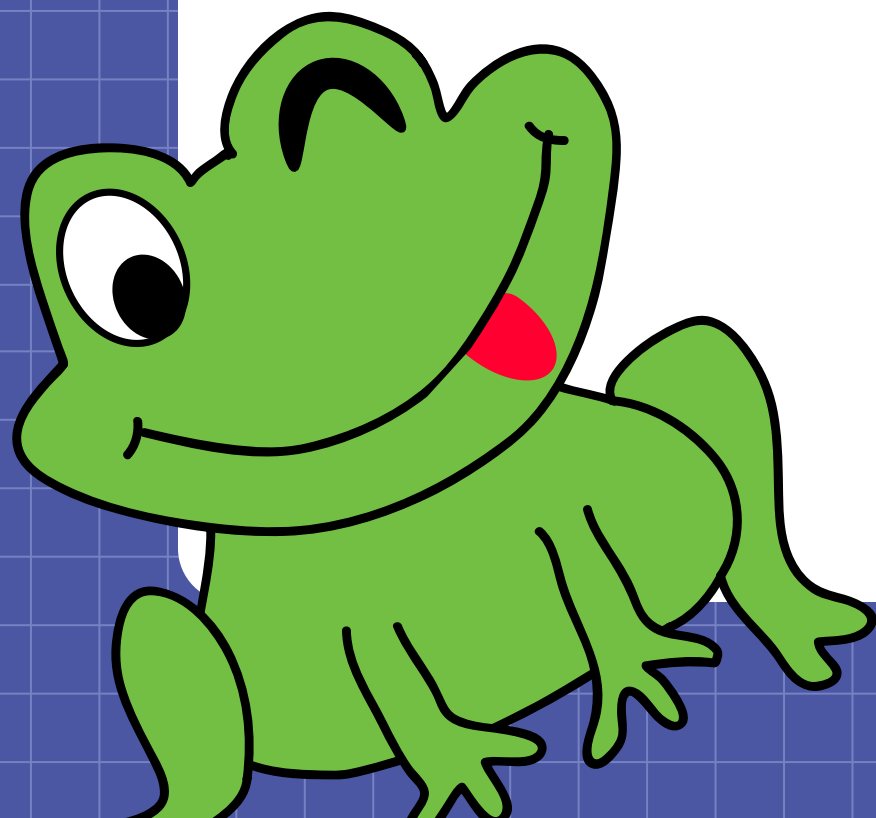


# Cultura y Lengua/Culture and Language

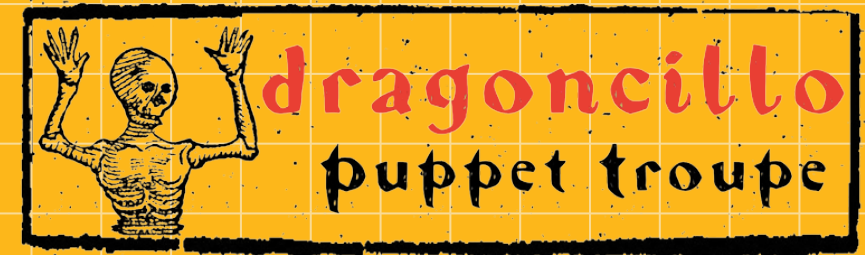
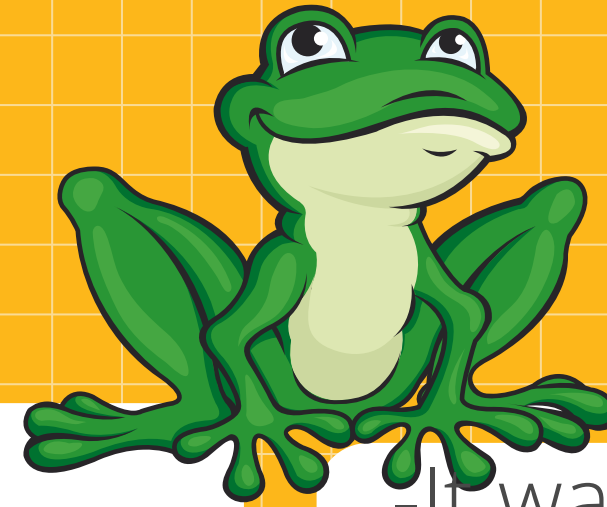


**Time: 45-60 min**

**Grades: 3-5**



## Introduction 1/2



-This week we're going to travel back in time with the *Dragoncillo* Puppet Troupe!

-But before we can do that, we have to prepare for our trip by learning about the culture and language, *la cultura y lengua*, of Spain in the Golden Age, *el Siglo de Oro*.

-What's the Golden Age?  
That's a good question!

-About 400 years ago, Spain had a period of time called the Golden Age. Does anyone know anything about what was happening 400 years ago, in the 1600s and the 1700s?



-It was a very different time, and Spain was very busy with trying to keep and grow their empire!

-They wanted to control the whole wide world, and that takes a lot of work.

-But does controlling the whole wide world sound like a good thing? No, not really, I agree.

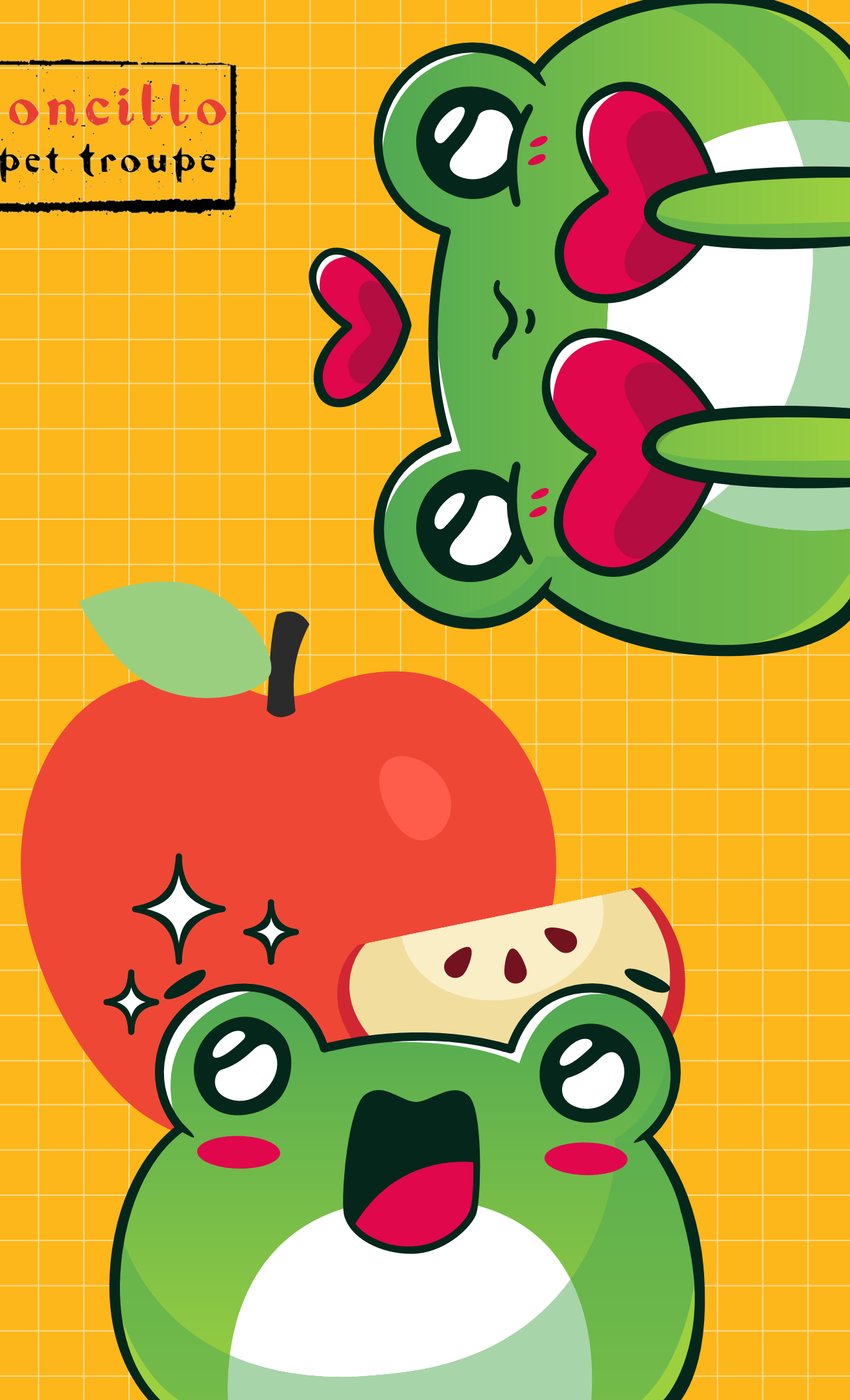
## Introduction 2/2



-So what was so great about this time in history?

-Well, the Golden Age was a wonderful time for the *lengua y cultura* of Spain because so many people decided to write, and paint, and make music!

-It was an explosion of art of all different kinds.  
-But we'll let our friends from *Dragoncillo* tell us all about that later this week.  
-Today, we are going to learn more about what it was like to live in the Golden Age, starting with the most important part of the day!



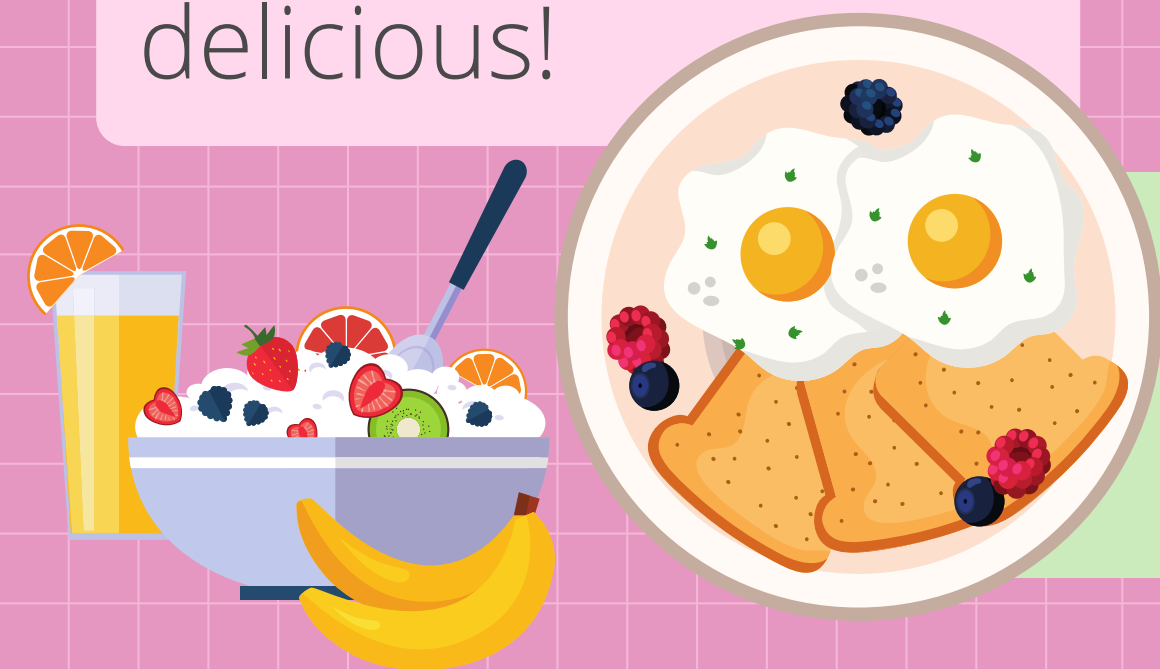
- Think about what you normally have for breakfast?
- Tell me your favorite things to eat to get ready for your day.
- That sounds delicious!

(Have students describe what they normally have for breakfast, who makes it, and some of their favorite special foods. Make a list somewhere that students can see of all the foods they mention)

- Now that we know what our breakfast looks like, what do you think people in Spain ate 400 years ago, in the Golden Age?

(Ask a couple of students what they think)

## Activity 1: What's for breakfast?



- I think those are all very good guesses! We're very lucky to know many of the foods people ate because they made beautiful paintings of them, called *bodegones*. Let's take a look at some and see if we can identify the foods.



(click here)



(click here)

Yes, they also ate bacon! Does anyone know how to say bacon in Spanish? Yes, in Spanish bacon is tocino.



(Look at images of *bodegones* and have students identify what food is in the images, putting a checkmark on the existing list for foods students already mentioned, adding a new list for new foods students find in the paintings along with the Spanish words if students know them, or refer to food vocabulary list).

## Vocabulary in the show

pan [pahn]  
Agua [awah]  
Lentejas [lehn-teh-has]  
Verduras [vehr-doo-rahs]  
tocino\* [toe-si-noh]  
Harina [ah-ri-nuh]  
Huevos [we-vohs]  
Queso [queh-soh]  
Jamón [hahm-on]  
Vino [vee-noh]  
Cerveza [cehr-veh-suh]  
Pescado [pehs-cah-doh]

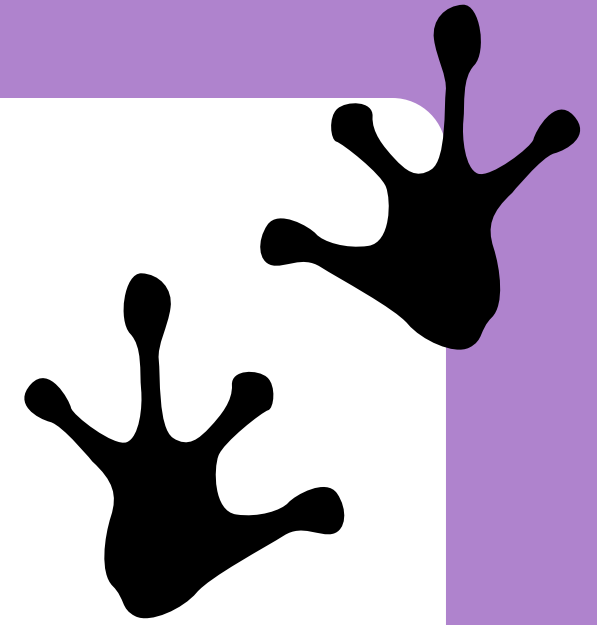
bread  
water  
lentils  
vegetables  
bacon  
flour  
eggs  
cheese  
ham  
wine  
beer  
fish





## Optional activity

# Our bodegones



-Isn't it amazing how many foods we eat that are the same? It's also funny how many things are different. And Golden Age painters loved food so much that they made these beautiful paintings!

-Let's pretend that we're one of these great painters, and make our own bodegones.



(Have students draw their own images of food spreads, using the lists as a guide. This can also be assigned as a take home activity, or can be something students work on over a few days)





- Okay, this is the most important thing! Let's imagine what people did when they wanted to have fun.

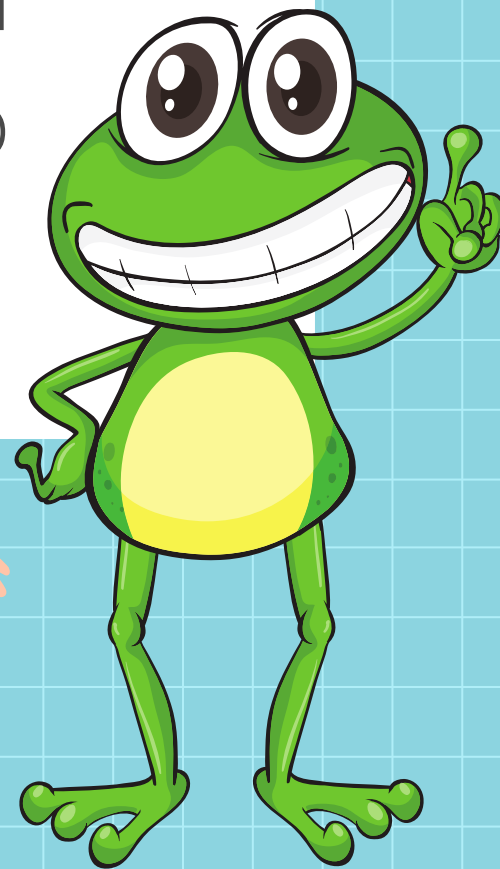


(Ask 2 to 3 students what they do for fun now)

- What do you like to do with your friends? That sounds great! What kinds of skills do you need to play Minecraft? Do you play alone or with other people? ...Wow, you like to cook! Who helps you cook? What do you make?



## Activity 2: What we do for fun/Entretenimientos



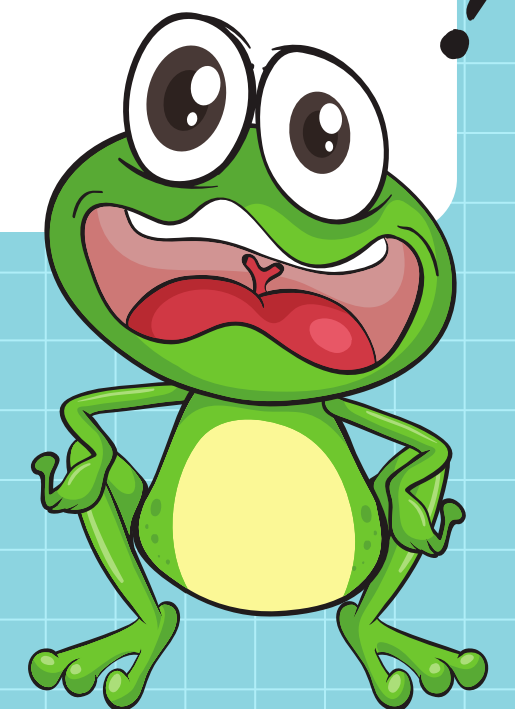


- It sounds like many of you like to have fun with your friends or your family. That's wonderful! It was like that in the Golden Age too. Many of the fun activities people did were group activities, called *entretenimientos*, oof yes it's a long word!
- Let's break it down a little. *Entretener* means, well does anyone know what it means?
- Yes that's right/That's okay if you don't know! It means to entertain, distract, get carried away, have fun. So, an *entretenimiento* is anything that entertains or distracts or carries you away.

## Activity 2: What we do for fun/Entretenimientos



(click here)



-What we're going to do now is get into groups and each person is going to act out some of the activities you like to do. You can strike a pose, or do an action, and your group members will have to guess what your activity is.

(Each student gets 2-3 minutes to act out their activity, while you mark time by asking students to switch roles when time is up. Another option is to play renaissance/baroque music while students playact and have students switch when the music stops. Wrap up by having 1-3 students volunteer to perform their actions for the class)

(click here)



That's wonderful, and it looks like you can all add acting to your list of fun things you do. Do you think that people 400 years ago did the same activities as you for fun? No, they didn't have TV or internet so they definitely didn't do that. But they did have games and music and theater. Would you like to listen to some of their music?

- I think you all are very good actors!  
(Comment on the different pantomimes students acted out, pointing out dancing specifically)  
- I saw Melissa was making an imaginary cake to show she loves cooking! And Mario danced so well to show that it's his favorite activity.

- Dancing was a favorite in the 17th century too! They had all kinds of dances, and even had teachers to show them all the right steps.  
- Yes, it was a little bit like TikTok dances, you needed to know the steps so you wouldn't bump into people.  
- What's even cooler is that dancing masters, the people who taught you to dance, were also the fighting masters!

- It makes sense right, dancing and fighting happens with a partner, and you have to know how to move your body to do both.  
- Oh! Would you like a sneak peek at the story the *Dragoncillo* Puppet Troupe will tell us? In the story, there is a scene where Johnny Frog learns to fight...or maybe dance? Let's read it together.



## Activity 3: Optional Teatro



# Scene: Learning to fight!

Read the scene out loud together, either just you or with student volunteers.  
Spanish and English dialogue included.

CASILDA: Johnathan C. Frog!  
Get out here this minute!  
*CASILDA: ¡Juan C. Rana!  
¡Sal ahora mismo!*

(JOHNNY blanket enters)  
*(Sale Juan cubierto con una manta)*

CASILDA: I see you weren't kidding about the blanket.  
Well spit it out then. What is it?  
*CASILDA: Veo que no bromeabas con lo de la manta. Dime ¿Qué te ha pasado?*

JOHNNY: I've been challenged to a fight.  
(CASILDA laughs)  
[...]

JOHNNY: Wait a minute...  
You've been in lots of fights!

*JUAN: ¡Espera un minuto...!  
¡Tú has estado en muchas peleas!*

CASILDA: True. So what?  
[...]

JOHNNY: So teach me then!

*JUAN: ¡Entonces enseñame a pelear!*

CASILDA: Teach you? Right now? I don't know...

*CASILDA: ¿Enseñarte? ¿Ahora mismo? No sé...*

JOHNNY: Please, please, please, please!

*JUAN: ¡Por favor, por favor, por favor, por favor!*



CASILDA: All right, all right.  
But you won't get far  
without a sword.

*CASILDA: Está bien, está bien...  
Pero no llegarás muy lejos sin  
una espada.*

JOHNNY: Sword! Right!

*JUAN: ¡Sí, una espada!*

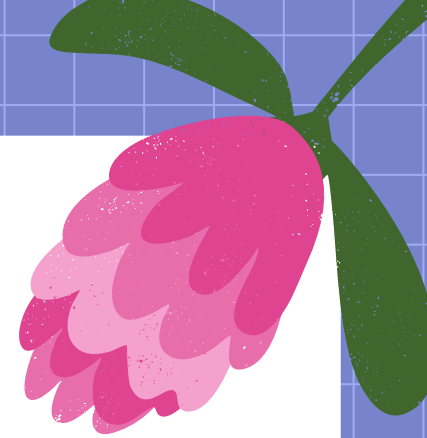
(JOHNNY runs off stage)  
(*JUAN sale corriendo del  
escenario*)

(switch to JOHNNY  
blanket/sword)

(*Cambiar a JUAN con manta  
y espada*)



(JOHNNY returns)  
(*JUAN regresa*)



CASILDA: That's your sword?

*CASILDA: ¿Esa es tu espada?*

JOHNNY: What's wrong?

*JUAN: ¿Qué le pasa?*

CASILDA: Nothing, if you're  
going to make him a  
sandwich.

*CASILDA: Nada, si vas a hacerle  
un bocadillo de Nocilla.*

JOHNNY: Great idea. I'll go  
whip up a snack—

*JUAN: Gran idea. Voy a  
preparar un bocata--*

CASILDA: Get back here!

*CASILDA: ¡Vuelve aquí!*

JOHNNY: Not even a  
poisoned sandwich?

*JUAN: ¿Ni siquiera un  
bocadillo envenenado?*

CASILDA: It's pathetic but it  
will have to do.

*CASILDA: Esto es patético,  
pero tendremos que salir de  
este entuerto.*



## Bolded text (1/2):

JOHNNY: What do I do next?

*JUAN: ¿Qué hago ahora?*

CASILDA: Put your right foot forward.

Now, light steps, light steps.

Forward and back. Forward and back.

Yes, yes. It's like a dance.

One, two, three, one, two, three.

Good. That's it.

Now stand up straight.

Straighter. Straighter.

Try to be straight as an arrow.

Close enough.

Now, draw your shoulders back.

Back, back like terrible thunderclouds.

That's it! Your arms are electric, like bolts of lightning.

Now, take a deep breath.

Suck in your gut.

More!

Are you sure you're sucking!

*CASILDA: Pon tu pie derecho hacia adelante.*

*Ahora, pasos ligeros, pasos ligeros, delante y atrás, delante y atrás.*

*Sí, sí, como un baile, un, dos, tres, un, dos, tres.*



*Muy bien. Eso es.*

*Ahora, ponte derecho.*

*Saca pecho.*

*Intenta ponerte derecho como una flecha.*

*Suficiente.*

*Ahora, mueve sus hombros hacia atrás.*

*Atrás, atrás como terribles nubes de tormenta.*

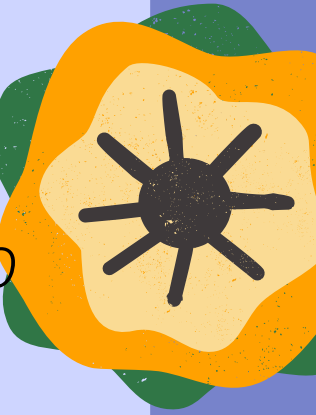
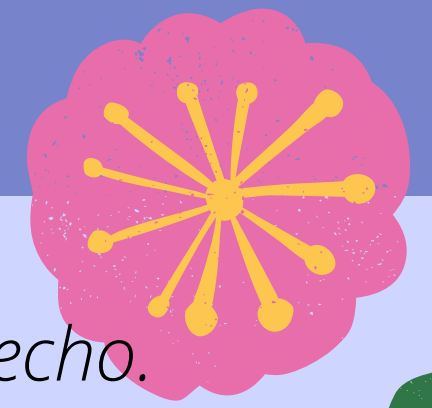
*¡Eso es! Tus brazos son eléctricos, como relámpagos.*

*Ahora, respira profundo.*

*Mete tripa.*

*¡Más!*

*¿Estás seguro de que estás metiendo tripa?*



**Bolded text (2/2):**

JOHNNY: I'm--absolutely--  
sucking.

That's as far in as my  
stomach will go!

*JUAN: Estoy, absolutamente,  
metiendo tripa.*

*¡Me ahogo!*

CASILDA: Then, you look  
him dead in the eyes  
and with a mighty roar  
you shout, *Cobarde!*

*CASILDA: ¡Entonces, le miras  
a los ojos  
y con un rugido poderoso  
gritas, Bufón!*

JOHNNY: Cow-party!

*JUAN: ¡Algodón!*

*CASILDA: Villano!*

*JUAN: ¡Piano!*

*CASILDA: Bobalicón!*

*JUAN: ¡Bonbón!*

*CASILDA: En campo os espero  
como un Marte!*

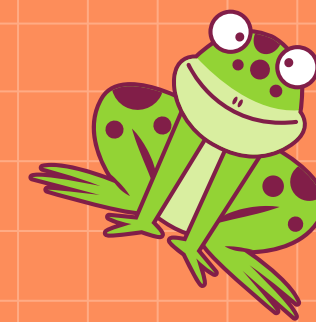
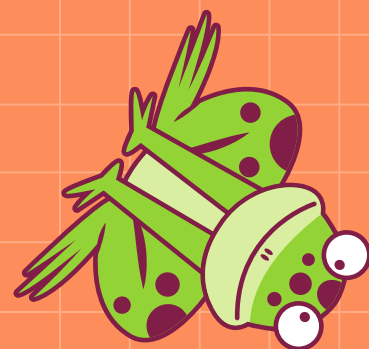
*JUAN: ¡En el campo os espero  
con un mantel!*

CASILDA: Then you thrust the  
blade into

his heart, *y darlo por muerto!*—  
Zas!

*CASILDA: ¡Entonces le metes la  
hoja de la espada en  
el corazón, y le das por muerto! -  
- ¡Zas!*

JOHNNY: Zas! Zas! Zas!





# Wrap-up: music and inspiration

-We've had a lot of fun today seeing how people lived 400 years ago! It was so interesting to see the food they liked, where they lived, and what they liked to do for fun.

-But now, we have to return to the 21st century. How do we do this? Well, one way to travel through time is by listening to music!

Play music for students. This can be 17th c. music to transition out of the activities, more modern music, or a remix which signals the transition.

As the music plays, get students to take out pens or markers to fill in the GUITAR WORKSHEET.

Oh, but maybe we should have a souvenir of our time 400 years ago? What can we bring with us? Maybe the food? Oh, but it might not be good to eat 400 years later...Oh! What about a memory box!





-We can make our own by filling in this guitar with our memories of our trip. What did we learn? What were your favorite parts? What do you want to remember?

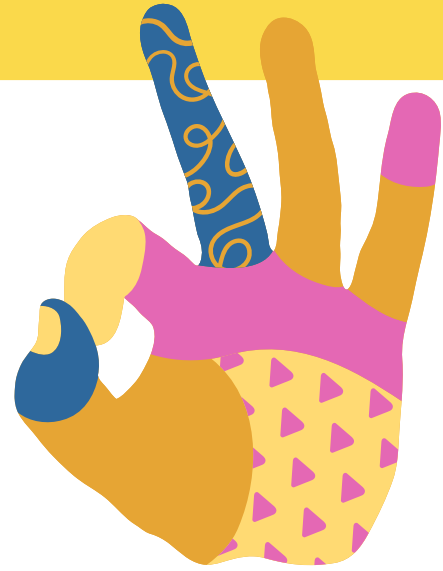
-Oh yes, maybe you want to remember that bread in Spanish is *pan*! You can write or draw anything you want in your guitar, and that will be your memory box for this trip.



(While the music plays, have students decorate their worksheet with images, words or phrases related to what they have learned. You might cycle through the images on the powerpoint to jog their memories. This can also be adapted as a take home activity)



# Credits



Pedagogical Consultant  
(Laura Muñoz)

Pedagogical Materials  
(Laura Muñoz)

Design

(Rocío González-Espresati)

Project Coordinator  
(Esther Fernández)

