

## Instructional Recipe

# Don Quixote Tilting at Windmills

Grade 9-12

Spanish Language

Cross Curricular Connection: English Language Arts IV  
Education Service Center Region 20



Online research and information resources available through a partnership between the Texas State Library and Archives Commission, the Texas Education Agency and Education Service Center, Region 20 <http://web.esc20.net/k12databases>

### Step 1 – Ask

[Click here for internet links/URLs](#)

**Objectives:** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

**Introduction:** Miguel de Cervantes Saavedra is considered one of the greatest writers in World Literature, and is called by many the *Spanish Shakespeare*. Like much of the modern world, [Thousands of Venezuelans](#) recently reawakened to the 17<sup>th</sup> Century classic [Don Quixote](#) written by Miguel de Cervantes Saavedra.

#### Don Quixote Charges the Windmill



Photograph by Foto: N i c K Photoshop: Também,  
Creative Commons: <http://www.flickr.com/photos/cretinick/264530812/>

#### Ask:

- ★ Who was Miguel de Cervantes?
- ★ Why is he considered one of the greatest writers in World Literature today?
- ★ Who was Don Quixote? Sancho Panza?
- ★ Who was the Man of La Mancha?
- ★ What works are considered a part of the Golden Age of Spanish Literature and why?

#### Vocabulary:

- ★ Spanish Moors
- ★ Spanish epic poetry
- ★ Spanish Inquisition
- ★ Spanish Golden Age of Literature

#### TEKS: Spanish Language Level III and IV

##### Comparisons.114.23.4

The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

##### Expectations:

##### Spanish Language: Comparisons A,B.

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied; (B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied.

##### Cross-Curricular TEKS ELA 110.45.1 English IV:

Students enrolled in English IV continue to increase and refine their communication skills. High school students are expected to plan, draft, and complete written compositions on a regular basis. Students edit their papers for clarity, engaging language, and the correct use of the conventions and mechanics of written English and produce final, error-free drafts.

##### Technology Application TEKS: 126.23.2

2) **Foundations.** The student uses data input skills appropriate to the task. The student is expected to: (A) demonstrate proficiency in the use of a variety of input devices such as keyboard, scanner, voice/sound recorder, mouse, touch screen, or digital video by appropriately incorporating such components into the product

## Step 2 – Investigate

[Click here for internet links/URLs](#)

Use the KWL graphic organizer to take notes on the [NPR audio](#) interview with Julian Branston as he discusses his work *Tilting at Windmills*. Have students think about what they remember or know about Cervantes' life and work and new information they may learn as they listen to the audio interview and read the articles listed below.

### **Online Subscription Resources:**

- ★ Using **EBSCO's Student Research Center** search for Don Quixote, Cervantes, or Spanish Inquisition or use search strategies (Don Quixote and Spanish epics).
- ✚ [Literature](#). By: Lior, Noa and Steele, Tara; *Spain: The Culture*, 2002, p. 28, 2p, 4 color, Reading Level (Lexile): 1090; (AN 17932919)
- ✚ [The Ten Greatest Works of Literature of the Second Millennium](#). By: Updike, John. *World Almanac & Book of Facts*, 2000, p36, 0p; (AN 2743604)
- ✚ [Miguel de Cervantes: A Spanish Soldier](#). Preview By: Bailey, Ellen, Miguel de Cervantes (9781429806381), 2006, p1, 1p; Reading Level (Lexile): **1090**; (AN 19341460)
- ✚ [One Million Quixotes](#). By Marquez, Humberto. *IPS. Arts Weekly Literature*. May 2005.

### **Additional Websites:**

[Cervantes Digital Library](#)

[Cervantes Life](#)

[Cervantes, Spanish, and Don Quixote Links](#)

### **Book Reference:**

*Tilting at Windmills* by Julian Branston.

[Don Quijote de la Mancha / Miguel de Cervantes; antología anotada por M. Rodríguez Cáceres; prólogo de José Saramago.](#)

## Step 3 – Create

[Click here for internet links/URLs](#)

- ★ Using the KWL graphic organizer, participate in a teacher driven discussion about the reasons Cervantes had such an impact on the world of literature.
  - ★ After assigning students specific topics from Cervantes' life and literature, divide students into groups for collaborative exploration of the subject.
- 🔗 **Technology Link –**
- ★ Use the [Timeline Tool](http://www.readwritethink.org/materials/timeline/index.html) (<http://www.readwritethink.org/materials/timeline/index.html>) to develop a timeline of important events in the author's life that may have shaped his literature.
  - ★ Use [Cervantes Life](#) web resource link as background information.
  - ★ Have each group create a common login for their timeline, allowing group members to work collaboratively on the project informally.

### Step 4 – Discuss

[Click here for internet links/URLs](#)

Once students have been divided into collaborative groups:

- ★ Review the Podcast Storyboard and Presentation Rubric. (Students should be responsible for scripting and delivering the podcast.)
- ★ Download Sourceforge's free audio and recorder editor , [Audacity](#), to record the script that will be written for the podcast.

🔗 **Technology Link:** Teachers wishing some guidance using Audacity may watch the video clip found on [TeacherTube](#). You may download the video to use as an instructional video clip for students learning to use Audacity.

[http://www.teachertube.com/view\\_video.php?viewkey=b2e6bf071729a4fa68df](http://www.teachertube.com/view_video.php?viewkey=b2e6bf071729a4fa68df)

### Step 5 – Reflect

[Click here for internet links/URLs](#)

Allow students to present their podcasts to the rest of the class.

Use the podcast rubric attached to this lesson to assess the students' work, making sure that they are familiar with the rubric *before* they begin creating their project.

They should refer to the rubric repeatedly to monitor their progress in creating their project.

Podcast can be uploaded to the teacher web page or hosted on another site for easy access at any time.

**Reading Extension:** If students are interested, they may expand their knowledge by reading about William Shakespeare.

Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. 1. New York: W.W. Norton, 2004.

🔗 **Technology Link:** You can also create your own rubric with your students at <http://rubistar.4teachers.org/index.php>.

## Internet Links/URLs

Articles may be located by either the accession number (AN) or the persistent URL.

### Step 1 – Ask

- **Thousands of Venezuelans**  
<http://ipsnews.net/news.asp?idnews=28615>

### Step 2 – Investigate

- **National Public Radio audio interview with Julian Branston**  
<http://www.npr.org/templates/story/story.php?storyId=4562930>
- **Literature**  
<http://web.ebscohost.com/src/detail?vid=1&hid=3&sid=8a926340-d7e5-4477-a823-a8b21206640f%40sessionmgr10&bdata=JnNpdGU9c3JlWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#db=khh&AN=17932919>
- **Miguel de Cervantes: A Spanish Soldier**  
<http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=19341460&site=ehost-live>
- **One Million Quixotes**  
<http://ipsnews.net/news.asp?idnews=28615>
- **Cervantes Digital Library**  
<http://www.csd1.tamu.edu/cervantes/english/texts.html>
- **Cervantes Life**  
<http://cervantes.tamu.edu/V2/CPI/index.html>
- **Cervantes, Spanish, and Don Quixote Links**  
[http://www.csd1.tamu.edu/cervantes/english/links/span\\_cerv\\_links.html](http://www.csd1.tamu.edu/cervantes/english/links/span_cerv_links.html)
- **Don Quijote de la Mancha / Miguel de Cervantes ; antología anotada por M. Rodríguez Cáceres ; prólogo de José Saramago**  
<http://catalog.loc.gov/cgi-bin/Pwebrecon.cgi?v1=2&ti=1,2&SC=Title&SA=Don%20Quixote%2E%20Selections&PID=YLAg1cLAKv169tGKHbOQqjMKm&SEQ=20080726175714&SID=2>

### Step 3 – Create

- **Timeline Tool**  
<http://www.readwritethink.org/materials/timeline/index.html>
- **Cervantes Life**  
<http://cervantes.tamu.edu/V2/CPI/index.html>

### Step 4 – Discuss

- **Audacity 1.2.6 installer**  
<http://audacity.sourceforge.net/download/>
- **TeacherTube**

<http://www.teachertube.com/>

- [http://www.teachertube.com/view\\_video.php?viewkey=b2e6bf071729a4fa68df](http://www.teachertube.com/view_video.php?viewkey=b2e6bf071729a4fa68df)  
<http://teachertube.com/videoList.php?pg=featuredvideolist>

#### **Step 5 – Reflect**

- <http://rubistar.4teachers.org/index.php>

## [KWL Graphic Organizer](#)

Use the KWL graphic organizer while students are reading their periodical articles to demonstrate what they already know, what they want to know, and what they learned from their reading. (Click on Read.Write.Think's [KWL link](#) to obtain a printable copy of the KWL pdf listed below.)

Name: \_\_\_\_\_

### KWL graphic organizer

Before reading ↓ <b>K</b>	After previewing ↓ <b>W</b>	After reading ↓ <b>L</b>
What do I already <i>know</i> about this topic?	What do I <i>want</i> to know about this topic?	What did I <i>learn</i> after reading about this topic?
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.

**I checked the following before reading:**

- Headings and subheadings
- Italic*, **bold**, and underlined words
- Pictures, tables, and graphs
- Questions or other key information

**I made predictions about the reading after previewing.**

**I did the following after reading:**

- Discussed my KWL responses with a partner



**III. Podcast Storyboard”**

***Remember: Music Intro (fade in, fade out), Intro, Music (fade in/fade out), Content, Music (fade in/fadeout)***

Time	Podcaster	Script

<b>Time</b>	<b>Podcaster</b>	<b>Script</b>

**IV. Rubric**

**Podcasts Rubric**

Names: \_\_\_\_\_

Title of Work: \_\_\_\_\_

	Criteria					Points
	5	4	3	2	1	
<b>Content Knowledge</b>	<ul style="list-style-type: none"> <li>-Establishes a clear purpose and consistently maintains focus</li> <li>-Selects quality content which includes important vocabulary</li> <li>-Arranges presentation using own words</li> <li>-Meets the criteria established on the project guidelines</li> </ul>	<ul style="list-style-type: none"> <li>-Establishes a purpose and reasonably maintains focus</li> <li>-Selects adequate content and includes most of the important vocabulary</li> <li>-Arranges presentation using own words</li> <li>-For the most part, written with the audience in mind</li> <li>-Meets the criteria established on the project guidelines with few exceptions</li> </ul>	<ul style="list-style-type: none"> <li>-Purpose is sometimes clear but diverts at times.</li> <li>-Content is adequate.</li> <li>-Presentation contains some words that were taken directly from sources</li> <li>-Audience was addressed adequately but improvement possible.</li> <li>-Meets the criteria adequately but has a few missing components.</li> </ul>	<ul style="list-style-type: none"> <li>-Difficult to interpret the focus</li> <li>-Should include more content</li> <li>-Nice use of vocabulary</li> <li>-Some wording is not in his/her own words</li> <li>-Questions are well written although they need to be more spontaneous</li> <li>-Lacks numerous criteria established on the project guidelines with few exceptions</li> </ul>	<ul style="list-style-type: none"> <li>-Clarify your purpose and/or focus</li> <li>-Check to see that you have enough content</li> <li>-Fact check your content</li> <li>-Review the important vocabulary</li> <li>-Rewrite presentation so it is in your own words</li> <li>-Content not appropriate for audience</li> <li>-Does not follow project guidelines</li> </ul>	_____
<b>Creativity</b>	<ul style="list-style-type: none"> <li>-Group is creative with his/her podcast and it supports his/her content in a way that helps facilitate interest in the listener.</li> </ul>	<ul style="list-style-type: none"> <li>-Group has some creativity within the podcast, and it does not take away from the "over all" message.</li> </ul>	<ul style="list-style-type: none"> <li>-Group is adequately creative but it does not add to the content.</li> </ul>	<ul style="list-style-type: none"> <li>-Student shows some creativity with music.</li> </ul>	<ul style="list-style-type: none"> <li>-Student has little creativity incorporated into his/her podcast.</li> </ul>	_____
<b>Delivery</b>	<ul style="list-style-type: none"> <li>-Extremely well-rehearsed, smooth delivery in a conversational style</li> <li>-Highly effective enunciation, expression, and rhythm keep the audience hooked</li> <li>-Consistently uses correct grammar</li> <li>-Volume of voice enhances presentation</li> </ul>	<ul style="list-style-type: none"> <li>-Well rehearsed and almost always smooth delivery</li> <li>-Effective enunciation, expression, and rhythm keep the audience interested</li> <li>-Nearly always uses correct grammar</li> <li>-Volume of voice is sufficient</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate rehearsal but sometimes mechanic</li> <li>-Adequate enunciation, expression, and rhythm keep the audience interested</li> <li>-Grammar is adequate</li> <li>-Voice volume rises and falls.</li> </ul>	<ul style="list-style-type: none"> <li>-Requires more practice</li> <li>-Presentation doesn't sound natural. Work on making it more spontaneous.</li> <li>-Some incorrect grammar with most of it being correct.</li> <li>-Voice volume rises and falls.</li> </ul>	<ul style="list-style-type: none"> <li>-Practice your presentation until it doesn't sound like you are reading</li> <li>-Make your voice sound expressive and rhythmic</li> <li>-Increase or decrease your pace</li> <li>-Try it again without laughing</li> <li>-Double check your grammar</li> <li>-Check voice levels</li> </ul>	_____
<b>Technology</b>	<ul style="list-style-type: none"> <li>-Transitions are smooth, spaced correctly, and without noisy dead space</li> <li>-Makes every effort to anticipate and filter out unwanted ambient noise</li> <li>-Effective use of music</li> <li>-Sound remains at a consistent level throughout</li> <li>-Podcast length keeps the audience interested and engaged</li> </ul>	<ul style="list-style-type: none"> <li>-For the most part, transitions are smooth and spaced correctly; a minimal amount of noisy dead space can be heard</li> <li>-Some ambient noise</li> <li>-Somewhat effective use of music</li> <li>-Sound level changes are acceptable</li> <li>-Podcast length keeps audience listening</li> </ul>	<ul style="list-style-type: none"> <li>-Transitions are smooth and spaced correctly.</li> <li>-Adequate use of music</li> <li>-Sound levels are adequate but could be improved.</li> <li>-Podcast length is adequate.</li> </ul>	<ul style="list-style-type: none"> <li>-Transitions need refinement.</li> <li>-Too noisy of a background. Try re-recording using a different mic or quieter room.</li> <li>-Some changes need to be made regarding sound levels between the music and voices.</li> <li>-Podcast almost completes podcast length requirement.</li> </ul>	<ul style="list-style-type: none"> <li>-Go back to the editing board to eliminate "cut offs"</li> <li>-Filter your background noise and record again</li> <li>-Revisit your music output levels or style of music</li> <li>-Check your sound levels</li> <li>-Trim down your piece to eliminate any unnecessary audio.</li> </ul>	_____