

The Motorcycle Diaries Lesson Plan

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Target Audience: High School Spanish

RELATED CONTENT AREAS
Spanish, History, Geography of South America, Religion, Che Guevara, Bringing change to the world

INSTRUCTIONS

Overview	This lesson guide can be used to accompany the film <i>Motorcycle Diaries</i> and includes a word search, map, lyrics and cloze passages, story map, guiding questions and a summative project.		
Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Label countries and important cities/landmarks in South America by following the route of the characters in the movie. 2. Complete a cloze passage by listening to song lyrics in Spanish. 3. Reflect on the differences of various social/cultural groups. 4. Identify Che Guevara and his role as a revolutionary. 5. Complete a story map about the movie. 6. Answer guided questions before and after viewing the movie. 7. Draw conclusions about how to bring change to the world. 8. Develop a plan of action for change in their school/community. 	Materials	<ol style="list-style-type: none"> 1. <i>The Motorcycle Diaries</i> film 2. WordSearch of countries, cities, landmarks, and characters featured in the film 3. blank map of South America 4. cloze passage of lyrics to <i>Al otro lado del río</i> 5. story map 6. guided questions 7. Che Guevara fact sheet 8. Bringing Change project guidelines

PROCEDURE

1. Students will complete a WordSearch of countries, cities, landmarks, and characters featured in the film, and will later label them on a blank map of South America.
2. Students will answer “Before viewing the film” discussion questions.
3. Introduce *The Motorcycle Diaries* and Che’s story with a fact sheet.
4. Listen to *Al otro lado del río* and complete cloze passage. Discuss the song.
5. Watch *The Motorcycle Diaries*. Stop the film periodically to give students a chance to complete their story map.

6. Homework during the viewing of the film:

*Break out of your comfort zone.

- Sit at a different lunch table.
- Ride the bus if you don't normally do so.
- Shop at a grocery store with a culture different from your own.
- Eat at a restaurant with a culture different from your own.
- Attend the church service of another religion OR attend a church service in another language.
- Think of your own way to break out of your comfort zone.

*Answer the following questions about your experience:

Before- Why is this going to be a different experience for you? What do you expect to learn?

How do you expect to feel? What reactions might you receive from the people there?

After- What did you learn? How did you feel? How did the other people react to you being there? How is that group of people different from those you normally spend time with?

(**Give students at least 3 days to complete this assignment, perhaps to be completed over a weekend.)

7. Students will answer "After viewing the film" discussion questions.

8. Students will recognize a change that needs to be made in their school/community and will give a PowerPoint presentation in class about how they were able to change it (or perhaps why they were not able to bring change).

Referenced Items Below:

Guided Questions (before/after)

Preguntas para *Diarios de motocicleta*

Story Map Worksheet

Project Guidelines

Ensayo/Take-home Essay

Ernesto (Che) Guevara Fact Sheet

Al Otro Lado Lyrics (Spanish / English)

Cloze Passages – Al Otro Lado Levels 1-2

Cloze Passage – Al Otro Lado Levels 3+

Online and Print Resources for teachers

Motorcycle Diaries

Guided questions

Before viewing the film

1. How much can you tell about a person without talking to him/her? How much more could you learn by speaking to him/her? by living with him/her?
2. With what group of people do you feel the most comfortable? Are you expected to act a certain way with those people? How?
3. When was a time you saw an injustice? Did you do anything about it? What did you do OR what could you have done?

After viewing the film

1. Were there situations in the movie in which Alberto and Ernesto felt out of their comfort zones? What were the negative aspects of breaking out of their comfort zones? The positive aspects?
2. What change(s) did Che make in the world? How do you think his trip through South America as a young man affected his views on poverty in the region? Point out specific scenes in the movie to support your answer.
3. What do you think is the first step towards making a change in the world?
4. What are some changes that need to be made in your own community/school? How could you bring about that change? Would you have to break away from what society expects of you as a member of a certain group?

Preguntas para *Diarios de motocicleta*

Nombre _____ Clase _____ Fecha _____

1. What was the plan and when was it supposed to be finished?
2. How old was Ernesto when they went on the trip?
3. What did Ernesto and Alberto have in common?
4. How long were they supposed to stay in Miramar? How long were they actually there?
5. What does Ernesto say people feel when crossing new frontiers?
6. What do they want to do when they are old and tired of traveling? Do you think it ever happened?
7. What did the newspaper write about them?
8. What happened in the dance hall between Ernesto and the Mechanic's wife?

18. What did Ernesto tell the Doctor he thought about his book?

19. Why do you think the boat Ernesto is on is towing a 2nd smaller boat full of people?

20. How did the patients living in the leprosy colony get there?

21. What does the river do?

22. Why didn't Sor Alberto let Ernesto and Alberto eat lunch? What did the patients do for them instead?

23. How does Ernesto want to celebrate his birthday?

24. What has Alberto decided to do with his life?

25. What does Ernesto tell Alberto right before he gets on the plane? What has happened to him?

26. How many years passed before they met again?

27. When did Che die? How did he die?

Story Map Worksheet

Tema (<i>Theme</i>)	Ambiente (<i>Setting</i>)
Personajes (<i>Characters</i>)	Argumento (<i>Plot</i>)
Conflicto (<i>Conflict</i>)	Punto de vista (<i>Point of view</i>)

Motorcycle Diaries- Bringing Change Project Guidelines

“Let the world change you and you can change the world.”- Ernesto “Che” Guevara

1. Identify a problem in your school/community.

2. What steps will you take to change it? (Who will you need to talk to? Will you need others to support you? How will you gain their support? What will you say to those who oppose you? How will you gain their support? What materials will you need? How long will you need to bring about this change? What will you do in the future to ensure that the problem doesn't return?)

3. Give a PowerPoint presentation on the problem, your attempts at changing it, and the outcome. Your slides should include the following titles:

1. El Problema (problem)
2. Pasos hacia el cambio (steps towards change)
3. Resultado (outcome)

Ensayo / Take Home Essay

Piensa de lo que has leído en el libro *Diarios de Motocicleta* y lo que has visto en la película *Diarios de Motocicleta*. ¿Cuáles son unos de los eventos o las experiencias que tenían la más influencia en los pensamientos de Che Guevara? ¿Qué contribuyó a cambiarle de Ernesto Guevara, el estudiante de la medicina, a ser Che Guevara, el revolucionario? Escribe un ensayo completo en español. Dé evidencia del libro y de la película para sostener sus ideas.

Debe estar escrito por la computadora en español.

Una pagina y media

Doble espacio, 12pt, Times New Roman

Debido: martes 10-5-10

Puede mandármelo por email o imprimirlo

*Think about what you have read in the book *Motorcycle Diaries* and what you have watched in the movie *Motorcycle Diaries*. What are some of the events or experiences that have had the most influence on the thoughts of Che Guevara? What has contributed to change Ernesto Guevara, the medical student, to become Che Guevara, the revolutionary? Write a complete essay in SPANISH. Give evidence from the book and the movie to support your argument.*

Should be typed

1 and a half pages

Double spaced, 12pt font, Times New Roman

Ernesto (Che) Guevara

FACT SHEET



Ernesto (left) and his family in 1944

- Born June 14, 1929 in Rosario, Argentina. Ernesto was the eldest of five children
- In 1930, Ernesto was diagnosed with severe asthma
- Family moved to Alta Gracia, Argentina in 1933
- Ernesto began school at home. He was taught to read and write by his mother
- In 1937 he enrolled in primary school where he became very popular and a star athlete
- In 1942 he began high school at Colegio Nacional Dean Funes
- In 1943, the family moved to Córdoba, Argentina
- After graduation in 1946, the family moved to Buenos Aires, Argentina and Ernesto began medical school
- In 1952, Ernesto began his travel through South America with his friend Alberto
- Ernesto graduated from medical school in 1953 and traveled to several countries in South America and then settled down in Guatemala
- In 1953, after the overthrow of the president of Guatemala, Ernesto left and moved to Mexico
- Ernesto met Fidel Castro in 1955 and joined the 26th of July Revolution to overthrow Fulgencio Batista, the president of Cuba.
- Ernesto, Fidel and other revolutionaries arrived in Cuba in 1956. During this time he lived in the mountains and trained other men in guerrilla warfare
- In 1958, Fidel Castro, Ernesto (Che) and their “army” captured a major city in Cuba and forced Batista to flee Cuba.
- In 1959, Fidel Castro named Che President of the National Bank of Cuba.
- Che lived in Cuba until 1964 when he decided to travel to Africa to begin guerrilla operations in the Congo.
- Until 1966, Che helped train guerrillas and traveled to several countries in Europe and Asia.
- Late 1966, Che returned to Cuba for a short visit and then traveled to Bolivia where he led guerrilla operations and captured Quebrada de Yuro.
- On October 8th, 1967, Che was captured by Bolivian military forces and taken to the village of La Higuera. On the 9th, René Barrientos, President of Bolivia, ordered his execution.

Al Otro Lado del Río

(From the movie "The Motorcycle Diaries")

Clavo mi remo en el agua
llevo tu remo en el mío.
Creo que he visto una luz
al otro lado del río.

El día le irá pudiendo
poco a poco al frío.
Creo que he visto una luz
al otro lado del río.

Sobre todo, creo que no todo está perdido.

Tanta lágrima, tanta lágrima,
y yo soy un vaso vasio

Oigo una voz que me llama,
casi un suspiro:
¡Rema, rema, rema!
¡Rema, rema, rema!

En esta orilla del mundo
lo que no es presa es baldío.
Creo que he visto una luz
al otro lado del río.

Yo, muy serio, voy remando,
muy adentro y sonrío.
Creo que he visto una luz
al otro lado del río.

Sobre todo, creo que
no todo está perdido.
Tanta lágrima, tanta lágrima, y yo
soy un vaso vacío...

Oigo una voz que me llama,
casi un suspiro:
¡Rema, rema, rema!
¡Rema, rema, rema!

Clavo mi remo en el agua
levo tu remo en el mío.
Creo que he visto una luz
al otro lado del río.

The Other side of the River

Nail (or plunge) my oar in the water

I carry your oar in mine

I believe I have seen a light

On the other side of the river

The day will come when we will be able to conquer

Little by little, the cold

I believe I have seen a light

On the other side of the river

Above all, I believe that all is not lost

So many tears, so many tears

And I am an empty glass (or - vessel)

I hear a voice that calls to me,

Almost as a sigh:

"Row, Row, Row!

Row, Row, Row!"

In this border of the world

Where we are imprisoned, are uncultivated,

I believe that I have seen a light

On the other side of the river

I, very serious, go rowing

Very deeply inside and I smile

I believe that I have seen a light

On the other side of the river

Above all, I believe that

All is not lost
So many tears, so many tears. And I
I'm an empty glass (or vessel)

I hear a voice that calls to me,
Almost as a sigh:
"Row, Row, Row!
Row, Row, Row!

I nail (plunge) my oar in the water
I carry your oar in mine
I believe I have seen a light
On the other side of the river

Cloze passage Levels 1-2

“Al otro lado del río” - by Jorge Drexler

Clavo mi remo en el agua

_____ tu remo en el mío.

Creo que he visto una luz

al otro lado del río.

El día le irá pudiendo

poco a poco al frío.

_____ que he visto una luz

al otro lado del río.

Sobre todo, creo que no todo _____ perdido.

Tanta lágrima, tanta lágrima,

y yo _____ un vaso vacío

_____ una voz que me llama,

casi un suspiro:

Rema, rema, rema

Rema, _____, rema

En esta orilla del mundo

lo que nos es presa es baldío.

Creo que he visto una luz

al otro lado del río.

Yo, muy serio, _____ remando,

muy adentro y _____.

Creo que he visto una luz

al otro lado del río.

Sobre todo, creo que

no todo está perdido.

Tanta lágrima, tanta lágrima, y yo

_____ un vaso vacío...

Oigo una voz que me _____,

casi un suspiro:

Rema, rema, rema

Rema, rema, rema

Clavo mi remo en el agua

llevo tu remo en el _____.

Creo que he visto una luz

al otro lado del río.

Cloze Passage Levels 3 and above

“Al otro lado del río” – by Jorge Drexler

Clavo mi remo en el agua
llevo tu remo en el mío.
Creo que _____ una luz
al otro lado del río.

El día le _____
poco a poco al frío.
Creo que he _____ una luz
al otro lado del río.

Sobre todo, creo que no todo está _____
Tanta lágrima, tanta lágrima,
y yo soy un vaso _____

Oigo una voz que _____ llama,
casi un _____:
Rema, rema, rema
Rema, rema, rema

En esta orilla del mundo
lo que _____ es presa es baldío.
Creo que _____ visto una luz
al otro lado del río.

Yo, muy serio, voy _____,
muy adentro y sonrío.
Creo que he visto una luz
al otro lado del río.

Sobre todo, creo que
no todo _____ perdido.
Tanta lágrima, tanta _____, y yo
soy un vaso vacío...

Oigo una _____ que me llama,
casi un suspiro:
Rema, rema, rema
Rema, rema, rema

_____ mi remo en el agua
llevo tu remo en el mío.
Creo que he visto una luz
al otro lado del río.

Resources for Teachers

Online

- In-depth look at the movie <http://www.motorcyclediariesmovie.com/>
- Book review <http://januarmagazine.com/biography/che.html>
- Movie review <http://www.slate.com/id/2107100/>
- Ernesto Guevara's (Che) involvement in Guatemala [http://en.wikipedia.org/wiki/Che_Guevara - Guatemala.2C_Arbenz and United Fruit](http://en.wikipedia.org/wiki/Che_Guevara_-_Guatemala.2C_Arbenz_and_United_Fruit)
- Highlights Jacobo Arbenz, president of Guatemala and his friendship with Ernesto Guevara (Che) <http://www.unitedfruit.org/arbenz.htm>
- Highlights Ernesto Guevara's (Che) involvement with Jacobo Arbenz and the push for land reform in Guatemala <http://www.unitedfruit.org/guevara.htm>
- Complete view of Fidel Castro including teacher's guide <http://www.pbs.org/wgbh/amex/castro/>
- Complete view of the Cuban Revolution <http://www.latinamericanstudies.org/cuban-revolution.htm>
- Cuban president during the Cuban Revolution http://en.wikipedia.org/wiki/Fulgencio_Batista
- Cuban Missile Crisis <http://www.hpol.org/jfk/cuban/>
- The Bay of Pigs invasion <http://www.jfklibrary.org/JFK/JFK-in-History/The-Bay-of-Pigs.aspx>
- CIA involvement in the capture and execution of Ernesto Guevara (Che) [http://en.wikipedia.org/wiki/Che_Guevara - Capture and execution](http://en.wikipedia.org/wiki/Che_Guevara_-_Capture_and_execution)
- Ernesto Guevara (Che) timeline <http://en.wikipedia.org/wiki/Template:Cgtimeline>

Print

Diarios de Motocicleta: Notas de Viaje by Ernesto Guevara

Paperback: 200 pages

Publisher: Ocean Press; 3 edition (September 1, 2004)

Language: Spanish

ISBN-10: 9781920888114

ISBN-13: 978-1920888114

Motorcycles Diaries: Notes of a Latin American Journey by Ernesto Guevara

Paperback: 175 pages

Publisher: Ocean Press (August 1, 2003)

Language: English

ISBN-10: 1876175702

ISBN-13: 978-1876175702

Cinema for Spanish Conversation

Reading level: Young Adult

Paperback: 294 pages

Publisher: Focus Publishing/R. Pullins Co.; 2nd edition (April 26, 2006)
Language: Spanish
ISBN-10: 9781585102310
ISBN-13: 978-1585102310

Traveling with Che Guevara by Alberto Granado

Paperback: 248 pages

Publisher: Newmarket Press (September 2, 2004)
Language: English
ISBN-10: 1557046395
ISBN-13: 978-1557046390

Back on the Road: A Journey through Latin America by Ernesto “Che” Guevara

Paperback: 160 pages
Publisher: Grove Press (September 17, 2002)
Language: English
ISBN-10: 0802139426
ISBN-13: 978-0802139429

Diarios de Motocicleta Word Search

Nombre _____ Clase _____ Fecha _____

V U M I R A M A R N O S E V A V U M I R
 A K H Z Q I R O G G E A C E L A K H Z Q
 L O P C A U T E A M T C S N B L O P C A
 P G C L C S E I P E A A E E E P G C L C
 A N K Z E I T C L E M R P Z R A N K Z E
 R A C N U N P C H I L A O U T R A C N U
 A T A M A C I U Q U H C B E O A T A M A
 I O B S L C Z E H C A I U L J I O B S L
 S B E I O E L I H C Q U H A O S B E I O
 O M M T B U E N O S A I R E S O M M T B
 J A O A N I H C I H C M D E H J A O A N
 X M C A L E I N A D A D E I P X M C A L
 S A N P A B L O T S E N R E P S A N P A
 S E D N A S O R E D O P A L A S E D N A
 M O N C H O A R G E N T I N A M O N C H
 V U M I R A M A R N O S E V A V U M I R
 A K H Z Q I R O G G E A C E L A K H Z Q
 L O P C A U T E A M T C S N B L O P C A
 P G C L C S E I P E A A E E E P G C L C
 A N K Z E I T C L E M R P Z R A N K Z E

Alberto	Argentina	Valparaíso	Cuzco	Quechua	La Poderosa	Fuser
Ernesto	Chile	Santiago	Felix	Jazmín	Buenos Aires	Che
Chichina	Perú	Néstor	Daniela	Piedad	San Pablo	
Comeback	Venezuela	Miramar	Moncho	Maté	Mambo Tango	
Leper	Caracas	Lima	Andres	Motocicleta	Mial	
Dr. Hubo Pesce	Desierto de Atacama		Chuquicamata		Machu Picchu	