

## Postcards from Ecuador – Qué Tan Lejos (film)

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Target Audience: High School (Grades 9-12)

### RELATED CONTENT AREAS

Spanish

### INSTRUCTIONS

<b>Overview</b>	Students will write and present short postcard messages using Spanish phrases and simple sentences related to the film <b>Qué Tan Lejos</b> .		
<b>Standards</b>	Communication 1.3 Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.		
<b>Objectives</b>	Presentational Writing: Novice High I can write short messages and notes on familiar topics related to everyday life. I can write short notes using phrases and simple sentences. I can write a postcard message. Greeting and goodbye Present tense Past tense Transition words	<b>Materials</b>	Movie: Qué tan lejos Notebook paper Post-it notes Venn diagram worksheet

### PROCEDURE

#### Day 1

1. On board before students arrive:
  - List one geographic feature.
  - One mode of transportation (mentioned or used)
  - One thing that happened
  - One emotion you are feeling
  - One more detail of your choice
2. After students arrive have them write the categories on their own paper leaving space between. Tell them that as they watch the first half of the film they should be looking for information about the categories and taking notes.
3. Play first half of movie. Stop after the scene that Tristeza is alone waiting for a ride (54 minutes).
4. Exit slip: on a scrap sheet of paper students will write which character they identify most with and why (can be anonymous).

**Day 2:**

1. Students will get into groups based on the character they chose. These small groups will discuss the characters and write short descriptions on post-it notes provided by the teacher. Each group should have a minimum of five post-it notes.
2. As a whole group the students will use the post-it notes to fill in a Venn diagram and discuss the rationale behind their choices. Students will volunteer or be chosen to place the post-it notes in the appropriate place on the chart. Students will follow along and fill in their own copy of the diagram.
3. Students will use the information from Day 1 to write a postcard from the point of view of one of the main characters (Tristeza, Esperanza or Jesus). The postcard will include at least five sentences corresponding with requirements. They will also draw a picture that includes a caption. They will use a half sheet of notebook paper. Next, students will exchange with a partner to make suggestions and corrections before submitting to teacher. If they need to finish at home and bring it back the next class they may.

**Day 3:**

1. Watch the rest of the film.
2. Students will return to their character groups and discuss how the character changed (or didn't, if applicable) throughout the movie. Then, each group will informally present to the class the ideas they discussed.
3. Students will finish the class writing a second post card from the point of view of a main character after the final events of the movie. This post card has the same requirements with one addition. They should comment on the character's change throughout the movie.

## EVALUATION

- Post card requirements are met
- There are at least five sentences.
- A geographic location has been mentioned
- A mode of transportation has been mentioned.
- A scene or moment from the movie has been mentioned.
- An emotion or opinion has been mentioned.
- One additional detail has been mentioned.
- An illustration is included.
- The illustration has a caption.
- An appropriate greeting is used.
- An appropriate closing is used.
- At least two transitions words have been used.
- A sympathetic native reader can understand the message with little interference.

## EXTENSION ACTIVITES

**Adaptions/options**

- Teacher could have worksheets with the categories already written out available for any student that needs them.
- Teacher could let students watch the ahead of time if needed (in the same segments if possible).