



The arts integration company of

BERDOLÉ
FLAMENCO PRODUCTION

Literacy Activities
Flamenco: Europe and Latin America

ELA Activity

Select one of the following song lyrics and analyze the poetry based on the following prompts. Note, each set of lyrics is a poem that is sung in a pattern with repetition, to express an emotion as an abstract idea. Consider that each text portrays a flash of emotion rather than a narrative. Identify the emotion of one or more characters. By responding to the prompts, you will:

- Explain setting, characters, plot, and point of view of selected texts (flamenco song lyrics)
- Describe characteristics of Spanish life and geography based on selected texts
- Describe elements of setting, character, emotion, action, etc., that may be correlated with someone who is discussed in the text but is not necessarily present in the text.
- Create a narrative about what happened before or after the moment depicted in the text.

Song lyrics (poems)

Farruca

Una farruca en Galicia,
una farruca y amargamente lloraba,
y amargamente lloraba.
Había perdido el Farruco que la gaita le tocaba,
que la gaita le tocaba

English translation:
A farruca in Galicia
Bitterly cried
She had lost the Farruco
Who played the bagpipe

(Vocabulary tip: "farruca" is the name by which people from Galicia are called by people in Andalucía.)

See accompanying essay re. farruca history for more information.

Prompts

Is this written in first, second, or third person?
Who is the narrator?
Who did the narrator see?
Where is the narrator?
What is the narrator doing?
Why is the narrator crying?
What was the character "farruca" doing?
What is a "farruca/o"?
What kind of emotion is the narrator expressing?

Considering your responses to the above prompts, try one of the following assignments:

Draw a picture of what happened before/during/after this text.

Write a short narrative about what happened before or after the text, considering that you may write about something that is not explicitly mentioned in the text.

Write a short narrative about why the narrator may be apart from the farruca.



The arts integration company of

BERDOLÉ
FLAMENCO PRODUCTION

Literacy Activities
Flamenco: Europe and Latin America

Song lyrics (poems)

Tangos de Triana

Triana Triana que bonita está Triana
Cuando le ponen al puente
La banderita republicana

English translation:
How beautiful is Triana
When they hang the flag of the Republic
On the bridge (to Triana)

Prompts

Who is the narrator?
Where is Triana?
Why would anyone hang the Republic flag on the bridge to Triana?
Why is Triana significant in flamenco history?
Why is the bridge to Triana, called El puente de Isabell II, important?
Why is the river under the bridge, called El Guadalquivir, important in the history of the Spanish empire?

Considering your responses to the above prompts, try one of the following assignments:

Draw a picture of what happened before/during/after this text.

Write a short dialogue between two people walking along the bridge before or after the text takes place.

Song lyrics (poems)

Tangos de Triana

El otro día te vi
Llevabas limones verdes
Y una matita de perejil

English translation:
The other day I saw you
You were carrying green lemons
And a bunch of parsley

Prompts

Who is the narrator?
Who does the narrator see?
Where does this action take place (a specific location in city)?
Why would anyone carry green lemons and parsley?
What emotion may be related to this action?

Considering your responses to the above prompts, try one of the following assignments:

Can you draw a picture of what happened before/during/after this text?

Write a short story, including dialogue, about what happens to the green lemons and parsley, before or after the text takes place.

Write a short story, including dialogue about something that happened between the characters before or after the text takes place.



The arts integration company of

BERDOLÉ
FLAMENCO PRODUCTION

Literacy Activities
Flamenco: Europe and Latin America

Traditional Guajira Letra

Contigo me caso indiana
Si se entera tu papa
y se lo dice a tu mama
hermosísima cubana
tengo una casa en la Habana
destinada para tí

English translation:
Marry me indiana
Go tell your father
Tell your mother
Beautiful Cuba
I have a home in Havana
Destined for you

See video list, below, for more information.

Who is the narrator?
What are the symbolic and literal meanings of indiana?
When was this song written?
What is the relationship between Spain and the Indies?
What are some of the goods traded via the Indies?
What are two flamenco props that developed via the Flota de los indies?
How does this song reflect contact of communities during the Spanish Empire?
What emotions might the characters feel?

Considering your responses to the above prompts, try one of the following assignments:

Draw a picture of a mantón de Manila, considering the origins and evolution of the imagery.

Write a short story about this marriage proposal. You might discuss what happened before, during, or after the action in this text and the emotions that the characters felt.

Go further:

Relate flamenco to time and space at point of origin, as well as contemporary time. Do this by comparing and contrasting modern dance forms in the U.S.A. (ex: hip hop, tap dance, ballet) with flamenco.

Learn to dance flamenco to one of the songs. Express the emotion of the text or your new writing piece while dancing. Share your dance with the class in a performance or by teaching them the dance. Keep in mind that flamenco dancers express an abstract idea about a flash of emotion, rather than a narrative of a story.

Look online to find pictures of flamenco dancers and musicians in Andalucía, as well as another country (or countries) that influenced flamenco. Make a collage to compare traditions, such as costumes, instruments, and characteristics of the geographic regions of Spain and/or other countries.



The arts integration company of

BERDOLÉ
FLAMENCO PRODUCTION

Literacy Activities
Flamenco: Europe and Latin America

Videos of mantón de Manila in flamenco:

DANCERS

Guajira, from the film Flamenco, by Carlos Saura:

https://www.youtube.com/watch?v=u_fZdzw_4v4

Classic mantón work by Blanca del Rey:

<https://www.youtube.com/watch?v=P6yDyZoTC38>

Young dancer Paula Comitre:

<https://www.youtube.com/watch?v=2L2Fwfenu7w>

Young dancer Alejandra Gudí:

<https://www.youtube.com/watch?v=UIDZMFu16tg>

DOCUMENTARIES:

Quick story in video:

<https://www.youtube.com/watch?v=c-gudilloUc>

Read description (written in Spanish for excellent history):

https://www.youtube.com/watch?v=3xTuwQIMR_E