

La flor de mi secreto
por Pedro Almodóvar
1995
Escena 9 “Jacinta’s Village”
(1:19:00-1:24:00)
***Level One**

Objectives:	Standards:
Compare and contrast handicrafts of the La Mancha region and of the students’ own	Standard 4: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture. 1.4.5 Recognize cultural differences
Define bobbin lace and describe the region in which it is produced	Standard 5: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied. 1.5.1 Identify the major products of the foreign culture.
Identify the underlying meanings of the terms <i>encaje de bolillos</i> and <i>mundillo</i> in the theme of the film	Standard 7: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture. 1.7.2 Extract identified information from selected authentic sources.
Compare and contrast activities and their significance in the La Mancha region and in the students’ own	Standard 9: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own. 1.9.1 Compare daily living patterns in the foreign culture with students’ own culture.

Day One

Before Viewing *Whole group discussion (5 minutes)*

- Think about a very small community in your area. What do the houses look like? Describe the street. How do the people dress?
- With what traditional North American handicrafts are you familiar? How did you learn about them? Are they still produced by hand today? What is their value, both monetary and historical?

During Viewing *(5 minutes)*



In this excerpt Leo Macías travels with her mother, Jacinta, to the village in which Jacinta grew up. Jacinta, a widow, is fleeing her situation in which she lives with her other daughter and son-

in-law. Leo is trying to come to grips with her husband, Paco, abandoning her. During the first viewing of this clip, jot down some notes on your own paper about the following topics:

- Describe the street
- Describe the buildings
- Describe the local ladies

After Viewing *In pairs (40 minutes)*

With a partner use the websites listed to complete the following activities:

1. http://en.wikipedia.org/wiki/Bobbin_lace

Read the first 3 paragraphs and answer these questions:

- What is bobbin lace?
- How is it made?

2. <http://www.geocities.com/carolgallego/lacespain.html>

- Where and what is the Annual Lace Day event?
- What are 2 traditional items made of Spanish lace?
- If you were to visit La Mancha, where would you find ladies making lace?

3. <http://lace.lacefair.com/International/BPspain.html>

- Examine the images on this page. How do they compare with those in the film?
- Define the following terms:
 - ~ bolillos:
 - ~ encaje de bolillos:
 - ~ encaje:
 - ~ bolillero, almohadilla:
 - ~ alfileres:
 - ~ hilos:

4. http://www.carts.org/artist_rosa4.html

- Why are the threads wound on bobbins?
- What are the two Spanish words for lace and what are their literal translations?

Day Two

Second Viewing & Discussion *Groups of three (15 minutes)*

Watch the excerpt again, and prepare to discuss the following questions:

1. In regard to Leo's current life situation, what do you think is the symbolism of the lace and the words *encaje* and *mundillo*? What is the symbolism of the scene of the ladies making lace in the street? Why do you think Almodóvar used this setting?
2. What techniques did Almodóvar use to include the lace and lace-making into the scenes?

Whole-Class Discussion *(10 minutes)*

Teacher facilitates whole-group discussion/sharing of conclusions reached by smaller groups about the above two questions.

Written Activity *Individual work (30 minutes)*

Imagine that you are making this film in the United States; what location and typical activity would you use to symbolize Leo's personal purpose in Almagro? Explain in detail.

Optional Enrichment Activity

Working together in your group, create a storyboard or short video clip of your scene from discussion question 3.

Assessment

Informal

Students actively participate in group-discussion from before viewing the clip.

Students actively participate in group-discussion after viewing the clip.

Students are consistently on-task.

Formal

Students correctly answer the questions the websites.

Students demonstrate understanding of the culture studied by appropriately comparing and contrasting it with their own in the written activity.

Students demonstrate understanding of the culture studied by appropriately comparing and contrasting it with their own in the optional enrichment activity.

Resources and Materials

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Appropriate audio-visual equipment

Copies of lesson for each student

Computers with Internet access

Websites:

- http://en.wikipedia.org/wiki/Bobbin_lace
- <http://www.geocities.com/carolgallego/lacespain.html>
- <http://lace.lacefairy.com/International/BPspain.html>
- http://www.carts.org/artist_rosa4.html

*For higher levels, convert these pages to L2.