

## Character

The purpose of this set of activities is to help learners understand, reflect and analyse the importance of the characters in Lorca’s play. Both language and literary skills will be developed as students work through these exercises of increasing level of demand. Teachers can easily adapt and create similar resources to take the study of the play forward.

### ***La casa de Bernarda Alba (play)***

This play is known as one of the greatest masterpieces of the 20th Century. Lorca intended to use real-life inspiration to explore his prevailing themes of repression, sexuality and tyranny. He sub-titled the play, “Drama of Women in the Villages of Spain,” and notes that the work should resemble “a photographic document.” Lorca’s natural poetic sense still creates a highly stylized play with a vast array of symbols.

Students will learn about society and values of rural Spain in the run up to the Spanish Civil war. This links to one of the A Level themes, *The two Spains: 1936 onwards*.

“La casa de Bernarda Alba” is, and has been, a subject of scholarly research and study in many universities throughout the world.

Activity	Skills covered	Ideas for use
<b>Activity 1</b>	This activity is a true/false. Students will develop reading skills as they scrutinise the key extract selected.	Students read the extract and decide whether the statements are true or false. Once completed and checked, students will have achieved a level of comprehension which will allow them to discuss and comment on the characters and events in this extract and their significance.
<b>Activity 2</b>	Students construct sentences from words given in a random order. Reading and grammar skills will be developed, as well as enhanced understanding of this key extract.	Students drag and drop each word given, to construct a meaningful sentence based on the key extract shown on the screen. Some sentences can be challenging and will require attention. Further discussion of the characters and significance of the scene can be encouraged in groups.

<b>Activity 3</b>	<p>This activity offers learners an opportunity to expand their understanding of the text provided, by writing a short response, following the bullet points provided when clicking on the "Pistas" button.</p>	<p>Students write their views with the support of the bullet points shown when clicking on "Pistas".</p> <p>There is a print button for students to submit their work to their teacher for feedback.</p> <p>This activity can be further discussed orally.</p>
<b>Activity 4</b>	<p>This activity is a true/false. Students will develop reading skills as they scrutinise the key extract selected. It follows the same pattern as Activity 1 but with an increased level of difficulty.</p>	<p>Students read the extract and decide whether the statements are true or false. Once completed and checked, students will have achieved a level of comprehension which will allow them to discuss and comment on the characters and events in this key extract and their significance.</p>
<b>Activity 5</b>	<p>Students construct sentences from words given in a random order. Reading and grammar skills will be developed as well as enhanced understanding of this key extract.</p> <p>It follows the same pattern as Activity 2 but with an increased level of difficulty.</p>	<p>Students drag and drop each word given to construct a meaningful sentence based on the key extract shown on the screen. Some sentences can be challenging and will require attention. Further discussion on the characters and significance of the scene can be encouraged in groups.</p>
<b>Activity 6</b>	<p>This activity offers learners an opportunity to expand their understanding of the text provided, by writing a short response. This time, there is no scaffolding, so students will have to compose a structured response using their skills.</p>	<p>Students write their views without the support of the bullet points.</p> <p>There is a print button for students to submit their work to their teacher for feedback. Teacher's feedback will ensure students are moving forward.</p> <p>This activity can be further discussed orally.</p>