



Leyendas del mundo hispano (2nd Edition)

By Susan M. Bacon, Nancy A. Humbach, Gregg O. Courtad, Aitor Bikandi-Mejias

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A reader for intermediate-level Spanish courses, courses in Composition and Conversation, or Civilization. Perhaps no other story is as compelling, as universal, or conveys so much about a culture as a legend. Recognizing this, *Leyendas del mundo hispano* offers 12 legends from Mexico, Colombia, El Salvador, Spain, Puerto Rico, Argentina, Paraguay, Bolivia, Peru, Uruguay, Cuba, and the United States. These stories illustrate the blending of cultures (Spanish, Indigenous, Mestizo), the creation of new legends, as well as the evolution of legends. The five National Standards of communication, cultures, connections, comparisons, and communities inform the philosophy and rich pedagogy of the text.

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Editorial Review

From the Back Cover

Perhaps no other story is as compelling, as universal, or conveys as much about a culture as does a legend. In this widely used reader, the second edition of *Leyendas del mundo hispano* offers 12 Hispanic legends from Argentina, Bolivia, Colombia, Cuba, El Salvador, Mexico, New Mexico (U.S.), Paraguay, Peru, Spain, and Uruguay. Abundant pre- and post-reading activities accompany each story and help students improve their reading, writing, and speaking skills.

Highlights to the new edition

- A preliminary chapter presents popular North American legends in order to provide a framework for the Hispanic legends and create a link to something they already know.
- 4 new legends: an Inca creation myth, an Arab-Spanish legend, a Cuban legend/myth, and a Sephardic legend.
- Each chapter has:
 - A listening activity that corresponds to the audio CD
 - Internet activities that refer students to the *Leyendas* web site
 - An activity involving a map or other visual
- The web-based activities encourage students to look beyond the stories to the context in which they were created.
- A more robust Spanish-English glossary

Audio CD

Since legends are an inherently aural medium, an audio CD has been created that contains a spoken version of each legend. Students can practice their listening comprehension, feel the rhythm of the language, and experience the intonation and inflection of the words. The Audio CD invites students to journey back in time and experience the legends just as they were initially experienced—in the telling for aural preservation from one generation to another. With each telling, the legends take on the particular characteristics of the time and the teller. One spoken version is offered for each legend.

About the Author

Susan Bacon (Ph.D, Ohio State University) has been teaching at the University of Cincinnati since 1985. She is currently Professor of Spanish and Associate Director for the Institute for Global Studies and Affairs (IGSA). In addition to her administrative duties, she teaches Spanish Language and Culture, Spanish Teaching Methodology, Second-Language acquisition, and Global Studies. Previously she has been involved in K-12 teacher education. Her research interests include child and adult second-language acquisition, and the processing of authentic input. She is recipient of the prestigious Paul Pimsleur Award for Research in Education awarded by the American Council for the Teaching of Foreign Languages and the *Modern Language Journal*. She has been Project Director for a four-year grant from the National Endowment for the Humanities, and a Fulbright-Robles Scholar in Mexico. She is primary researcher for several empirical articles, and has co-authored several elementary and intermediate-level Spanish texts including *¡Arriba!*, *Conexiones* and *Leyendas del mundo hispano*.

Nancy Humbach coordinates the Languages Education Program at Miami University, Oxford, OH. She is a veteran teacher at the secondary level and has authored more than a dozen textbooks. She is a former Fulbright-Hayes Scholar (Bogotá, Colombia) and the recipient of numerous awards, including the National Endowment for the Humanities-*Readers Digest* Teacher-Scholar Grant for Ohio. During her sabbatical funded by that grant, she research legends and myths of Mexico.

Born and raised in Columbus, Ohio, **Gregg O. Courtad** likes to say that he was educated on three continents, having taken courses in Colombia, Spain and North America. Currently an Associate Professor of Spanish at Mount Union College in Alliance, Ohio, he recently taught a course for American students at the Universidad Nacional in Heredia, Costa Rica. Among his past teaching experiences he is particularly fond of his life as an ESL instructor at the Oficina Hispana de la Comunidad in Boston, Massachusetts. When not trying to make the world a better place for hispanophiles, he is busy restoring his Tudor Revival “Cottage” in an historic section of Canton, Ohio.

Aitor Bikandi-Mejias (Ph.D, University of Cincinnati) has been teaching, since 1996, at Colby College, Maine, and Saint Louis University, Madrid Campus. He is currently Visiting Professor of Spanish at University of Cincinnati. He teaches Spanish Language, Spanish Culture and Civilization, and Spanish Literature. His research interests include Teaching of Spanish Language, Contemporary Literature from Spain, Spanish Cinema and Cultural Studies. He has co-authored elementary and intermediate-level Spanish texts, including *Leyendas del mundo hispano*. He is also the author of the books, *Galaxia textual: Cine y Literatura*, Tristana (Galdós y Buñuel), and *El Carnaval de Luis Buñuel: Estudios sobre una tradición cultural*.

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Why legends? First, stories convey information and describe events and their consequences, which encourages us to react both intellectually and effectively. Second, stories stimulate our imagination, encouraging us to think about the possible, as well as the actual. Since the earliest times, stories have engaged us to imagine what it would be like to be someone else, thus we begin to treat others with as much respect as we would wish to be treated, as we learn more about others and ourselves. Finally, and for perhaps the most important reason, we offer these legends because everyone loves a good story. We only have to look at the success of such modern legends as *Harry Potter* to recognize that a fine story engages readers of all ages.

Although American students are aware of legends and myths that they have heard since childhood, they may not be aware of their purpose or may not easily associate the lessons with legends from the Spanish-speaking world. Therefore, in the second edition, we have included a preliminary chapter with a few examples to refresh a student's memory. These include Davy Crockett, Johnny Appleseed, Pocahontas, King Midas, and *Gente nube*, a moving story dating from the time of slavery in the U.S., and which is on the audio program. This preliminary chapter, in Spanish, sets the tone for those that follow.

The following 12 chapters present a panorama of legends from the Hispanic world. In developing these legends for learners of Spanish, we sought illustrations of the blending of cultures (Spanish, Indigenous, Mestizo, Jewish, African, Arab), the creation of new legends, and the retention of old traditions. For example, the legend of *La Llorona* is known throughout the Spanish-speaking world, and the versions have a different message depending on the era and region in which they were popular. In many versions, a woman is driven to kill her children; the method may be by knife, drowning, or abandonment, but in all of them, the woman is either vilified or romanticized in her quest for revenge against men. The legend has been used to teach Christian values, to warn against crossing social classes, and/or to rearm the strength of the female

figure. Her rebellion has made her the antithesis of the passive Virgin, yet most Spanish speakers will say they were warned to beware of La Llorona, who for many represents a female "bogeyman."

The themes of legends are universal, such as in *La Casa de los Munecos* where we see familiar questions of money, power, honor, and revenge. In the legend of *Los volcanes* we see the traits of fidelity and courage, which were important values in pre-Columbian culture and persist as such in modern Mexico. The story is complemented by *Los Amantes de Teruel*, the Spanish legend of star-crossed lovers. *Los cadejos* from El Salvador contrasts good and evil in a single familiar animal, the dog. An Argentine/Paraguayan legend explains the origin of *yerba mate* as a symbol of friendship and good will. The Paraguayan legend, *El nanduti*, underscores again the power of friendship while also highlighting the merit of indigenous talents. The Colombian legend, *El Dorado*, demonstrates the futility of the search for imagined treasure. The colonial version of *La Llorona* exemplifies the danger of falling in love with someone above one's station.

New to this edition is a creation myth, *El mito de la creacion Inca*, which offers a glimpse at the level of development of the peoples of the *altiplanicie* of South America before the arrival of the Spanish conquerors. We have also added three legends that represent the multicultural diversity of the Spanish-speaking world: *El Abencerraje y la hermosa Jarifa* is a Moorish tale that stresses the sense of honor (pundonor) so characteristic of the Spanish people. *El ano que llovieron tortillas*, set in New Mexico, is a Sephardic legend carried there from Spain and other Jewish communities throughout the world. Forced to flee Spain, many Jews found a safe haven in the remote areas of New Mexico and in the present-day American Southwest. Their religious practices were hidden from public eye, and often only the women in the family knew their true background and maintained the religious traditions of these Crypto Jews. Finally, *La leyenda de la Virgen de la Caridad del Cobre* illustrates the power of faith among the people of Cuba. We use this story as a touchstone for the rich African heritage in Cuban culture. All of these legends have an unequivocal potential for helping students develop their creativity, as well as to discover both universal and culturally unique values.

Relationship to the Standards for Foreign Language Learning: Preparing for the 21st Century

The five standards proposed by the National Standards in Foreign Language Education Project (1996) are integrated into the philosophy of the text. The approach and activities develop the areas of "communication, cultures, connections, comparisons, and communities."

In second-language instruction, legends provide a superb context to make information meaningful to learners (**connections**). For example, animal legends incorporate real and imaginary creatures, descriptions, and emotions; architectural legends expand descriptive vocabulary: colors, dimensions, and measurements; topographical legends help students make comparisons between their own environment and others. Legends are traditionally aural literature, the use of which encourages students to become good listeners (**communication**). The activities included in this text provide opportunities for students to practice the three modes of communication as outlined in the communication standard: interpersonal, interpretational and presentational. In legends we see daily routines, verbal and nonverbal communication, and ways of communicating beliefs (**cultures**). They embody the three "p's" of culture, perspectives, practices and products, making them perhaps the most complete example of cultural authenticity. The stories provide the context for instruction of vocabulary, syntax, and functions of language (**comparisons**). Finally, whenever possible, students are encouraged to go beyond the classroom to use the resources of their community and beyond to use Spanish for personal enjoyment and enrichment (**communities**). Each chapter has at least two activities in which students do related research through the Companion Website,

<http://www.prenhall.com/leyendas>

Audience

The *Leyendas* text is intended for intermediate students of Spanish. It may be used as a supplement to a grammar text or as a stand-alone text for Conversation and Composition classes. Although there is no explicit presentation of grammar, we believe that grammar is reinforced through the telling of the legends and the variety of activities. The text can also be used to provide a richer context for Hispanic civilization courses, and even Spanish Phonetics, through the use of the audio CD.

Organization

Each chapter opens with the *Contexto cultural*, which contains information to help students situate the legend within its historical and cultural context. This section encourages students to recall their studies in other courses and to make connections to previous knowledge. Pre-reading activities refer to information in the *Contexto cultural*, introduce new vocabulary and concepts, and supply advance organizers and global questions for the reading. Because we believe that learners can understand much more than they can produce, we employ a variety of tenses along with preparation and redundancy to make the stories comprehensible. Low-frequency vocabulary is glossed when it is not transparent from the context of the legend and not included in the pre-reading activities.

Post-reading activities progress from convergent *Comprehension* activities to divergent *Expansion* activities. *Comprehension* activities vary from chapter to chapter, including "Who might have said?" to "Order the events and retell the story." *Expansion* activities include further investigation, mini-drama, debate, and guided writing. The final chapter invites students to ask someone outside of class to relate a legend, which they must then retell to the class.

Audio Program

Legends are inherently an aural medium; they are passed down from generation to generation, and with each telling take on the particular characteristics of the times and the teller. It is only logical that the users of this text should also hear the legend. We suggest that students first read the *Contexto cultural* and do the *Preparacion* activities. Then they may choose to read the legend before listening to it, or listen to the legend before reading it. Since reading and listening are very different activities, we discourage students from reading and listening simultaneously. In fact, the recorded version is more conversational, and therefore it is not identical to the written version. The Expansion activities should follow the listening.

Summary of Changes in the Second Edition

- The new edition has 13 chapters. We have added a preliminary chapter entitled, *Leyendas de todo mundo*, which explores popular stories that students have most likely heard, such as Davy Crockett and Johnny Appleseed. It also explains the differences between legends and myths and shows how sometimes stories contain elements of both, such as that of King Midas. The preliminary chapter helps students understand the importance of legends and myths to civilization, and creates a bridge between U.S. culture and Hispanic culture.
- In order to underscore the diversity inherent in the Hispanic world, we have added four new stories: an Inca creation myth, an Arab Spanish legend, a Cuban legend/myth, and a Sephardic legend. We have removed *Las once mil virgenes* and the modern version of *La Ll...*

Users Review

From reader reviews:

Karen Strickland:

Now a day those who Living in the era everywhere everything reachable by interact with the internet and the resources in it can be true or not call for people to be aware of each facts they get. How people have to be smart in acquiring any information nowadays? Of course the solution is reading a book. Reading a book can help men and women out of this uncertainty Information specifically this Leyendas del mundo hispano (2nd Edition) book because this book offers you rich info and knowledge. Of course the knowledge in this book hundred % guarantees there is no doubt in it you may already know.

Carl Yeates:

In this time globalization it is important to someone to get information. The information will make a professional understand the condition of the world. The healthiness of the world makes the information simpler to share. You can find a lot of recommendations to get information example: internet, paper, book, and soon. You can see that now, a lot of publisher that print many kinds of book. Typically the book that recommended to you personally is Leyendas del mundo hispano (2nd Edition) this reserve consist a lot of the information of the condition of this world now. This particular book was represented how does the world has grown up. The language styles that writer use for explain it is easy to understand. The particular writer made some research when he makes this book. Here is why this book acceptable all of you.

Rose Hilton:

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