

La Historia de Juan -- Juanes

Esta es la historia de Juan
El niño que nadie amó
Que por las calles creció
Buscando el amor bajo el sol
Su madre lo abandonó
Su padre lo maltrató
Su casa fue un callejón
Su cama un cartón,
su amigo Dios

Juan preguntó por amor
Y el mundo se lo negó
Juan preguntó por honor
Y el mundo le dio deshonora
Juan preguntó por perdón
Y el mundo lo lastimó
Juan preguntó y preguntó
Y el mundo jamás lo escuchó

El sólo quiso jugar
El sólo quiso soñar
El sólo quiso amar
Pero el mundo lo olvidó
El sólo quiso volar
El sólo quiso cantar
El sólo quiso amar
Pero el mundo lo olvidó

Tan fuerte fue su dolor
Que un día se lo llevó
Tan fuerte fue su dolor
Que su corazón se apagó
Tan fuerte fue su temor
Que un día solo lloró
Tan fuerte fue su temor
Que un día su luz se apagó

El sólo quiso volar
El sólo quiso cantar
El sólo quiso amar
Pero el mundo lo olvidó

canción ©Juanes
module ©Barbara Kuczun Nelson 2003

Paula McDougall

sramcd@cfu.net

Spanish 2 - 3

Lesson Plan Incorporating: "La Historia de Juan" song by Juanes (born **Juan Esteban** Aristizabal) a singer from Colombia.

<http://www.colby.edu/~bknelson/exercises/juan/analysis.html>

The theme of the song is one that concerns Juanes a great deal because it is a universal problem. Through his music Juanes hopes to increase the world's awareness of the plight of homeless children everywhere. "La Historia de Juan" is about street children--how they are born, raised, live, and die in the street.

These children become homeless for a variety of reasons: parental abandonment, abuse, civil war, or some type of natural disaster. As homeless children they fall victim to drugs, crime, sexual abuse, violence and starvation. In the song Juanes criticizes an indifferent world for its uncaring attitude toward these children.

Materials: CD "La Historia de Juan" by Juanes
CD player
Lyric sheets with some verbs blanked out (cloze activity)

Reflection:

After listening to the song 2x and completing a pre-reading activity, the students were able to complete the cloze activity without difficulty. I am anxious to read their journal entries to see how well they completed the "a day in the life of a homeless child" activity. A few said that the song was too sad, some of the words were unfamiliar to them (shouldn't have been!)

Personal Concerns:

Although some students complained that the material was "too hard", I enjoyed incorporating "La Historia de Juan" in this lesson. We had a great discussion about some possible ways in which public awareness may be raised on other important issues.

I sensed that this may have been one of the first times that music has been used in any of their classes for something other than personal enjoyment. I know that I will use this lesson again and can't wait to incorporate different songs for other grammatical points. I plan to spend some time next summer developing activities to accompany other songs that I can use in class. Maybe the students can develop their own final project? I've always like to play Spanish music in class. Several students have asked to sing other grammatical rhymes when we review for tests/quizzes. Once a tune is in your head--it's impossible to forget! A definite brain-friendly activity!

La Historia de Juan -- Juanes

Esta es la historia de Juan
El niño que nadie _____ (amar).
Que por las calles _____ (crecer)
Buscando el amor bajo el sol.
Su madre lo _____ (abandonar).
Su padre lo _____ (maltratar).
Su casa _____ (ser) un callejón,
Su cama un cartón, su amigo Dios.

Juan _____ (preguntar) por amor
Y el mundo se lo _____ (negar).
Juan preguntó por honor
Y el mundo le _____ (dar) deshonor.
Juan preguntó por perdón
Y el mundo lo _____ (lastimar).
Juan preguntó y preguntó
Y el mundo jamás lo _____ (escuchar).

El sólo _____ (querer) jugar.
El sólo quiso _____ (un infinitivo)
El sólo quiso _____ (un infinitivo).
Pero el mundo lo _____ (olvidar).
El sólo quiso _____ (un infinitivo).
El sólo quiso _____ (un infinitivo).
El sólo quiso _____ (un infinitivo).
Pero el mundo lo _____ (olvidar).

Tan fuerte _____ (ser) su dolor
Que un día se lo _____ (llevar).
Tan fuerte fue su dolor
Que su corazón se _____ (apagar)
Tan fuerte fue su temor
Que un día solo _____ (llorar)
Tan fuerte fue su temor
Que un día su luz se _____ (apagar)

El sólo quiso _____ (un infinitivo).
El sólo quiso _____ (un infinitivo).
El sólo quiso _____ (un infinitivo).
Pero el mundo lo _____ (olvidar).

Procedure:

1. Review: Preterite verbs indicate a completed activity (definite beginning and definite ending) while Imperfect verbs provide background information. (age, weather, time of day, physical description) Listen to a song with a very pronounced theme that uses many Preterite verbs.
 2. Introduce the song. Tell students that it is a popular song in Colombia by the singer Juanes. The first time the song is played the students should just listen to the sounds, the tone, the rhythm, etc., to try and figure out what the mood of the song is and what the song might be about.
 3. Play the song once all the way through. Afterwards, ask for some opinions about the mood and some hypotheses about what the song might be about.
 4. Tell students that the song will be played again and this time they should try to listen for various Preterite verbs. Encourage students to use their Preterite-Imperfect graphic organizer as a reference guide.
 5. Play song "La Historia de Juan."
 6. After playing the song a second time, distribute the lyric sheets. Tell the students that the song will be played two more times and they are to try to fill in the blanks with the Preterite verbs that they hear.
 7. Play song twice.
 8. After the song has been played twice, go through the song and have the students tell what verbs they wrote down in each of the blanks. If no one gets the correct answer on any one of the blanks, play that section of the song again--let the students guess again. If they still have questions, give them the answer--play the song again so that they can hear the verbs.
 9. Read the song lyrics together, discussing what they mean. Ask students if their hypotheses were correct.
 10. Follow-up activity: students write a journal entry in which they describe "a day in the life" as a homeless child. They must use at least 15 Preterite and imperfect verbs. The imperfect verbs could be used to describe their age, the time of day, weather conditions while the Preterite verbs are used to describe specific things that they did during the day.
- Extension activities: Short Stories -- Superman, The Three Bears, Cinderella
Each story is written with a choice of two verbs, one preterite and one imperfect. The students must circle the verb that should be used for the given situation. (Hubo, Había) una vez... = Once upon a time... The correct verb = había (imperfect because we are simply providing background information).