



## AP DAILY VIDEOS

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# AP Spanish Literature and Culture

AP Daily is a series of on-demand, short videos—created by expert AP teachers and faculty—that can be used for in-person, online, and blended/hybrid instruction. These videos will cover every skill outlined in the AP Course and Exam Description and launch on AP Classroom, unit-by-unit, on a rolling basis.

**Unit 1** RELEASE DATE: 9/1/2020

**Unit 2** RELEASE DATE: 9/22/2020

**Unit 3** RELEASE DATE: 10/15/2020

**Unit 4** RELEASE DATE: 10/29/2020

**Unit 5** RELEASE DATE: 11/17/2020

**Unit 6** RELEASE DATE: 12/15/2020

**Unit 7** RELEASE DATE: 1/18/2021

**Unit 8** RELEASE DATE: 2/10/2021

## Unit 1

Video Title	Skill	Video Focus	Instructor
1: Analysis Video 1	Analysis	We will identify literary elements of <i>Conde Lucanor</i> , <i>Exemplo XXXV</i> , and relate them to the <i>exemplo didáctico medieval</i> .	Joshua Sollie
1: Analysis Video 2	Analysis	We will focus on reading and comprehending <i>Conde Lucanor</i> , <i>Exemplo XXXV</i> , and discuss the relationship between purpose, structure, and meaning.	Joshua Sollie
1: Analysis Video 3	Analysis	We will explain literary texts using supporting details and identify literary elements, voices, and stylistic features in “Romance del rey moro que perdió Alhama.”	Ceida Fernández-Figueroa
1: Analysis Video 4	Analysis	We will make distinctions between stylistic features in order to establish differences in meaning in “Romance del rey moro que perdió Alhama.”	Ceida Fernández-Figueroa
1: Cultural Context and Connections Video 1	Cultural Context and Connections	We will explain the relationship between a literary movement and cultural perspectives in “Romance del rey moro que perdió Alhama.”	Ceida Fernández-Figueroa
1: Cultural Context and Connections Video 2	Cultural Context and Connections	We will identify cultural practices and perspectives in <i>Conde Lucanor</i> , <i>Exemplo XXXV</i> , and relate them to the sociocultural context.	Joshua Sollie
1: Argumentation Video 1	Argumentation	We will create a thesis statement with a purpose in relation to <i>Conde Lucanor</i> , <i>Exemplo XXXV</i> , and free-response question 1 on the AP Exam.	Joshua Sollie
1: Language and Conventions Video 1	Language and Conventions	We will use literary vocabulary to describe <i>Conde Lucanor</i> , <i>Exemplo XXXV</i> in the context of free-response question 3 (Single Text Analysis) on the AP Exam.	Joshua Sollie

## Unit 2

Video Title	Skill	Video Focus	Instructor
2: Analysis Video 1	Analysis	In this video, we will identify and describe the characteristics of “Crónicas de Indias” as they appear in “Segunda carta de relación” by Hernán Cortés.	Ceida Fernández-Figueroa
2: Analysis Video 2	Analysis	In this video, we will identify the theme in “Se ha perdido el pueblo mexicana,” as well as focus on its title and the semantic field by paying attention to the words.	Pablo Elizaga
2: Analysis Video 3	Analysis	In this video, we will identify literary elements in “Se ha perdido el pueblo mexicana,” such as simile, apostrophe, rhetorical question, image, and tone.	Pablo Elizaga
2: Analysis Video 4	Analysis	In this video, we will identify the theme in <i>Soneto XXIII</i> by exploring the title and the semantic field through paying attention to the words.	Pablo Elizaga
2: Analysis Video 5	Analysis	In this video, we will identify literary elements in <i>Soneto XXIII</i> , such as: symbol, personification, hyperbole, anaphora, and meter.	Pablo Elizaga
2: Cultural Context and Connections Video 1	Cultural Context and Connections	In this video, we will explore the use of description to inform and identify literary elements of <i>Lazarillo de Tormes</i> .	Ceida Fernández-Figueroa
2: Cultural Context and Connections Video 2	Cultural Context and Connections	In this video, we will explore how personal beliefs and opinions affect textual interpretation of “Los presagios, según los informantes de Sahagún.”	Ceida Fernández-Figueroa
2: Cultural Context and Connections Video 3	Cultural Context and Connections	In this video, we will identify linguistic features representative of the time and place in “Los presagios, según los informantes de Sahagún.”	Ceida Fernández-Figueroa
2: Cultural Context and Connections Video 4	Cultural Context and Connections	In this video, we will explore how personal beliefs and opinions affect textual interpretation of “Los presagios, según los informantes de Sahagún.”	Ceida Fernández-Figueroa
2: Cultural Context and Connections Video 5	Cultural Context and Connections	In this video, we will explore how personal beliefs and opinions affect textual interpretations of “Segunda carta de relación” by Hernán Cortés.	Ceida Fernández-Figueroa
2: Cultural Context and Connections Video 6	Cultural Context and Connections	In this video, we will relate “Se ha perdido el pueblo mexicana” to its political, social, religious, and architectonic contexts in Mesoamerica at the beginning of the sixteenth century.	Pablo Elizaga
2: Cultural Context and Connections Video 7	Cultural Context and Connections	In this video, we will relate <i>Soneto XXIII</i> , written by Garcilaso de la Vega during the sixteenth century, to its political, religious, scientific, and artistic contexts.	Pablo Elizaga
2: Argumentation Video 1	Argumentation	In this video, we will identify the theme and develop a thesis that states the purpose of an essay about <i>Lazarillo de Tormes</i> .	Ceida Fernández-Figueroa
2: Language and Conventions Video 1	Language and Conventions	In this video we will present the appropriate vocabulary and literary concepts for the analysis of “Segunda carta de relación” by Hernán Cortés.	Ceida Fernández-Figueroa

## Unit 3

Video Title	Skill	Video Focus	Instructor
3: Analysis Video 1	Analysis	In this video we are going to read and listen “Soneto CLXVI”. In order to comprehend it.	Pablo Elizaga
3: Analysis Video 2	Analysis	In this video we are going to identify literary elements in “Soneto CLXVI” like anaphora, hyperbaton, enumeration, gradation, and meter.	Pablo Elizaga
3: Analysis Video 3	Analysis	In this video we are going to identify literary elements in “Salmo XVII” like image, hyperbaton, personification, symbol, and meter.	Pablo Elizaga
3: Analysis Video 4	Analysis	In this video we are going to identify literary elements in “Hombres necios que acusáis” like: retruécano, antithesis, paradox, allusion, and tone.	Pablo Elizaga
3: Analysis Video 5	Analysis	In this video we examine how Cervantes’ novel, <i>Don Quijote</i> , appears to be based on historical facts rather than being a work of fiction.	Sue Stites
3: Analysis Video 6	Analysis	In this video we will look at small elements of “truth” which Don Quijote crafts into elements necessary for his adventures.	Sue Stites
3: Cultural Context and Connections Video 1	Cultural Context and Connections	In this video we are going to relate “Hombres necios que acusáis” to products, practices, and perspectives.	Pablo Elizaga
3: Cultural Context and Connections Video 2	Cultural Context and Connections	In this video we are going to relate “Soneto CLXVI” to its genre and period.	Pablo Elizaga
3: Cultural Context and Connections Video 3	Cultural Context and Connections	In this video we are going to relate “Salmo XVII” to its genre and period.	Pablo Elizaga
3: Cultural Context and Connections Video 4	Cultural Context and Connections	In this video we will explore the historical context of <i>Don Quijote</i> and learn more about Cervantes’ world.	Sue Stites
3: Cultural Context and Connections Video 5	Cultural Context and Connections	In this video we will study a scene from <i>El burlador de Sevilla</i> in order to discern differences in social status of characters via dialogue.	Sue Stites
3: Cultural Context and Connections Video 6	Cultural Context and Connections	In this video we will investigate 17th century Sevilla, Spain, in order to better understand the main character of <i>El burlador de Sevilla</i> .	Sue Stites
3: Comparing Texts and Arts Video 1	Comparing Texts and Arts	In this video we will compare the theme of courtly love in a painting to the behaviors and language in <i>Don Quijote</i> .	Sue Stites
3: Argumentation Video 1	Argumentation	In this video we are going to create a thesis that states the purpose for “Salmo XVII”.	Pablo Elizaga
3: Language and Conventions Video 1	Language and Conventions	In this video we are going to relate “Hombres necios que acusáis” to products, practices, and perspectives.	Pablo Elizaga
3: Language and Conventions Video 2	Language and Conventions	In this video we will learn a variety of verbs and grammatical structures for responding to analytical questions about <i>El burlador de Sevilla</i> .	Sue Stites

## Unit 4

Video Title	Skill	Video Focus	Instructor
4: Analysis Video 1	Analysis	In this video, we will learn how to extract meaning from both language and stylistic features of the poem “En una tempestad” by José María Heredia.	Sue Stites
4: Analysis Video 2	Analysis	In this video, we will practice identifying themes in the poem “Volverán las oscuras golondrinas” by Gustavo Adolfo Bécquer.	Sue Stites
4: Analysis Video 3	Analysis	In this video, we will learn the definition of some stylistic features of a fictional text and we will identify them in Pardo Bazán’s “Las medias rojas.”	Jose Oliveras
4: Cultural Context and Connections Video 1	Cultural Context and Connections	In this video, we will learn about elements of the poem “En una tempestad” by José María Heredia that connect it to both Neoclassicism and Romanticism.	Sue Stites
4: Cultural Context and Connections Video 2	Cultural Context and Connections	In this video, we will learn how the historical context of the Galician world at the beginning of the 20th century is present in “Las medias rojas” by Pardo Bazán.	Jose Oliveras
4: Cultural Context and Connections Video 3	Cultural Context and Connections	In this video, we will introduce the most relevant characteristics of “Naturalismo” in connection to “Las medias rojas” by Pardo Bazán.	Jose Oliveras
4: Comparing Literary Texts Video 1	Comparing Literary Texts	In this video, we will examine Gustavo Adolfo Becquer’s <i>Rima XI</i> and “Volverán las oscuras golondrinas” for ways in which they embody different aspects of Romanticism.	Sue Stites
4: Argumentation Video 1	Argumentation	In this video, we will learn how to create a thesis statement for comparing “En una tempestad” by José María Heredia to another poem, “Canción del pirata” by José de Espronceda.	Sue Stites
4: Argumentation Video 2	Argumentation	In this video, we will learn some ways to organize and develop comparative essays using “En una tempestad” by José María Heredia and “Canción del pirata” by José de Espronceda.	Sue Stites
4: Language and Conventions Video 1	Language and Conventions	In this video, we will model how to answer a free-response question using “Las medias rojas” by Pardo Bazán and “Me quieres blanca” by Alfonsina Stormi.	Jose Oliveras
4: Language and Conventions Video 2	Language and Conventions	In this video, we will model how to use writing conventions to answer a free-response question using “Las medias rojas” by Pardo Bazán and “Me quieres blanca” by Alfonsina Stormi.	Jose Oliveras

## Unit 5

Video Title	Skill	Video Focus	Instructor
5: Analysis Video 1	Analysis	In this video, we will identify the three main themes in “San Manuel Bueno, mártir” by Miguel de Unamuno.	Jose Oliveras
5: Analysis Video 2	Analysis	In this video, we will learn the definition of tone and identify the tone in “He andado muchos caminos” by Antonio Machado.	Jose Oliveras
5: Analysis Video 3	Analysis	In this video, we will pay attention to the verses that imply inferences about Spanish society in “He andado muchos caminos.”	Jose Oliveras
5: Cultural Context and Connections Video 1	Cultural Context and Connections	In this video, we will explore the literary movement of Modernismo by discussing thematic and stylistic elements seen in “Nuestra América” by José Martí.	Joshua Sollie
5: Cultural Context and Connections Video 2	Cultural Context and Connections	In this video, we will explore the literary contexts surrounding “El hijo” by Horacio Quiroga including Modernismo and elements of Naturalismo.	Joshua Sollie
5: Cultural Context and Connections Video 3	Cultural Context and Connections	In this video, we will explore the historical context of “A Roosevelt” by Rubén Darío in order to examine the perception of U.S. intervention in Latin America.	Joshua Sollie
5: Comparing Literary Texts Video 1	Comparing Literary Texts	In this video, we will explore the development of the theme of <i>las sociedades en contacto</i> in “Nuestra América” and “A Roosevelt.”	Joshua Sollie
5: Comparing Literary Texts Video 2	Comparing Literary Texts	In this video, we will explore how to make thematic connections between texts through the analysis of literary devices in “El hijo” and “Las medias rojas.”	Joshua Sollie
5: Comparing Texts and Arts Video 1	Comparing Texts and Arts	In this video, we will model how to answer one of the free-response questions by comparing “He andado muchos caminos” with the painting “Lazarus the Beggar” by Pitati.	Jose Oliveras
5: Comparing Texts and Arts Video 2	Comparing Texts and Arts	In this video, we will situate “San Manuel Bueno, mártir” within <i>La generación del 98</i> as we compare the novel with the painting “Ballet de la Nuit” by Jean Baptiste Lully.	Jose Oliveras
5: Argumentation Video 1	Argumentation	In this video, we will learn how to create a thesis statement as we model how to answer a free-response question about “San Manuel Bueno, mártir.”	Jose Oliveras
5: Argumentation Video 2	Argumentation	In this video, we will learn how to present textual evidence to support a thesis statement by modeling how to answer a free-response question about “San Manuel Bueno, mártir.”	Jose Oliveras
5: Language and Conventions Video 1	Language and Conventions	In this video, we will practice responding to a free-response question with an emphasis on structure in relation to “Nuestra América.”	Joshua Sollie
5: Language and Conventions Video 2	Language and Conventions	In this video, we will practice responding to a free-response question, emphasizing the literary and critical terminology in relation to “A Roosevelt.”	Joshua Sollie

## Unit 6

Video Title	Skill	Video Focus	Instructor
6: Analysis Video 1	Analysis	In this video, we will learn to recognize and analyze aspects of experimental theater as presented in “El hombre que se convirtió en perro.”	Ceida Fernández-Figueroa
6: Analysis Video 2	Analysis	In this video, we will identify the poetic voices as they appear in “Prendimiento de Antoñito el Camborio en el camino de Sevilla.”	Ceida Fernández-Figueroa
6: Analysis Video 3	Analysis	In this video, we will explore the development of the theme in <i>La casa de Bernarda Alba</i> .	Ceida Fernández-Figueroa
6: Cultural Context and Connections Video 1	Cultural Context and Connections	In this video, we will identify linguistic features that are representative of the time and place in which “Balada de los dos abuelos” was written.	Luisa Barrios
6: Cultural Context and Connections Video 2	Cultural Context and Connections	In this video, we will analyze the poem “Mujer Negra” within its sociocultural context.	Luisa Barrios
6: Cultural Context and Connections Video 3	Cultural Context and Connections	In this video we will analyze the poem “A Julia de Burgos” within the sociocultural context.	Luisa Barrios
6: Comparing Literary Texts Video 1	Comparing Literary Texts	In this video we will identify thematic connections between the poems “A Julia de Burgos” and “Peso ancestral.”	Luisa Barrios
6: Comparing Literary Texts Video 2	Comparing Literary Texts	In this video we will identify thematic connections between the poems “Balada de los dos abuelos” and “Mujer negra.”	Luisa Barrios
6: Comparing Literary Texts Video 3	Comparing Literary Texts	In this video, we will analyze and compare how a theme is developed in two texts, “Mujer Negra” and “Peso ancestral.”	Luisa Barrios
6: Comparing Texts and Arts Video 1	Comparing Texts and Arts	In this video, we will use “Walking around” to learn to relate texts to practices and perspectives found in a variety of media from target language.	Ceida Fernández-Figueroa
6: Comparing Texts and Arts Video 2	Comparing Texts and Arts	In this video, we will situate “Prendimiento de Antoñito el Camborio en el camino de Sevilla” within its literary and artistic heritage of the target culture.	Ceida Fernández-Figueroa
6: Comparing Texts and Arts Video 3	Comparing Texts and Arts	In this video, we will describe how a theme is developed in a work of art using “El hombre que se convirtió en perro.”	Ceida Fernández-Figueroa
6: Argumentation Video 1	Argumentation	In this video, we will learn to create a thesis that states a purpose using “Walking around.”	Ceida Fernández-Figueroa
6: Argumentation Video 2	Argumentation	In this video, we will learn to present information and concepts with a coherent progression of ideas while analyzing <i>La casa de Bernarda Alba</i> .	Ceida Fernández-Figueroa
6: Argumentation Video 3	Argumentation	In this video, we will learn to elaborate and support main points with textual evidence from <i>La casa de Bernarda Alba</i> .	Ceida Fernández-Figueroa
6: Language and Conventions Video 1	Language and Conventions	In this video, we will show effective grouping and progression of ideas through paragraphing when writing the text analysis of “Peso ancestral.”	Luisa Barrios
6: Language and Conventions Video 2	Language and Conventions	In this video, we will learn how the good control of the writing conventions contribute to the effectiveness of text analysis in the poem “Mujer negra.”	Luisa Barrios
6: Language and Conventions Video 3	Language and Conventions	In this video, we will learn the use of a language that is varied and appropriate to the analysis of the text “A Julia de Burgos.”	Luisa Barrios

## Unit 7

Video Title	Skill	Video Focus	Instructor
7: Analysis Video 1	Analysis	In this video, we are going to explain the significance of point of view in “Borges y yo” by Jorge Luis Borges.	Jorge España
7: Analysis Video 2	Analysis	In this video, we are going to explain the significance of structural features in “El sur” by Jorge Luis Borges.	Jorge España
7: Analysis Video 3	Analysis	In this video, we are going to analyze the tone of a text in “No oyes ladrar los perros” by Juan Rulfo.	Jorge España
7: Analysis Video 4	Analysis	In this video, we are going to explain how themes connect to characters with relevant examples in “Chac Mool” by Carlos Fuentes.	Jorge España
7: Cultural Context and Connections Video 1	Cultural Context and Connections	In this video, we will explain how cultural products and practices relate to cultural perspectives in “El ahogado más hermoso del mundo.”	Luisa Barrios
7: Cultural Context and Connections Video 2	Cultural Context and Connections	In this video, we will explain the relationship between a literary movement and cultural perspectives. in “La siesta del martes.”	Luisa Barrios
7: Cultural Context and Connections Video 3	Cultural Context and Connections	In this video, we will identify use of language registers to reflect social relationships in the text “Dos palabras.”	Luisa Barrios
7: Comparing Literary Texts Video 1	Comparing Literary Texts	In this video, we will analyze and compare the structures, styles, and characters in the texts “La noche boca arriba” and “Chac mool.”	Luisa Barrios
7: Comparing Literary Texts Video 2	Comparing Literary Texts	In this video, we will explain the effect of rhetorical features in texts related by genre and theme in “El ahogado mpas hermoso del mundo” and “Dos palabras.”	Luisa Barrios
7: Comparing Literary Texts Video 3	Comparing Literary Texts	In this video, we will explain how the point of view from two literary works, “Dos palabras” and “Las medias rojas,” reflects the perspectives of their respective cultures.	Luisa Barrios
7: Language and Conventions Video 1	Language and Conventions	In this video, we are going to create a clear statement of purpose (thesis) for FRQ1.	Jorge España
7: Language and Conventions Video 2	Language and Conventions	In this video, we are going to support literary analysis in written presentations by integrating textual examples for FRQ3 in “Chac Mool” by Carlos Fuentes.	Jorge España
7: Language and Conventions Video 3	Language and Conventions	In this video, we are going to identify relevant textual examples for FRQ4 in “No oyes ladrar los perros” by Juan Rulfo.	Jorge España
7: Literary Discussions and Presentations Video 1	Literary Discussions and Presentations	In this video, we will show effective grouping and progression of ideas through paragraphing when writing the text analysis of “La siesta del martes.”	Luisa Barrios
7: Literary Discussions and Presentations Video 2	Literary Discussions and Presentations	In this video, we are going to show how to accurately use a wide variety of relevant literary terms to analyze texts in “Dos palabras.”	Luisa Barrios
7: Literary Discussions and Presentations Video 3	Literary Discussions and Presentations	In this video, we are going to show how to accurately use a wide variety of relevant literary terms to analyze texts in “La noche boca arriba.”	Luisa Barrios



## Unit 8

Video Title	Skill	Video Focus	Instructor
8: Analysis Video 1	Analysis	In this video, we will explore the creation of tone and its connection to the historical and social context in “Mi caballo mago” by Sabine Ulibarri.	Joshua Sollie
8: Analysis Video 2	Analysis	In this video, we will explore the use of implied meanings and inferences in the development of the theme “el tiempo y el espacio” in “Como la vida misma” by Rosa Montero.	Joshua Sollie
8: Analysis Video 3	Analysis	In this video, we will discuss the role of the narrative voice, literary context, and social context in developing perspective in “Como la vida misma” by Rosa Montero.	Joshua Sollie
8: Cultural Context and Connections Video 1	Cultural Context and Connections	In this video, we will explain the relationship between the content in ...y no se lo tragó la tierra by Tomás Rivera and its literary context.	Jorge España
8: Cultural Context and Connections Video 2	Cultural Context and Connections	In this video, we will identify themes in ... y no se lo tragó la tierra by Tomás Rivera that are relevant to contemporary society.	Jorge España
8: Cultural Context and Connections Video 3	Cultural Context and Connections	In this video, we will explore how “La noche buena” by Tomás Rivera reflects the experience of Latino and Latina immigrants in the United States in the 20th century.	Jorge España
8: Comparing Literary Texts Video 1	Comparing Literary Texts	In this video, we will compare the development of the theme “la construcción de la realidad” in “Mi caballo mago” by Sabine Ulibarri and <i>Don Quijote</i> by Miguel de Cervantes.	Joshua Sollie
8: Comparing Literary Texts Video 2	Comparing Literary Texts	In this video, we will compare the effect of point of view in “Como la vida misma” by Rosa Montero and “San Manuel Bueno, mártir” by Miguel de Unamuno.	Joshua Sollie
8: Comparing Texts and Arts Video 1	Comparing Texts and Arts	In this video, we will compare the products, practices, and perspectives found in “La noche buena” by Tomás Rivera and in a painting.	Jorge España
8: Comparing Texts and Arts Video 2	Comparing Texts and Arts	In this video, we will compare how similar themes are developed in ... y no se lo tragó la tierra by Tomás Rivera and in a work of art.	Jorge España
8: Argumentation Video 1	Argumentation	In this video, we will discuss how to organize an analytical essay for FRQ 3 in connection with “Mi caballo mago” by Sabine Ulibarri.	Joshua Sollie
8: Argumentation Video 2	Argumentation	In this video, we will discuss how to write a comparative analysis (FRQ 4) with evidence in connection with “Como la vida misma” by Rosa Montero.	Joshua Sollie
8: Language and Conventions Video 1	Language and Conventions	In this video, we will explore how to effectively write a coherent and organized response to FRQ 1 in connection with “La noche buena” by Tomás Rivera.	Jorge España
8: Language and Conventions Video 2	Language and Conventions	In this video, we will explore how to effectively write a coherent and organized response to FRQ 2 in connection with ...y no se lo tragó la tierra by Tomás Rivera.	Jorge España