

# Mapping the Spaces, Actions, and Relations of the Characters in *O peso do passaro morto*

AUTHOR

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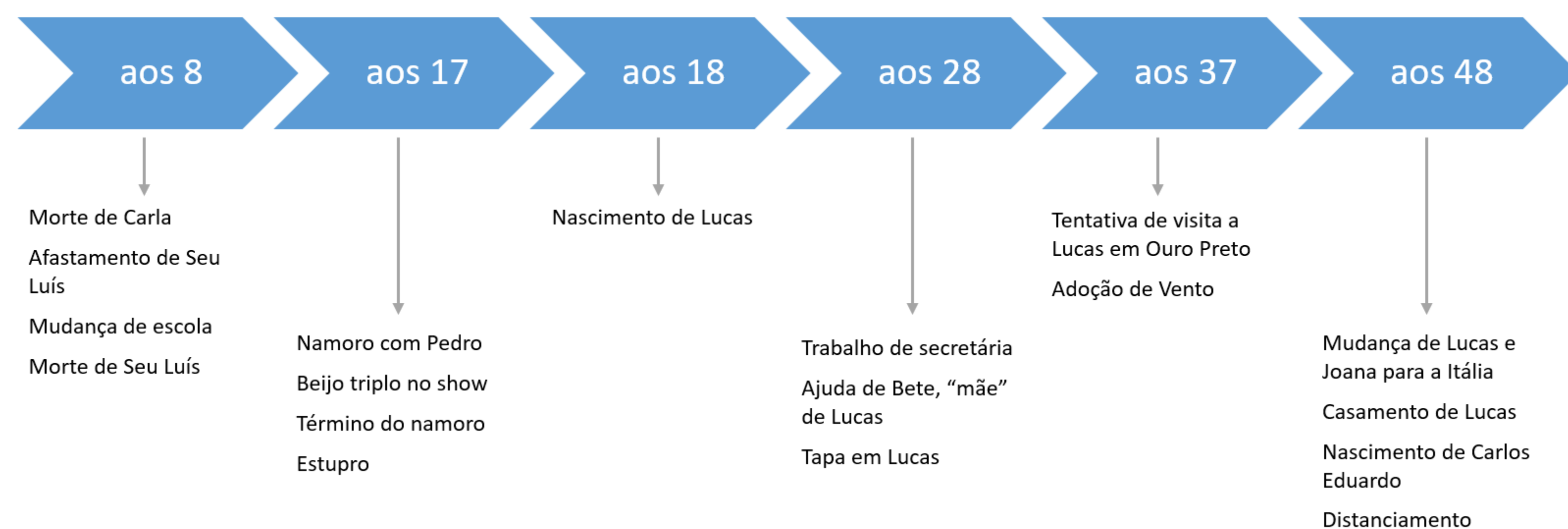
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## Topics

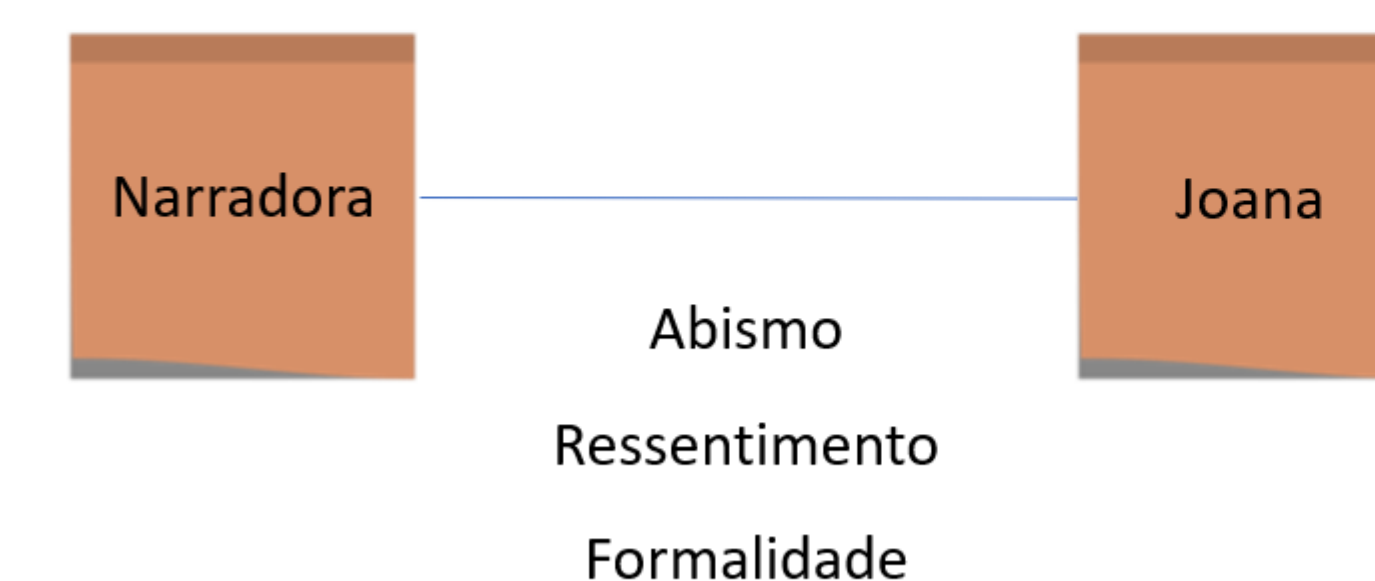
- Reading comprehension: characters' movement through private, public, and transnational spaces; familial, affective, and severed relationships between characters.
- Structure: formal forms of address.
- Vocabulary: animals (domestic, wild, for human consumption); animal and human behavior; students' lexical doubts about the chapter.
- Culture: expressions related to dogs and tails; the importance of dog characters in Luso-Afro-Brazilian literature; cultural comparison between literature in English and in Portuguese.

## Active Learning Goals

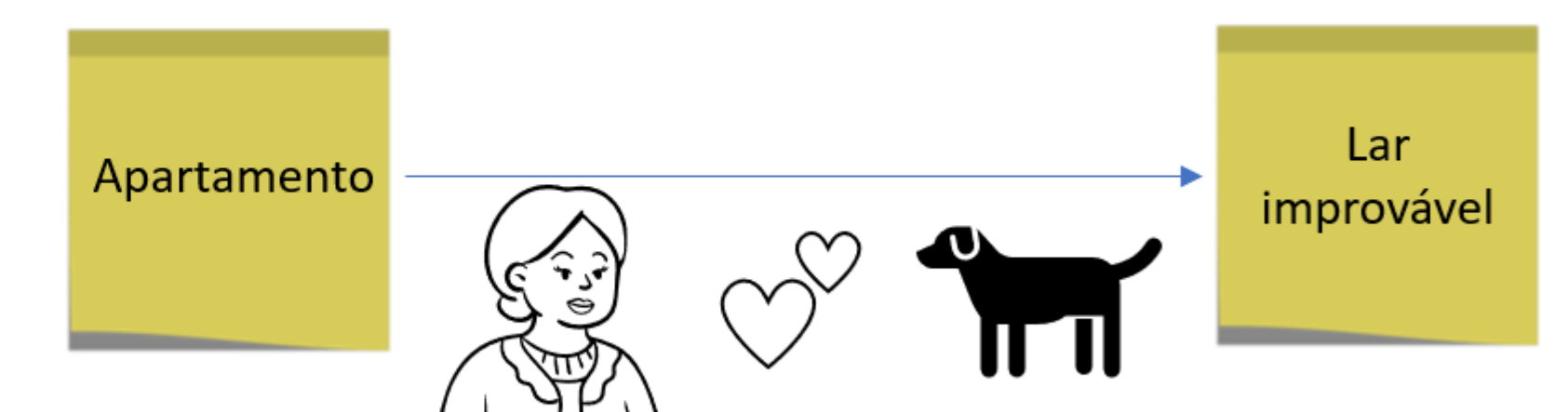
1. Identify the events, characters, and spaces in the chapter "aos 48" (*O peso do passaro morto*, by Aline Bei) to build a progressive summary and understanding of the whole narrative and to predict upcoming developments.
2. Apply mapping and network analysis methods to outline a text's characters' spaces, movements, actions, and relationships.
3. Use the formal forms of address *o senhor* and *a senhora* to express respect towards an addressee's age and/or position.
4. Employ Portuguese vocabulary for animals and expressions related to dogs such as *abanar o rabo*, *o rabo entre as pernas*, and *rabo preso* in appropriate situations.
5. Name other dog characters in Luso-Afro-Brazilian literature to argue for the importance of this animal in the country's culture.



- A **linguagem** da relação narradora-Joana.



- A **importância** de personagens como **Vento** para o lar.



## ASSESSMENT

**Oral participation:** to cater to students' different learning preferences, they may participate orally in class by completing pair tasks, volunteering answers to the whole group, presenting task output, and asking questions (individually or as with the whole group).

**Written participation:** students turn in a visual representation of spaces of action (map) and characters' relationships (network) produced in class with easel paper, post-it notes, and sharpies. Students' production is assessed, and feedback is provided according to the following criteria:

- Content: How many spaces, actions, and characters' relationships do students include? Do they leave any important elements out?
- Vocabulary: orthography and variety of words used.
- Structure: appropriate nominal and verbal agreement when describing characters' actions and relationships.