

SPANISH CLASSROOM ACTIVITIES

FOR CARMEN SANDIEGO EPISODES

SEASON 1, EPISODE 5 "The Duke of Vermeer Caper"

In this episode, Carmen and her crew plot to steal rare paintings from another thief in a mission that takes them from Amsterdam to a Swiss chateau.

Virtual Tour of the Rijksmuseum / Recorrido virtual del Rijksmuseum

Have students take a virtual tour of the national museum of the Netherlands that VILE operatives target in this episode. Then have students select a work and discuss it in small groups.

1. Have students visit Rijksmuseum website (rijksmuseum.nl/en). They can look at pieces from the collection by exploring the Rijkstudio. Works can be viewed by artist, subject, style, or medium.
2. Encourage students to look at Vermeer's paintings, including *Woman Reading a Letter*.
3. If needed, provide students with a list of vocabulary needed to discuss art and artistic techniques.
4. Have students form small groups to discuss their paintings. Possible topics for discussion: the way Vermeer captures light, or the subjects that different artists chose to portray in their works. For example, Vermeer's paintings at the Rijksmuseum all focus on women in the midst of daily life. Abraham Mignon, on the other hand, painted still lifes of food and flowers.





What Do You Think? / ¿Qué opinas tú?

High-quality art forgeries are a key plot element of the episode. Find out what students think about what VILE was doing in the episode, i.e., replacing works by Vermeer with high-quality forgeries, and then expand the discussion to forgeries in general. You may want students to research art forgeries using Spanish resources before discussing the second part of the topic. Possible questions:

1. **¿Tiene sentido el plan de VILE de robar las obras de arte y reemplazarlas con copias? ¿Por qué sí o no?**
2. **¿Crees que sería posible hacer una copia tan buena para que no se descubriera el robo?**
3. **¿Las obras de arte falsificadas tienen valor propio como obras de arte?**
4. **¿Existen situaciones en las que sería lícito sustituir una copia por una versión verdadera?**
5. **¿Es mejor dejar una copia que robar abiertamente una obra? Por ejemplo, si la copia es imposible de detectar, los visitantes del museo podrían disfrutar la experiencia de ver una obra de arte famosa, aunque sea falsificada.**
6. **¿Es justificado hacer una copia para preservar la original? Por ejemplo, el caso del holandés Han van Meegeren que creó copias para engañar a los nazis durante la Segunda Guerra Mundial.**

Artists from the Spanish-Speaking World / Artistas del mundo hispanohablante

Have students research well-known painters from the Spanish-speaking world and then create a presentation about the artist and his or her work. Possible subjects: El Greco, Francisco Goya, Diego Velázquez, Pablo Picasso, Joan Miró, Salvador Dalí, Fernando Botero, Eduardo Kingman, Frida Kahlo, Diego Rivera, María Izquierdo, Francisco Oller, Myrna Báez, etc.

1. Have students research three painters using Spanish-language sources and then choose one as a subject for their presentation.
2. Students take notes and find images to include in their presentations.
3. Have students create a poster or a digital presentation to share with the class.

To learn more about Carmen Sandiego, visit hmhco.com/carmen.

