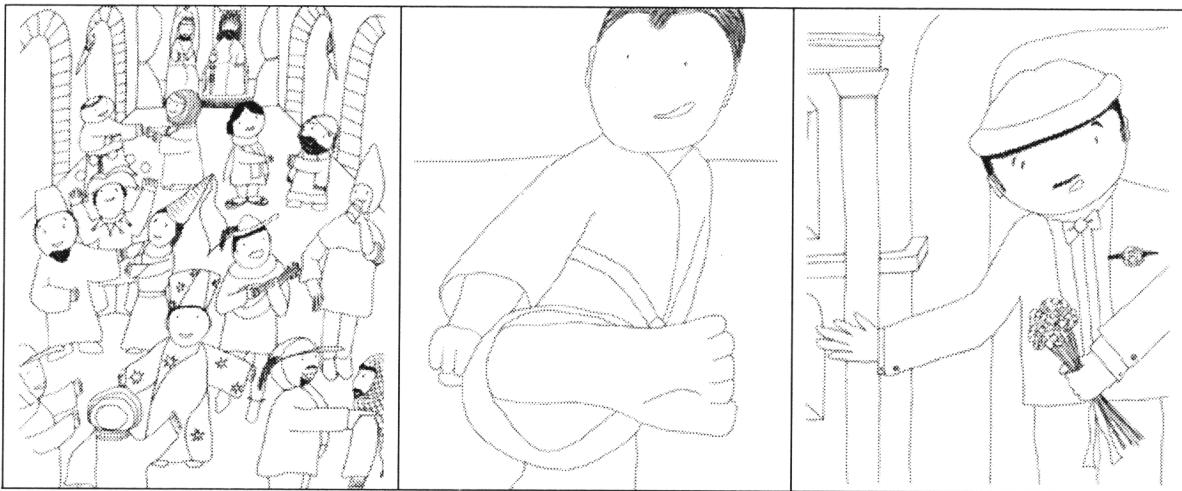


“Conflict and Cooperation”

**A literature-based curriculum unit
with Internet connections**



A Visit to Medieval Seville

The Code of the Karateka

The Ladies' Man

This unit includes:

- Black-and-white copy masters for creating your own picturebooks
- Sites with hyper-linked picture dictionaries and full-color illustrations
 - Geographical and cultural connections with realia
 - Pre-reading, reading and post-reading activities
 - Culminating project ideas and suggestions

by Lori Langer de Ramirez, Ed.D.

Conflict and Cooperation

Curriculum Suggestions

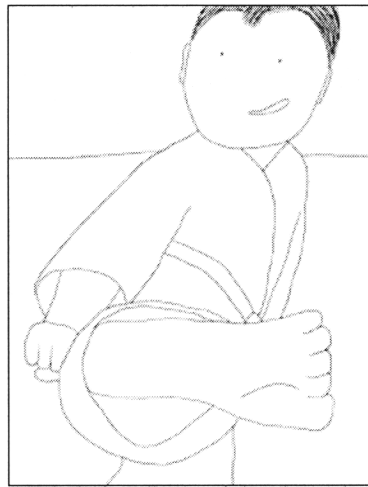


Introduction

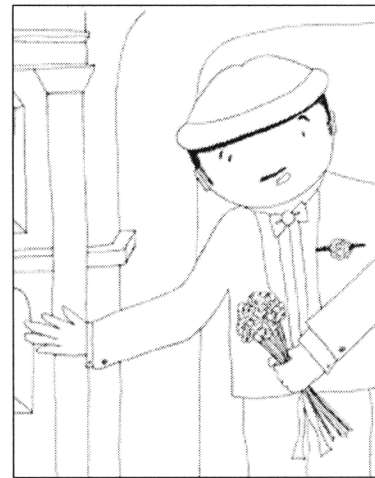
The stories in this unit are tales of conflict and cooperation. The main themes that might be explored in a curriculum unit linked to these tales are: conflict and fighting, compromise and cooperation, self-discipline, cultural diversity and Spain (history, geography, etc.).



In "**A Visit to Medieval Seville**", four boys travel back in time to explore the time of *Convivencia* - a period when peoples of all religions, cultures and languages lived together in peace in southern Spain. What they learn about their friendship and about Spain is the focal point of the story.



In "**The Code of The Karateka**", a young boy is bullied at school so his father decides to take him to a karate school to learn self-defense. But from his teacher (*sensei*) and classmates at the school he ends up learning the even more valuable lessons about self-discipline, respect and non-violence.



In "**The Ladies' Man**", the main character is a popular figure in town who brings smiles to the everyone's faces with his *piropos* (flirtatious comments). One day he is rebuffed by a stranger and mysteriously disappears forever, only to be replaced by a garden of flowers.

Story #1: “A Visit to Medieval Seville”



Vocabulary:

1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards for you to add vocabulary words, if needed).

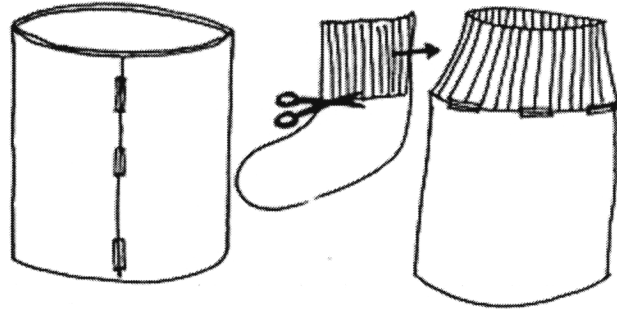
- acrobat (an/the): someone who performs gymnastics
- busy: working; active
- castle (a/the): a palace
- celebrate (to): to have a good time
- community (a/the): a group of people; people of a town
- court (a/the): the royal palace
- dancer (a/the): someone who dances
- Dean of Discipline (a/the): person who punishes bad behavior
- entitled: called
- excited: enthusiastic
- feast (a/the): a big meal
- festivities (some/the): activities to celebrate an occasion
- juggler (a/the): person who can keep objects in the air
- king (a/the): man who rules a country and its people
- medieval: referring to the Middle Ages
- Middle Ages (the): period in Europe (500 A.D.-1450 AD)
- musician (a/the): person who plays a musical instrument
- pay attention (to): to listen
- peace (a/the): harmony; order; freedom from war
- prepare (to): to get ready
- queen (a/the): the wife of a king
- remind (to): to help someone remember something
- report (a/the): an explanation or description
- right away: immediately
- singer (a/the): someone who sings
- strange: weird; odd
- suddenly: happen without warning

2. Pre-teach the vocabulary by using a magic box*.

- Place the vocabulary cards into the magic box.
- Ask for volunteers to pull the cards from the magic box.
- As each card is pulled from the box, ask students to act out the vocabulary word.

***How to make a magic box:**

Cover an oatmeal container or other cylindrical container with colored or contact paper. Attach the top part of a large sock or leg warmer to the top portion of the container. Decorate as you like.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: You can have students read the introduction on the website:
www.miscositas.com/seville.html


2. Divide the students into pair groups. Provide each pair with three black-and-white illustrations and three text pages from the story. Ask the students to try to match the text with the pictures.



Reading:

Copy the story text and illustrations for your students. You might want to create a booklet with the pages by photocopying the text and pictures so that the image is on the left and the story on the right.



Weblink: You can have students read the story on the website: www.miscositas.com/seville1.html
 (click  through story)

A VISIT TO MEDIEVAL SEVILLE Story text:

- 1) I know a group of friends - two are Arab, one is Jewish and one is Christian. For this reason I thought that they would love my lesson about the Middle Ages in Spain. It was a time when Jews, Muslims and Christians lived together in peace.
- 2) But these kids liked to talk and play in class. One day, when they weren't paying attention to the lesson, I got angry with them and I sent them to the Dean of Discipline.
- 3) The Dean was so busy that day that he couldn't see the kids right away. After a while, they fell asleep.
- 4) Suddenly they found themselves in a strange time and place. The people around them were speaking Spanish, but it sounded different from what they were learning in class.
- 5) In town, the boys met an imam, a Muslim leader. He explained that at the mosque everyone was preparing for the dinner to take place at the king's castle that night.
- 6) Later they went to the synagogue and met the rabbi, a Jewish leader. He told them that everyone was making plans for the big feast in the court of King Alfonso, the Wise.
- 7) In the church, the priest explained that the Jews, Muslims and Christians all worked together to create a better community and for that reason they were celebrating that night. He invited the boys to the party.
- 8) They went to the castle to join the festivities. There they saw people from all different cultures sharing in the fun together. It reminded them of their own friendship.
- 9) At the party there were singers and musicians...
- 10) ...there were acrobats and jugglers...
- 11) ...there were dancers and...
- 12) ...the king and queen were there.
- 13) After they woke up from their dream, the boys were excited to tell the class everything they learned about Medieval Seville.
- 14) Together they wrote a report entitled "A Visit to Medieval Seville" and got an A+! From that day forward, the four friends always paid attention in my class.

2. Post-reading activities:

1. Check for understanding by asking comprehension questions:
 - Why did the teacher send the boys to the Dean of Discipline? [*because they weren't paying attention in class*]
 - What happened in the Dean's office? [*the boys fell asleep*]
 - How did the boys visit Medieval Seville?

[they all had the same dream]

2. Discuss the story with students by asking their opinions about the events:
 - Have you ever felt distracted at school?
 - Is it possible for four people to have the same dream? Has it ever happened to you?
 - Do you have any friends from cultures other than your own? How do you share your differences? Your similarities?

Story #2: “The Code of the Karateka”



Vocabulary:

1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are blank vocabulary cards available for you to add vocabulary words to the list if needed).
 - anxious: worried
 - bully (a/the): someone who picks on others
 - decide (to): to come to a conclusion
 - fight (to): to argue or get into a physical struggle
 - karate chop (a/the): a sharp slanting stroke with the hand
 - kick (to): to hit something with your foot
 - punch (to): to hit something with your fist
 - punish (to): to cause discomfort as a result of a wrong deed
 - respect (some/the): consideration; politeness
 - self-discipline (some/the): control over your own actions
 - threaten (to): say what will be done to hurt someone
2. Pre-teach the vocabulary by using the cards as flash cards.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: *You can have students read the introduction on the website:*

www.miscositas.com/karate.html


2. Divide students into small groups. Have the students predict the story by arranging the black-and-white illustrations into the correct order. Ask one member of each group to tell their version of the story to the class. Vote on whose version of the story might be right.



Reading:

Copy the story text and illustrations for your students. You might want to create a booklet with the pages by photocopying the text and pictures so that the image is on the left and the story on the right.



Weblink: *You can have students read the story on the website: www.miscositas.com/karate1.html (click  through story)*

THE CODE OF THE KARATEKA Story text:

- 1) Some bullies at school were always threatening Alex. They would hit him and he would hit them back.
- 2) Every day he would come home crying and his parents would punish him for fighting in school.
- 3) One day Alex's father decided to take him to a karate class. At first, Alex was anxious.
- 4) Alex didn't know how to do anything. But with the help of his teachers and the other students at the school...
- 5) ...he learned to kick...
- 6) ...he learned to punch...
- 7) ...and he learned to do a karate chop.
- 8) But most important, he learned about self-discipline and respect.

- 9) Now when the bullies bother Alex, he remembers everything he learned in karate...
- 10)...and he walks away.

3. Post-reading activities:

1. Check for understanding by asking comprehension questions:
 - What was Alejandro's problem?
[he was fighting with other boys at school]
 - What did Alejandro learn at karate school? *[he learned to kick, punch, and do chops; he also learned about self-discipline and respect]*
 - Now what does Alex do when he sees the bullies?
[he walks away]
2. Discuss the story with students by asking their opinions about the events:
 - At the beginning of the story, why do you think that Alex fought with the boys, instead of walking away?
 - In your opinion, is it good that Alex walks away from the bullies, or should he fight? Why do you think so?,
 - What other sports are good for teaching self-discipline? Do you practice a sport?

Story #3: "The Ladies' Man"



Vocabulary:

1. Copy the vocabulary cards onto card stock and cut each one out. Have students (or pairs of students) illustrate each vocabulary word in the space provided (Note: there are

blank vocabulary cards available for you to add vocabulary words to the list if needed).

- bloom (to): to flower
- compliment (to): to say something nice about someone
- disappearance (a/the): when something suddenly can't be seen
- elegant: refined; classy

2. Pre-teach the vocabulary by asking students to predict each word based on the accompanying illustrations.



Pre-reading activities:

1. Have students read the introduction and discuss the origin of the story.



Weblink: *You can have students read the introduction on the website:*
www.miscositas.com/ladies.html


2. Show students the illustration from the story. In a round, ask each student to describe one thing that they see in the picture.



Reading:

Copy the story text and illustration for your students.



Weblink: *You can have students read the story on the website:* www.miscositas.com/ladies1.html
(click  through story)

THE LADIES' MAN Story text:

There lived an elegant gentleman who used to spend his days standing in front of the cathedral. He would always wear a red carnation and flirt with the women in town to see them smile. One day he saw a beautiful woman and he paid her his nicest compliment. The woman didn't smile and the man felt awful.

From that day forward, the man never returned to the cathedral. Shortly after his disappearance, a garden of red carnations bloomed. When the woman passed by the flowers, she smiled.

? Post-reading activities:

1. Check for understanding by asking comprehension questions:

- Why did the man pass compliments to the women?
[he liked to see their smiles]
- What happened when one beautiful woman didn't smile?
[the man felt horrible; the man disappeared]
- What happened when the beautiful woman saw the flowers?
[she smiled]

2. Discuss the story with students by asking their opinions:

- Do you think what the man did (pass compliments to women) was a good thing? Why, or why not?
- Is it appropriate for a girl to pay a compliment to a boy? Why, or why not?
- What do you think happened to the man?

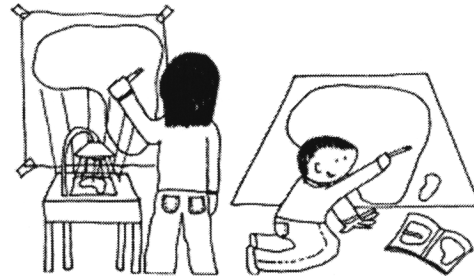


Culminating activity suggestions:

1. Have each student choose four black-line drawings from their favorite story. Ask them to color them and arrange them onto a piece of oak tag to create their own short story. After a rough draft on scrap paper, they can write their text directly onto the oak tag below the drawings and put a title to the story above.
2. Have students write and illustrate original stories about conflict and cooperation.
3. Ask students to find tales about conflict or cooperation from different Spanish-speaking countries. Have a “tell-off” in which students tell their stories to the class. Using a floor map of Latin America*, have students tell their story standing on their story’s country of origin.

***How to make a floor map**

Using a shower curtain liner, trace the shape of Latin America freehand, or project the image onto the sheet using an overhead projector and trace. Be sure to use permanent markers!



4. Take a “fantasy trip” to the countries represented by the stories in this collection. Use the realia provided as you “visit” sites of interest.



Weblink: *You can have students view the realia on the website:*

www.miscositas.com/argentinarealia.html and
www.miscositas.com/spainrealia.html

Vocabulary Cards

VOCABULARY CARDS – *Conflict and Cooperation*

acrobat (an/the):
someone who performs gymnastics

Conflict and Cooperation – “A Visit to Medieval Seville”

busy:
working; active

Conflict and Cooperation – “A Visit to Medieval Seville”

castle (a/the):
a palace

Conflict and Cooperation – “A Visit to Medieval Seville”

celebrate (to):
to have a good time

Conflict and Cooperation – “A Visit to Medieval Seville”

community (a/the):
a group of people; people of a town

Conflict and Cooperation – “A Visit to Medieval Seville”

court (a/the):
the royal palace

Conflict and Cooperation – “A Visit to Medieval Seville”

dancer (a/the):
someone who dances

Conflict and Cooperation – “A Visit to Medieval Seville”

Dean of Discipline (a/the): person
who punishes bad behavior

Conflict and Cooperation – “A Visit to Medieval Seville”

VOCABULARY CARDS – *Conflict and Cooperation*

entitled:
called

Conflict and Cooperation – “A Visit to Medieval Seville”

excited:
enthusiastic

Conflict and Cooperation – “A Visit to Medieval Seville”

feast (a/the):
a big meal

Conflict and Cooperation – “A Visit to Medieval Seville”

festivities (some/the):
activities to celebrate an occasion

Conflict and Cooperation – “A Visit to Medieval Seville”

juggler (a/the): person
who can keep objects in the air

Conflict and Cooperation – “A Visit to Medieval Seville”

king (a/the): man
who rules a country and its people

Conflict and Cooperation – “A Visit to Medieval Seville”

medieval:
referring to the Middle Ages

Conflict and Cooperation – “A Visit to Medieval Seville”

Middle Ages (the): period
in Europe (500 A.D.-1450 AD)

Conflict and Cooperation – “A Visit to Medieval Seville”

VOCABULARY CARDS – *Conflict and Cooperation*

musician (a/the): person
who plays a musical instrument

Conflict and Cooperation – “A Visit to Medieval Seville”

pay attention (to):
to listen

Conflict and Cooperation – “A Visit to Medieval Seville”

peace (a/the):
harmony; order; freedom from war

Conflict and Cooperation – “A Visit to Medieval Seville”

prepare (to):
to get ready

Conflict and Cooperation – “A Visit to Medieval Seville”

queen (a/the):
the wife of a king

Conflict and Cooperation – “A Visit to Medieval Seville”

remind (to): to
help someone remember something

Conflict and Cooperation – “A Visit to Medieval Seville”

report (a/the):
an explanation or description

Conflict and Cooperation – “A Visit to Medieval Seville”

right away:
immediately

Conflict and Cooperation – “A Visit to Medieval Seville”

VOCABULARY CARDS – *Conflict and Cooperation*

singer (a/the):
someone who sings

strange:
weird; odd

Conflict and Cooperation – “A Visit to Medieval Seville”

Conflict and Cooperation – “A Visit to Medieval Seville”

suddenly:
happen without warning

Conflict and Cooperation – “A Visit to Medieval Seville”

Conflict and Cooperation – “A Visit to Medieval Seville”

Conflict and Cooperation – “A Visit to Medieval Seville”

Conflict and Cooperation – “A Visit to Medieval Seville”

Conflict and Cooperation – “A Visit to Medieval Seville”

Conflict and Cooperation – “A Visit to Medieval Seville”

VOCABULARY CARDS – *Conflict and Cooperation*

anxious:
worried

Conflict and Cooperation – “The Code of the Karateka”

bully (a/the):
someone who picks on others

Conflict and Cooperation – “The Code of the Karateka”

decide (to):
to come to a conclusion

Conflict and Cooperation – “The Code of the Karateka”

fight (to): to
argue or get into a physical struggle

Conflict and Cooperation – “The Code of the Karateka”

karate chop (a/the):
a sharp slanting stroke with the hand

Conflict and Cooperation – “The Code of the Karateka”

kick (to):
to hit something with your foot

Conflict and Cooperation – “The Code of the Karateka”

punch (to):
to hit something with your fist

Conflict and Cooperation – “The Code of the Karateka”

punish (to): to cause discomfort
as a result of a wrong deed

Conflict and Cooperation – “The Code of the Karateka”

VOCABULARY CARDS – *Conflict and Cooperation*

respect (some/the):
consideration; politeness

Conflict and Cooperation – “The Code of the Karateka”

self-discipline (some/the):
control over your own actions

Conflict and Cooperation – “The Code of the Karateka”

threaten (to): say
what will be done to hurt someone

Conflict and Cooperation – “The Code of the Karateka”

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Conflict and Cooperation – “The Code of the Karateka”

Conflict and Cooperation – “The Code of the Karateka”

VOCABULARY CARDS – *Conflict and Cooperation*

bloom (to):
to flower

Conflict and Cooperation – “The Ladies’ Man”

compliment (to): to say
something nice about someone

Conflict and Cooperation – “The Ladies’ Man”

disappearance (a/the): when
something suddenly can't be seen

Conflict and Cooperation – “The Ladies’ Man”

elegant:
refined; classy

Conflict and Cooperation – “The Ladies’ Man”

Conflict and Cooperation – “The Ladies’ Man”

Conflict and Cooperation – “The Ladies’ Man”

Conflict and Cooperation – “The Ladies’ Man”

Conflict and Cooperation – “The Ladies’ Man”

Realia

REALIA – Conflict and Cooperation

For color versions of this realia, visit
www.miscositas.com

REALIA from SPAIN

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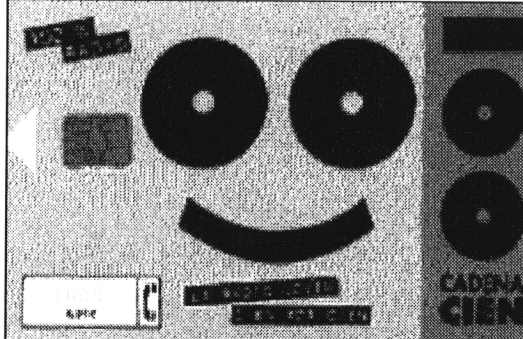
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1 BOC. TORTILLA ESPAÑO	410
1 CAFE CON LECHE	155
1 CRUSTANT CHE EXPRESS	165
1 CARLSBERG BOTELLA 1/2	220
1 ACEITUNAS	160
1 CAFE CON LECHE	155
1 BOC. TORTILLA ESPAÑO	410
1 BOC. NARANJA	460
1 CARLSBERG BOTELLA 1/2	220
1 AGUA SIN GAS PET 1/2	165
1 CAFE CON LECHE	155
1 ZUMO NARANJA 250 cc	365

13 Articulos - Total 3.390
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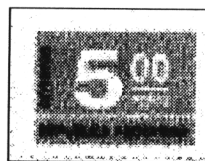
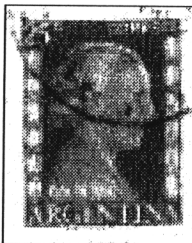
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REALIA – Conflict and Cooperation

For color versions of this realia, visit
www.miscositas.com

REALIA from ARGENTINA

<p>PRESUPUESTO Menú a Bordo de Il Piccolo Vapore</p> <p>1er. Plato</p> <p>Antipasto IL PICCOLO VAPORE</p> <ul style="list-style-type: none">Fiambrés surtidosEnsalada RusaCalamáros a la ProvenzalLengua a la VinagretaEnsalada PrimaveraDorujonías en Escabeche <p>2do. Plato</p> <ul style="list-style-type: none">Pavías CaserasSpaguetis al NuovoTortellettis <p>3er. Plato</p> <ul style="list-style-type: none">Polloal horno con Papas Doradas <p>Bebidas</p> <ul style="list-style-type: none">Vino y Soda <p>Postre</p> <ul style="list-style-type: none">Hielcos mixtos	<p>CENA - SHOW BAILABLE</p>  <p>Cantina</p> <h1>Il Piccolo Vapore</h1> <p>NECOCHEA 1180 Tel. 21-4455</p> <p>Un lugar diferente en la República de la Boca</p>
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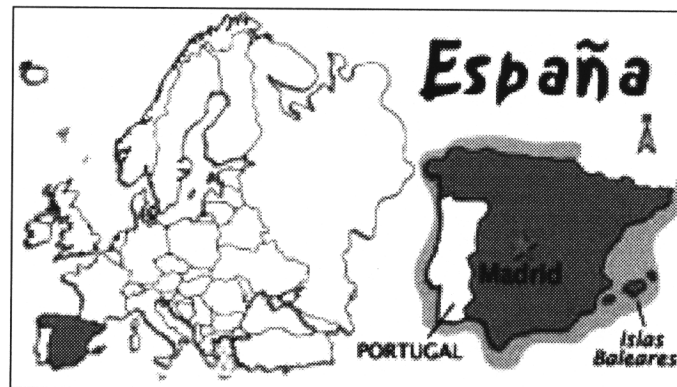


Copymasters

Introduction:

"A Visit to Medieval Seville"

"A Visit to Medieval Seville" is an original story. It is based on a time in the Middle Ages when people from all cultures lived together in harmony in Seville, Spain.



The four boys in the story were my students (you can see some of them in the photo on the right).

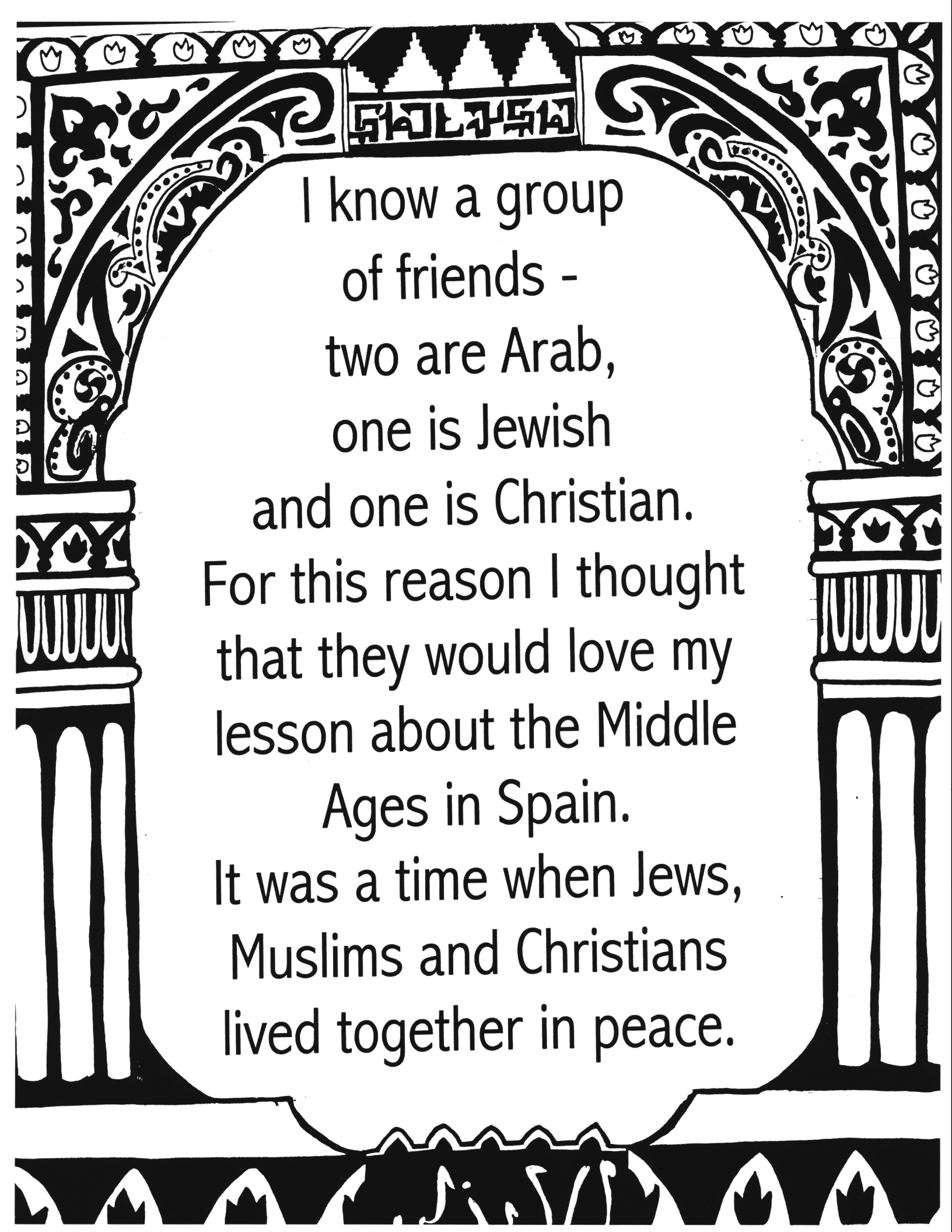
Do you have friends from different cultures?





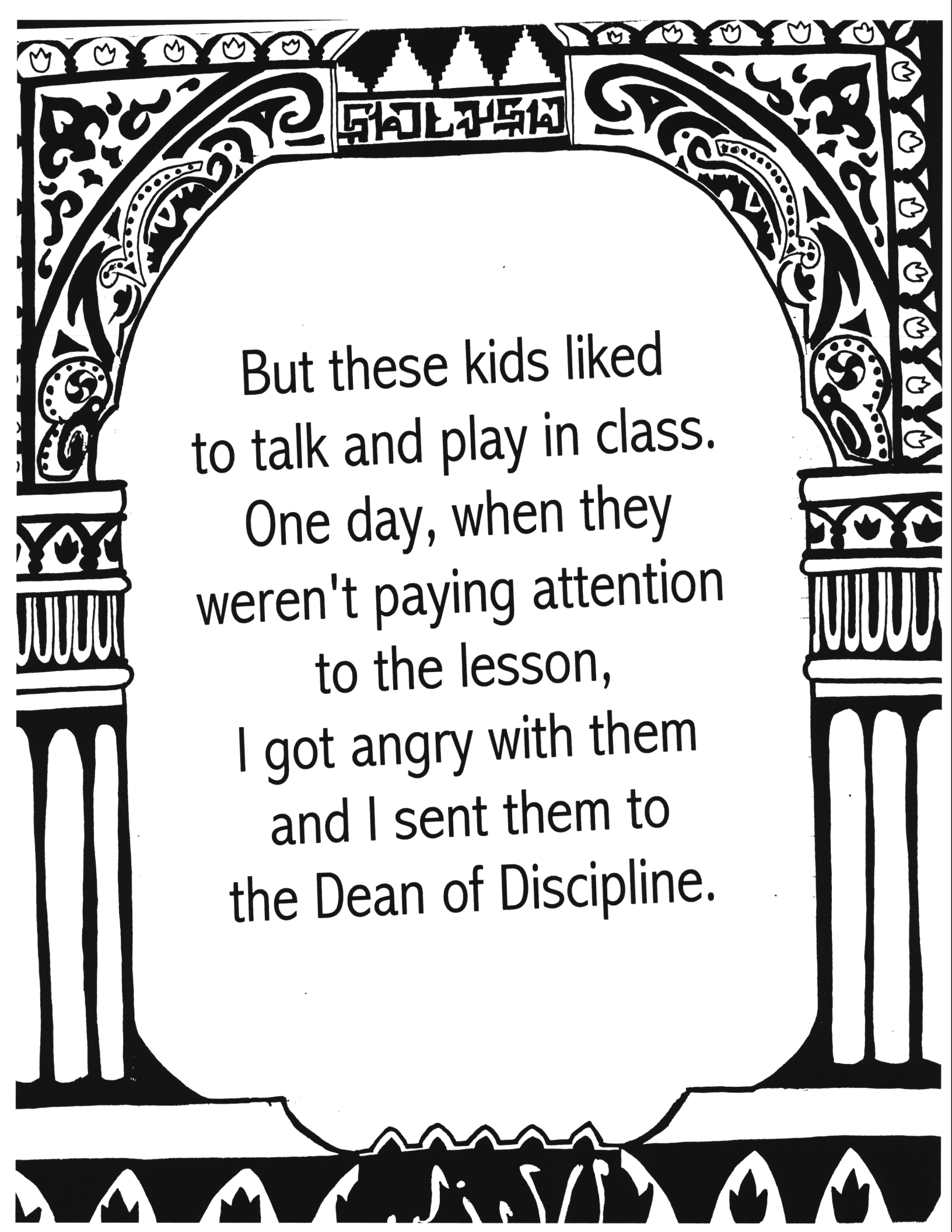
A Visit to Medieval Seville

by Lori Langer de Ramirez

The image features a large, ornate archway with intricate black and white patterns. The arch is supported by two pillars on either side. The text is centered within the arch. The text reads:

I know a group
of friends -
two are Arab,
one is Jewish
and one is Christian.
For this reason I thought
that they would love my
lesson about the Middle
Ages in Spain.
It was a time when Jews,
Muslims and Christians
lived together in peace.



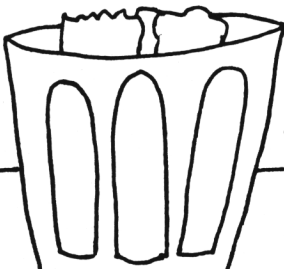


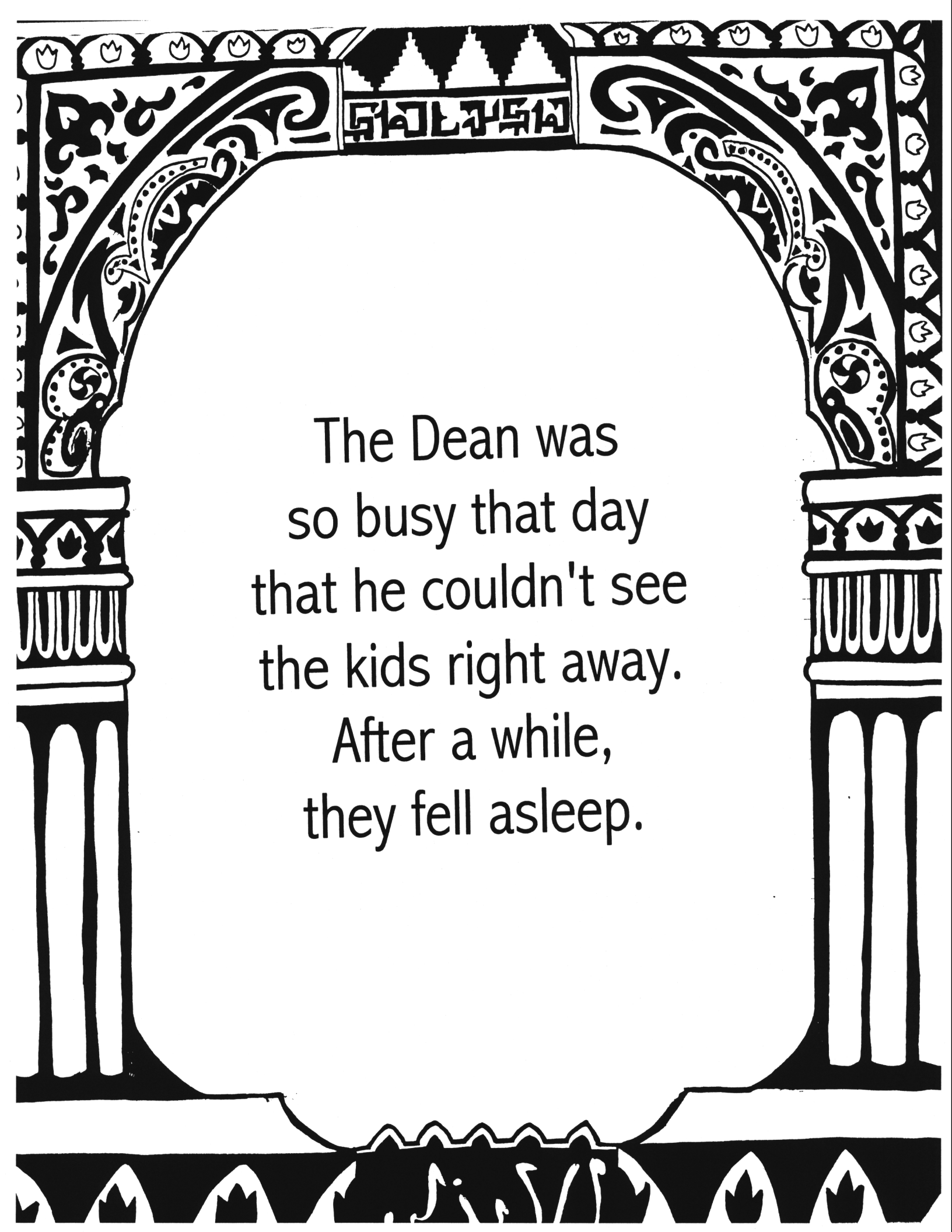
But these kids liked
to talk and play in class.
One day, when they
weren't paying attention
to the lesson,
I got angry with them
and I sent them to
the Dean of Discipline.



Todo Bajo el Sol...
ESPAÑA

Chile

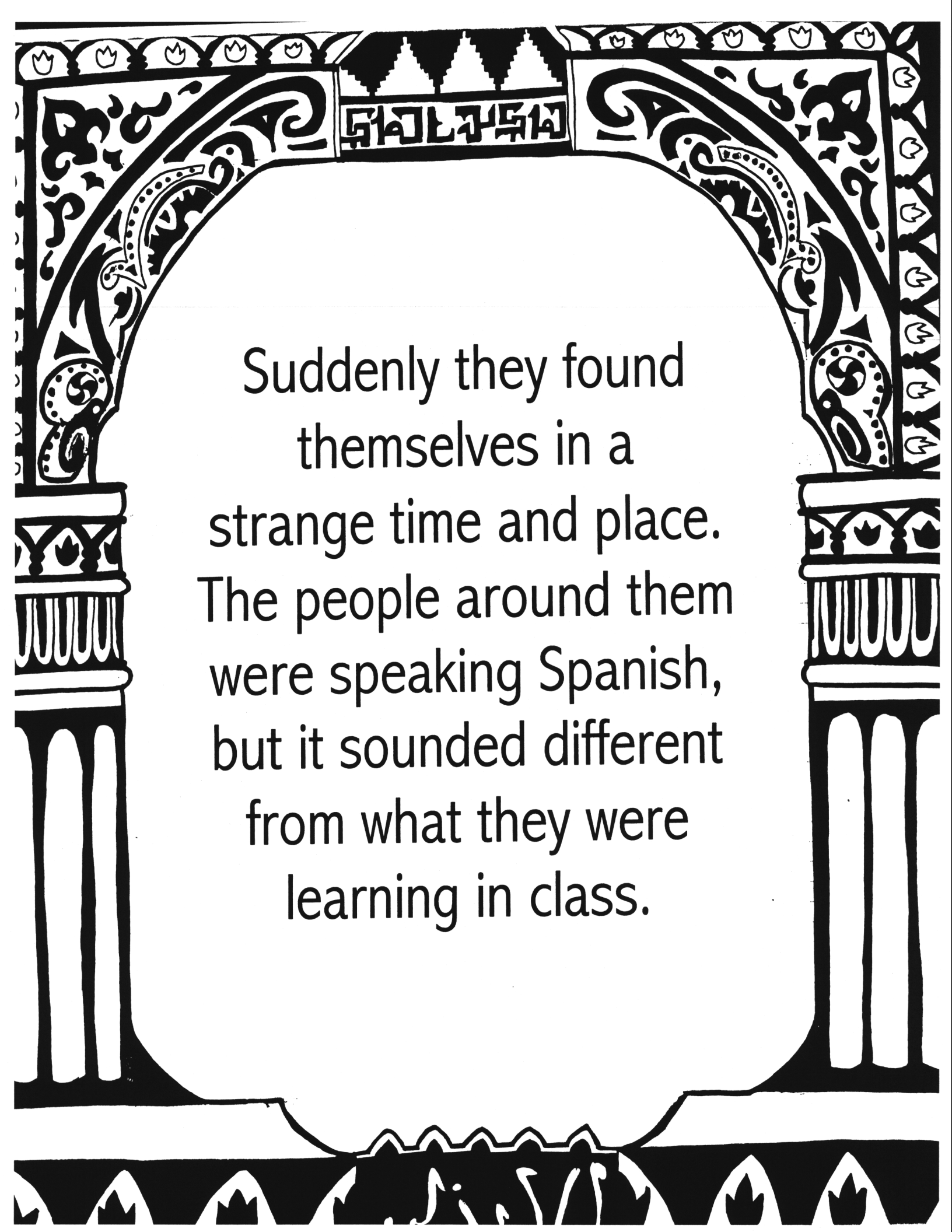




The Dean was
so busy that day
that he couldn't see
the kids right away.

After a while,
they fell asleep.





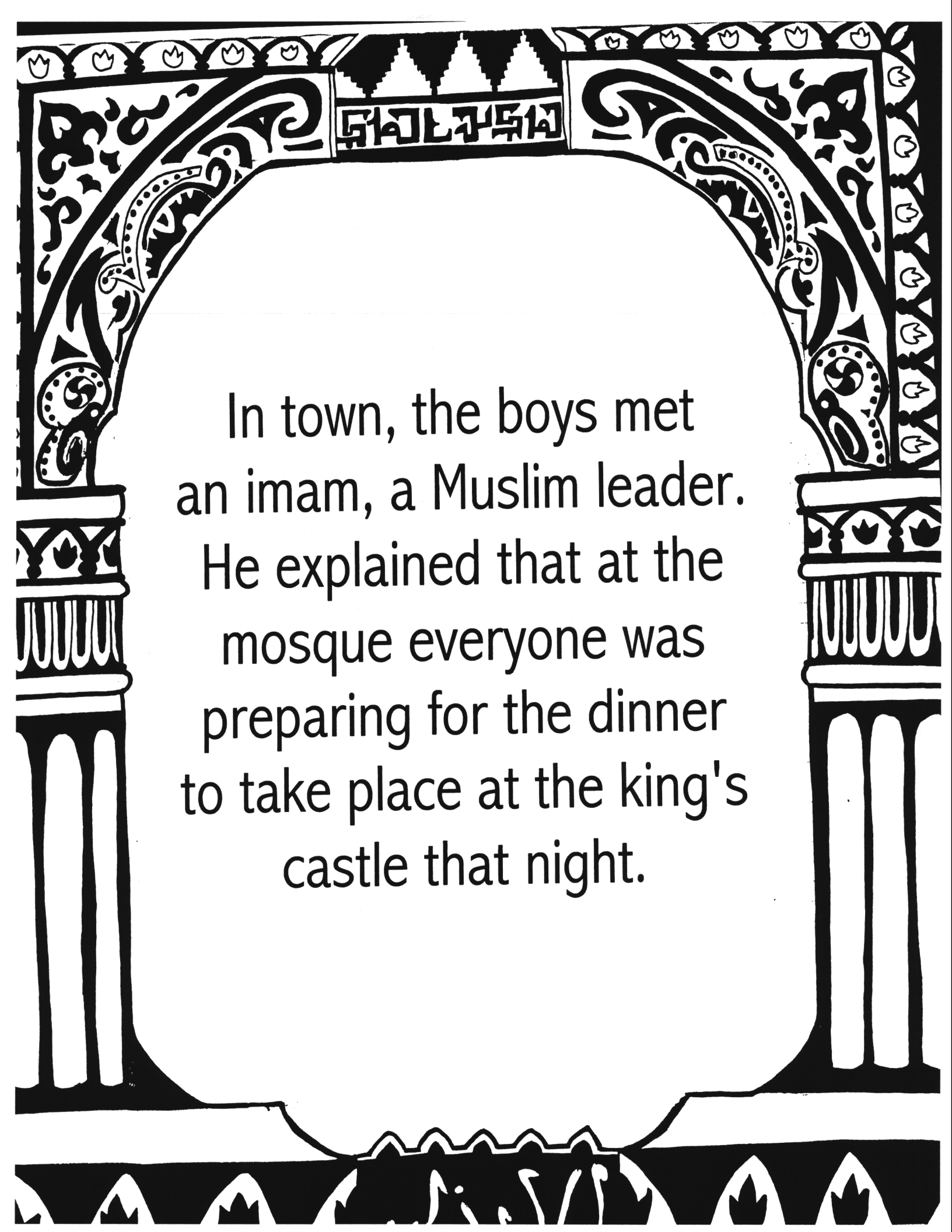
Suddenly they found themselves in a strange time and place. The people around them were speaking Spanish, but it sounded different from what they were learning in class.



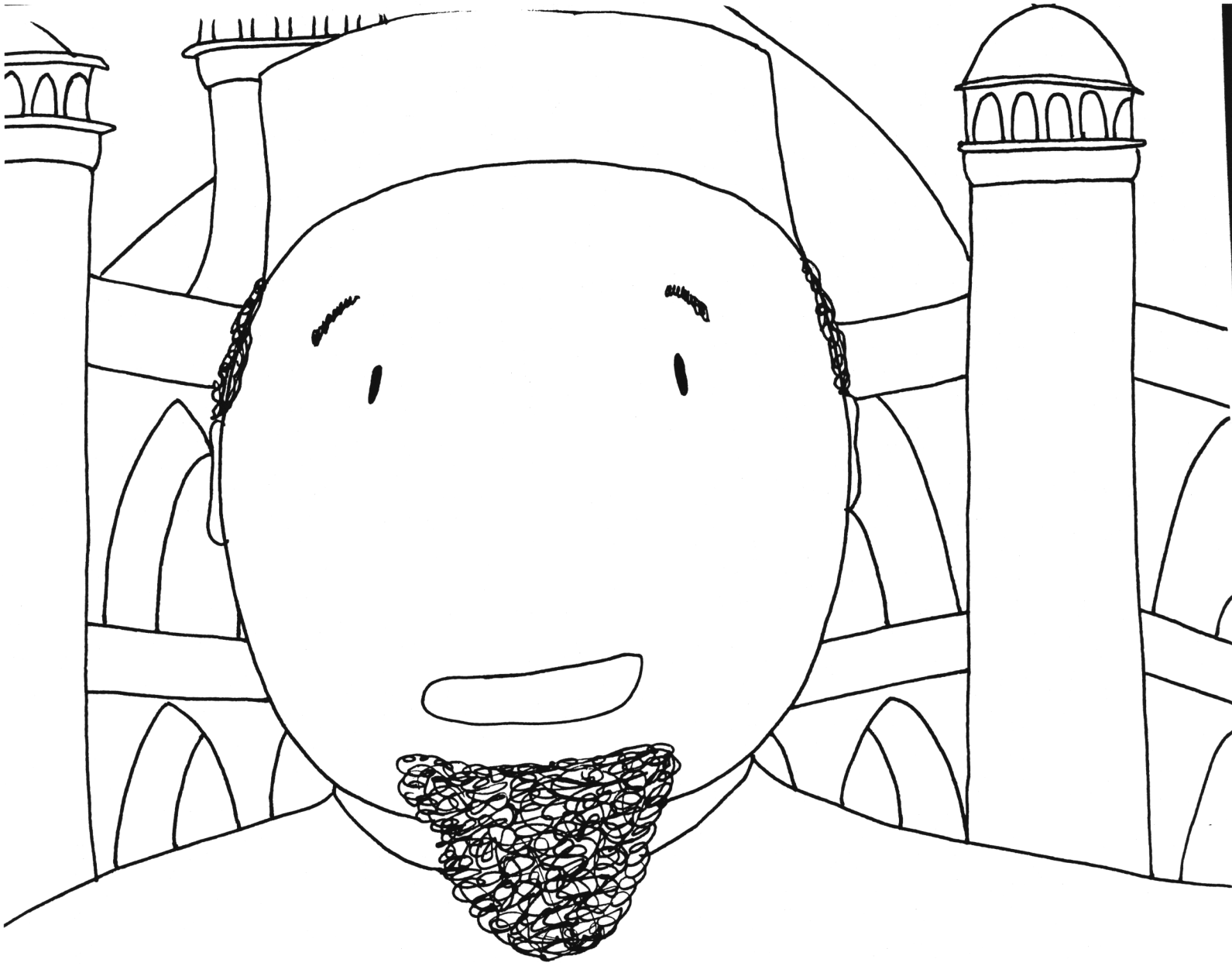
PANADERIA

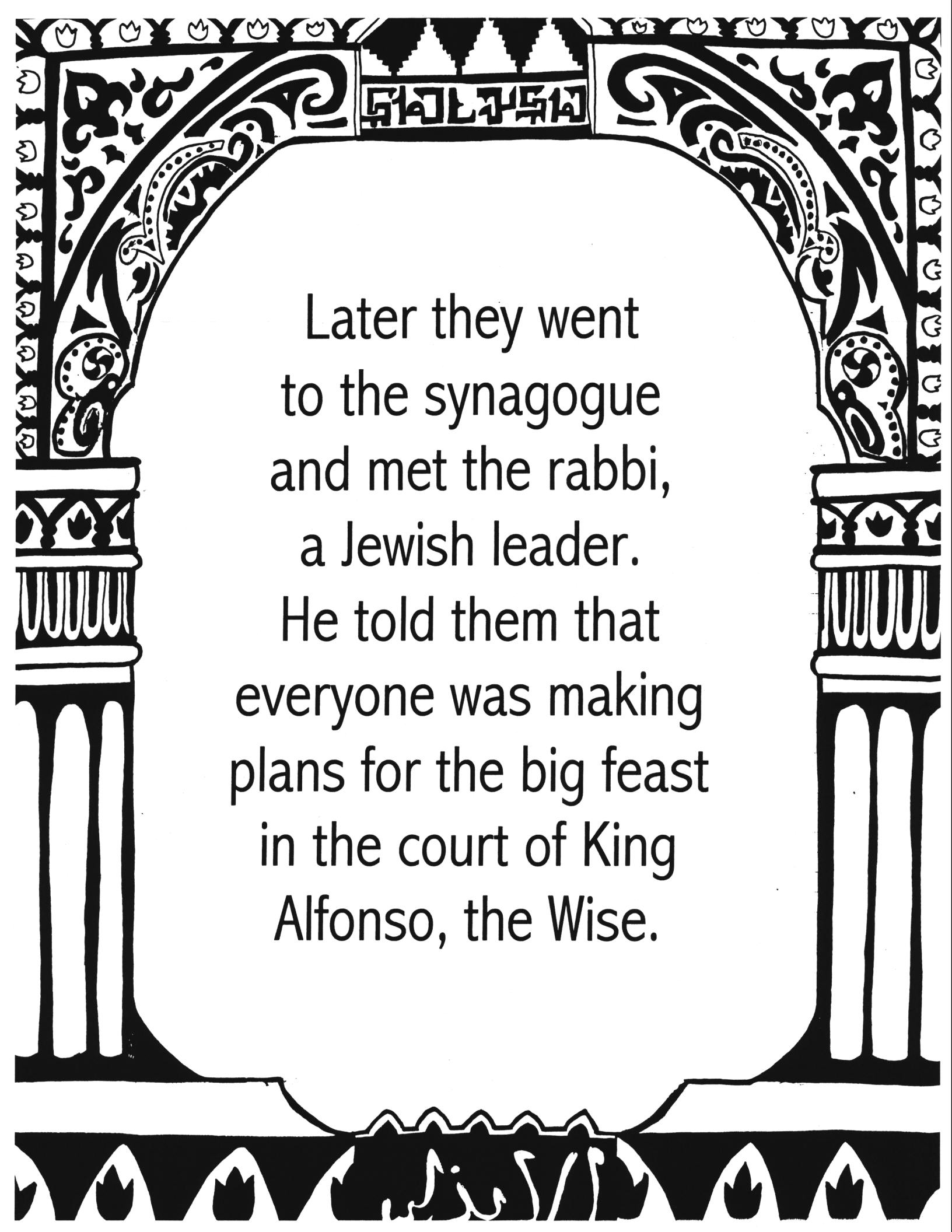
CARN

SEVILLA



In town, the boys met
an imam, a Muslim leader.
He explained that at the
mosque everyone was
preparing for the dinner
to take place at the king's
castle that night.

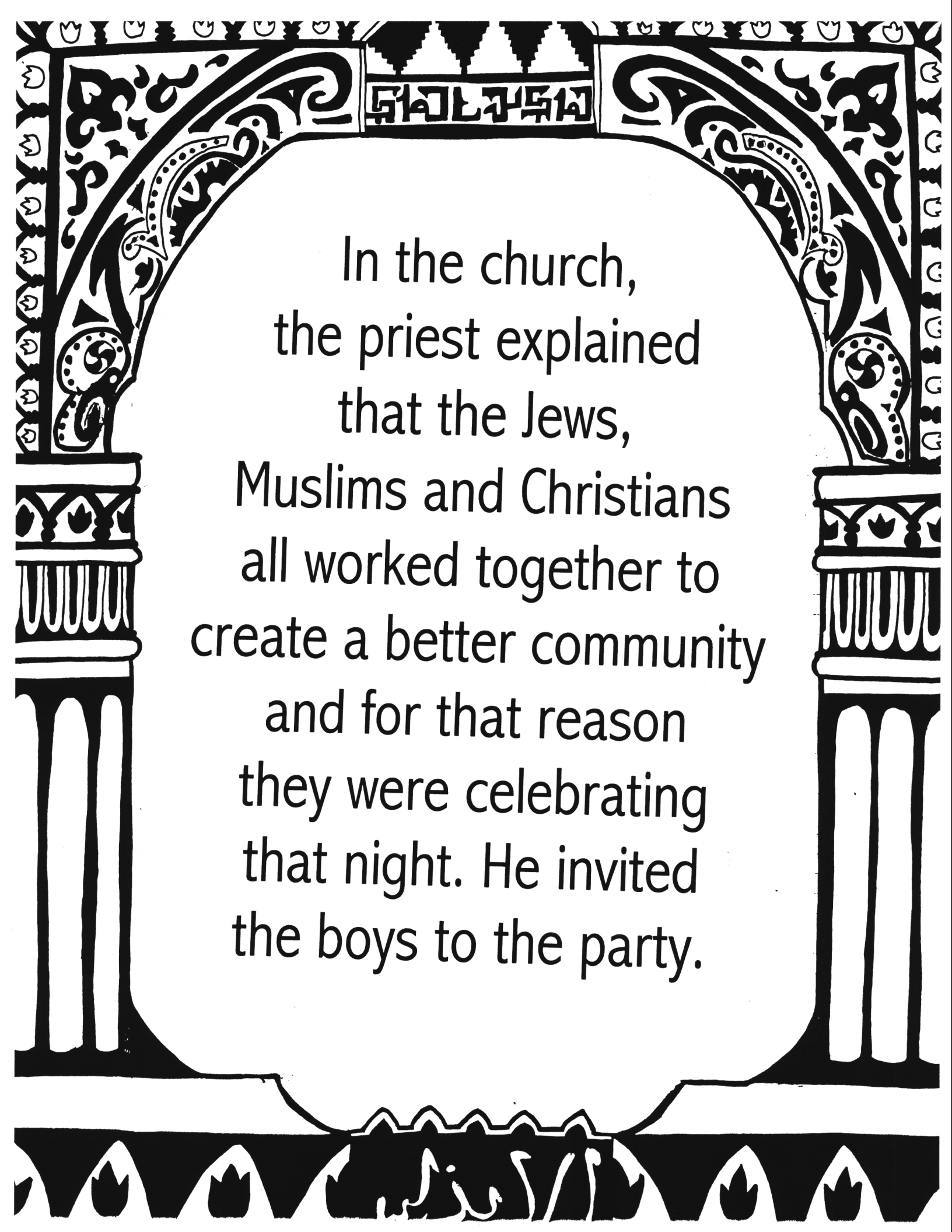




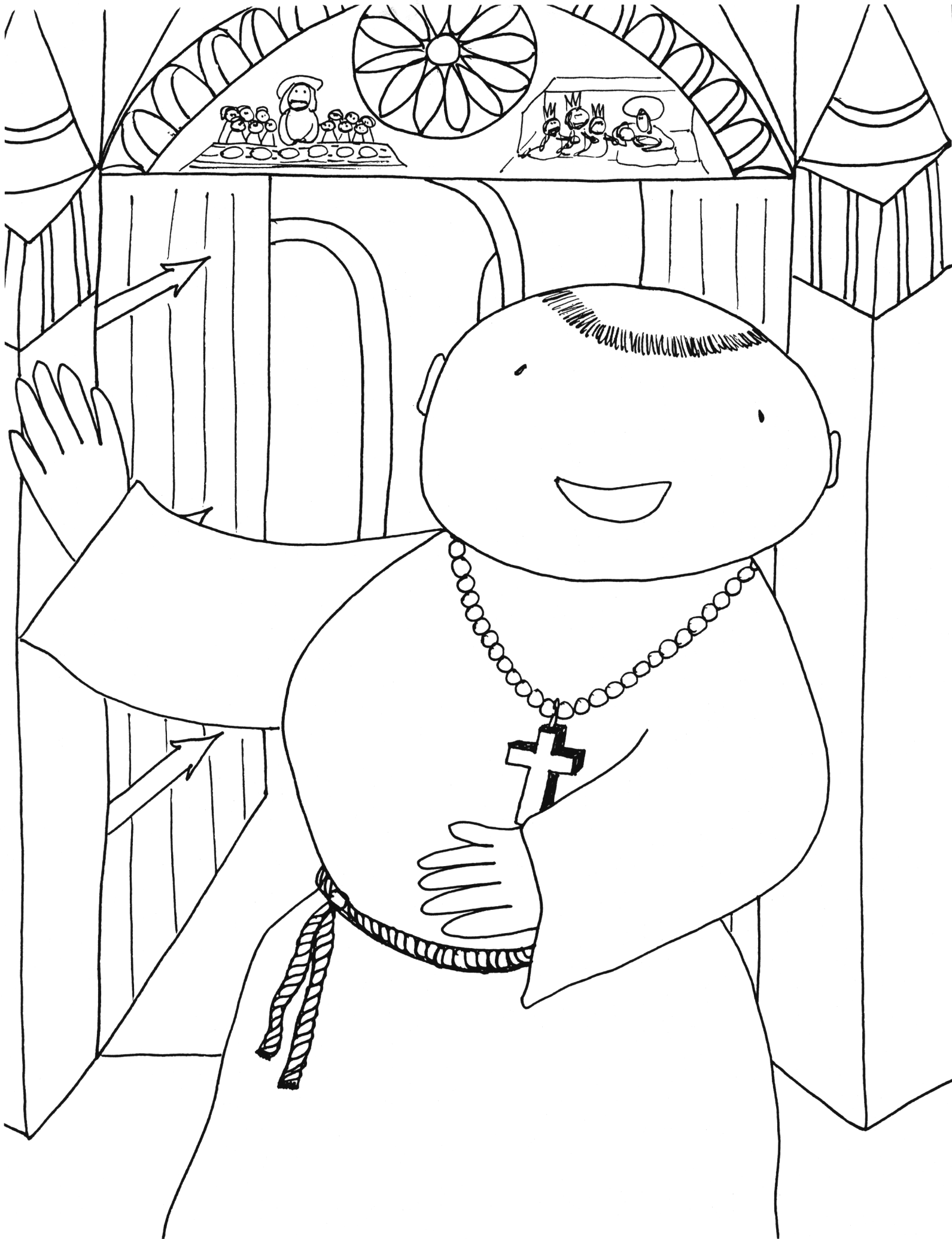
Later they went
to the synagogue
and met the rabbi,
a Jewish leader.

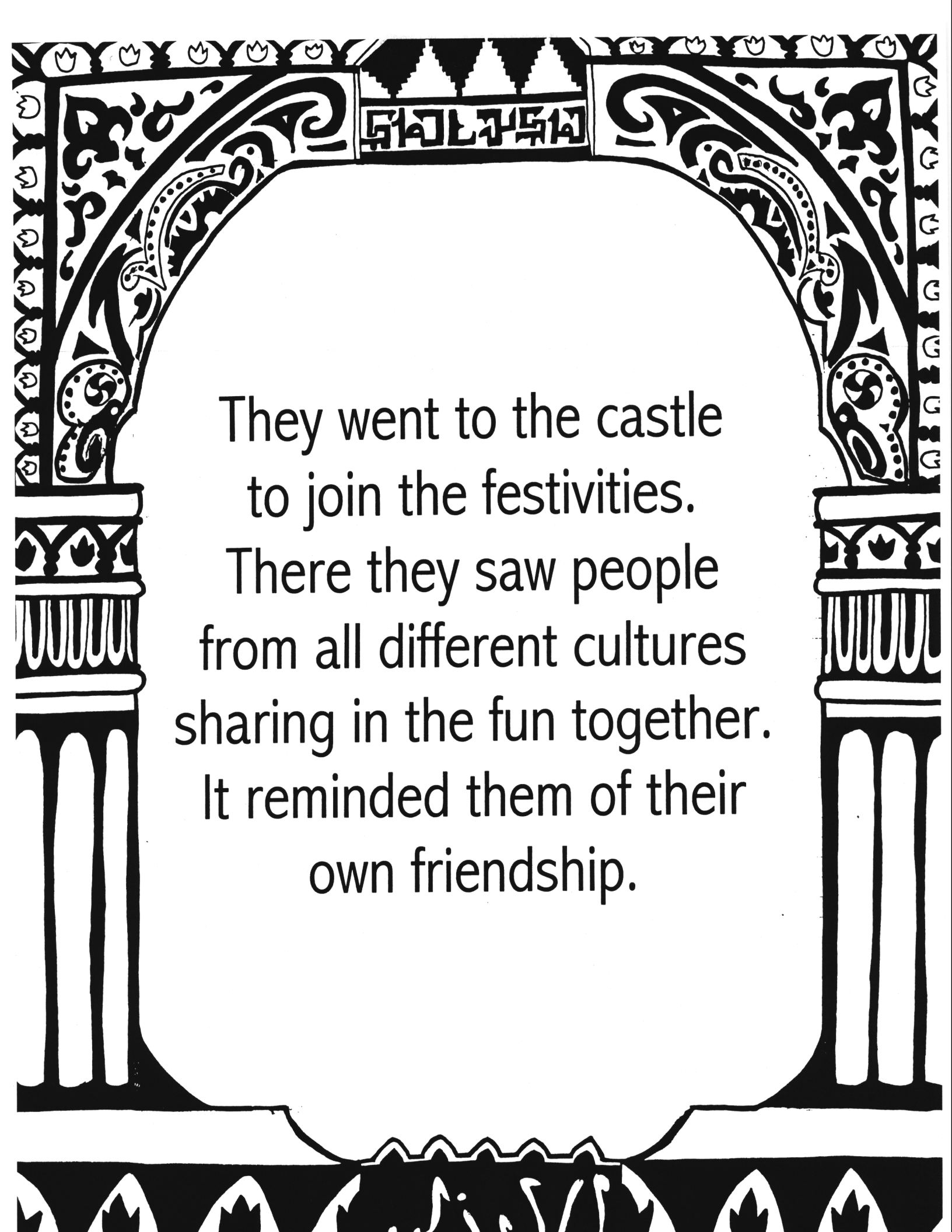
He told them that
everyone was making
plans for the big feast
in the court of King
Alfonso, the Wise.






In the church,
the priest explained
that the Jews,
Muslims and Christians
all worked together to
create a better community
and for that reason
they were celebrating
that night. He invited
the boys to the party.



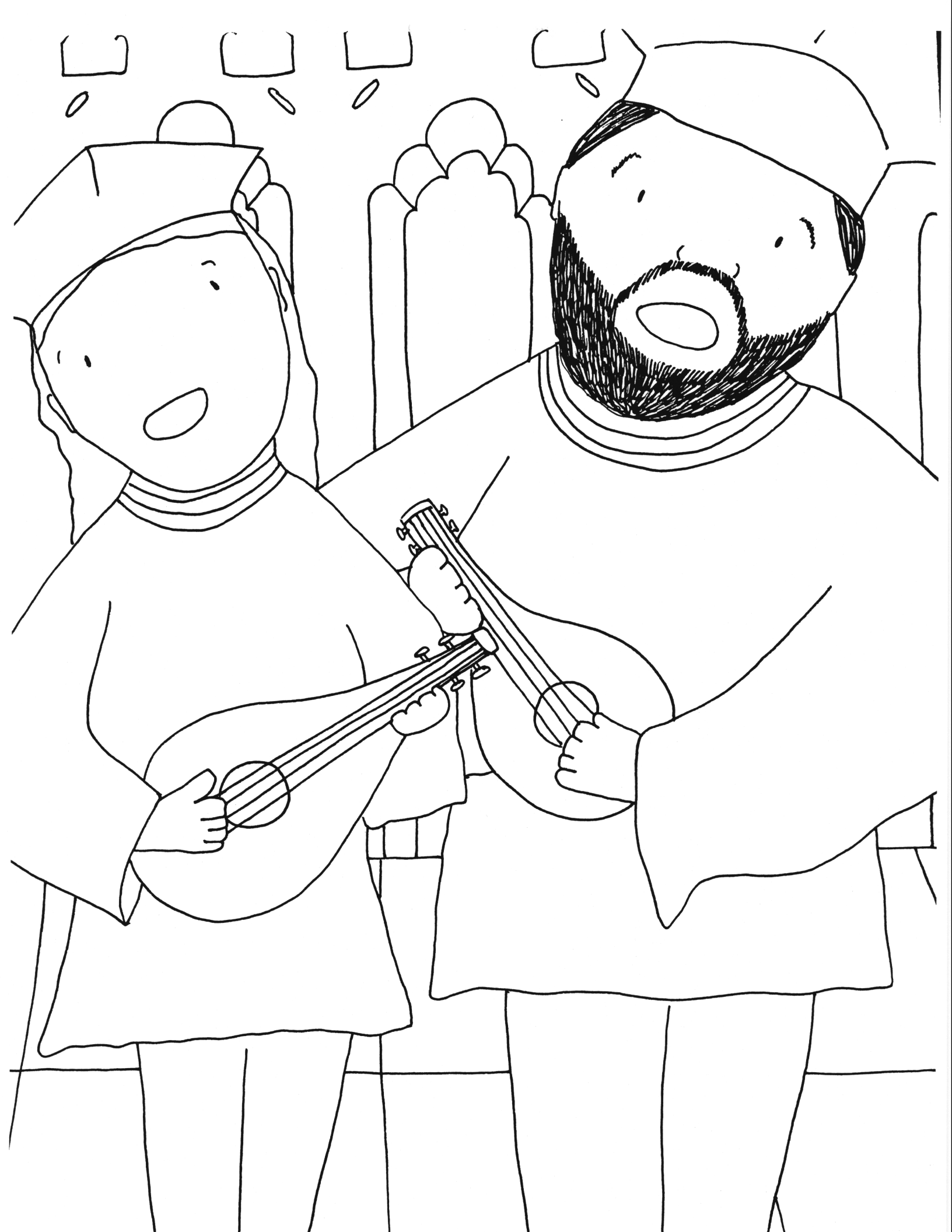
The image features a large, ornate archway with intricate black and white patterns. The arch is supported by two pillars on either side. The central panel of the arch contains the following text:

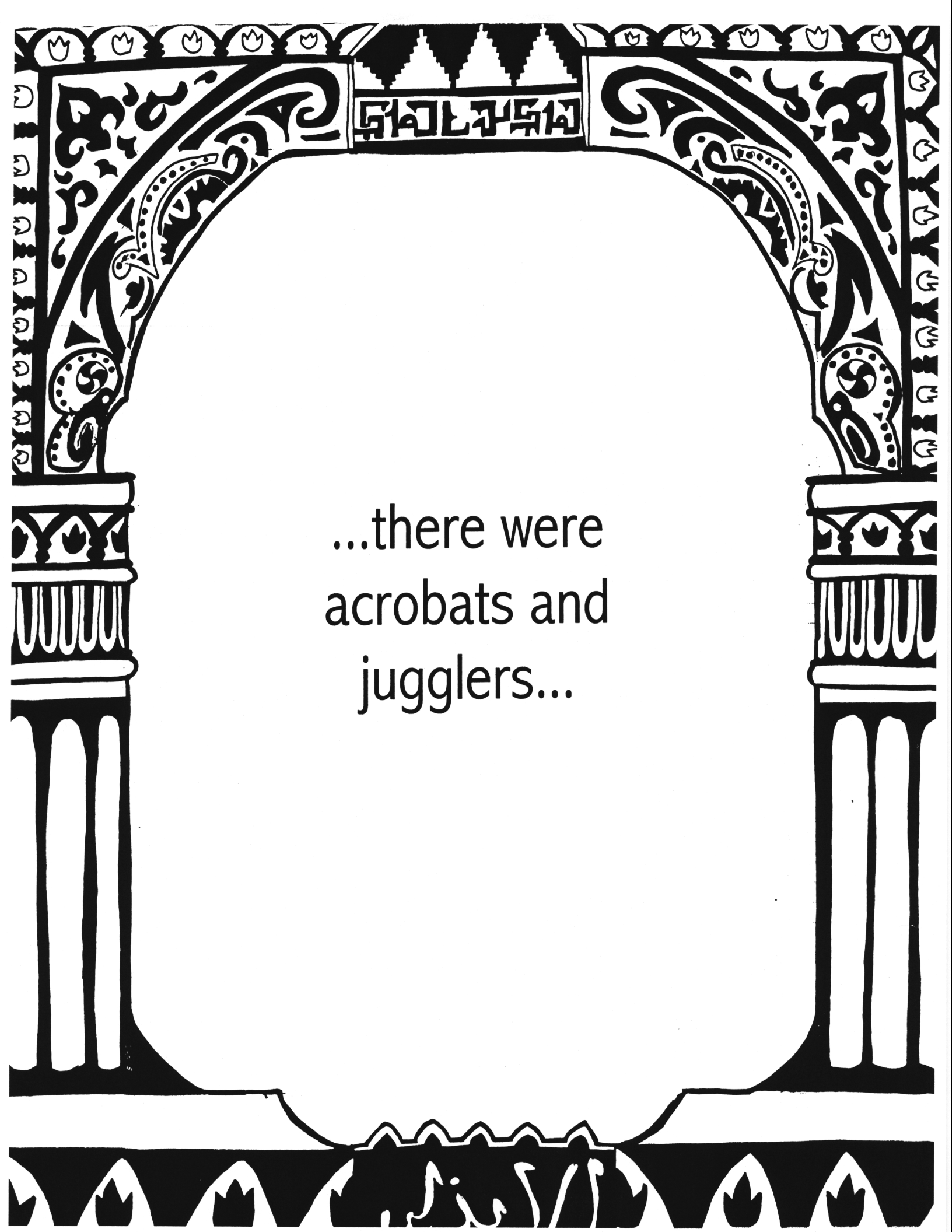
They went to the castle
to join the festivities.
There they saw people
from all different cultures
sharing in the fun together.
It reminded them of their
own friendship.



A black and white illustration of a decorative archway. The arch is supported by two pillars. The archway is filled with intricate, stylized patterns, including floral motifs and geometric shapes. At the top center of the arch, there is a banner with the text "سنگینا" (Sangina) written in a stylized script. The entire scene is framed by a decorative border at the top and bottom, featuring repeating patterns of small floral or geometric motifs.

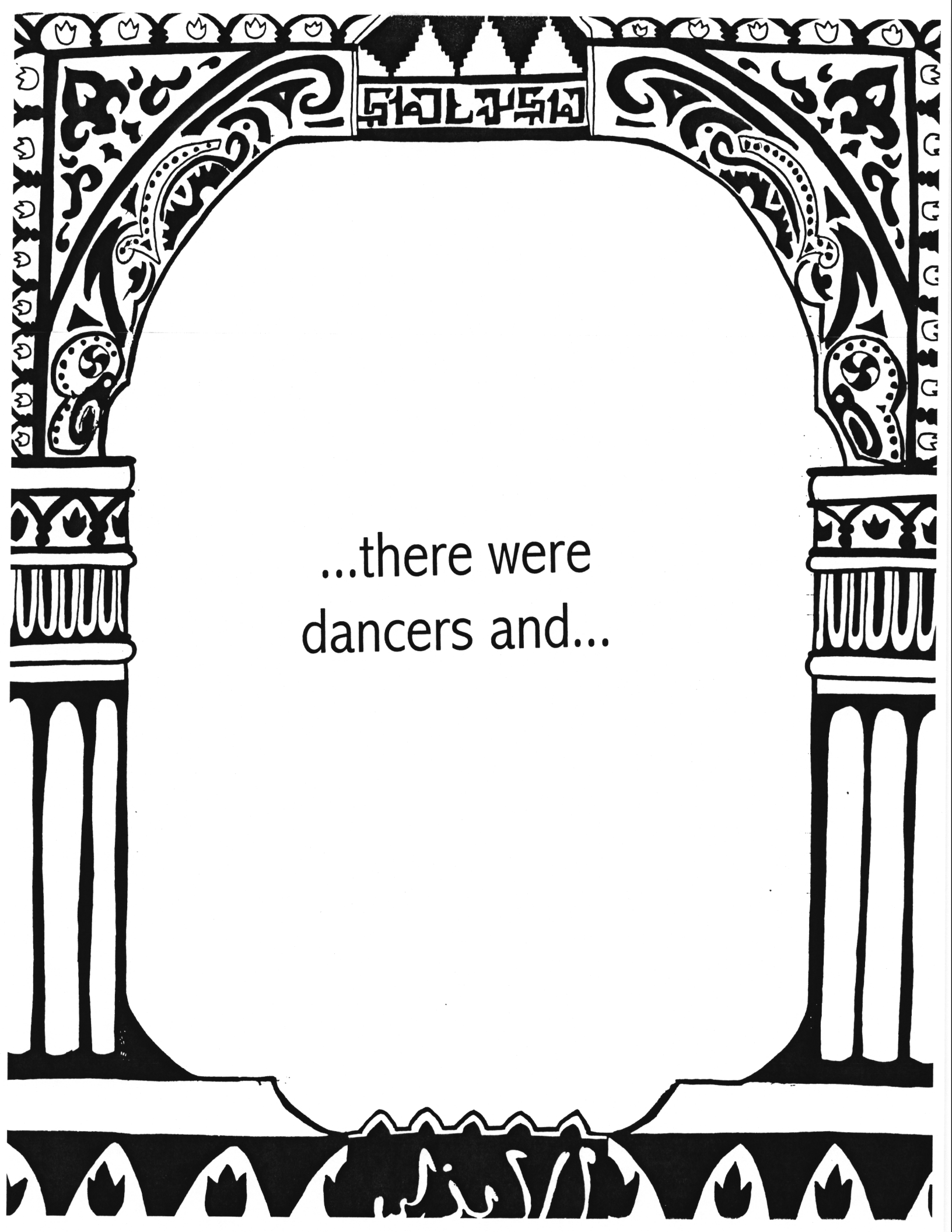
At the party
there were
singers and
musicians...



A black and white illustration of a decorative archway. The arch is supported by two columns. The arch and columns are adorned with intricate, stylized patterns, including floral motifs and geometric shapes. The central area of the arch is a large, empty white space. In the center of this space, the text "...there were acrobats and jugglers..." is written in a simple, sans-serif font. The entire scene is framed by a decorative border at the top and bottom, featuring repeating patterns of small, stylized shapes.

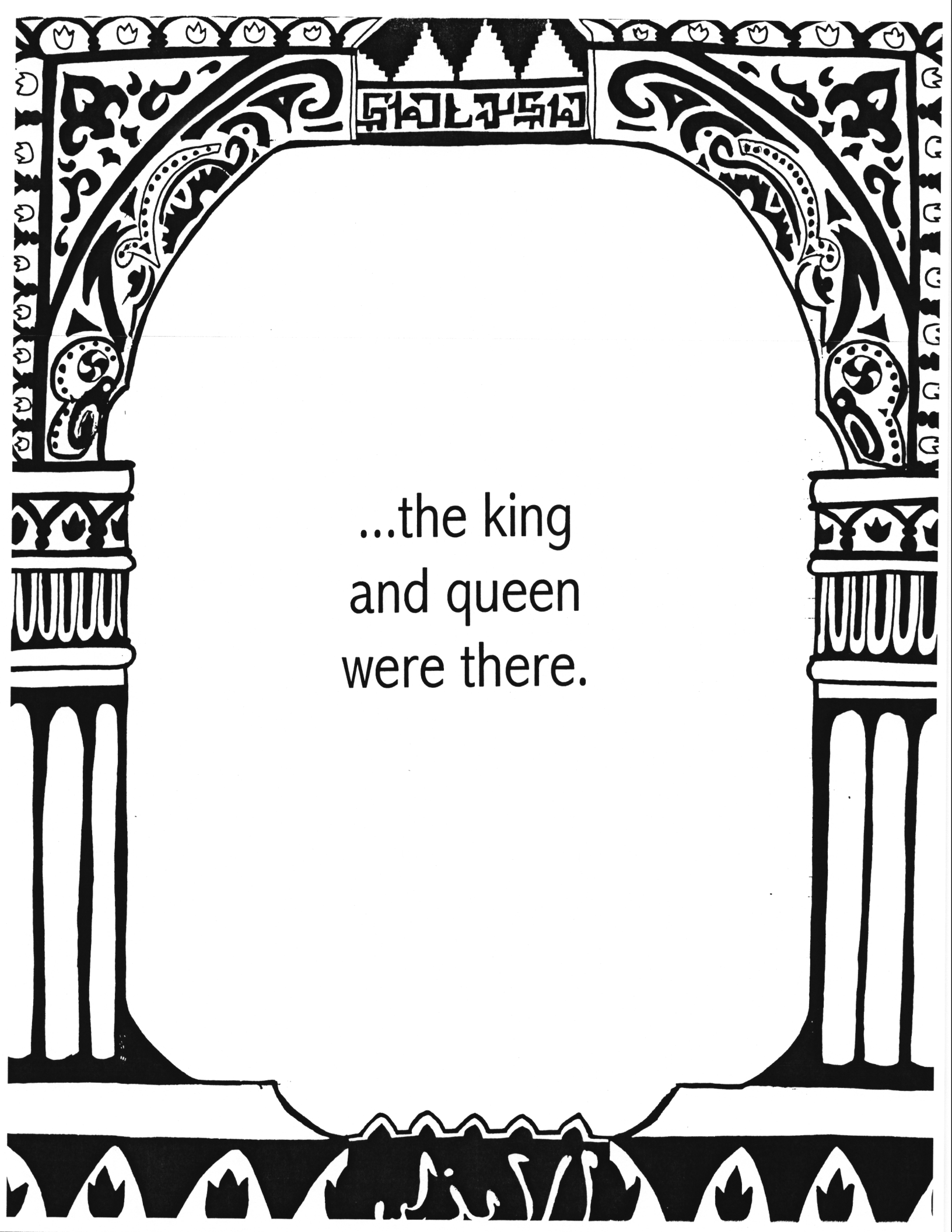
...there were
acrobats and
jugglers...



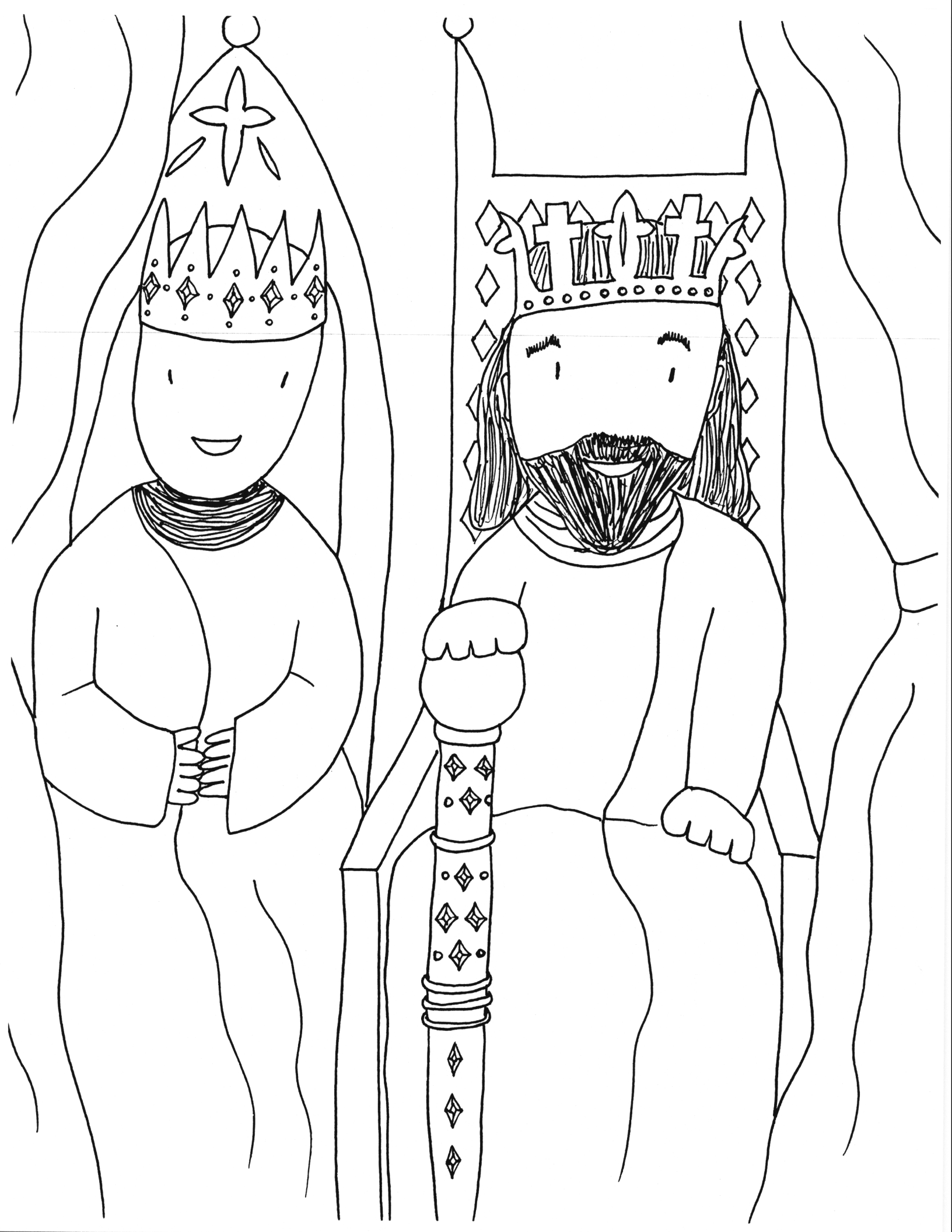
A black and white illustration of a highly decorative archway. The arch is supported by two columns on either side. The arch's interior is filled with intricate, swirling patterns and floral motifs. The top of the arch is bordered by a repeating pattern of small, stylized floral or crown-like shapes. The columns are also decorated with vertical lines and small floral motifs. The overall style is reminiscent of traditional Islamic or Middle Eastern architectural art.

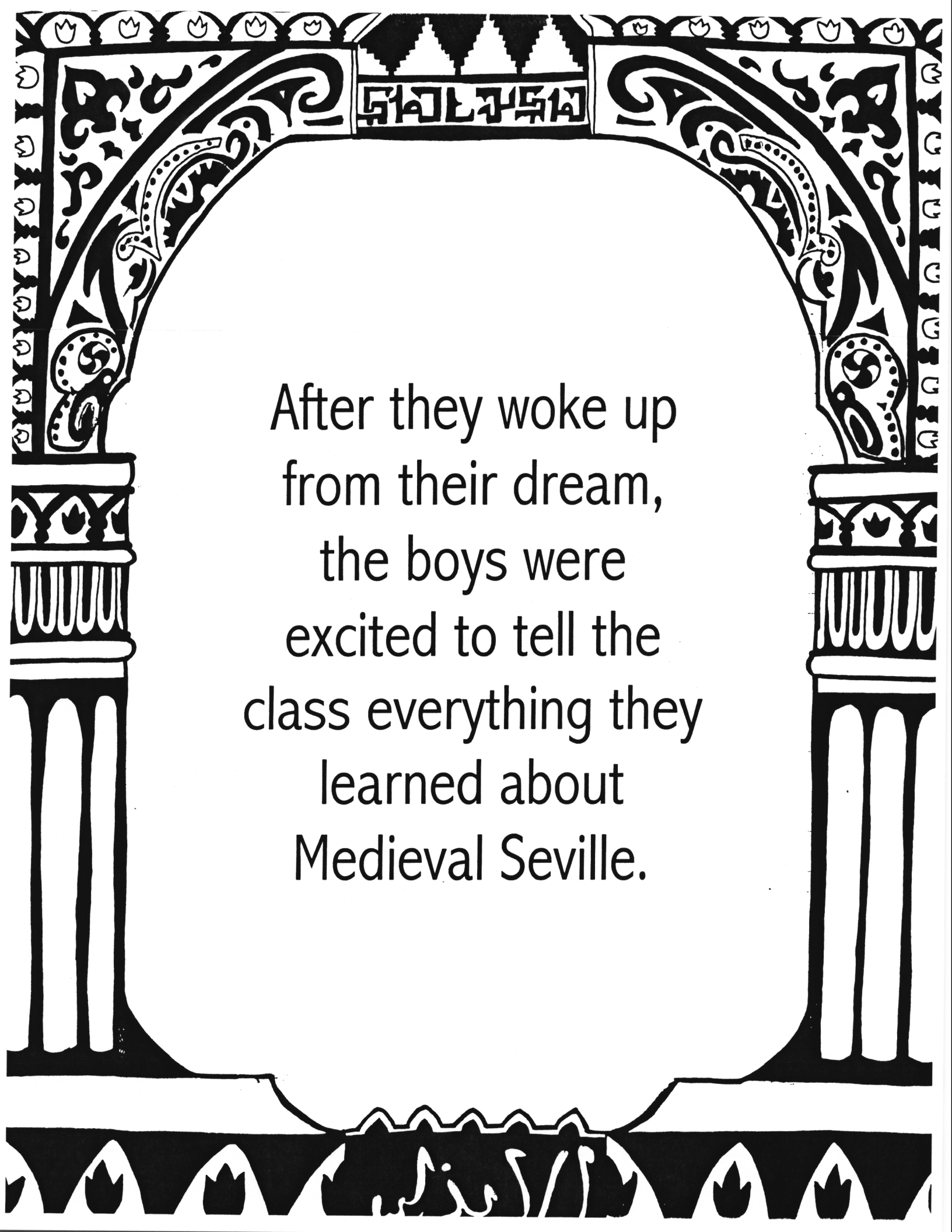
...there were
dancers and...





...the king
and queen
were there.





After they woke up
from their dream,
the boys were
excited to tell the
class everything they
learned about
Medieval Seville.

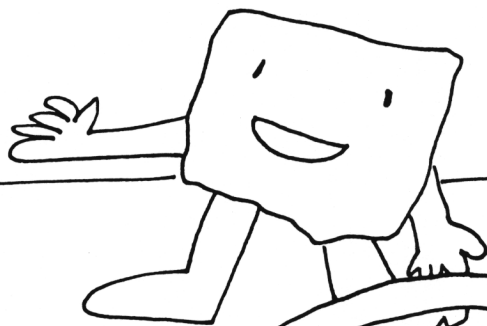
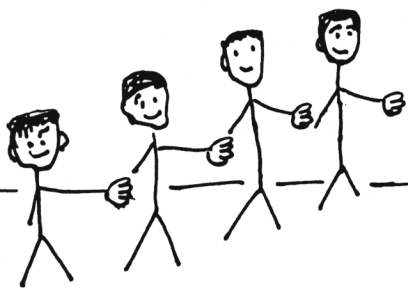




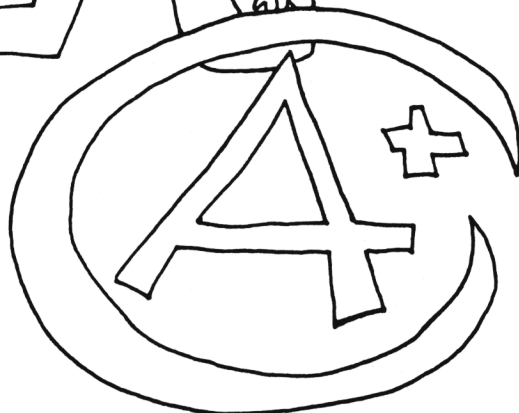
Together they
wrote a report
entitled "A Visit
to Medieval
Seville" and
got an A+!

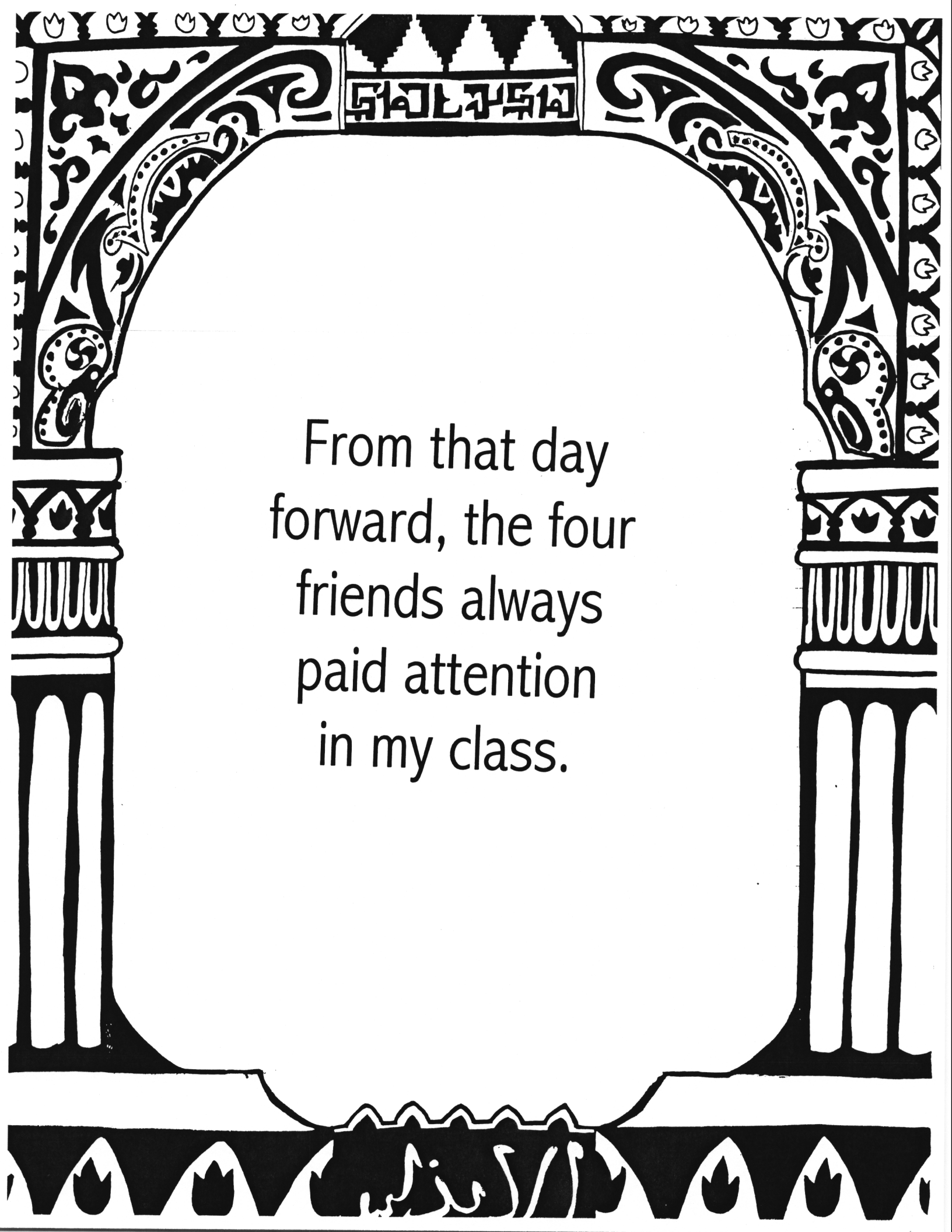


A Visit to Medieval Seville

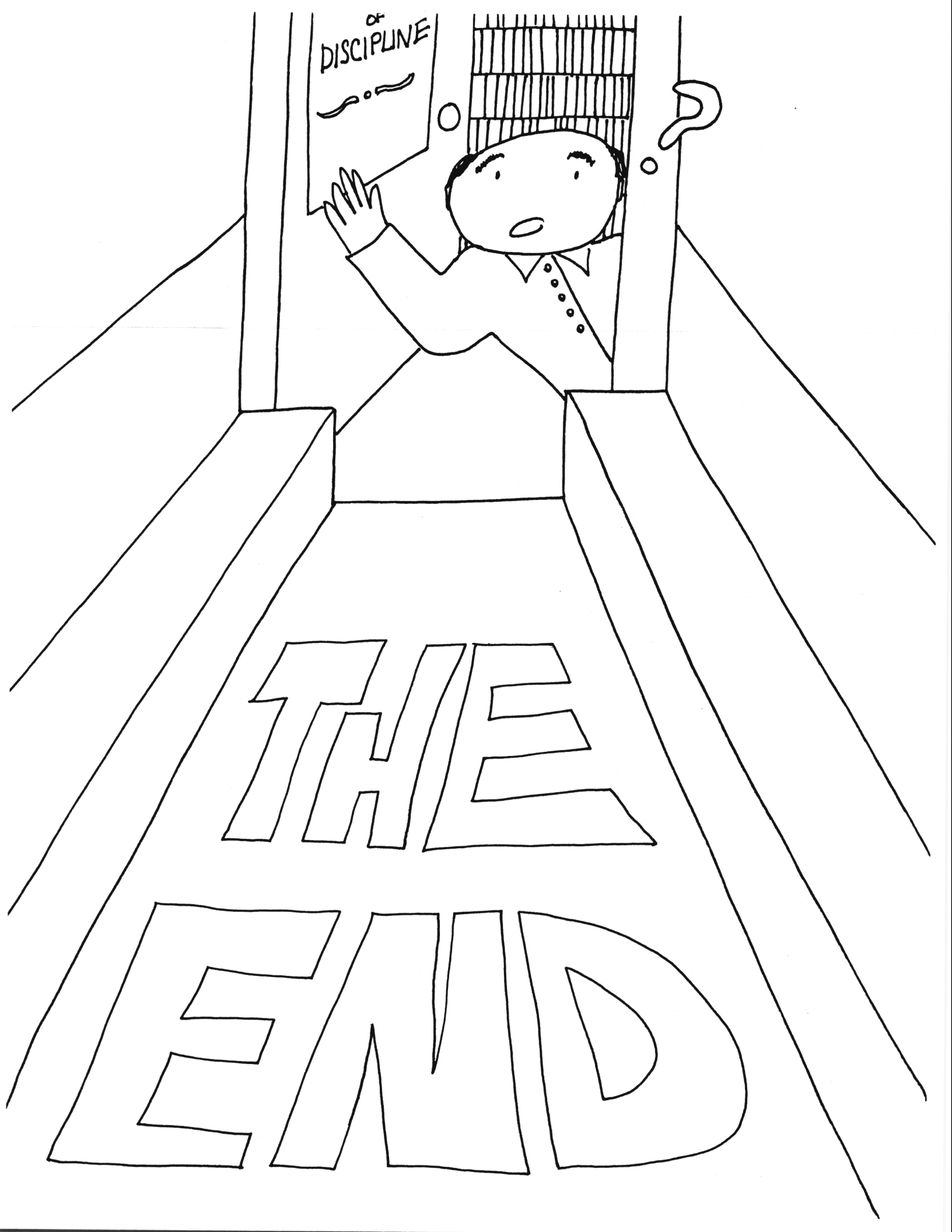


by:
Ranee
Farzad
Justin
& Udi





From that day
forward, the four
friends always
paid attention
in my class.



of
DISCIPLINE

THE

END

Introduction:

"The Code of the Karateka"

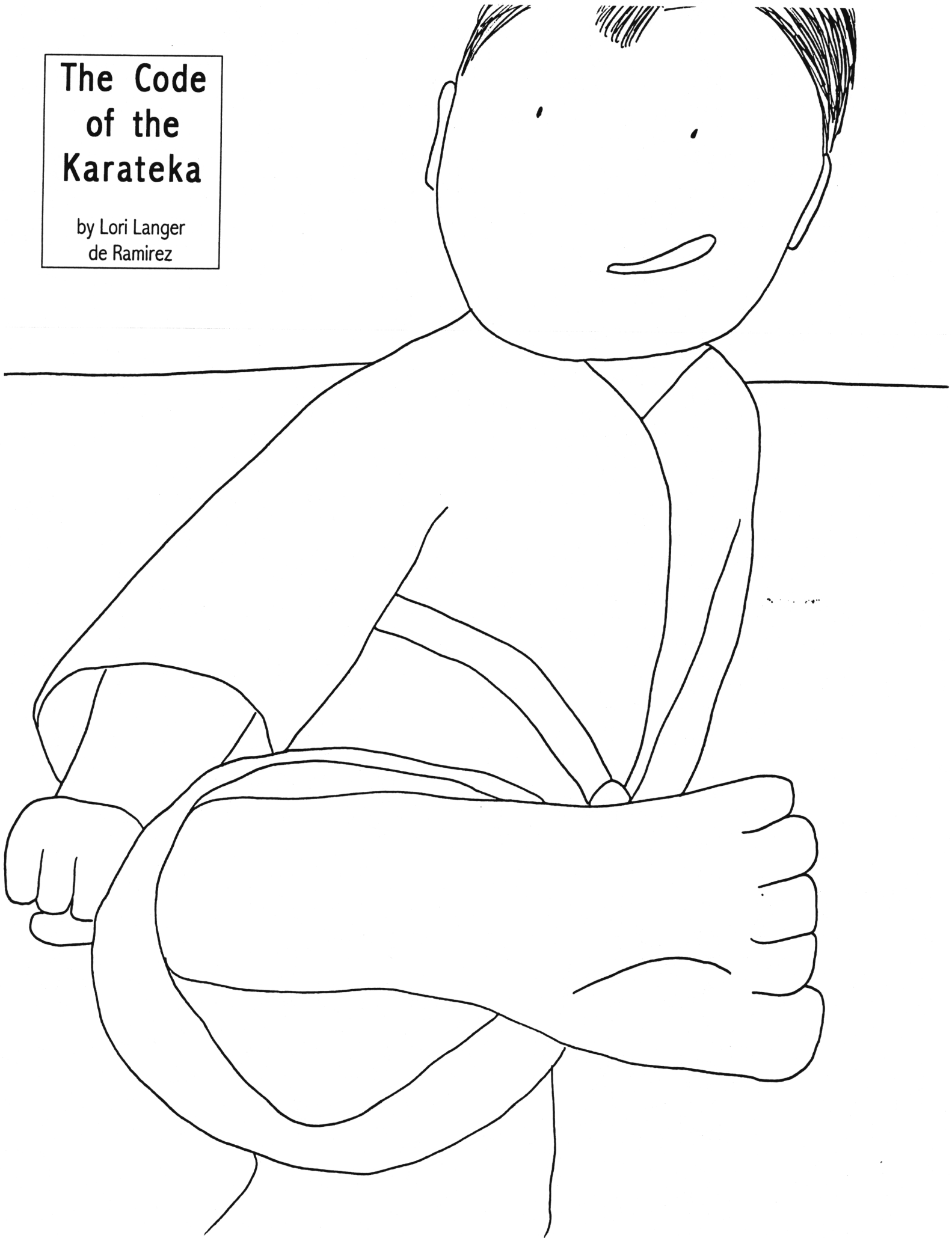
"The Code of the Karateka" is a story about a boy who finds a peaceful solution to his problems. In the story, the boy learns "*karate*" (a word that means "empty hand" in Japanese).

What country do you think karate comes from? (the answer has to do with the image below... which flag does it look like?)



The Code of the Karateka

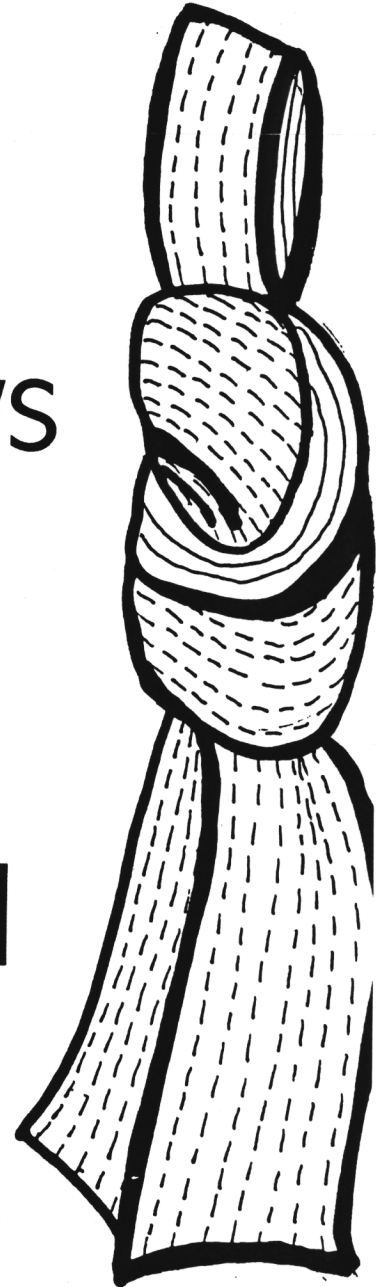
by Lori Langer
de Ramirez





Some bullies at school were always threatening Alex.

They would hit him and he would hit them back.







Every day he
would come home
crying and his
parents would
punish him for
fighting in school.







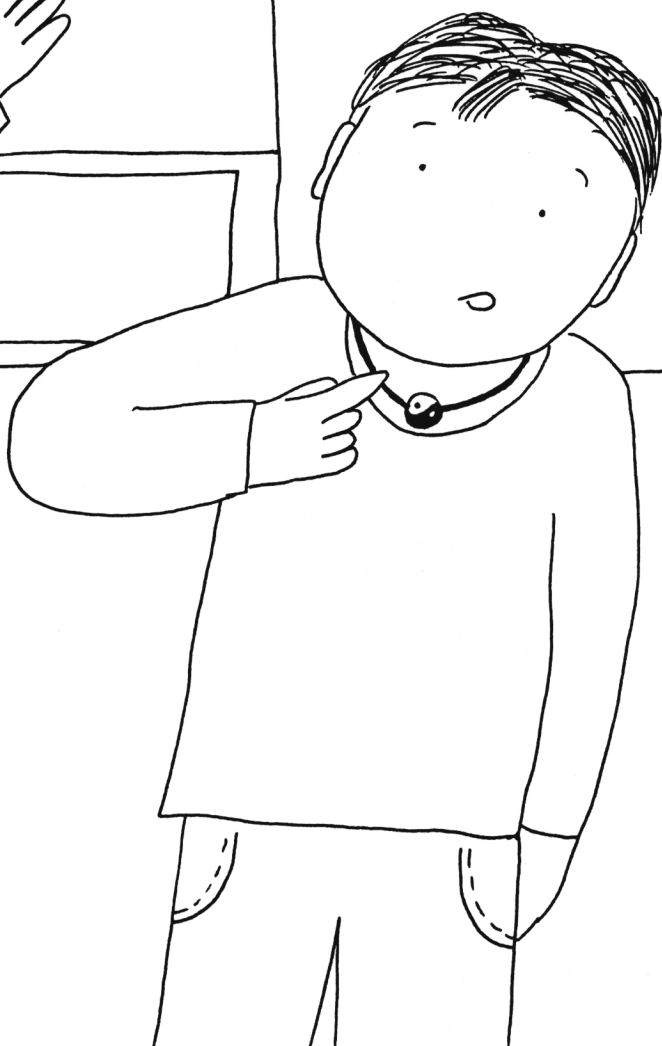
One day Alex's
father decided
to take him to a
karate class.
At first, Alex
was anxious.



TRADITIONAL SHOTOKAN KARATE



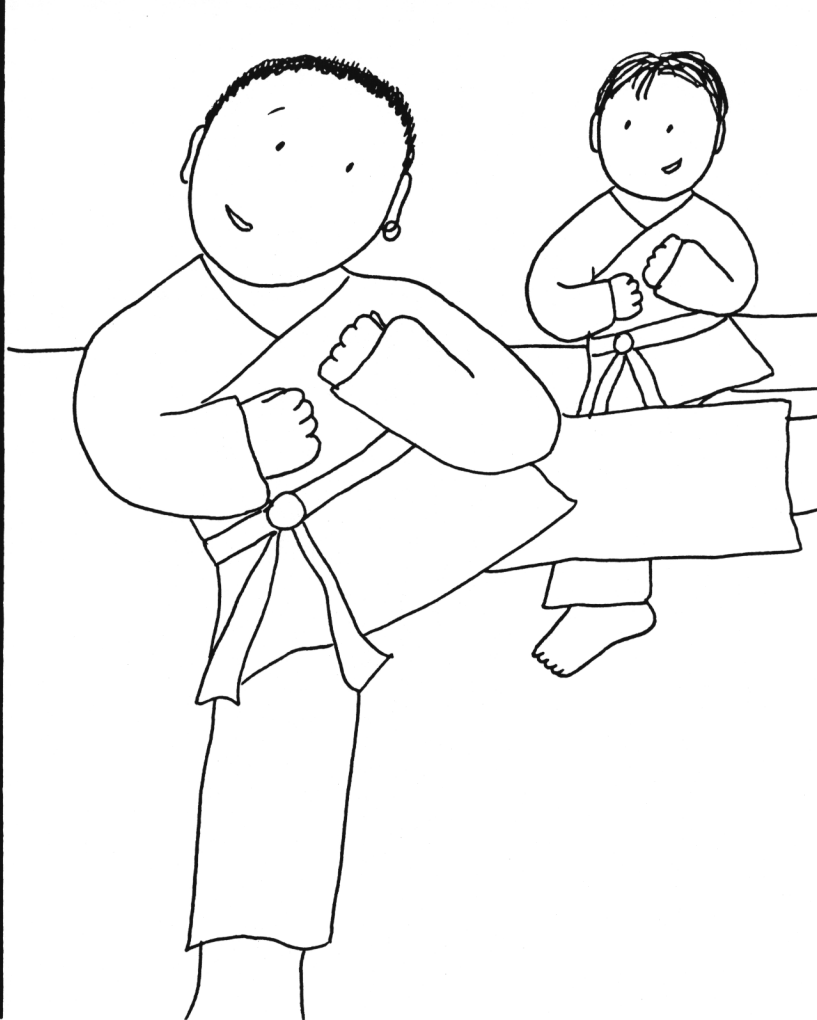
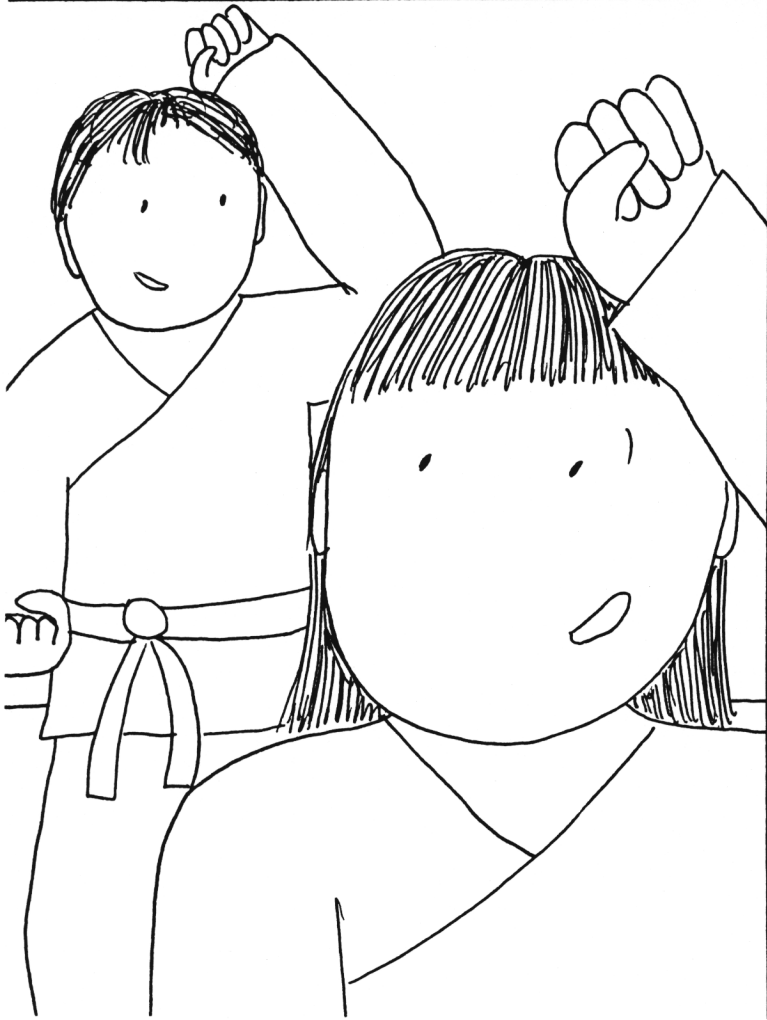
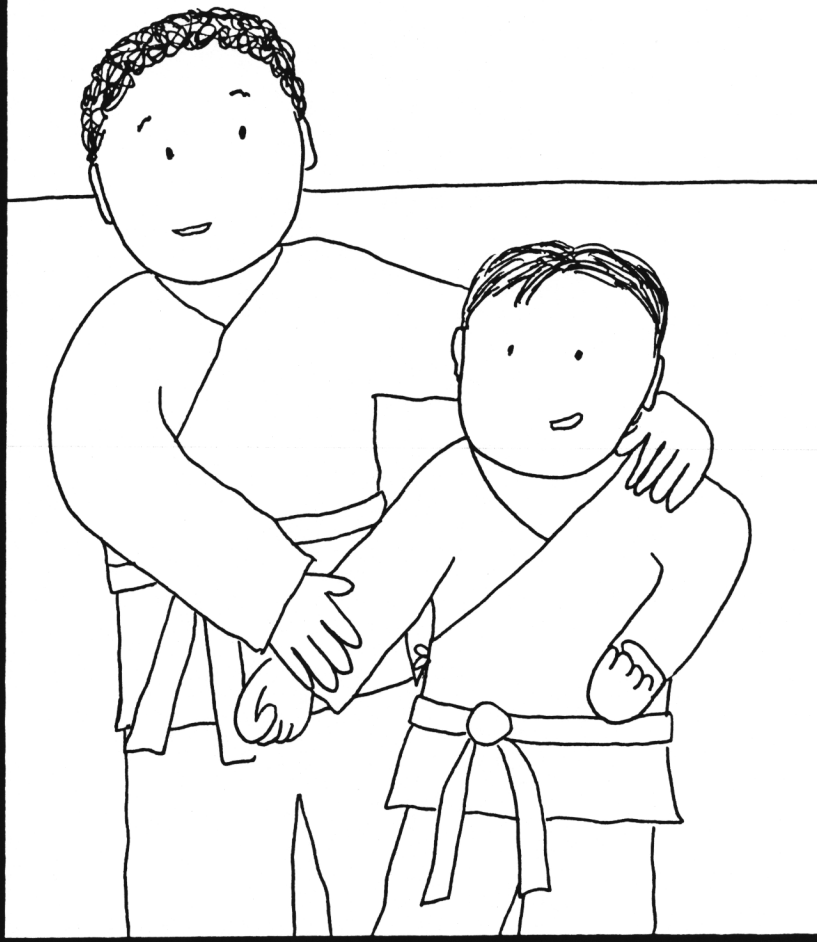
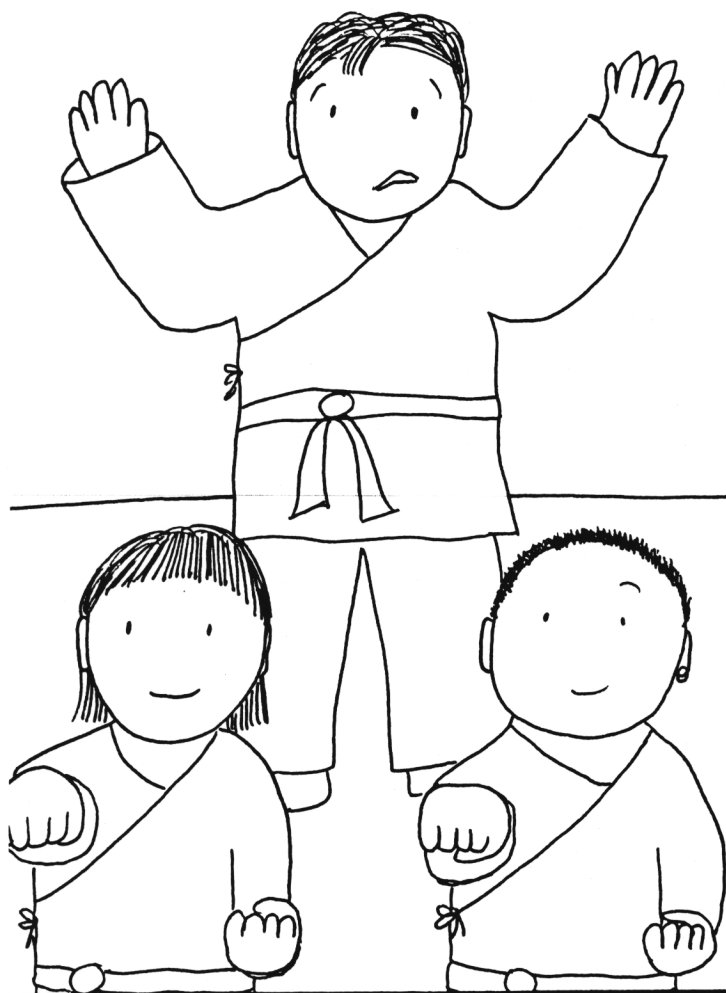
PLEASE REMOVE
YOUR SHOES
BEFORE ENTERING
THE DOJO.





Alex didn't know
how to do anything.
But with the help
of his teachers and
the other students
at the school...

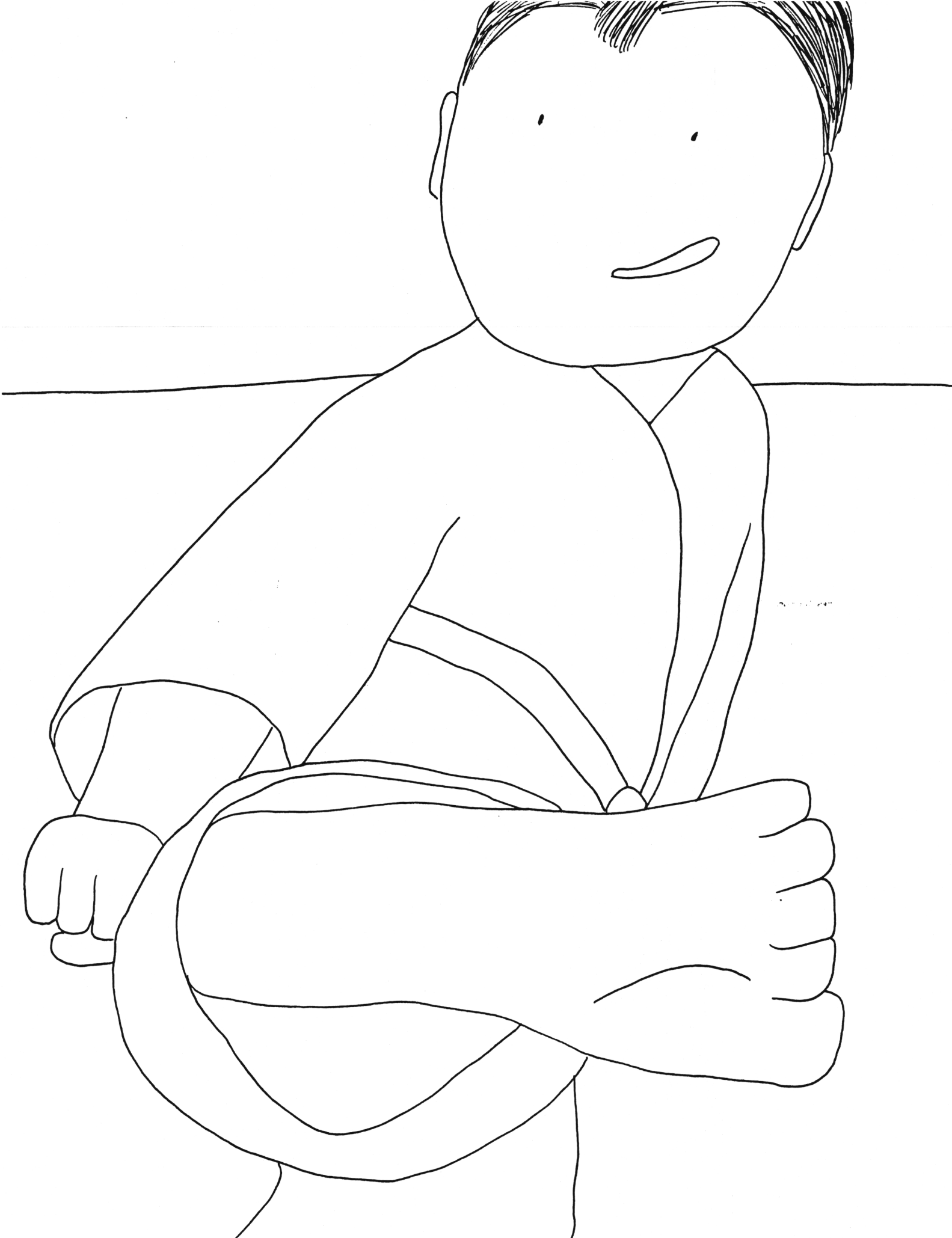






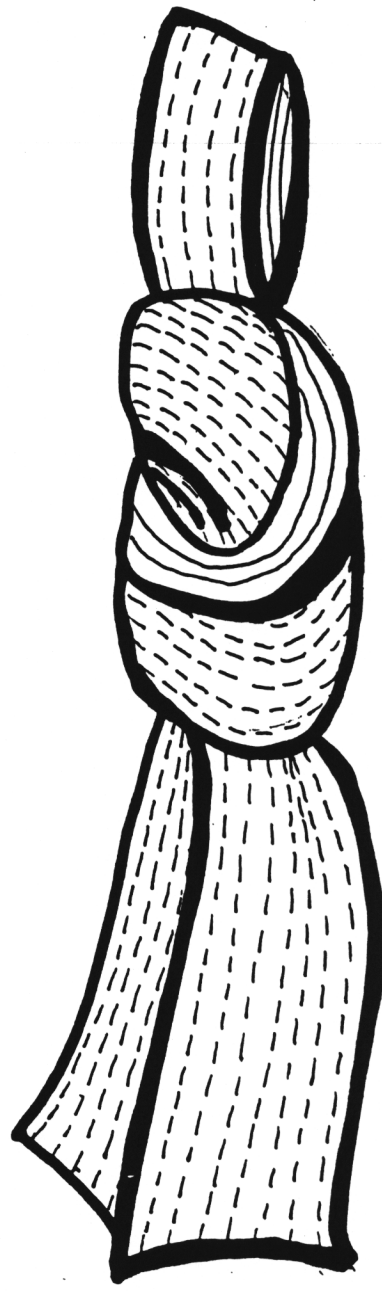
...he
learned
to kick...

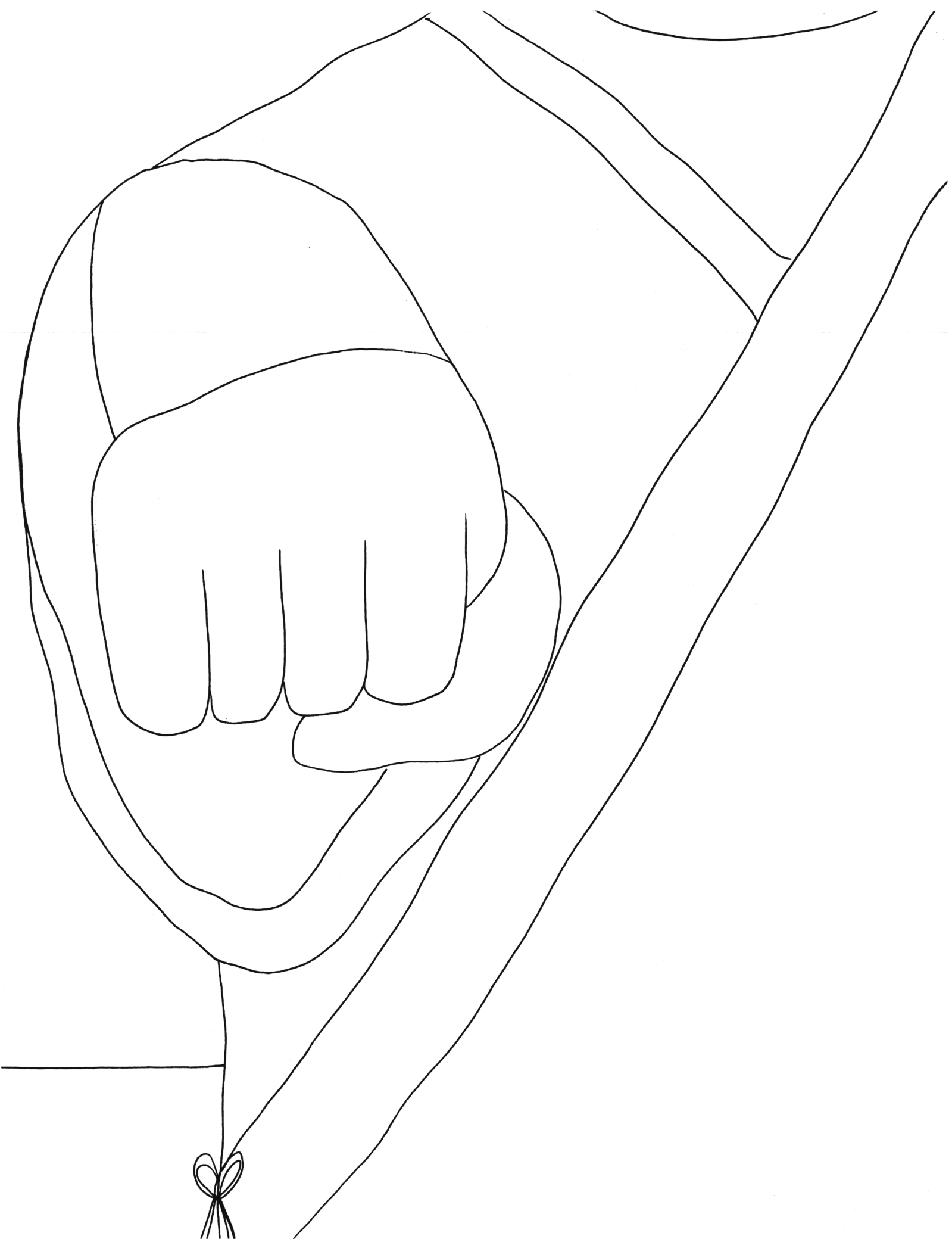






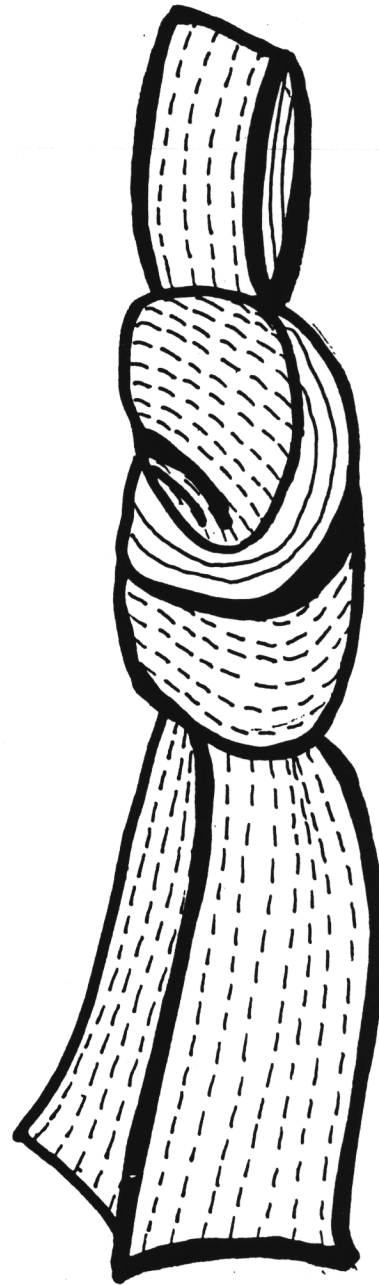
...he
learned
to punch...

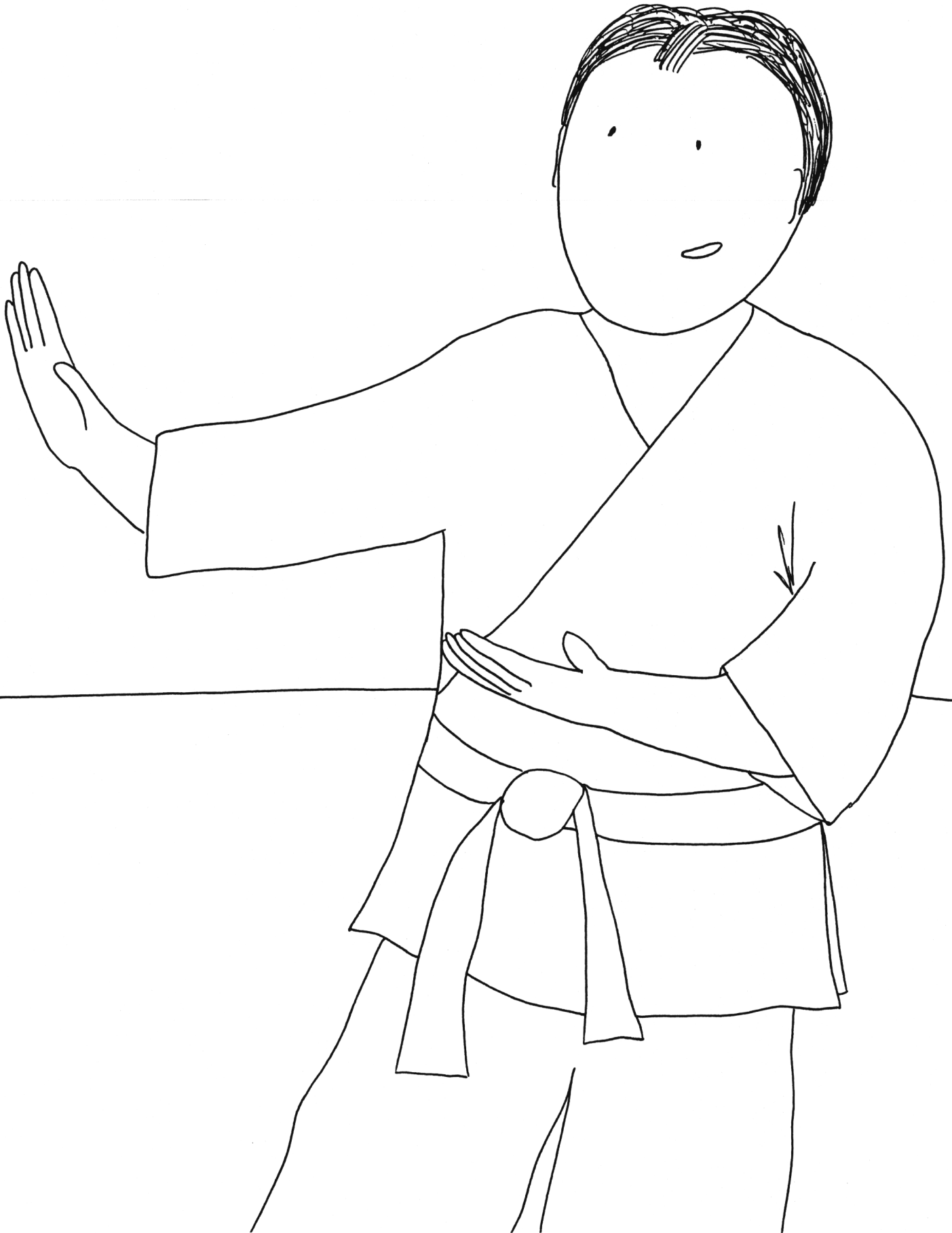






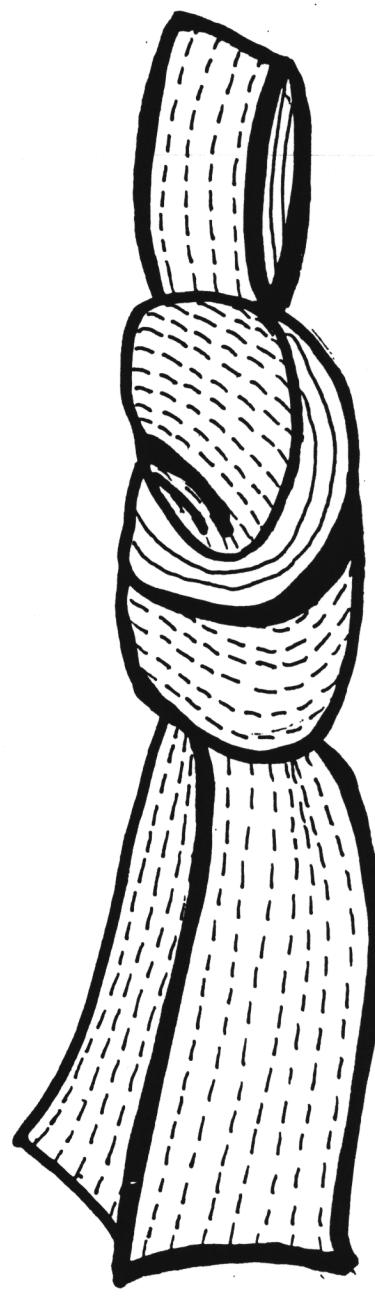
...and he
learned
to do a
karate chop.

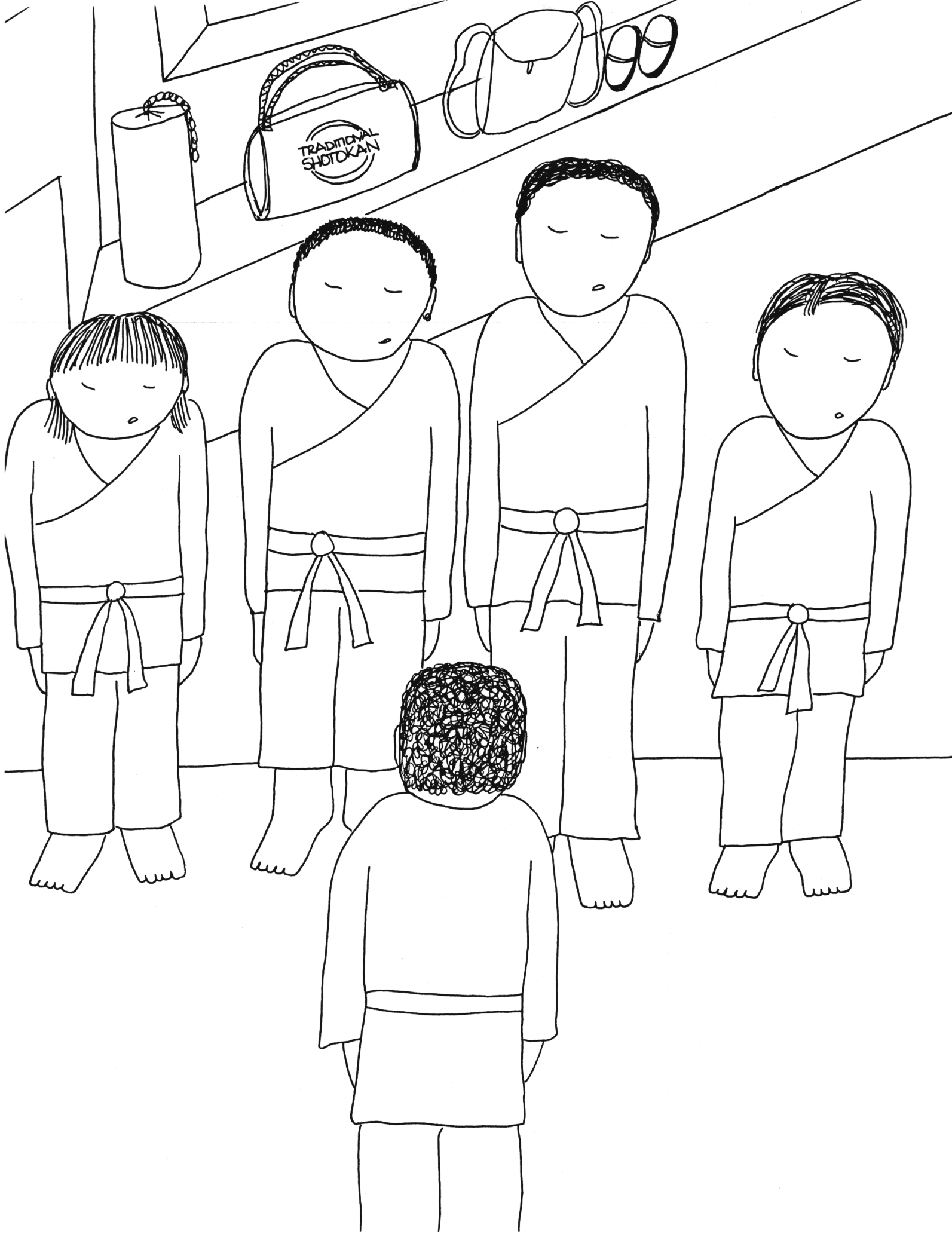






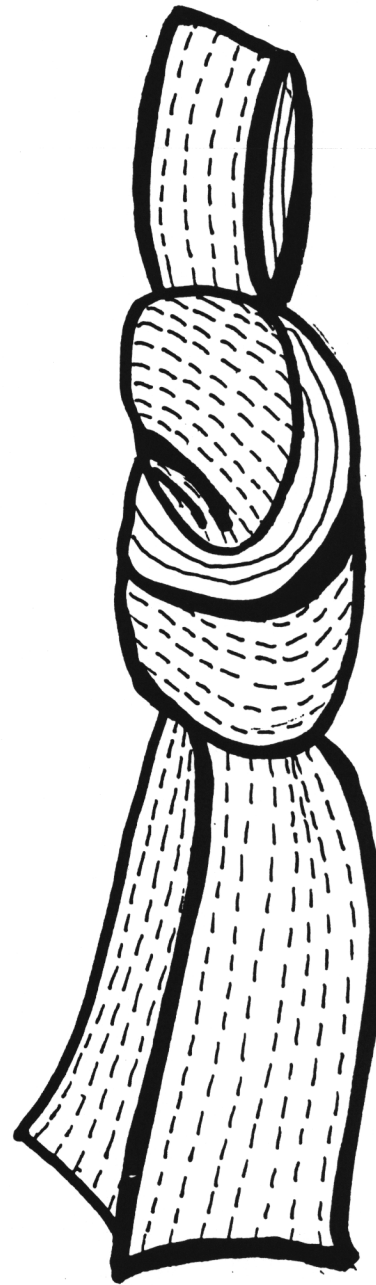
But most important, he learned about self-discipline and respect.







Now when
the bullies
bother Alex,
he remembers
everything he
learned in
karate...







...and he
walks away.





Introduction: "The Ladies' Man"

The legend of the Ladies' Man comes from Cordoba, Argentina. The main character was a man who used to stand by the cathedral and flirt with all the women who passed by.

The people of Cordoba loved him for his constant smile and admired his constant good mood. Here you see a photo of the cathedral.



Do you know someone with a constant smile who is always in a good mood?



The Ladies' Man

A story from Argentina

Adapted by Lori Langer de Ramirez

There lived an elegant gentleman who used to spend his days standing in front of the cathedral. He would always wear a red carnation and flirt with the women in town to see them smile. One day he saw a beautiful woman and he paid her his nicest compliment. The woman didn't smile and the man felt awful.

From that day forward, the man never returned to the cathedral. Shortly after his disappearance, a garden of red carnations bloomed.

When the woman passed by the flowers, she smiled.

