

N. Curran

Lesson plan: The Monuments of Spain

This lesson fits in with a Spanish history unit we teach in Spanish IV. I became inspired to include this through studying history through art and cultural monuments while visiting Spain. Monuments are places that are often noted in travel books and visited on tours, but why? What can these stone statues, ruins, or relics teach us?

Taking note of the important landmarks throughout the country allows a bigger picture of the historical timeline of its people. For example, remains of ancient Celtic castros can be found in Galicia, a giant Roman aqueduct towers over the city of Segovia today and Roman bridges and roads can be found in use in almost every autonomous community. The community of Andalucía is renowned for its Alhambra, the Giralda of Sevilla and the Mezquita of Córdoba; all amazing structures designed and built by North African ancestors. Traces of other influential cultures may be more subtle, but are still just as highly revered. Ancient Iberian statues such as the Dama de Elche found in southeast Spain give us insight into the some of the earliest settlers of the península and the greatest example of Visigothic art in Spain can be explored in the tiny church of San Pedro de la Nave in Zamora.

Teaching students to recognize these monuments allows them to build a greater understanding of the country they are studying on various levels. First, you can use this to help reinforce geography. Before talking about history, we always do a short unit in which they study the geography of the country. Localizing the monuments helps provide a review of some of the major cities as well as smaller communities of great cultural importance.

In addition, many of these monuments are considered major points of interest and are listed as UNESCO World Heritage Sites. The significance of these places lies not only in the history behind them; they are proudly revered by the people of Spain and the study of these sites allows students a glimpse of collective cultural values and an understanding of the impact that these cultures have had on the development of modern Spanish life. (I do include monuments of contemporary historical significance such as the Valle de los Caídos, Bilbao's Guggenheim museum, and the works of Gaudí in Barcelona, for example.)

Finally, as we are describing events in the past, this unit can be used to put grammatical constructions such as the passive voice or a review of the preterito indefinido into context. In the project I have designed for this unit, students would be encouraged to utilize these constructions correctly in their oral presentation.

The components of this lesson could certainly be adapted for different levels, but the lesson that follows has been designed for Spanish IV students in high school.

I. Unit and Lesson Objectives: Students will be able to:

1. Identify monuments of major cultural and historical interest.
2. Be able to locate the region where each monument is located on a map.
3. Describe who built the monument, in what century, and explain its function.
4. Tell how it connects to modern Spanish society today or why it is regarded as a World Heritage Site.

II. Background Knowledge (putting this lesson into context)

1. Students have a working knowledge of the autonomous communities of Spain, major cities, the major bodies of water, and the neighboring countries.
2. Students have begun studying the major groups who have inhabited the Iberian peninsula, beginning with los celtas y los iberos and including: los fenicios, los griegos, los cartagineses, los romanos y los visigodos.
3. Students have reviewed the use of preterito indefinido/ preterito imperfecto (Spanish III topic) and have been studying for the first time the grammatical construction of the passive voice.

******Students have begun to learn about some of the monuments featured. This plan is for Day 2 or 3.*

III. Lesson Activities for 55 minute lesson, Level IV Spanish

1. Warm Up: Map Review (approx. 10 minutes)

Students will review major autonomous communities using the interactive map of Spain found on: <http://serbal.pntic.mec.es/ealg0027/espauto1e.html>. This activity is most engaging with a SMART board or similar technology, but can also be modified into an active fly-swatter game, for example.

2. Homework Review: Locating Famous Monuments on the Map (approx. 5 minutes)

Last night for homework, students read the following *ABC España* article, *Los monumentos más visitados de España* : (<http://bit.ly/1mqkeMm>) and answered comprehension questions in English about what they read. Before beginning the main slideshow, students are asked to reflect on what they read and mention some of the monuments they learned about. Students identify the locations of the monuments on the map still up from the Warm Up.

3. Discussion and Notes: Important Monuments (approx. 20 minutes)

Students review images of the selected monuments on the powerpoint slides. (These slides can be used to introduce the monuments as well as review information about them.) Monuments are presented in chronological order and grouped by the culture who built them. ***The discussion is in Spanish and students are encouraged to express information or ask questions only in Spanish (this is Level IV).* World Heritage Sites are noted. Students are asked to reflect on how these monuments could reflect or be significant to our "World Heritage".

Discussion Questions that the teacher can pose for each monument include:

- Where they are situated and in what community that city is located.
- What culture built the structure and in what timeframe.
- What was the function of that structure and did it change over time.
- What this structure shows or tells us about that culture

4. Grammar in Context: Passive Voice Review (approx. 15 min)

Students are given a list of verbs commonly used when narrating events in history, such as to: construct, establish, defeat, colonize, etc. After reviewing the two types of passive voice construction as a large group on the board, students are assigned into small groups of three or four.

In those groups, students practice creating the passive voice using the vocabulary words pertinent to our unit of study. The teacher monitors progress and answers questions while circulating around the room.

After about ten minutes (adjust accordingly), the class together goes back through the passive voice rules and the examples that were done in groups. Going back to one of the monument images, the teacher can then give examples of how the passive voice would be used to describe an aspect of the monument (*El teatro de Mérida fue construido por los romanos*, for example) and students can also create their examples within their groups.

5. Homework Assignment (approx. 5 minutes)

In addition to working on their project (see below), students are given a worksheet that has two columns: an image of a monument and then a space where students need to identify the name of the monument and describe that monument using passive voice.

For example:



La dama de Elche probablemente fue utilizada para guardar restos humanos.

6. Monument Project

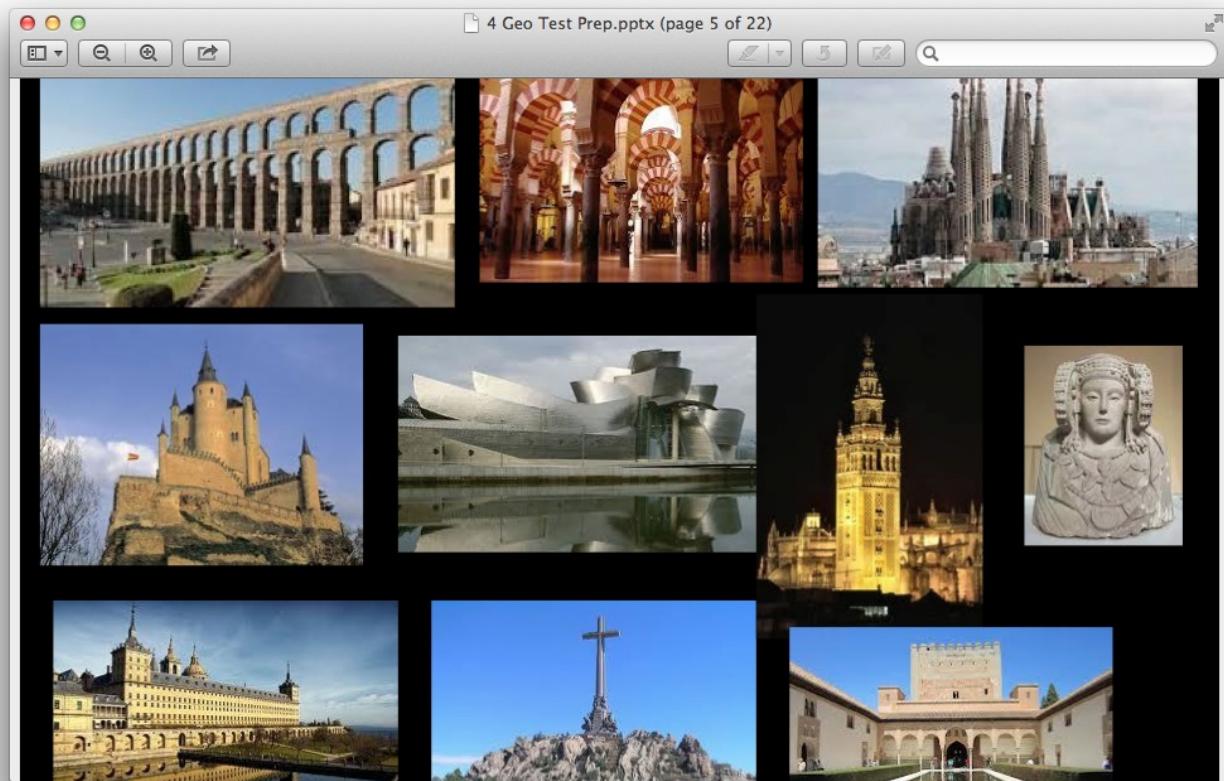
Students have been previously assigned a project to work on outside of class with a partner.

The activities in this lesson, especially the practice of using the passive voice to describe each monument in Spanish, serve as models for how they will present their project.

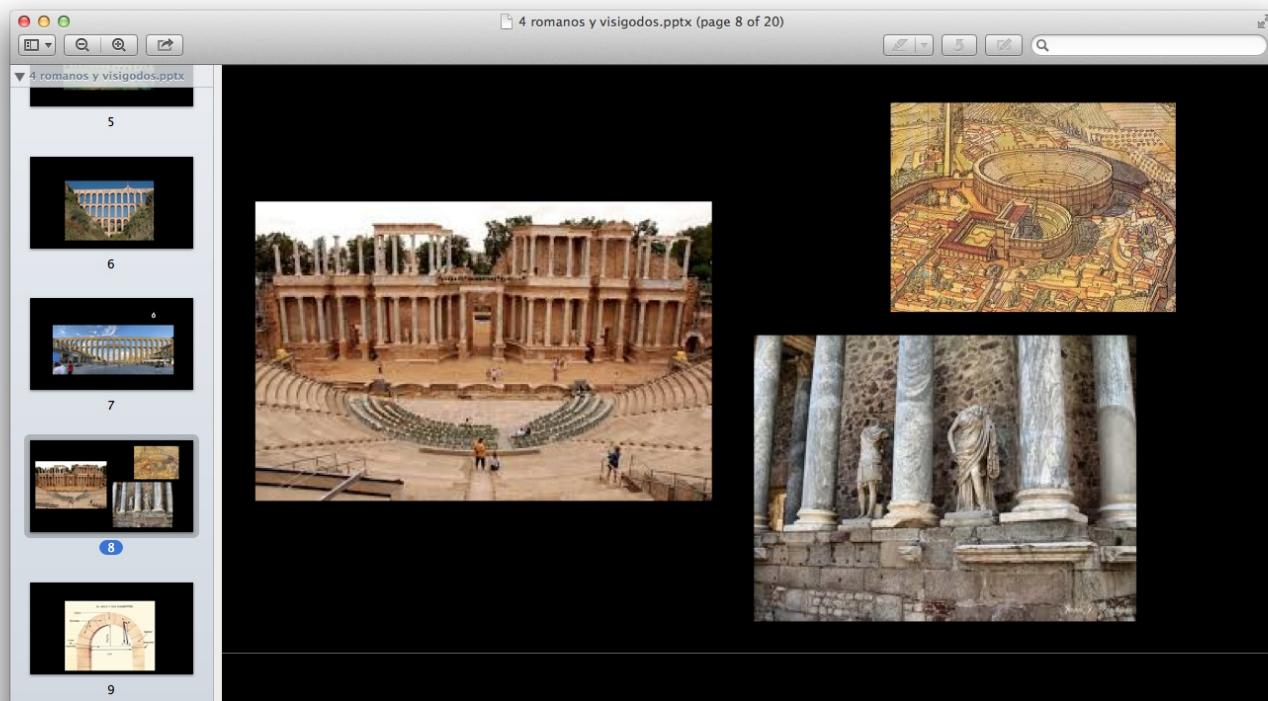
One of the goals of this project is to get students speaking and listening . . . each pair provides visuals for the audience but slides should only include bullet points or images and the pair explains, in Spanish, the background and significance of the monument to the audience who takes notes.

A rubric is used to score the project.

*Example of slides from Monuments Presentation shown in class



Example Slide of the Teatro de Mérida (I tend to use mostly images)



Palabras útiles: La historia de España

Nombre: _____

Término de vocabulario

fundar= *to establish, to found*

asentarse en

Voz pasiva + ser: *El pueblo fue fundado por los romanos.*

Voz pasiva+ se : *Se fundó el pueblo en el s. XV D.C.*

instituir=

establecer

Voz pasiva + ser:

Voz pasiva+ se :

edificar=

construir

Voz pasiva + ser:

Voz pasiva+ se :

vencer=

derrotar, derrocar, ganar

Voz pasiva + ser:

Voz pasiva+ se:

invadir=

atacar

Voz pasiva + ser:

Voz pasiva+ se :

someter=

obedecer

Voz pasiva + ser:

Voz pasiva+ se :

proceder=

venir de

Voz pasiva + ser:

Voz pasiva+ se :

superar=

ganar, conquistar

Voz pasiva + ser:

Voz pasiva+ se :

convertirse en=

hacerse en, llegar a ser

Voz pasiva + ser:

Voz pasiva+ se :

Tarea: La voz pasiva

Nombre: _____

Instrucciones: Para cada imagen abajo, identifica el nombre del monumento y descríbelo usando la voz pasiva.

Ejemplo:



La dama de Elche es una urna que fue hecha por los iberos.



1. _____



2. _____



3. _____



4. _____



5. _____

Proyecto de investigación: Los monumentos

- You will be working with 1 other person.
- You and your partner will present detailed information as well as images regarding a monument of specific cultural and historical importance to Spain.
- Your presentation may be a Prezi, PPT, or Google presentation. Share it/ Attach and email to me at ncurran@chccs.k12.nc.us by 8 am on your due date.
- It must be in Spanish. It must be written in your own words.
- The slides should include brief (no more than 1 sentence each) bullet points of information. The spoken presentation should include more information than your slides.
- Include a Works Cited. Info. must come from a reliable source (some examples include BBC, El País, La razón (Argentina), The New York Times, etc.)

Project details Los detalles del proyecto

- You and your partner will provide a **SUMMARY** of why this monument is of cultural importance. Your summary should answer: **WHO, WHAT, WHEN, WHERE, WHY**. Who built it? What is it? (Note that over time, it may have served different functions.) When was it built? Where is it (City and Community). Why is it important? The summary is in Spanish. In addition, include two interesting/ weird/ significant facts as well.
- Provide a presentation of 1-3 slides in which the audience has visuals. Text should be MINIMAL. What you do have as text should be bulleted, easy to read/ copy.
- **WHAT YOU WILL BE TURNING IN:** 1 written copy of your summary, in Spanish, per pair. The URL/ News Source must be clearly written in bibliographical form (MLA is fine) on your paper.
- 3 examples of the passive voice (whole sentences) must be included.
- Total presentation should last about 5 minutes tops.

PITFALLS:

-- Reading verbatim (every word) from your slides (too much text on slides)= D

-- plagiarism, which includes . .

(copying word for word, even for 1 sentence, having someone else write your work for you, cutting and pasting, using Google translate) = 0% F. No redo.

--no bibliography included with your write-up= D/ F (because it's basically plagiarism)

MY PARTNER: _____ DUE DATE FOR MY PAIR: _____

(For the teacher . . .) Examples of Monument Choices

1. El acueducto de Segovia
2. La Universidad de Salamanca
3. La Alhambra
4. El alcázar de Segovia
5. La Mezquita y la Catedral de Córdoba
6. La ciudad de Itálica
7. La Giralda de Sevilla
8. La catedral de Sevilla
9. El teatro romano de Mérida
10. La sinagoga del Tránsito
11. La iglesia de San Pedro de la Nave
12. El templo romano de Córdoba
13. El Castro de Viladonga
14. Los dólmenes de Antequera
15. La casa de Pilatos (Sevilla)

**Example of Notes Sheet for audience members during Project presentations*

Los monumentos de España

Nombre: _____

1. Nombre del monumento: _____

Se encuentra en la ciudad de _____ en la comunidad de _____.

Fue construido por _____;

Fue usado para _____.

Un dibujo del monumento:

Más apuntes importantes:

2. Nombre del monumento: _____

Se encuentra en la ciudad de _____ en la comunidad de _____.

Fue construido por _____;

Fue usado para _____.

Un dibujo del monumento:

Más apuntes importantes:

3. Nombre del monumento: _____

Se encuentra en la ciudad de _____ en la comunidad de _____.

Fue construido por _____

Fue usado para

Un dibujo del monumento:

Más apuntes importantes:

4. Nombre del monumento:

Se encuentra en la ciudad de _____ en la comunidad de _____

Fue construido por

Fue usado para

Un dibujo del monumento:

Más apuntes importantes:

*Example of student project-- Visual only

La Iglesia de San Pedro Presentation-2.pdf (page 1 of 5)

La Iglesia de San Pedro de la Nave

por Alumno A y Alumno B

La Iglesia de San Pedro Presentation-2.pdf (page 2 of 5)



La historia de la iglesia

- La Iglesia fue construida por los visigodos.
- La iglesia fue construida en el pueblo de Campillo.
- Fue declarado un monumento nacional en 1912.

La Iglesia de San Pedro Presentation-2.pdf (page 3 of 5)

El movimiento de la iglesia

La Iglesia de San Pedro Presentation-2.pdf (page 4 of 5)

La construcción de la iglesia

- La iglesia fue diseñada como una cruz Romana.
- La iglesia tiene cinco habitaciones, y ocho capillas.
- La decoración de la iglesia es uno de los más destacados de la arquitectura Visigoda.

La bibliografia

- Gutierrez, L. Illana, and A. Fdez Ferrero. "La Iglesia Visigoda De San Pedro De La Nave. San Pedro De La Nave - El Campillo. Zamora. El Románico En Zamora. [Www.romanicozamorano.com](http://www.romanicozamorano.com)." *La Iglesia Visigoda De San Pedro De La Nave. San Pedro De La Nave - El Campillo. Zamora. El Románico En Zamora.* [Www.romanicozamorano.com](http://www.romanicozamorano.com). Romanico Zamorano, n.d. Web. 19 Mar. 2014. <http://romanicozamorano.com/zamora/s_pedro_nave/san_pedro_de_la_nave.htm>.
- "Turismo Prerrománico." *Turismo Prerrománico*. El Gobierno De Espana, n.d. Web. 19 Mar. 2014. <<http://www.turismo-prerromanico.com/es/visigodo/monumento/san-pedro-de-la-nave-20130227012059>>.
- "San Pedro De La Nave." *Iglesia De San Pedro De La Nave, Zamora*. Arteguias, July 2013. Web. 19 Mar. 2014. <<http://www.arteguias.com/iglesia/sanpedrodelanave.htm>>.
- Castillo, Pedro. "Illustrated Glossary of Classical Architecture." *Illustrated Glossary of Classical Architecture*. N.p., 10 May 2012. Web. 19 Mar. 2014.

*Presentation Script (copied and pasted from the student presentation shared with me)

La iglesia fue construido por los visigodos en 680 a.C. Es uno de los ejemplos finales de la arquitectura visigodo en España. Fue construido antes de la conquista musulmana de España en 711 a.C.

Originalmente, la iglesia fue cercano el río Esla. Entonces, la presa (dam) de Ricobayo fue construido. La iglesia tuvo que mover, porque la iglesia sería inundado cuando la represa (reservoir) fue hecho. Luego, fue decidido que la iglesia sería mover por los esfuerzos de Manuel Gómez-Moreno. La iglesia fue movido entre 1930-1932 a su ubicación actual. El arquitecto Alejandro Ferrant Vázquez supervisó el movimiento.

- La Iglesia fue diseñado como una cruz Romana, pero dos naves fue añadido más tarde. Aquí se puede ver la silueta de la iglesia.
- La Iglesia tiene cinco habitaciones, dos de cada lado del presbiterio, y ocho capillas.
- La decoración de la iglesia es uno de los más destacados de la arquitectura visigoda. Hay dos elementos de la arquitectura visigoda: El Friso y La Capital.
- En la arquitectura, el friso es la sección de la parte central de ancho de un entablamento, y la capital forma el miembro superior de una columna.
- En esta imagen, se puede ver el friso en el amarillo, y la capital aquí.

Rúbrica del proyecto

Tema: _____

5= outstanding 4= highly 3=mostly 2= below average 1= minimal- not evident

1. Visuals are clearly presented.	5	4	3	2	1
2. Historical/ Cultural background is explained.	5	4	3	2	1
3. The passive voice has been used.	5	4	3	2	1
4. Accuracy of passive voice.	5	4	3	2	1
5. The delivery is appropriate and engaging.	5	4	3	2	1
6. Interesting facts were included.	5	4	3	2	1
7. The group was organized.	5	4	3	2	1
8. Pronunciation is clear and understandable.	5	4	3	2	1
9. The information presented is cited.		5	4	3	2 1
10. Overall grammatically accurate.	5	4	3	2	1

Total Points Earned: _____ / 50 points

Pair Grade: _____

Comments:

Alumno/a: _____

Alumno/a: _____