

Teacher's Guide for FACES Spain

January 2007

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Getting Ready

Create a research table or interest center with books, maps, and audio-visual materials about Spain, famous Spaniards, Spanish art and music and food, travel posters, etc.

Have students examine the front and back cover of the magazine. What do they notice about the people, their clothing, their faces, their activities, the colors, the architecture in the photographs? What questions do they have about Spain and about these pictures? List the questions on a poster – what we want to find out about Spain. Review the five facts on page 3 and the map on page 5 – which facts are surprising? What questions arise from these facts and the map? Add the new questions to the poster. Invite students to add to the questions and to read for the answers as the class enjoys the magazine.

Challenge students to come up with captions for the back cover and post these on a bulletin board around a photocopy of the back cover. Encourage students to email their best caption to the Faces Magazine.

Only in Altamira Cave, pp. 6-7

Discuss with students:

- Why might people paint inside caves?
- What does the choice of subjects for the paintings tell you about the people who painted them?
- How did the tools that the artists used change from the earlier cave group to the later cave group?
- Why did the cave have to be sealed?
- Why did Spain build a replica of the art?
- Have you ever discovered something extraordinary the way Maria Sautuola did, or do you know someone who has discovered something fascinating?

Welcome to Spain, pp. 8-12

Cooperative learning: Divide the class into small groups and have them use the information in the article and Internet/library sources to do one of the following:

- Make an illustrated time line of history for Spain
- Research the Basques of Spain and their culture; create a poster about them.
- Find out what a typical Spanish dinner would be and design a menu.
- Show how the Muslim expansion influenced Spanish building styles and architecture.
- Discover more about Queen Isabella and her support for exploration; share new information with the class through a role play or presentation.

The Many Languages of Spain, pp.14-17

Discuss with students:

- What is the difference between a language and a dialect?
- Looking at the "fun examples": which languages seem the most similar, most different?

- What difficulties might be created by having several languages spoken in one country?
- How could those difficulties be resolved?

Growing Up in Spain, pp. 18-0

Introduce the structure of a compare and contrast essay. Have students compare the lives of Monica and Ainhoa. How are they the same? How are they different? Option: Have students pick one of the Spanish girls and compare her life to the student's own life.

One Good Bull, pp. 22-25, and Matador in Training, pp. 26-27

Projects: Have students map the sequence of events in Manolete's last bull fight.

Discussion:

- Why are people attracted to bullfighting, as spectators and as participants?
- What are the major dangers in bullfighting and how can a good matador and his team manage the risks?
- What do you think are the three most important personality characteristics and skills that a successful bullfighter has?
- Why do you think this sport became so appreciated in Spain?

Stories of Spanish Heroes, pp. 30-32; Andres Segovia, pp. 39; Meet Pablo Picasso, p. 39

Discussion:

- What characteristics do Don Quixote, El Cid, Andre Segovia, and Pablo Picasso share?
- Which of these people/fictional characters do you most admire and why?
- Which would you want as a personal friend and why?

Activities:

- Using additional library and Internet sources, write a short biography of the writer Cervantes.
- Transpose one of the episodes of Don Quixote to a modern world in writing or cartoon.
- Make a painting "in the style of Pablo Picasso".
- Write an essay showing how El Cid was a man of his times.
- Listen to a tape of classical guitar music; how does it sound different from the guitars used in rock bands? What do you like or dislike about the music?

The Mysterious Christopher Columbus, pp. 33-35

Read for information:

- Where are Christopher Columbus's two tombs? (Spain and Dominican Republic)
- What is DNA? (deoxyribonucleic acid; genetic material)
- What did the DNA testing of Christopher Columbus's bones prove? (that the bones shared DNA with Diego, Christopher's blood brother from the same mother)
- What portion of Christopher Columbus's bones are in Spain? (only 20%)
- What happened to Christopher Columbus's bones after his death? (They were moved from Valladolid to Seville, then to Hispaniola, and possibly to Cuba, or perhaps not!)
- How might DNA studies help to determine whether Christopher Columbus was of Spanish or Italian heritage? (Researchers collected DNA from saliva samples of men with the last names Colombo, Colon, and Colom in Italy, France, and Spain; when the DNA is compared to that of Columbus's brother

and son, perhaps his descendants will be identified; then their genealogy can be traced to a particular region.)

With Duende, pp. 36-38

Music and Art: Have students read the selection. Show them reproductions of flamenco art, such as John Singer Sargent's *El Jaleo* from the Isabella Stuart Gardner Museum in Boston (Internet Resource: http://www.jssgallery.org/Paintings/El_Jaleo.htm). Play some recorded flamenco music with students while they free draw or freewrite. Have students share their creative products. Discuss whether they have ever been "taken over" by the creative process.

Wrap Up:

Share and enjoy all you have learned about Spain. If you have parent volunteers, you might ask them to organize a small party with tapas treat, either brought in from home or made by the students with parents' help in the classroom, a dramatic reading of *The Green Bird*, and some classical music by Segovia or flamenco music.