

ACTIVITY 1: ¡Hola! from breathtaking Spain!



Officially known as the Kingdom of Spain, Spain is located in southwestern Europe on the Iberian Peninsula. There are only three countries, Morocco, France, and Spain that have both Mediterranean and Atlantic coastlines. Included in Spain's territory are the Canary Islands and the Balearic Islands.

In 206 BC Spain became a part of Roman Empire. Conflict for rule of the country continued for hundreds of years until Spain finally joined NATO in 1982. Today Spain is governed by a **hereditary monarchy** and **bicameral parliament**, with a Prime Minister appointed by the monarchy and **confirmed** by legislative elections.

## INTERESTING FACTS ABOUT SPAIN

- There are approximately 46 million people living in Spain.
- Spain's total area is 504,780 square kilometers. It is the fourth largest country in Europe.
- Spain is one of the most popular tourist destinations in the world, grossing billions each year in tourism.
- Spain is España in Spanish. It was derived from the word Hispania. Hispania means the land of rabbits.
- The Spanish language is believed to be the second most spoken language in the world.
- The Spanish language is spoken in 44 countries around the world.
- More people are native Spanish speaking than native English speaking.
- Today Spain is a large producer of renewable energy, both wind and solar power.
- The most popular sport in Spain is football, which in North America is called soccer. Antonio Banderas, a famous movie star and Spaniard, played soccer until he was 14 and he broke his foot.
- There are more than 8,000km of beaches in Spain.
- Spain did not involve itself in the first or second World Wars.
- Approximately 44% of the world's olive oil is produced in Spain.
- The majority of Spaniards are Roman Catholic.
- It was the Spanish who invented the mop!
- Saffron, an expensive spice for cooking food, is grown primarily in Spain. Spain accounts for almost 75% of the world's saffron. Saffron comes from the crocus flower. Saffron is the stigma of the crocus flower.
- Some of Spain's more famous dishes include gazpacho, paella, seafood, and soups.
- Spain's largest city is Madrid, which is also its capital.
- The highest mountain in Spain is Mount Teide. It is also an active volcano.
- Spain and France are divided by the Pyrenees Mountains.
- People in Spain own more cars than they do cellular phones.
- Some of Spain's most famous artists include Picasso, Goya and Dali.
- The explorer Christopher Columbus was Spanish.
- In Europe, Spain is the only country that grows bananas.
- Spain's currency is the euro, and before that it was the peseta.
- In Spain they do not have a tooth fairy. Instead they have a mouse named Ratoncito Perez who does the job of the tooth fairy.
- Spain is the origin of the guitar.
- Spaniards were responsible for spreading the growth of potatoes, tomatoes, tobacco, and cacao around the world.

## THINGS TO DO:

*Write at least a page:*

1. Look up the **bold** words in the above text. Write their definitions on a separate sheet.
2. Looking at the map, describe your dream trip to Spain. Describe where you'll start, where you'll end up, and what cities you'll visit in between. Include at least three reasons why you want to visit each location.

*Choose one:*

3. Select one of the interesting facts about Spain, or pick your own, and write a hand-bound, illustrated 5-paragraph essay that tells more about the topic. Recall the outline for a 5-paragraph essay:
  - I. **INTRODUCTION:** An anecdote (story), interesting fact, or snappy quotation that hooks the reader in and sparks their interest. Can be as long as you want, but it ends with a THESIS sentence that introduces the three facts A, B, and C, that you're going to talk about. For example: *Saffron is a tasty spice that A) is used in many Spanish dishes, B) comes from the stigma of the Saffron flower, and C) is grown primarily in Spain.*
  - II. **A:** A 5-sentence paragraph about your first topic. Contains a topic sentence, three supporting detail sentences, and a transition to the next paragraph.
  - III. **B:** A 5-sentence paragraph about your second topic. Contains a topic sentence, three supporting detail sentences, and a transition to the next paragraph.
  - IV. **C:** A 5-sentence paragraph about your third topic. Contains a topic sentence, three supporting detail sentences, and a transition to the next paragraph.
  - V. **CONCLUSION:** Briefly summarizes what you've written. Wraps it all up and ties back to your introduction. Leaves the reader with a good feeling.

Possible transition sentences:

*Not that you know about \_\_\_\_\_, I'm going to tell you about \_\_\_\_\_  
Wasn't that fascinating? Next up, we're going to talk about \_\_\_\_\_  
If you think \_\_\_\_\_ is interesting as, wait until you read about \_\_\_\_\_  
Yes, \_\_\_\_\_ can be fun to read about, but \_\_\_\_\_ is even more fun.  
Having discussed \_\_\_\_\_, it's time to move on to \_\_\_\_\_*

4. Research what was going on in Spain during the second world war. Why do you think Spain didn't get involved in the war? What do you think of that decision?
5. What questions would you ask if you could interview one of Spain's most famous painters, Goya, Dali, or Picasso? Choose one, do some research about him, and write a script for a pretend interview. Perform your interview with a friend or family member.

## ACTIVITY 2: History

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In the 15th Century, Christopher Columbus sailed out from Spain and landed in the West Indies, making Europeans for the first time aware of the North and South American Continents, which from their point of view was "new world". Spain wanted to be in control of the new world that Columbus discovered. Columbus had convinced King Ferdinand and Queen Isabella that there was a possibility of riches in the land he had discovered by accident. Columbus made four voyages to the new world. Each time he brought back something, it made the Spanish royalty more anxious to make all the new lands part of Spain.

From 1535 to 1821, the Spanish ruled a vast empire. They called this empire *Virreinato de Nueva Espana* or the Viceroyalty of New Spain. Included in the empire were the Cayman Islands, most of Central America, Cuba, Florida, Haiti, the Dominican Republic, Jamaica, Mexico, the Philippines, Puerto Rico, Trinidad, and almost all of the southwest section of what is now the United States. The modern day states included in this section were California, Nevada, Utah, Colorado, Wyoming, Arizona, New Mexico, and Texas.

Spain made the laws that were to be recognized in these territories. Spain provided the rulers who would be in charge of each territory. Spain provided the soldiers needed to protect the territories. Spain also controlled all trade going in and out of the territories. Trade was important to both Spain and the territory. Some territories even provided access to more trade. Goods were shipped from China and other parts of Asia across the Pacific Ocean. When the ships reached the southern coast of Central America, the goods were loaded onto wagons and hauled to the Atlantic coast. There they were loaded on new ships and taken to Spain and other European ports. This trade route proved to be a good source of income for the royals.

The Spanish set up universities in Mexico and in the Philippines. Laws were passed and laws were questioned by those educated at the universities. During the first half of the 1600's, people began to question the treatment of the Indians and natives of both countries. In 1639, the Catholic pope wrote an edict prohibiting the slavery of natives in the Latin portions of America. The king of Spain decreed that black slavery was legal, however.

The Spanish presided over Latin America for almost three hundred years. Serious rumblings began to be heard, however, in the early 1800's. The Spanish had a social system that did not make everyone happy. The aristocrats of the area were the people who were born and raised in Spain. They believed that only the pure-blood Spanish were worthy of the best the country could give them. The laws were much easier on the socially elite Spanish. Next in line were all those born on Latin American soil. Criollos were the children of Spanish aristocrats, but were born in the new world. Those born to one Spanish parent and one native were called mestizos, mixed-blood. People of pure Indian blood and black slaves were at the bottom of the social ladder. They did not have the same privileges extended to the Spanish. Most of the lower class people accepted their lot in life for many years. It finally got to be too much for them to accept.

The main leader in the movement to become free of Spanish rule was a Catholic priest named Miguel Hidalgo y Costilla. He urged the natives and mixed-blood citizens of Mexico to rise up against the wealthy Spanish land-owners and take the country back for themselves. On September 16, 1810, he rang the bell in front of his church. This was a call for all who wanted freedom to begin the fight.

The war for Mexican independence lasted almost eleven years. Most of the fighting took place among small bands of fighters. There was no all-out war with thousands of soldiers. By 1820, it looked like the war was getting nowhere. The war actually ended when military leaders in Spain took over the leadership in Spain. The rebels in Mexico figured that the unsettled matters in Spain made it a perfect time to gain their own independence. Leaders of the rebels and leaders of the viceroy's army met and agreed in principle about how a new independent country should be run. They promised to keep Catholicism as the main religion. They agreed to enforce equal rights for all layers of the social system. On February 24, 1821, the Plan de Iguala was signed. Mexico was now on its own. The huge Spanish empire was gone. Mexico kept its ties with Spanish tradition, but now rules itself.

#### THINGS TO DO:

*Write at least a page:*

1. Look up words you don't recognize in the above text. Write their definitions on a separate sheet.
2. On a separate sheet, rewrite the sentences that contain the unfamiliar words. Substitute the words for a different word or phrase that means the same thing. EXAMPLE: *They did not have the same **privileges** extended to the Spanish.* becomes *They did not have the same **rights and advantages** extended to the Spanish.*
3. What is a colony? What is the difference between a colony and an independent country?
4. How do most countries gain independence? Do you think it's worth the effort?
5. What choices would you have made if you were King Ferdinand or Queen Isabella and you had control over the Spanish colonies in the Americas? Would you set up a system that made everyone happy, or one that made you wealthy? Explain your answer.

*Choose one:*

1. Research and make a timeline of the history of Spain.
2. Write a biography about a figure from Spanish history. Some ideas are (but are not limited to) Andres Segovia, Cathy Freeman, Christopher Columbus, Francisco Goya, Juan Ponce de Leon, Simon Bolivar, Ferdinand Magellan, Ibn Battuta, Francisco Franco, Peter Paul Rubens, etc.
3. Many different ancient civilizations lived on the Iberian peninsula and in the territories that were at one time controlled by Spain. For example, there were the Incas in Peru, the Aztecs in Mexico, the Roman Empire, the Iberians, the Celts, the Tartessians, the Carthaginians, and even the Arabic people. Select at least one question from each category on the History Question Charts on the next page and do a research project about one of the civilizations that lived in Spain or its territories. Your project can be a poster, a written report, a diorama, etc.

## History Question Charts

<b>The Nature of the Country</b>	What were the soil and climate like?	What were the flora and fauna like?	What people lived there?	How did they come?
<b>Practical Activities of the People</b>	What were the types of work and occupations?	What tools and techniques did they have?	How did they find their country and how did they make it more habitable?	How did they make use of natural resources?
<b>Intellectual and Spiritual Aspects</b>	What language did they speak?	What was the education like? How advanced was the learning?	What was their art like?	What was their idea of life and death? Who, if anyone, was the spiritual leader? What concept of justice was there?
<b>Relations within the group and with other groups</b>	Did they trade among themselves? Did they trade with others? By barter or other means? How were their money and goods held, individually, or tribally?	What about their wars and conquests? Did they have slaves and take people into subjugation?	What about travel and migration? How and why did the group settle where they did?	What about their dress, food, housing, customs, and family life? What care did they give to their children?



## ACTIVITY 3: Geography



Occupying most of the **Iberian Peninsula's** land area (*approximately 85%*), Spain is the third largest country in Europe and 45% is covered by the **Meseta Plateau**.

That plateau is rarely flat, and is in reality a mostly hilly highland area divided by the **Cordillera Central** (*mountains*), and then ringed by additional mountain ranges, north, east and south. In the west the Meseta slopes gently down into neighboring **Portugal**.

Significant mountains in Spain include the limestone **Cordillera Cantabrica** and rugged **Sistema Iberico** (*north*); massive **Pyrenees** (*northeast*) where many peaks exceed 3,000 meters; the deeply eroded and rocky **Sierra de Cuenca** (*east*), and the lower **Montes de Toledo** and **Serrania de Cuenca** (*south-central*).

In the far south the mountains of the **Cordillera Betica** and **Sierra Nevada** dominate the landscape. Mainland Spain's highest point (*Mulhacen at 3,481 meters*) stands in the Sierra Nevada. Significant lowlands include the fertile **Andalusian Plain** in the southwest, and the **Ebro River Basin** in the northeast. In addition, much of Spain is fronted by a low and narrow coastal plain, one that separates the mountains from the sea.

Those deeply indented coastal areas include countless bays and coves, and most have sandy beaches. In the far northwest, along the Bay of Biscay, rugged cliffs front the coastline. In the far south, the **Strait of Gibraltar** separates Spain and Europe from Morocco (Africa), and here, the two continents are only 13 km (8 miles) apart.

The country is drained by an estimated 1,500 rivers (*mostly small*). The **longest and most significant rivers** include the Douro (*Duero*), Ebro, Jucar, Tagus (*Tejo*), Guadiana and Guadalquivir.

## THINGS TO DO:

*Write at least a page about:*

1. What are some of the major cities that settled on the Douro river? Write a short essay in which you answer the following questions: Why do you think those cities grew up around that major waterway? How is the river important for the people's way of life? What are the advantages and disadvantages of living on a major river?
2. What other languages besides Spanish are spoken in Spain? Where do the people who speak those languages live, and what is their life like?

*Choose one of the following to research and write about:*

3. France is divided up into many administrative regions, Ile-de-France, where Paris is located, being one of them. What are the political boundaries within Spain? How does it divide up its administrative sections? What micro states (small countries) are located near Spain?
4. A section of Spain called Catalonia is fighting to get independence and become their own nation. Research that situation and make a case either for why Catalonia should continue to be part of Spain, or why they should become their own nation.
5. A topographical map is a map that shows the highlands and lowlands of a region. Using paper maché, newspaper, and paint, make a 3D topographical map of Spain.
6. Why is Portugal sticking out of the west coast of Spain like that? Research the history of the two countries and write about the explanation.
7. Bullfighting is a very popular pastime in Spain. Research the practice. Write at least a page about the history of bullfighting. In your opinion, is bullfighting ethical? Why or why not?



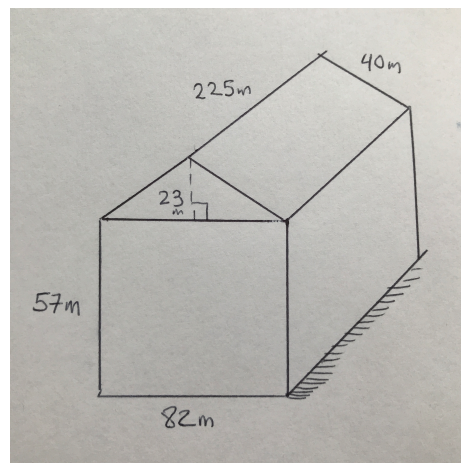
### ACTIVITY 3: Geometry

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1. Look at the text in ACTIVITY 1 and find Spain's surface area. Given that surface area, how many Spains can fit in 1 France? In the same way, choose at least 3 other countries in the world and find out how many Spains would fit inside of them.
2. Imagine that Archeologists digging near the town of Vigo have unearthed a giant ancient Roman temple (pictured below), perfectly preserved! They want to paint it pink for an upcoming Vigo street festival. Calculate the total surface area of the temple so the painters know how much paint they will need. *Hint: Find the area of each shape in the building and add them all together. Formulae you will need are:  $A = bh$  (rectangle) and  $A = b \cdot l/2h$*

Choose one:

3. Research the Golden Rectangle. How did ancient Romans make use of the Golden Rectangle in their architecture?
4. Do a painting study of a painting by Goya, Picasso, or Dali. Discuss the use of line and shape.



## ACTIVITY 4: Mathematics

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Work through these problems (except for #9) using a three-step process:

*STEP 1: Do your best to solve the problem on your own and come up with a tentative “first draft” answer. Be prepared to explain how you arrived at your answer.*

*STEP 2: Contact a friend who has also worked through the problem and compare answers. If you got the same answer, discuss how you got the answer. If you got different answers, find out whose is correct and why.*

*STEP 3: Based on what you discussed with your friend, write down your final answer.*

1. Margarita is driving to Valencia for the weekend to visit her family. She puts three gallons of gasoline into her car. The gasoline level was at 10% before she added the gasoline. If the Fiat has a 12 gallon tank, how much more gasoline can fit in the tank?
2. Alberto plays a numbers game with his pen pal in France. One day, Alberto wrote this sequence to his pen pal: 4 9 15 22. His pen pal wrote back the next three numbers. What were they?
3. You have 7 days to drive around Spain. Look at the map in ACTIVITY 1. On the map you'll find a chart that shows distances. If you keep to the highways where the speed limit is 120 km per hour, taking into account you will drive at most 8 hours in a day, plan your route through the country during your 7 days. Indicate each destination on your route and 1) tell how long it will take to get to each city or place, 2) tell how long you will stay in each city or place.
5. The Spanish national football team competed in three exhibition games against the Portuguese team. They scored 24 goals in a three-game series. What was the average number of goals they scored? *HINT: divide the number of goals scored by the number of games.*
6. Elena is fencing a rectangular yard 36m by 28m. She has 150 m of fencing and will be installing a 5m gate on one end. How much fencing will she have left?
7. Grandma Martinez wants to decorate her garden with paving stones. Each stone is 4cm wide. She wants to create a path that is 10 m long. How many stones will she need?
8. The Alberti family pays Aitana €6 an hour to babysit. The Segovias pay her €8 an hour. During one week, Aitana babysat for the Albertis for 8 hours and the Segovias for 16 hours. How much money did she make that week?
9. Check out the recipe for Magdalenas (Spanish lemon cupcakes) on the next page, or find a recipe on your own, and make it for your family. (You may need to convert the measurements from the English system to the metric system.)

## MAGDALENAS: SPANISH LEMON CUPCAKES



In Spanish, magdalenas simply means "cupcakes" or "muffins." This recipe makes a sweet, lemony, and rich-tasting cake with a light and fluffy texture. It is common to enjoy them at breakfast with café con leche and they would make a great addition to a Sunday champagne brunch or tea time.

### INGREDIENTS

- 1 cup granulated sugar (divided)
- 4 large eggs (room-temperature)
- 4 ounces unsalted butter (room-temperature)
- 1 tablespoon lemon zest (from 1 lemon)
- 1 tablespoon milk
- 1 2/3 cups unbleached all-purpose flour
- 1 tablespoon baking powder

1. Position oven rack on the middle shelf and heat to 375 F. Place 18 liners into the wells of
2. Measure 1/4 cup sugar, place it in a small bowl, and set aside.
3. In a medium-size mixing bowl, beat the eggs with the remaining 3/4 cup sugar until the
4. In a small saucepan on the stovetop, melt the butter over medium heat. Alternatively, you
5. While you continue to beat the egg mixture, slowly add the melted butter, making sure to
6. Stir in the [lemon zest](#) and milk.
7. In a separate medium bowl, whisk together the flour and [baking powder](#) until thoroughly
8. While stirring the egg mixture, add the flour mixture with your other hand. Continue to stir
9. Using a large serving spoon or cookie scoop, place batter into the pan, filling each cupcake
10. Use a teaspoon to sprinkle each magdalena with a bit of the reserved sugar.
11. Place pans in the oven and bake for 18 to 20 minutes, until the magdalenas have turned a
12. Remove from the oven and allow to cool for 5 minutes on a wire rack before removing
13. Serve and enjoy!

## ACTIVITY 5: Language (English)

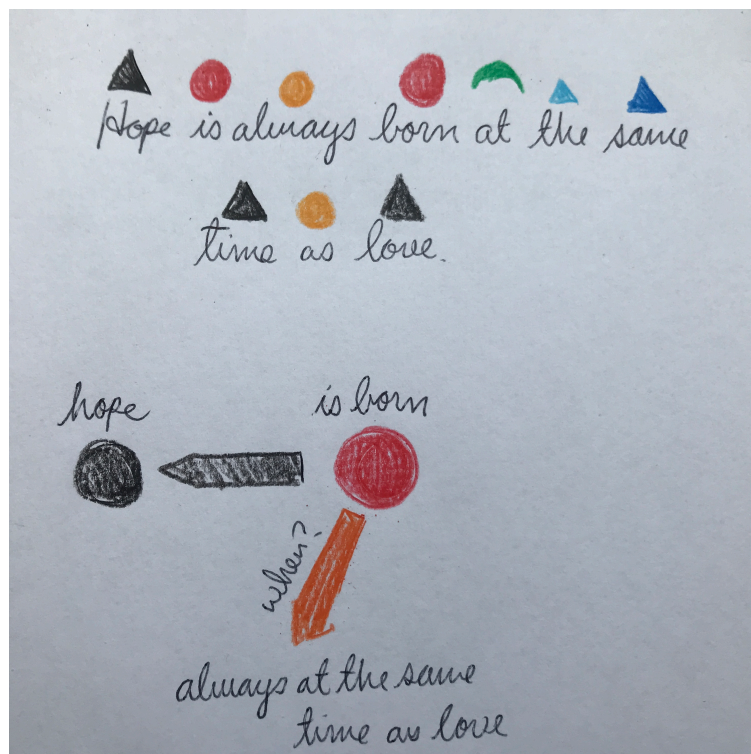
Read the following quotes from *Don Quixote* by Miguel de Cervantes Saavedra (1547-1616)

1. Cervantes wrote the book *Don Quixote*.
2. Hope is always born at the same time as love.
3. The maddest thing a man can do in this life is to let himself die.
4. The most perceptive character in a play is the fool, because the man who wishes to seem simple cannot possibly be a simpleton.
5. The fault lies not with the mob, who demands nonsense, but with those who do not know how to produce anything else.
6. Too much sanity may be madness.

Now choose one:

- a. Write the quotes on a separate sheet and symbolize them using grammar symbols.
- b. Map the quotes using the Logical Analysis materials.

Here's an example of both:



## ACTIVITY 6: Music

### I. THE GUITAR!

Did you know that the modern "classical" guitar was invented in Spain in 1850 by the Spanish maker Antonio Torres? Torres's design has remained essentially unchanged, and unchallenged, to this day.

1. Research the history of the guitar and create a written report, a poster, or a timeline. Remember to draw all the illustrations yourself!

*Choose one:*

2. Spanish composers like Manuel de Falla and Heitor Villa Lobos have contributed much to Classical music. Choose one of these composers and listen to some of their music. Write about your impressions.
3. A very popular and uniquely Spanish form of dance is called Flamenco. Do a research project about Flamenco. Listen to the guitar music of Paco de Lucia. Learn some Flamenco moves and perform them with a friend.

### II. COMPOSE SOME MUSIC

Look at and listen to this popular Spanish children's song called Arroz con Leche (Rice Pudding).

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### ARROZ CON LECHE

A - rroz con le - che me quie - ro ca - sar con  
Que se - pa co - ser que se - pa plan - char que  
Con és - ta sí con és - ta no, con

u - na se - ño - ri - ta que se - pa can - tar  
sepa\_a - brir la puer - ta pa - ra ir a ju - gar  
es - ta se - ño - ri - ta me ca - so yo

Rice Pudding  
 I want to get married  
 To a lady  
 Who knows how to dance.

Who knows how to sew,  
 Who knows how to iron,  
 Who knows how to open the door  
 To go out to play

THINGS TO DO:

- Using stick notation on a large score (See the example below), compose a percussion accompaniment to the song for up to five percussion instruments. You can use patterns made up of the rhythms you know from the selection below.

ta ti-ti tri-pa-let ti-ka-ti-ka ta-a toe sh syn-co - pa

EXAMPLE SCORE:

	x	x x	x	x	x	x x	x	x
	z	x	z	x	z	x	z	x
	5	3 1	2	3	2	2 3	1	5,
	↓	↓	↓ ↑	↓	↓	↓	↓ ↑	↓
	1	2	3	4	5	6	7	8