

Faces™

Spain

Spain is known for its rich culture and love of life. The people of Spain cherish time with friends and family, exquisite culinary delights, and festivals steeped in tradition. This month's issue of FACES magazine transports students abroad to learn about the sights, sounds, and smells of this romantic European nation.

CONVERSATION QUESTION

How is the Spanish culture unique?

TEACHING OBJECTIVES

- Students will learn about the European country of Spain.
- Students will learn about the many languages of Spain.
- Students will learn about various festivals that are unique to Spain.
- Students will examine the physical and cultural characteristics of a region.
- Students will use a map to explain relationships between geographical locations.
- Students will analyze culture and tradition.
- Students will create a scrapbook featuring a specific European explorer.
- Students will translate a phrase into a Spanish dialect.
- Students will create an event poster advertising a specific Spanish festival.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Welcome to Spain** Expository Nonfiction, ~1150L
- **The Many Languages of Spain** Expository Nonfiction, ~1150L
- **Funky Festivals** Expository Nonfiction, ~1020L

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Welcome to Spain

pp. 8–11, Expository Nonfiction

Located in southwest Europe and covering most of the Iberian Peninsula, Spain is a country rich in beauty and tradition. Readers will explore the history, culture, and heritage of this dynamic region.



RESOURCES

- Examine Characteristics: Destination Spain

OBJECTIVES

- Students will learn about the European country of Spain.
- Students will examine the physical and cultural characteristics of a region.
- Students will create a scrapbook featuring a specific European explorer.

KEY VOCABULARY

- **monasteries** (p. 9) buildings in which monks live and worship
- **textiles** (p. 10) types of cloth or woven fabrics
- **aqueduct** (p. 10) a structure that looks like a bridge and that is used to carry water over a valley

ENGAGE

Conversation Question: How is Spanish culture unique?

Display a K-W-L chart (Know-Want to Know-Learned) to record students' prior knowledge about Spain and what they would like to know about this European country. Return to the chart after completion of the reading and activities in this guide, and have students add details about what they have learned. If there are remaining questions about this diverse country, allow the class to use books and the internet to find more information.

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary words. Review how to infer the meanings of new terms by using context clues and background knowledge. Then have partners work together to determine the meaning of each term. Reveal definitions.

1. The people who lived in monasteries devoted their lives to their religion and did not often go out into the larger community.
2. I included many colorful textiles in the quilt I made.
3. The aqueduct brought water from the mountains into the city.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. How has Spain's culture been influenced by outsiders?
2. How did Islam spread to Spain?
3. What was Cordoba's reputation during the Muslim age of Spain?
4. How did the Age of Exploration change Spain?
5. List three reasons why you might want to visit Spain on vacation.

SKILL FOCUS: Examine Characteristics

INSTRUCT: The article presents readers with detailed information about Spain's physical and cultural characteristics. Remind students that when studying a country, they should consider the many facets of life there. Distribute the *Examine Characteristics: Destination Spain* graphic organizer. Tell students they will use information from the article to complete the chart.

ASSESS: Review and evaluate answers to the question in the Think Tank.

EXTEND

History: The Age of Exploration began in the 1400s and continued through the 1600s. During this time, five major European countries wanted to find new trade routes with Asia: Spain, France, Portugal, England, and the Netherlands. Assign pairs of students a different European explorer to research and have them create a scrapbook about his life. Students must include a biography, details about specific expeditions, a map showing the explorer's routes, list of goods traded, and the impact that the exploration had on the world.

Destination Spain

Examine Characteristics. Consult the article to explain how the elements listed below contribute to the uniqueness of Spain.

Element	Defining Characteristics
Geography and Climate	
History	
Inhabitants	
Religions	
Architecture	

Think Tank: On the lines below, write about another aspect of Spain that is a defining feature of the country.

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The Many Languages of Spain

pp. 18–21, Expository Nonfiction

¡Hola! This article takes students on a linguistic journey through different regions of Spain. Accents and dialects are explained using real-life examples and a map of the country for reference.



RESOURCES

- Using Maps: Where in the World?

OBJECTIVES

- Students will learn about the many languages of Spain.
- Students will use a map to explain relationships between geographical locations.
- Students will translate a phrase into a Spanish dialect.

KEY VOCABULARY

- dialect** (p. 18) a regional variety of a language that uses some of its own words, grammar, and pronunciations
- translations** (p. 20) words that have been changed from one language into a different language
- linguist** (p. 21) an expert in languages or someone who can speak several languages well

ENGAGE

Conversation Question: How is Spanish culture unique?

Inform students that the article they will be reading introduces them to a land rich in history and human diversity. Display a world map and give students the following clues, one at a time, so they can locate the country being studied. (Spain)

- This country is located in the Western Hemisphere.
- This country is located on the continent of Europe.
- This country shares borders with France, Portugal, and Morocco.
- This country is one of only three countries to have coastlines on both the Mediterranean Sea and the Atlantic Ocean.

INTRODUCE VOCABULARY

Discuss the key vocabulary words and definitions with the class. Ask students to identify how these words relate to each other. (They refer to language.) Invite students to share prior knowledge of these terms. Have students circle other language-related words in the reading.

READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

- Explain the difference between an accent, a dialect, and a language.
- What is the standard Spanish language spoken throughout Spain?
- Why are Castilian speakers immediately identifiable to Spanish speakers in other parts of Spain?
- How does the location of Catalonia affect the dialect spoken there?
- Why do linguists call Basque an isolate language?

SKILL FOCUS: Using Maps

INSTRUCT: Guide students to acknowledge the importance of cardinal directions (N, S, E, W), scale, and capital symbols when trying to understand the location of various places on a map. Review map skills. Distribute the *Using Maps: Where in the World?* worksheet and tell students they will use the map on page 20 to complete the questions.

ASSESS: Have students independently complete the worksheet. Then review responses with the whole class. Finally, have students complete the Challenge.

EXTEND

Language: Have students revisit the translation chart at the bottom of page 20. Allow time for students to practice saying the different pronunciations of the words. Then divide the class into four groups—Castilian, Catalan, Galician, Basque. Instruct groups to choose a picture book with a simple, repetitive phrase in it such as *Brown Bear, Brown Bear, What Do You See?*, *Goodnight Moon*, or *Five Little Monkeys*. Have groups use online resources to translate the repetitive phrase from their book into their assigned dialect. Then have them read the book aloud to the class, incorporating their translated phrase.

Where in the World?

Using Maps Use the map of Spain on page 20 to answer the questions below. You will need to use the compass rose to identify cardinal directions, the scale to approximate distances, and the capital city symbols to identify country and regional capitals.



Cardinal Directions: North, South, East, West

Part A: The compass rose above shows the cardinal directions. Use the map and the compass rose to provide the answers below. (north, south, east, west)

1. Valencia is _____ of Castilla-La Mancha.
2. Cantabria is _____ of Andalusia.
3. Portugal is _____ of Extremadura.
4. Basque Country is _____ of La Rioja.
5. Murcia is _____ of Aragon.

Part B: Locate the map scale in the bottom right corner of the map on page 20. Notice that the scale provides measurement in both kilometers and miles. Use the scale to answer the following questions about the distances between capital cities.

6. Santiago is approximately _____ kilometers from Oviedo.
7. Toledo is approximately _____ miles from Seville.
8. Zaragoza is approximately _____ kilometers from Valencia.
9. Santiago is approximately _____ miles from Barcelona.
10. Pamplona is approximately _____ kilometers from Madrid.

Challenge: Create five additional map questions. Trade papers with a partner and complete. Review answers together.

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Funky Festivals

pp. 28–31, Expository Nonfiction

This article introduces readers to some of Spain's most extraordinary public events, including the Pamplona Bull Run and La Tomatina—the world's largest food fight.



RESOURCES

- Analyze Culture and Tradition: Fantastic, Frightening, or Funky?

OBJECTIVES

- Students will learn about various festivals that are unique to Spain.
- Students will analyze culture and tradition.
- Students will create an event poster advertising a specific Spanish festival.

KEY VOCABULARY

- divert** (p. 29) to change the direction of something
- unmarketable** (p. 30) not fit to be offered for sale
- renowned** (p. 30) known and admired by many people

ENGAGE

Conversation Question: How is Spanish culture unique?

Draw a word web on the board and write the word *FESTIVAL* in the center. Have students meet in small groups to discuss their experiences attending or reading about different kinds of festivals. Add responses to the web and then introduce “Funky Festivals.” Revisit the web after the reading and allow students to add new words to the web.

INTRODUCE VOCABULARY

Post and discuss the key words and definitions. Then display the following prompts and have students discuss responses with a partner.

- Discuss three reasons why traffic might be **diverted**.
- Why might some fruits and vegetables be **unmarketable**?
- Who are some of the world's most **renowned** artists and musicians?

READ & DISCUSS

Reinforce comprehension of the concepts presented in the article by using the following questions to direct discussion.

- If the Pamplona Bull Run is so dangerous, why do you think so many people participate annually?
- What is the difference between the “running of the bulls” and the “running with the balls”?
- What did Buñol residents do in 1957 to get La Tomatina reinstated?
- Why is the Las Fallas celebration aligned with the arrival of spring?
- How are the towers judged in the Concurs de Castells competition?

SKILL FOCUS: Culture and Tradition

INSTRUCT: The article presents readers with detailed information about several of Spain's unique festivals. These celebrations embrace fair play, national pride, and ingenuity. Distribute the *Analyze Culture and Tradition: Fantastic, Frightening, or Funky?* graphic organizer. Tell students they will record details about the origins of each festival.

ASSESS: Review the chart. Have students label each event as “fantastic,” “frightening,” or “funky.” Then have them explain which event they would choose to attend and why.

EXTEND

Art: Students may work in groups to complete this promotional art project. After choosing one of Spain's many festivals, students will create a poster advertising the event. Information from the Skill Focus activity above will be helpful. Posters must be colorful and readable from a distance. Tell students to include the festival title, date, place, contact/ticket information, corresponding font, and imagery. Emphasize the importance of stunning visuals when creating an event poster.

Fantastic, Frightening, or Funky?

Analyze Culture and Tradition Review the article and highlight information about each of the festivals listed below. In each box, include information about the festival's origin and details about the event.

<p>Pamplona Bull Run</p>	<p>La Tomatina</p>
<p>Las Fallas Celebration</p>	<p>Concurs de Castells</p>

**Festivals of
Spain**

Label each festival above as **fantastic**, **frightening**, or **funky**. Then use the back of this paper to explain which event you would choose to attend and why.