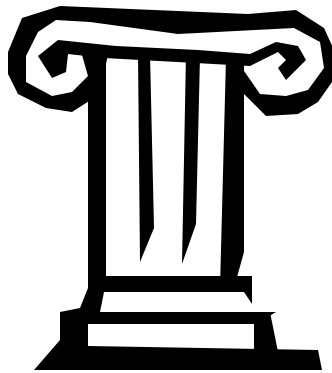


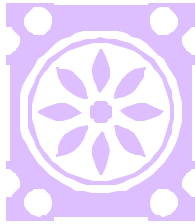
**LA
ARQUITECTURA
DE ESPAÑA**



Lesson Plan: Preview Edition

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Introduction to Architecture Unit

Spain's architectural legacy is unique, a treasure-trove of information about Spanish culture. This cultural unit explores the major styles of architecture in Spain, from classical Greek and Roman to the modern era. Emphasis is on how each style reflects the culture of the time, and what each has contributed to current culture.

There is way more information in the lesson plan that you will have time to talk about in the time allotted, especially the first time you do it. It is not necessary to try to give the students *all* the information. The important thing is to pace yourself so that you cover *some* of the information for each style. How much you cover depends on your students' prior knowledge as well as your own personal classroom style. You will find that each time you do this unit you will be able to cover more of the information.

You may want to do some additional research each year (the internet is an excellent resource) so that you can enrich your own background knowledge over time. You can, however, teach this unit using only what is provided in this unit.

Although it is certainly possible to pick and choose from the activities presented here, I encourage you to include the group quiz. It is the one activity, more than any of the others, that pulls the unit together for the students. As the unit progresses, some students can feel a little overwhelmed with information. After the group quiz, they feel a very positive sense of closure and many of them are stunned to realize how much they really have learned.

The various architectural styles have been categorized into time periods, however it is important for the students to keep in mind that these are inexact at best since styles evolve over time rather than changing overnight. Many of the buildings are also categorized by style. This categorization is also inexact, which can be confusing for the students. Many buildings contain elements of more than one style, sometimes because they were constructed over a long period of time, sometimes because they have been renovated, and sometimes because of the choices made by the individual architects.

This unit is not only valuable in and of itself, but it also serves as excellent PR for your Spanish 4 program. Students from your other levels will ask about the pictures on the walls, and will be very intrigued by the projects, especially the brightly colored tiles, if you display them in the classroom.

Enjoy!

La arquitectura de España
Lesson Plan for Day 1

Day	Lesson Plan	Materials & Homework
1	<p>Map of Spain; Vocabulary; Greek and Roman Architecture <i>Hang pictures on wall grouped by style, including a sign above each group denoting the style. Use 5-10 pictures for each grouping. Also line up a grouping of pictures to show development of styles of arch – roman, Moorish (double, multi-lobed, pointed), Romanesque, gothic)</i></p> <ul style="list-style-type: none"> ▪ Pass out student packet. Go over objectives and preview of unit. Tell students that by the end of the unit they will be able to identify not only each of the nine styles of architecture listed, but also each of the sites listed on page 3 of the student packet. ▪ Point out the vocabulary on page 4 of the student packet, and tell them the words will be introduced as we progress through the material. ▪ Vocabulary for Day 1 – review these flashcards today (See Supplement for key). <ul style="list-style-type: none"> ○ el arco de medio punto ○ el acueducto ○ la columna ○ la capital ▪ Map of Spain: The locations students will have to identify are listed on page 4. Have them find as many of the locations as they can. Itálica (just outside of Sevilla), Ronda (Find a point on the coast half way between Málaga and Gibraltar. Ronda is about one quarter of the distance from that point going directly towards Sevilla.), and Segovia (Draw a horizontal line through Salamanca. Draw vertical lines through Ávila and Madrid. Segovia is on the horizontal line halfway between the vertical lines.) are not on this particular map. After 5-8 minutes, put up the transparency of the key and let them complete their maps. (You may want to mark these three location on the map before making the student copies.) <p>Estilo griego: Begin with Greek architecture because it was from Greek architecture that the Roman style was developed.</p> <ul style="list-style-type: none"> ▪ Indicate picture of the Parthenon. <i>¿Han visto este edificio antes? ¿Cómo se llama? ¿Dónde está? (Atenas,, Grecia) ¿Cuáles son las características? (Call on volunteers to simply describe what they see.)</i> • Put up transparency of talking points, uncovering each as you discuss it. Have the students take notes, beginning on page 7 of the student packet. • <i>Arquitectura muy elegante, con proporciones matemáticas que se consideraban (y todavía se consideran) muy elegantes. (Discuss the golden mean if you feel comfortable with it. I don't usually go into this much detail here.)</i> 	<p>Materials</p> <ul style="list-style-type: none"> ▪ Student packet ▪ Poster of map of Spain ▪ Vocabulary flashcards for Day 1 ▪ Transparency of map of Spain – key ▪ Images of architectural sites (See Resources and Materials) ▪ Signs – architectural styles ▪ Transparencies or slides of talking points for Greek and Roman styles <p>Homework</p> <ul style="list-style-type: none"> ▪ Make vocabulary flashcards for #1-3 on page 4. ▪ Draw time line for los romanos, page 6. ▪ Preguntas #1-2, page 12.

- *Los órdenes clásicos – hay diferentes estilos de columnas y capitales*
 - *órdenes dóricos, jónicos y corintios (Put up transparency showing Doric, Ionic and Corinthian columns.)*
- *Elementos horizontales y verticales. Este tipo de construcción sirve para edificios no muy grandes, pero hay límites de tamaño y peso. (Espacio máximo entre columnas = 16-19'; no puede soportar más de dos pisos)*
- *Generalmente la decoración incluía varias estatuas*

Estilo romano: 200 a.C. – 400 d.C. (aproximadamente). Indicate pictures of Roman architecture. Ask students to tell you what they see. Ask guiding questions to encourage them to come up with as many of the main characteristics listed below as they can. Have them speculate about cultural influences and attitudes. Once they have spent a few minutes verbalizing what they see and what they think, put up transparency of talking points and address each one, uncovering as you go. Keep it interactive, asking students to describe and speculate on deeper levels throughout the presentation. Have them take notes in their student packet on page 7.

- *Los romanos ocuparon España desde 200 a.C. hasta 400 d.C. España se consideraba una parte de Roma, y los españoles eran ciudadanos romanos (un derecho que no se extendía a habitantes de todos los países ocupados por los romanos).*
- *Hay mucha influencia griega en la arquitectura romana. Los romanos adoptaron el estilo griego para sus edificios no muy grandes, como los templos*
- *Problemas nuevos y soluciones nuevas: Durante la época romana, la población de España creció, y establecieron ciudades mucho más grandes que antes. Con las ciudades grandes aparecieron problemas diferentes. Necesitaron traer más agua a las ciudades, necesitaron edificios, centros sociales, baños, estadios y teatros más grandes, El estilo griego ya no era suficiente, tuvieron que inventar otras maneras de construcción. El resultado: el arco romano (arco de medio punto), que puede soportar mucho más peso.*
- *Los romanos eran ingenieros sobresalientes. Su construcción era superior a todo lo de antes y también de siglos después.*
 - *Uso de cemento para cúpulas de anchura no alcanzada otra vez hasta el siglo XIX.*
 - *Construyeron para razones prácticas, y también para impresionar.*
 - *Tipos de edificios: caminos, puentes, estadios, teatros, acueductos, baños con calefacción central (que eran centros sociales), arcos triunfales, templos, patios, jardines.*
 - *Características del estilo romano: columnas clásicas (columnas griegas, órdenes griegos), arcos de medio punto; uso de piedra.*
 - *Decoración típica: estatuas, frescos, mosaicos, uso del mármol.*
 - *Las casas eran muy simples desde afuera. Casi todas las casas tenían*

	<p><i>patios con jardines muy bonitos</i></p> <ul style="list-style-type: none"> ▪ <i>Características importantes de la sociedad romana</i> <ul style="list-style-type: none"> ○ <i>Mucha estructura social</i> ○ <i>Lengua latín</i> ○ <i>Religión católica</i> ○ <i>Obsesión con la higiene personal. Por eso había muchos baños públicos, que eran centros sociales y que tenían salas para juegos y competencias, galerías de arte, bibliotecas y jardines.</i> ○ <i>Importancia de la familia; sociedad patriarcal - obediencia total al padre</i> ▪ <i>Contribuciones principales a la cultural actual</i> <ul style="list-style-type: none"> ○ <i>La lengua: el latín se desarrolló en el español</i> ○ <i>La religión católica</i> ○ <i>La importancia de la familia; una sociedad patriarcal</i> ▪ <i>Show how to complete time line for los romanos, page 6.</i> 	
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Lesson Plan Overview for Days 2-12

Day	Plan	
2	Estilo musulmán: 711 – 1492 ▪ .	
3	Estilo románico: Siglos XI - XII Estilo gótico – siglos XIII-XIV	
4	Estilo del renacimiento: Siglos XV - XVI Estilo barroco: Siglos XVII-XVIII Estilo de Antonio Gaudí	
5	▪ Review ▪ Proyecto 1: los dibujos arquitectónicos	
6	Los sitios ▪ <i>El Partenón (Grecia) – Estilo griego</i> ▪ <i>El puente romano de Córdoba – Estilo romano</i> ▪ <i>El anfiteatro de Itálica – Estilo romano</i> ▪ <i>El acueducto de Segovia – Estilo romano</i> ▪ <i>La Mezquita (Córdoba) – Estilo musulmán</i> ▪ <i>La Giralda (Sevilla) – Estilo musulmán</i> ▪ <i>La Torre del Oro (Sevilla) – Estilo musulmán</i> ▪ <i>La Alhambra (Granada) – Estilo musulmán</i> ▪ <i>El Generalife (Granada) – Estilo musulmán</i>	
7	Los sitios ▪ <i>La catedral de Santiago de Compostela – Estilo románico</i> ▪ <i>Las murallas de Ávila – Estilo románico</i> ▪ <i>El alcázar de Segovia – Estilo románico</i> ▪ <i>La catedral de Burgos – Estilo gótico</i> ▪ <i>La catedral de Segovia – Estilo gótico</i> ▪ <i>La catedral de Toledo – Estilo gótico</i> ▪ <i>La catedral de Córdoba – Estilo gótico</i> ▪ <i>La catedral de Sevilla – Estilo gótico</i> ▪ <i>El alcázar de Sevilla – Estilo mudéjar</i> ▪ <i>La sinagoga Santa María la Blanca, Toledo – Estilo mudéjar</i> ▪ <i>La sinagoga del Tránsito, Toledo – Estilo mudéjar</i> ▪ Proyecto 2, part 1 – diseños geométricos.	
8	Los sitios ▪ <i>La catedral de Granada - Renacimiento</i> ▪ <i>El alcázar de Toledo - Renacimiento</i> ▪ <i>El Escorial - Renacimiento</i> ▪ <i>La plaza mayor de Salamanca - barroco</i> ▪ <i>La Sagrada Familia - Gaudí</i> ▪ <i>El parque Güell - Gaudí</i> ▪ <i>El puente de Ronda – Siglo XVIII, pero construido en el estilo romano</i> ▪ <i>El museo Guggenheim – Siglo XX</i>	

	▪ Project 2 , part 2 – diseños arábigos	
9	▪ Review ▪ Architecture Game (40 minutes)	
10	▪ Proyecto 3 : los azulejos	
11	▪ <u>Group quiz on sites and styles.</u>	
12	▪ <u>Examen</u>	

La arquitectura griega

- “La arquitectura clásica”
- El Partenón
- Características
 - Muy elegante
 - “Los órdenes clásicos” – estilos diferentes de columnas y capitales
 - Órdenes dóricos
 - Órdenes jónicos
 - Órdenes corintos
 - Elementos horizontales y verticales
 - Límites de tamaño y peso
 - Estatuas

La arquitectura romana 200 a.C. – 400 d.C.

- Fuerte influencia griega
- Ingenieros sobresalientes
 - superior a todo de antes y de siglos después
 - grandes ciudades = problemas nuevos
 - construyeron
 - para razones prácticas
 - para impresionar
- Tipos de edificios
 - caminos y puentes
 - estadios y teatros
 - acueductos
 - baños – centros sociales
 - arcos triunfales
 - templos
 - patios y jardines

La arquitectura romana

➤ Características

- columnas clásicas (griegas)
- arco de medio punto
- uso de piedra
- decoración
 - estatuas
 - frescos
 - el mosaico
 - el mármol

➤ Casas

- patios
- muy simples desde afuera

➤ Jardines – muy importantes

La arquitectura romana

➤ La sociedad

- mucha estructura en la sociedad
- ciudadanos romanos
- lengua: latín
- religión católica
- obsesión con la higiene personal
- importancia de la familia
 - obediencia total al padre

➤ Contribuciones a la cultura actual

- lengua: latín --> español
- religión católica
- importancia de la familia

National Standards

Standards Targeted

- 1.1 Interpersonal Communication
- 1.2 Interpretive Communication
- 1.3 Presentational Communication
- 2.1 Practices of Culture
- 2.2 Products of Culture
- 3.1 Furthering Connections
- 3.2 Recognizing Distinctive Viewpoints
- 4.1 Language Comparisons
- 4.2 Culture Comparisons
- 5.1 School and Community
- 5.2 Lifelong Learning

Reflection

- 1.1 Students discuss architecture and culture informally as they review photos.
Students discuss architectural characteristics in small groups.
- 1.2 Students understand information given in class by teacher.
Students read information in student packet.
- 1.3 Students present information to readers in Project 1.
- 2.1 Students discuss and answer questions that relate architecture to practices and perspectives.
- 2.2 Students discuss and answer questions that relate architecture to products and perspectives.
- 3.1 Students further their knowledge of architectural terms, elements and styles.
- 3.2 Students reflect on and discuss different cultural viewpoints reflected in the architecture.
- 4.1 Students compare Spanish words of Arabic origin to their own language through reflection on cognates.
- 4.2 Students compare different periods of Spanish culture with each other and with their own culture.
- 5.1 Students use the language in the classroom.
- 5.2 Students develop insights necessary for continued enjoyment and appreciation of architecture.

Materials and Resources

Materials	Resources	Advance Preparation
Student packet	Included.	Make a copy for each student.
Vocabulary flashcards	Not included.	Make large flashcard for each vocabulary word to use for classroom drill.
Map of Spain	Included.	Make transparency.
Map quiz	<i>Not included.</i>	
Signs for architectural styles and for each site	Included.	Copy signs on colored paper if desired. Use one color for the styles and another color for the sites so they are easy to sort quickly. Cut apart. Laminate if desired.
Transparencies of diagrams of Classical Orders (columns and capitals): Doric, Ionic, Corinthian	Not included. See http://www.cmhpf.org/kids/dictionary/ClassicalOrders.html for excellent examples. You can also search on “classical orders” and get other good results.	
Images of Architecture	Not included. You can find images of the sites listed below in a variety of books and websites. Purchase of <i>The Art and Architecture of Spain</i> , by Javier Arce and Xavier Barral i Altet, is highly recommended. Your local and school libraries are also good sources. These websites also contain good information and images: <i>All About Spain – Architecture</i> , www.red2000.com/spain/primer/arch.html ; <i>Architecture of Spain – Great Buildings Online</i> , www.greatbuildings.com/places/spain.html ; www.cyberspain.com .	Prepare photos of sites by showing books, laminating color copies, power point, computer projection, or whatever method suits you best. I recommend numbered, laminated copies that the students can manipulate, and that can be hung on the walls.
Estilo griego Parthenon	Not included, please see above.	Please see above.
Estilo romano One or more photos of each of the following. ▪ Roman bridge at Córdoba	Not included, please see above.	Please see above.

<ul style="list-style-type: none"> ▪ Roman amphitheater in Itálica ▪ Aqueduct in Segovia <p>3-5 more photos of Roman architecture or architectural elements, such as:</p> <ul style="list-style-type: none"> ▪ Bridge at Cáceres ▪ Aqueduct-southern coast of Spain ▪ Roman theater in Mérida <p>Temple of Vía Claudius Marcellus, Córdoba</p>		
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