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## ¶Vamos: Es hora de conocer España! Unit Plan for the Life and Culture of Spain

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# ¡Vamos: Es hora de conocer España!

Unit Plan for the Life and Culture of Spain

Katheryn Cook  
Western Michigan University  
Honors Thesis: Spring 2014

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### **Summary of the unit:**

This unit is intended for Spanish II or III students in high school. It is a beginner to intermediate level. These students have been introduced to the preterit and imperfect in Spanish II or I briefly so this is a review of grammar and diving deeper into the tenses. The premise of the unit is to teach the diverse history of Spain through the individual regions and the cultures/languages of each individual region. The students will explore the similarities and differences to determine how the country of Spain currently is. During this, they will be learning how to develop their ability to speak in two past tenses, preterit and imperfect, in Spanish as well as develop their skills with vocabulary of daily life. They will also develop their own views on what is important as far as culture and history from their own views and how Spain has helped develop the world as a whole. This is a plan based on a 70-minute classroom using trimesters.

### **Standards in focus:**

- I. **Standard 2.1 Practices and Perspectives:** Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- II. **Standard 2.2 Products and Perspectives:** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
- III. **Standard 3.2 Point of View:** Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
- IV. **Standard 4.1 Comparing Languages:** Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- V. **Standard 4.2 Comparing Cultures:** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

### **Students will understand**

- How Spain has impacted the course of history
- The way conflict of the different regions have shaped Spain
- The actual day to day life of a Spaniard
- How to express their desired thoughts in many tenses
- Why culture of each region is so important
- How the world would have been different without Spain's influence
- The struggles current life in Spain has for its residents

### **Essential unit questions**

- How has the history of Spain influenced their current culture and day-to-day lives in regions and the country as a whole?
- Why is the formation of Spain important to the formation of the world as a whole?
- How are the languages of Spain alike (or not alike) to English?
- In what ways do different forms verbs express ideas and concepts when used?
- What does a typical Spanish day look like in your eyes and why?
- How have the products of Spain affected the products of the world and why?

### **Students will know**

- All the regions of Spain
- Which languages pertain to each region

- The roots of conflict in Spanish history
- How each invasion has shaped the culture and other aspects
- Currents customs and daily life of Spain
- What products Spain brought to the new world
- What the Columbian Exchange

### **Students will be able to**

- Conjugate the imperfect and preterit conjugations
- Label a map of Spain with the regions, rivers, and mountains
- Make a time line of the different invaders of Spain and mention what those invaders gave to the country
- Differentiate the different languages of Spain
- Argue the products Spain has made possible for the world to have
- Differentiate between the daily life of an American and a Spaniard

## **Week One: Monday**

**Topic:** Introduction to the imperfect tense

**Objective(s):** Students will be able to conjugate in the imperfect tense

### **Materials:**

- Pencil and paper
- Journals
- Pictures of Spanish history/culture
- PowerPoint (provided by teacher)
- Worksheet provided by teacher

### **Activities:**

- **Warm Up (5 min):** In their journals, students will write, in English, when they would use the present tense in conversations. They should write down three instances. After they finish their warm up, they will share with their table partner. Then as a class a few examples will be shared to make sure the students know when it is to be used.
- **Investigation of the imperfect (40 min):** The teacher will introduce the imperfect tense by handing out a sheet with conjugated verbs. Students will discuss with their table group in order to find the rule for imperfect conjugation. After group discussion has occurred, the teacher will ask for ideas and examples then clarify with a PowerPoint slide filled with examples. Once they know what the conjugations are, the teacher will explain when it is to be used.
- **Learning through Song (10 min):** Students will listen and be given the lyrics to learn the song to remember the two irregular verb conjugations in the imperfect.
- **Closure (12 min):** Students will use pictures of the history and culture of Spain in order to explain what they see going on (which uses the imperfect tense). They may work with their table partners to write three sentences in Spanish about what was happening. There are four different pictures but each student only has to do two. What they don't finish they will be assigned as homework.
- **Exit Ticket (3 min):** Students will complete the four-square sheet on conjugation of the preterit tense.

### **Assessment:**

- **Formative:** The main form of formative assessment in this class is the monitoring of the students as they work in groups. The teacher will ask questions of the students as she monitors and decides where the class needs to move forward to make sure they have obtained the correct rules. Sample questions: Why did you choose this pattern? How would you describe the irregular verb changes? What is the difference between the three verb endings (AR, ER, IR)?
- **Summative:** Students will be graded and assessed on the explanation of the pictures in Spanish with respect to correctness of conjugated verbs. Each response is worth two points, one point for giving an answer and one for correctness. This will be graded after it is turned in the following day so they have time at home and their resources to finish it.

## **El imperfecto**

Mira las siguientes palabras y decide las reglas de la conjugación en el imperfecto

- 1) Hablaba con mi madre. (infinitivo es hablar)
- 2) Durante mi juventud, tenía muchas mascotas. (infinitivo es tener)
- 3) Raúl y Marisol pensaban mucho en la tarea. (infinitivo es pensar)
- 4) Gustavo venía a casa cada día. (infinitivo es venir)
- 5) Hacía mucho sol. (infinitivo es hacer)
- 6) Antes, estaba lloviendo mucho. (infinitivo es estar)

# Imperfecto:

¿Cuándo usamos el imperfecto?

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Conjugaciones

-AR

-ER

-IR

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Irregulares: (escribe la canción)

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## **Letras de la canción del imperfecto**

aba, abas, aba

ía, ías, ía

Time, weather, age, condition, feelings, used to, would, and was or were

era, eras, era

iba, ibas, iba

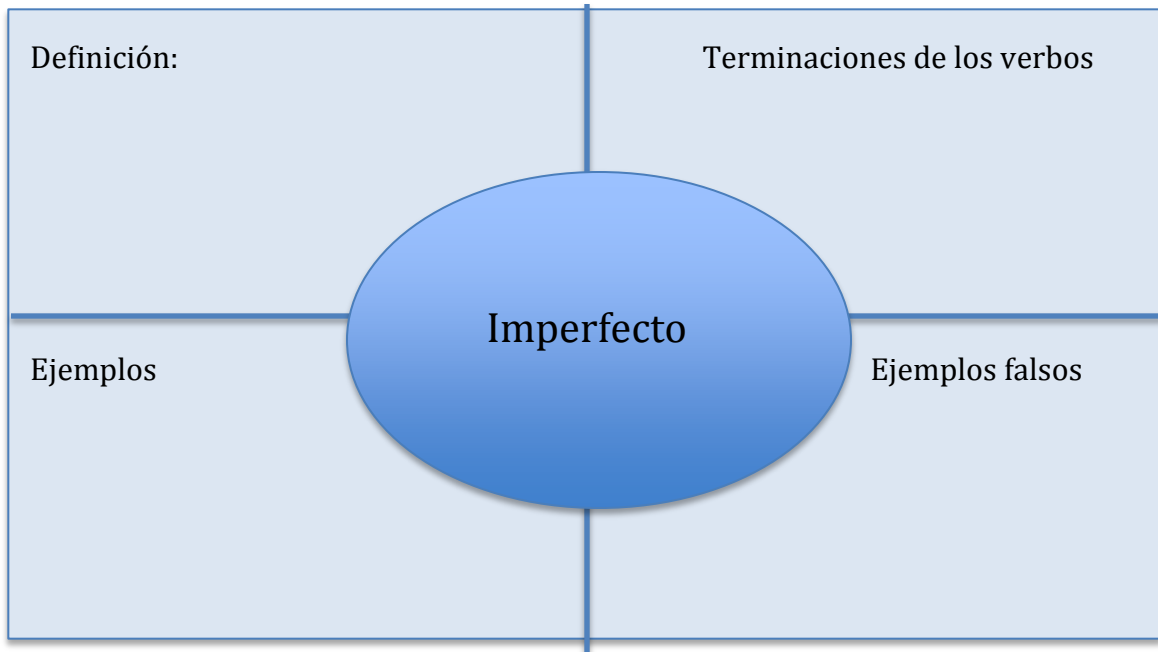
uno más es veía y éste es el imperfecto

(X2)





## Exit Ticket





**Week One:** Tuesday

**Topic:** Introduction to the Preterit

**Objective(s):** Students will be able to know when the preterit is used in speaking in past tense as well as the students knowing how to conjugate in the preterit.

**Materials:**

- Pencil and paper
- Journal for warm up
- Worksheet provided by teacher
- Exit worksheet for homework provided by teacher

**Activities:**

- **Warm up/Brainstorm (15 min):** Students will get together in groups of 3-4 determined by the teacher and discuss about when they find the imperfect lacking for their expressions in the past tense. They will make a few points and share with the class. As a class, a poster will be made depicting when to and when not to use the imperfect tense. From the examples of when one would not use the imperfect, students will know when to use the preterit. The teacher will explain this is the preterit and they will move into the exploration of how to conjugate.
- **Investigation of the preterit (40 min):** Students will be given conjugated verbs in Spanish in the preterit tense. In their groups or individually, they will try to figure out the rules for preterit. Students will share their findings with the class and then the class will then decide on the rule as a group, clarified by the teacher.
- **Learning through song (10 min):** The students will learn the song for the irregular preterit conjugations and given the lyrics to understand and see exactly what they are singing
- **Exit Ticket (5 min):** Students will complete the four-square sheet on conjugation of the preterit tense.

**Assessment:**

- **Formative:** As they are working on their brainstorming there is monitoring. As they are giving their ideas for the brainstorm as a class, the teacher is watching for agreement as a class. This may take the form of nodding if they agree thumbs up/down for agreement. The teacher is also asking why as they are working in their groups to why a group chose a certain rule over another. This allows the teacher to see if one student is making the rules or everyone is contributing and learning. As always, warm ups and exit tickets/homework is used as a formative assessment.
- **Summative:** There is no graded summative work for this lesson

## **El pretérito**

Mira las siguientes frases y determina las reglas del pretérito

1. La chica habló con su amiga. (infinitivo es hablar)
2. Ayer, nosotros decidimos ir al cine. (infinitivo es decidir)
3. El lunes, yo patiné por dos horas. (infinitivo es patinar)
4. Los maridos bailaron durante su boda el fin de semana pasado. (infinitivo es bailar)
5. ¿Viajaste tú a Madrid el sábado pasado? (infinitivo es viajar)
6. Yo comí una hamburguesa para el almuerzo, pero mi abuela comió una ensalada. (infinitivo es comer)
7. Tú bebiste un refresco ayer pero esta mañana tomaste un café. (infinitivos son beber y tomar)
8. Anoche, nosotros anduvimos por el bosque. (infinitivo es andar)

# Pretérito:

¿Cuándo usamos el pretérito?

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Conjugaciones

-AR

-ER

-IR

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Irregulares: (escribe la canción)

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## **Canción del pretérito (tune of La Cucaracha)**

tener es tuve

estar estuve

ir es fui y también ser

poner es puse

poder es pude

traje es para traer

hacer; hice

haber; hube

saber; supe

querer; quise

decir: dije

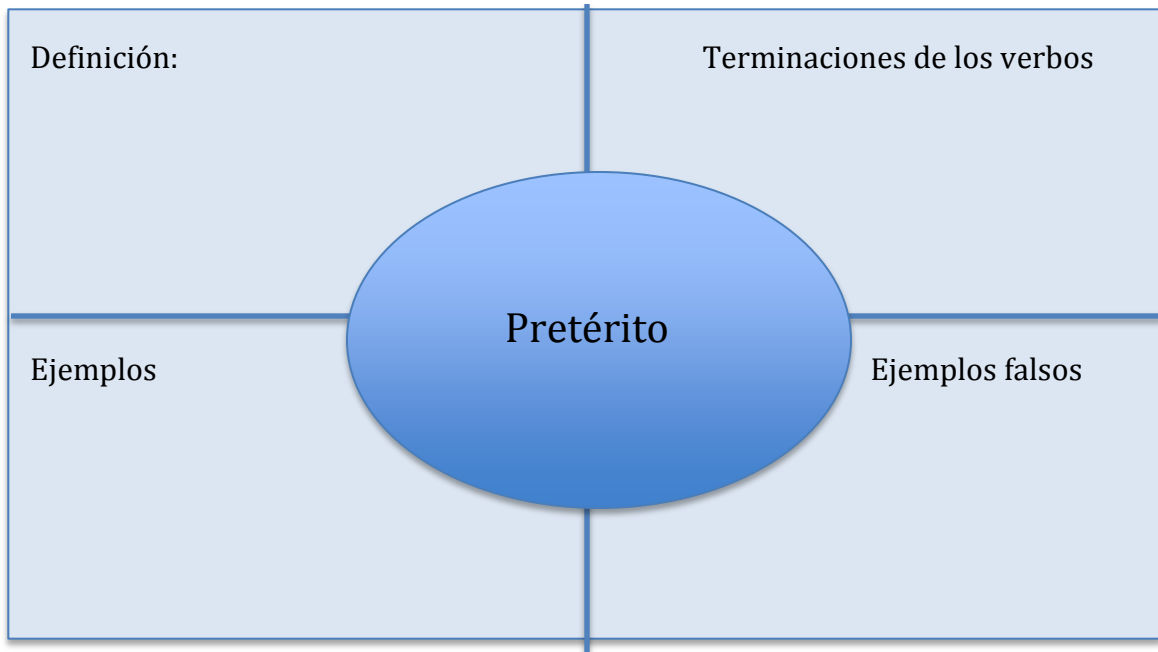
venir; vine

ver; vi, dar; di, no acentos

<http://www.youtube.com/watch?v=iFUAWMMdE7c>



## Exit Ticket



## Week One: Wednesday

**Topic:** Preterit Versus Imperfect: Ken and Barbie do the preterit and imperfect.

\*\*This lesson is taken and adapted from Michael Braun from Western Michigan University

**Objective(s):** Students will be able to differentiate between the preterit and imperfect past tenses in Spanish

### Materials:

- Formal list of preterit and imperfect rules from previous days
- Four verbs of the apocalypse worksheet
- *A Doll House* by Henrik Ibsen
- Stage template

### Activities:

- **Warm Up (10 min):** Students will compose a few “Tweets” in Spanish using the hand out they receive at the door. They will then work with their table partner to peer evaluate if the tweets are correct grammatically. The verbs should be in past tense, with a particular emphasis on the preterit tense.
- **Ken and Barbie do the preterit and imperfect (55 min):** Students will do the Ken and Barbie activity with them developing a play about the two, distinguishing between the preterit imperfect. First they will read the English work *A Doll House* by Henrik Ibsen to understand the difference between scenery and stage. With explanation of the two tenses in previous days, they will use their notes and the handouts for explanation. With the front of the room as the stage, two students will act as Ken and Barbie. They will describe the two to their best abilities based on their looks, likes, and what they were doing before they came to the stage using the imperfect, this will be the scenery. Now they will direct the scene with what happened in each step, which is the stage portion. Students will write down their story as they go on a sheet of paper.
- **Exit Ticket (5 min):** Students will rate their understanding of the preterit versus the imperfect on a scale of one to five.
  - Scale: 1=I have no idea how to conjugate either 2=I feel moderately comfortable conjugating but don’t know what to use when 3=I feel I can distinguish the difference half the time and can conjugate well 4=I can conjugate with ease and know three quarters of the time which to use 5=I know when to use which most the time and have no problems with conjugating.

### Assessment:

- **Formative:** Student’s answers and ideas for what to do when and what to describe when will give the teacher ideas on what the students are understanding as to the difference between preterit and imperfect. The warm up as always is another form of formative assessment.
- **Summative:** Students will turn in their written down story for credit or no credit but no points will be lost due to wrong answers.



**@burritorito**  
Señor Kohler

**@SenoraLoca** Hola Señora. Quería decirte que pasé un verano fenomenal. Asistí a fiestas, comí mucho helado, y me divertí. Y tú, ¿qué hiciste?




**@senoraloca**  
jummy

**@BurritoRito** ¿Qué tal, Rito? Yo pasé tiempo con mi esposo y con mis tres perritas. Nadaba en mi piscina a veces y escribí catorce libros.

~ Según el ejemplo que ves arriba, tú vas a escribir un "Tweet" sobre lo que hiciste durante el verano. Luego, vas a pasarle tu mensaje a un(a) compañero(a) de clase y él/ella va a escribirte un comentario. Después, un(a) compañero(a) más va a escribir el último comentario. ¡Disfruta!  
~ Trata de usar **EL PRETÉRITO** y **EL IMPERFECTO** para completar este breve proyecto.

**ME LLAMO:** \_\_\_\_\_

**MI FOTO:**


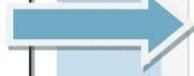



¿Qué está pasando? **YO**  

140 Tweet

**ME LLAMO:** \_\_\_\_\_

**MI FOTO:**





¿Qué está pasando? **COMPAÑERO(A) 1**

140 Tweet

**ME LLAMO:** \_\_\_\_\_

**MI FOTO:**




¿Qué está pasando? **COMPAÑERO(A) 2**

140 Tweet

## A Doll's House: by Henrik Ibsen

### Act One:

*A comfortable room, tastefully but not expensively furnished. A door to the right in the back wall leads to the entryway; another to the left leads to HELMER's study. Between these doors, a piano. Midway in the left-hand wall a door, and further back a window. Near the window a round table with an armchair and a small sofa. In the right-hand wall, toward the rear, a door, and nearer the foreground a porcelain stove with two armchairs and a rocking chair beside it. Between the stove and the side door, a small table. Engravings on the walls. An étagère with china figures and other small objects; a small bookcase with richly bound books; the floor carpeted; a fire burning in the stove. It is a winter day.*

*A bell rings in the entryway; shortly before we hear the door being locked. NORA comes into the room, humming happily to herself; she is wearing street clothes and carries an armload of packages, which she puts down on the table to the right. She has left the hall door open; and through it a DELIVERY BOY is seen, holding a Christmas tree and a basket, which he gives to the MAID who let them in.*

NORA: Hide the tree well, Helene. The children mustn't get a glimpse of it till this morning, after its trimmed. *(to the DELIVERY BOY, taking out her purse)* How much?

DELIVERY BOY: Fifty, ma'am.

NORA: There's a crown. No, keep the change. *(The BOY thanks her and leaves. NORA shuts the door. She laughs softly to herself while taking off her street things. Drawing a bag of macaroons from her pocket, she eats a couple then steals over and listens at her husband's study door.)* Yes, he's home. *(Hums again as she moves to the table right.)*

HELMER: *(from the study)* Is that my little lark twittering out there?

NORA: *(busy opening some packages)* Yes, it is.

HELMER: Is that my little squirrel rummaging around?

NORA: Yes!

HELMER: When did my squirrel get in?

NORA: Just now. *(Putting the macaroon bag in her pocket and wiping her mouth.)* Do come in, Torvald, and see what I've bought.

HELMER: Can't be disturbed. *(After a moment he opens the door and peers in, pen in hand.)*

Bought, you say? All that there? Has the little spendthrift been out throwing money around again?

Etc.

## The Stage

The Scenery:  
Imperfect

The Action:  
Preterit

## The Four Verbs of the Apocalypse

### SER vs. ESTAR in the Preterit and Imperfect

#### SCENERY/BACKGROUND

##### ERA

era                éramos

eras              erais

era                eran

- nationality, color, physical description, time of day, impersonal expression, personality, religion, occupation, “Cuando era niño”

##### ESTABA

estaba            estábamos

estabas          estabais

estaba            estaban

- location, emotion, with progressive (-ando, -iendo), temporary states, “la puerta estaba abierta”

#### ACTION ON STAGE

##### FUE

fui                fuimos

fuiste           fuisteis

fue                fueron

- date, passive voice (was...by=fue...por), ¿Cómo fue? Fue fanástico.

##### ESTUVO

estuve            estuvimos

estuviste        estuvisteis

estuvo            estuvieron

- rarely used, location, emotion, or temporary state within specific limited time.

## **Week One: Thursday**

**Topic:** Identifying verbs in the past tense

**Objective(s):** Students will be able to differentiate between preterit and imperfect tenses. Additionally, they will be able to translate effectively between Spanish and English for the actual meanings of the different tenses

### **Materials:**

- Pencil and paper
- Story
- Highlighters (two colors)
- Spanish to English dictionaries

### **Activities:**

- **Warm Up (15 min):** Students will conjugate with their table partner for their warm up. They must write down four Spanish sentences in the past and read them to their partner. The partner will then translate them to English and then they will switch roles.
- **Verb Search (20 min):** The teacher will give a story to the students with a story using target and high frequency vocabulary the students will need to communicate. They will look for all the verbs in the article and highlight them. Each verb will be identified with one of two colors, pertaining to the preterit and imperfect. Additionally, they need to distinguish between the preterit regular, preterit irregular, imperfect regular, and imperfect irregular and this will be done with them putting a star next to any verb that is considered irregular. They will then discuss as a group which verb is which and why they think it is that way.
- **Translate (35 min):** Students will then translate the story into English. What is not finished will be done as homework.
- **Exit Ticket (5 min):** Students will write one verb that is irregular on a notecard and distinguish if it is preterit or imperfect and what the infinitive is for this verb.

### **Assessment:**

- **Formative:** As always the warm-up, exit ticket, and monitoring will bring in formative assessment. Teacher will also monitor as the students are highlighting the verbs to see which they are highlighting correctly and which they are not. This will allow her to choose where the discussion goes from there on and how to ask questions of groups or individuals.
- **Summative:** Students will turn in their translation of the story and they will be graded on correct translation of the preterit and imperfect verbs.

### ***El potro oscuro de Miguel Hernández***

Una vez había un potro oscuro. Su nombre era Potro-Oscuro. Siempre se llevaba a los niños y las niñas a la Gran Ciudad del Sueño.

Se les llevaba todas las noches. Todos los niños y las niñas querían montar sobre el Potro-Oscuro. Una noche encontró a un niño. El niño dijo:

- Llévame, caballo pequeño, a la Gran-Ciudad-del-Sueño.

- ¡Monta! -dijo el Potro-Oscuro.

Montó el niño, y fueron galopando, galopando, galopando. Pronto encontraron en el camino a una niña. La niña dijo:

- Llévame, caballo pequeño, a la Gran-Ciudad-del-Sueño.

- Monta a mi lado. -dijo el niño.

Montó la niña, y fueron galopando, galopando, galopando. Pronto encontraron en el camino un perro blanco. El perro blanco dijo:

- ¡Guado, guado, guaguado! a la Gran-Ciudad-del-Sueño quiero ir montado.

- ¡Monta! -dijeron los niños.

Montó el perro blanco, y fueron galopando, galopando, galopando. Pronto encontraron en el camino una gatita negra. La gatita negra dijo:

- ¡Miaumido, miaumido, miaumido! a la gran-Ciudad-del-Sueño quiero ir, que ya ha oscurecido.

- ¡Monta! -dijeron los niños y el perro blanco.

Montó la gatita negra, y fueron galopando, galopando, galopando. Pronto encontraron en el camino una ardilla gris. La ardilla gris dijo:

- Llévenme ustedes, por favor, a la Gran-Ciudad-del-Sueño, donde no hay pena ni dolor.

- ¡Monta! -dijeron los niños, el perro blanco y la gatita negra.

Montó la ardilla gris, y fueron galopando, galopando, galopando. Galopando y galopando, hicieron leguas y leguas de camino. Todos eran muy felices. Todos cantaban, y cantaban, y cantaban. El niño dijo:

- ¡Deprisa, deprisa!, Potro-Oscuro, ve más deprisa.

Pero el Potro-Oscuro no podía ir deprisa. El Potro-Oscuro iba despacio, despacio, despacio. Había llegado a la Gran-Ciudad-del-Sueño. Los niños, el perro blanco, la gatita negra y la ardilla gris estaban dormidos. Todos estaban dormidos al llegar el Potro-Oscuro a la Gran-Ciudad-del-Sueño.



## **Week One: Friday**

**Topic:** Identifying verbs in the past tense

**Objective(s):** Students will be able to differentiate between the preterit and imperfect past tenses in Spanish

### **Materials:**

- Pencil and paper
- Game (provided by teacher)
- Quiz (provided by teacher)

### **Activities:**

- **Warm Up (5 min):** Students will write a sentence using both a preterit and imperfect verb in each sentence then translate them to English. They will share this with their partner and give feedback to one another if time permits before the warm-up timer goes off.
- **Jeopardy (40 min):** Students will play the jeopardy game with conjugations of verbs in Spanish in both preterit and imperfect. The game will focus on starting with an infinitive verb and they have to figure out what they conjugation is based on the needed tense rather than simply identifying what tense they need to know.
  - Link: [jeopardylabs.com/play/pretrito-o-imperfecto2](https://jeopardylabs.com/play/pretrito-o-imperfecto2)
  - To edit link: [jeopardylabs.com/edit/pretrito-o-imperfecto2](https://jeopardylabs.com/edit/pretrito-o-imperfecto2)
  - Password: abigail1
- **Quiz (20 min):** Students will complete a quiz on the preterit versus the imperfect and turn it in by the end of the class.
- **Exit ticket (5 min):** Students will write what they are most interested in about Spanish culture or history to be learned in the week to come.

### **Assessment:**

- **Formative:** When they are competing in their groups for the Jeopardy game, the spokes person will rotate around the group so every student is giving and answer. This ensures the participation of all the students but in addition they can also be assessed formatively on what they know about conjugating verbs in the past tense.
- **Summative:** Students will be graded on the quiz. Each question will be worth a certain amount of points, which are explained in each portion of the quiz.

### Prueba: Pretérito o Imperfecto

English version: Well, it was Tuesday, and I was walking through the park. The sun was shining and I was happy. As I was following a path through the trees, I suddenly saw man running to my left. He had something in his hand. I tried to see where he was coming from and why he was running so fast. Back in the forest, I saw a woman; I went towards her. She was shouting, "He stole my purse while I was reading." I followed the man for a while, but I couldn't capture him. I called the police, and waited fifteen minutes until they arrived.

Llena los espacios con la conjugación correcta.

Pues, \_\_\_\_\_ (ser) martes, y yo \_\_\_\_\_ (caminar) por el  
parque. El sol \_\_\_\_\_ (brillar) y yo \_\_\_\_\_ (estar)  
contento. Mientras \_\_\_\_\_ (seguir) una senda por los árboles, de  
repente \_\_\_\_\_ (ver) a un hombre corriendo a la izquierda. El  
\_\_\_\_\_ (tener) algo en la mano. Yo \_\_\_\_\_ (tratar) de  
ver de dónde \_\_\_\_\_ (venir) y por qué \_\_\_\_\_ (correr) tan  
rápidamente. En el bosque yo \_\_\_\_\_ (ver) a una mujer; yo \_\_\_\_\_ (ir)  
hacia ella. Ella \_\_\_\_\_ (estar) gritando,  
—Él me \_\_\_\_\_ (robar) la bolsa mientras yo \_\_\_\_\_  
(leer).—  
Yo \_\_\_\_\_ (seguir) al hombre por un rato, pero yo no .  
\_\_\_\_\_ (poder) capturarlo. Yo \_\_\_\_\_ (llamar) a la policía,  
y \_\_\_\_\_ (esperar) quince minutos hasta que ellos \_\_\_\_\_  
(llegar).

## **Week Two: Monday**

**Topic:** Introduction into Spanish history and culture

**Objective(s):** Students will be able to explain briefly the history of Spain, including the main invaders and their contributions to the history of Spain

### **Materials:**

- Pencil and paper
- Journal
- Invader descriptions

### **Activities:**

- **Warm Up (5 min):** Students will write a short essay on what they already know or think they know about Spain and where they have learned this. This should be a short paragraph in Spanish, only using English when they don't know a word and their table partner doesn't know the word either.
- **The History of Spain (40 min):** The classroom will be split into groups representing the people and the different invaders of Spain at random with the drawing of a card. Each group will get a description of what they brought to the culture or history of Spain, how long they were there, what happened to Spain during that period, and what was their demise. Articles will utilize the Spanish language and the students will be learning vocabulary from the articles through high frequency words. The teacher will then have the groups go to the outside of the room and walk through the timeline of the history of Spain verbally with the invader or group in question walking towards the center of the room and sharing. Each invader will talk about how they believe their invasion affected the country based on what they learn from the people before them. Each group member must share an idea. Spanish is the language but if they need to say a word in English or translate for clarity this is permitted. Students should be taking notes but in the end will receive all the descriptions on one sheet.
- **Map (20 min):** Students will be given a map of Spain and labels will be filled in as a class
- **Homework assignment (5 min):** Students will make a timeline complete with pictures and color to depict the top 5 events they see important to the history of Spain.

### **Assessment:**

- **Formative:** Each student is contributing ideas to how their group affects each other group so they will be able to be assessed based on their ideas. If the class seems to not be making the connections they should, there can be additional reading assigned to make clarity of connections and how those connections affect one another.
- **Summative:** The timeline made at the end will be graded based on having 10 pictures, with 10 explanations of what the picture is depicting. They will also receive a point for each event in the correct order.

**Celts:** Came to Spain in the last of the millennium BCE. The area they invaded was the north west, mainly in Galicia. They left a large influence of Celtic music and architecture. The goal was not to destroy the locals who were already there.

**Romans:** Came to Spain right before common era. They wanted to expand their empire and the gold and metalwork of Galicia was also a goal. With their invasion, they made everyone they invaded convert to their way of life. Spain has the best preserved aqueduct and still has many Roman style city set ups left in the country.

**Moors:** The longest invasion of Spain's history, from 711-1492 CE. They brought culture, art, knowledge and much more. They also brought their religion which conflicted with the highly catholic atmosphere. The final push out was the unification of the peninsula under the catholic kings Ferdinand and Isobel.

**Los Reyes Católicos:** Originally in the north, Ferdinand and Isobel unified two kingdoms in the north in the late 1400's. They all used the language Castellano, which is the old version of Spanish. They also unified under the common religion of Catholicism.

**Habsburgs:** They were a foreign empire brought together by Carlos I who was from both and this happened in the mid 1500's. The empire was not fully supported for being foreign rule.

**Bourbones:** In the late 1600's, a new empire was formed in France originally. It was finally a Spanish state made. Turmoil was a common occurrence and the golden ages of Spain never returned.

**Francisco Franco:** A dictator that took over after the Spanish civil war in 1936 and lasted until 1975. The society went through a depression and became "self-sufficient". Once the 1960's came around, Spain turned their focus to being a tourist location.

**Parliament:** Before his death in 1975, Franco chose Juan Carlos I as his successor to become the King. He decided to make the government a parliament. This is the current state of Spain.



A. \_\_\_\_\_

B. \_\_\_\_\_

C. \_\_\_\_\_

D. \_\_\_\_\_

E. \_\_\_\_\_

F. \_\_\_\_\_

G. \_\_\_\_\_

H. \_\_\_\_\_

I. \_\_\_\_\_

J. \_\_\_\_\_

K. \_\_\_\_\_

L. \_\_\_\_\_

M. \_\_\_\_\_

N. \_\_\_\_\_

O. \_\_\_\_\_

P. \_\_\_\_\_

Q. \_\_\_\_\_

R. \_\_\_\_\_

## Timeline

Make a timeline of Spain's history. Please follow the rubric.

|   | 3 points   | 2 points                    | 1 point                                       | 0 points                               |
|---|--|-----------------------------|---|--|
| Number of events or invasions of Spain present on the timeline                  | 5 or more  | 4                           | 3   | 2 or less                              |
| Creativity and color  | Each event a different color (5 or more) and organized | 4 colors used and organized | 3 colors used and cluttered/mild organization | 2 or less colors used and hard to read |
| Explanation for picking each event and why it has impacted the history of Spain | 5 clear explanations                                   | 4 clear explanations        | 3 clear explanations                          | 2 or less clear explanations           |
| Turning in on time  | On time  | -                           | -   | -                                      |

## **Week Two: Tuesday**

**Topic:** Daily life of a Spaniard

**Objective(s):** Students will be able to describe the daily lives of Spaniards and how this daily life was shaped through history

### **Materials:**

- Pencil and paper
- Journal
- Venn Diagram worksheet
- Envelope of discussion talking points

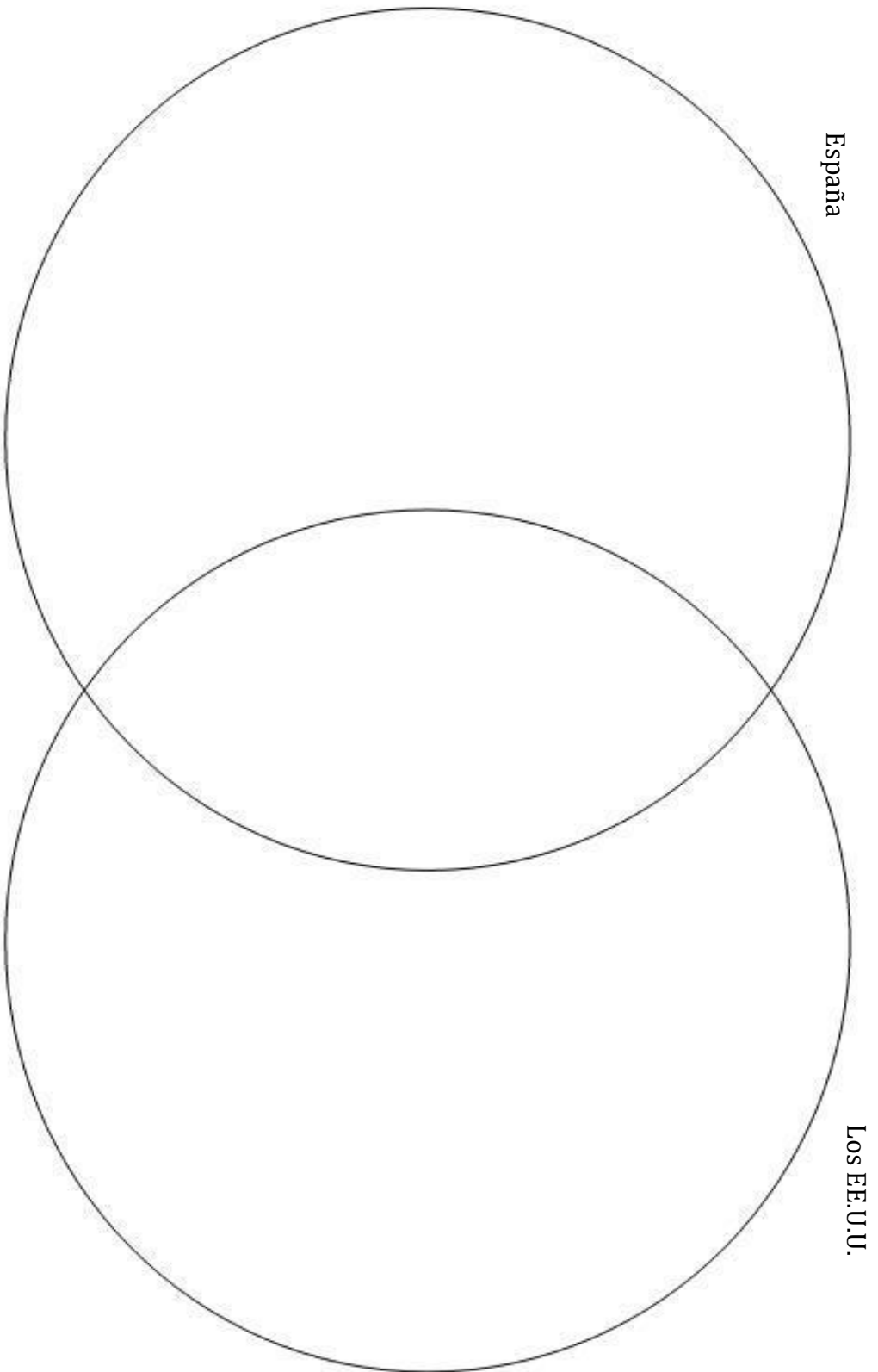
### **Activities:**

- **Warm Up (10 Minutes):** Students will write what they think the most important invasion of Spain was and why in their journal in Spanish. If time before the warm-up timer goes off they are permitted to share with their partner their ideas.
- **Day in the Life of a Spaniard/Cultura (25 minutes):** Students will delve into the daily culture of a Spaniards by going through an hourly schedule of a typical standard day provided by the teacher from personal experience as well as research, including bull fights and the Flamenco dance. After discussion of what a Spanish day looks like, the students will be allowed to talk in pairs and compile a Venn diagram comparing Spanish to American daily life. The Venn diagram will be written in Spanish and dictionaries will be provided.
- **Group Table Discussion (30 minutes):** Students will get into groups of three or four. In an envelope there are discussion questions about Spain's history and culture with a focus on the Columbian Exchange and it's affect on the world. They are to answer and discuss them one by one (as they pull them from the envelope) in Spanish (utilizing all tenses they know) to the best of their ability, as always clarification in English but the goal is 75% Spanish. Debate and discussion is encouraged from all participants.
- **Exit Ticket (5 minutes):** students will write one thing that surprised them that they learned in the last few days

### **Assessment:**

- **Formative:** Students will be monitored and all given the chance to share their ideas during the two group activities in class. As always, warm-ups are used for formative assessment. As the students are filling out the Venn Diagram, the teacher is monitoring the discussions and asking comparison questions such as how would you feel if you had to live with this schedule? How is this different then your personal lives?
- **Summative:** The Venn diagram will be graded for 10 points in correct locations. Students will be told of this grading as they are completing it.

**La vida de una española versus una a  
americana**





### **Group Table Discussion Questions**

- ¿Cómo es la vida de una española diferente de una americana?
- ¿Cómo era la historia de España?
- Describe un día normal de alguien de España.
- ¿De dónde piensas la cultura de España se formó?
- Describe las cosas ganadas por el intercambio colombiano americano.
- Imagina un mundo sin el intercambio colombiano americano. ¿Cómo era esa historia?

## **Week Two: Wednesday**

### **Topic: Introduction to Galicia**

**Objective(s):** Students will be able to locate Galicia on a map of Spain. They will be able to identify the major characteristics of Galician culture and history. They will also be able identify the major characteristics of gallego.

### **Materials:**

- Pencil and paper
- PowerPoint print off (provided by the teacher)
- Worksheet on gallego
- White boards and markers

### **Activities:**

- **Warm Up:** Students will get with a partner and answer the warm up questions on their white boards and hold them up when they have an answer to the question
- **Introduction to Galicia:** There will be a PowerPoint provided by the teacher with basic information enlaced with links to YouTube videos. Students will have the opportunity to respond and give input in their ideas as the information is presented with their white boards
- **Activity on Language:** After an introduction is given for how gallego works and what are some similarities and differences to Spanish, students are given the main attributes of Gallego and they are given many Spanish and Galician poems and phrases. They have to chose which language is which and why they think so. They will do this while listening to Galician music to help them hear the pronunciation of gallego.
- **Exit Ticket:** As they leave, students will write one thing they still don't understand or want to know about Galicia as they leave the classroom to turn in to the teacher.

### **Assessment:**

- **Formative:** Answers on the white boards will allow the teacher to assess the knowledge they have remembered from previous days and what they are learning. As always the warm-up and exit ticket are assisting in formative assessment. As the teacher goes through the PowerPoint the students are repeating the words and the teacher can check pronunciation here.

### B. La tierra gallega y la emigración en la poesía de Rosalía de Castro

En 1863 Rosalía de Castro escribió uno de los libros fundacionales de la literatura moderna en gallego, *Cantares Gallegos*. En este libro se incluye uno de los poemas más famosos de la autora, titulado “Adios ríos, adios fontes”. En él describe nostálgicamente el campo gallego desde el punto de vista de un emigrante que está a punto de partir hacia América. En este poema se recogen algunas de las características tradicionales de la mentalidad gallega: una cultura campesina, con un gran amor e identificación con la tierra, de la que si se separa le invade la “**morriña**” o nostalgia enfermiza. En las estrofas del poema que vamos a leer también puede verse la protesta social contra un sistema injusto que obliga a los hombres a dejar su tierra y emigrar.

Adiós ríos, adiós, fontes,  
adiós, regatos pequenos  
adiós, vista dos meus ollos,  
non sei cando nos veremos.

[...]

Prados, ríos, arboredas,  
pinares que move o vento,  
paxariños piadores,  
casiña do meu contento,

Deixo amigos por extraños,  
deixo a veiga polo mar,  
deixo, en fin canto ben quero...  
¡Quén pudera no o deixar...!

Mais son probe e, ¡mal pecado!,  
a miña terra n'é miña,  
qu'hastra lle dan de prestado  
a beira por que camiña  
ó que nacéu desdichado.

[...]

Non m'olvides, queridiña,  
si morro de soidás...  
Tantas légoas mar adentro...  
¡Miña casiña!, ¡meu lar!

# ¡Gallego!

Choose which phrase is Spanish and which is Gallego

Example: Hola Spanish. Ola Gallego. (definition: hello)

1. Benvido \_\_\_\_\_ Bienvenido \_\_\_\_\_ (definition: welcome)
2. Boas noites \_\_\_\_\_ Buenas noches \_\_\_\_\_ (definition: good night)
3. No entiendo \_\_\_\_\_ Non entendo \_\_\_\_\_ (definition: I don't understand)
4. ¿Onde está o baño? \_\_\_\_\_ ¿Dónde está el baño? \_\_\_\_\_ (definition: where is the bathroom?)
5. Lo siento \_\_\_\_\_ Síntoo \_\_\_\_\_ (definition: sorry)

## **Week Two: Thursday**

### **Topic:** Introduction to Cataluña

**Objective(s):** Students will learn where Cataluña is on the map of Spain and its basic culture and history. They will be able to identify Catalán versus Spanish.

### **Materials:**

- Pencil and paper
- Journal
- PowerPoint and notes (provided by the teacher)
- Worksheets on languages

### **Activities:**

- **Warm Up:** Students will answer a few questions about Galicia put up on the board by the teacher
- **Introduction to Cataluña:** There will be a PowerPoint provided by the teacher with basic information enlaced with links to YouTube videos. Students will have the opportunity to respond and give input in their ideas as the information is presented with their white boards
- **Activity on Language:** After an introduction is given for how Catalán works and what are some similarities and differences to Spanish, students are given the main attributes of Catalán and they are given many Spanish and Catalán poems and phrases. They have to chose which language is which and why they think so. They will do this while listening to Catalán music to help them hear the pronunciation of Catalán.
- **Exit Ticket:** As they leave, students will write one thing they still don't understand or want to know about Cataluña as they leave the classroom to turn in to the teacher.

### **Assessment:**

- **Formative:** Monitoring, questioning, responding, as well as the warm-up and exit tickets will be used for the formative assessment. The discussion on which language is which with the poems will allow the teacher to assess if they understand the different languages without testing them.

## ELS SEGADORS

Catalunya, triomfant,  
tornarà a ser rica i plena!  
Endarrera aquesta gent  
tan ufana i tan superba!

Bon cop de falç!  
Bon cop de falç, defensors de la terra!  
Bon cop de falç!

Ara és hora, segadors!  
Ara és hora d'estar alerta!  
Per quan vingui un altre juny  
esmolem ben bé les eines!  
(estribillo°)

Que tremoli l'enemic  
en veient la nostra ensenya:  
com fem caure espigues d'or,  
quan convé seguem cadenes!  
(estribillo)

## Comparaciones de lenguas

Look at the following words in Catalán and make a guess (by drawing a line) to the translation into Spanish. Then write the English translation into the blank.

- |                     |                   |       |
|---------------------|-------------------|-------|
| 1. senyor           | Muchas gracias    | _____ |
| 2. bona tarda       | Soy Carlos        | _____ |
| 3. Qui ets?         | ¡Buenos días!     | _____ |
| 4. adéu             | Lo siento         | _____ |
| 5. Jo sóc en Carles | Señor             | _____ |
| 6. Com et dius?     | Adiós             | _____ |
| 7. Em dic Rosa      | Me llamo Rosa     | _____ |
| 8. Perdoni          | ¡Buenas noches!   | _____ |
| 9. Com s'escriu?    | Perdón            | _____ |
| 10. Que hi ha?      | ¿Quién eres?      | _____ |
| 11. Moltes gràcies  | ¿Cómo se escribe? | _____ |
| 12. Deu             | Diez              | _____ |
| 13. Bon dia!        | ¿Quién está?      | _____ |
| 14. Bona nit!       | ¿Cómo te llamas?  | _____ |
| 15. ho sento        | Buenas tardes     | _____ |

## **Week Two: Friday**

### **Topic:** Introduction to País Vasco

**Objective(s):** Students will gain a basic understanding of the culture and history of the Basque country and the language.

### **Materials:**

- White boards and markers
- Pencil and paper
- PowerPoint
- Pre folded brochure
- PowerPoint notes (provided by teacher)

### **Activities:**

- **Warm Up:** Students will answer a few questions about País Vasco put up on the board by the teacher with their white boards and their partner
- **Introduction to País Vasco:** There will be a PowerPoint provided by the teacher with basic information enlaced with links to YouTube videos. Students will have the opportunity to respond and give input in their ideas as the information is presented with their white boards. They will have a worksheet to fill in information.
- **Activity on Language:** After an introduction is given for how euskera works and what are some similarities and differences to Spanish, students are given the main attributes of euskera and they are given many Spanish and Basque poems and phrases. They will do this while listening to Basque music to help them hear the pronunciation of euskera.
- **Tour Guide Activity:** Students create a brochure about País Vasco, Galicia, or Cataluña to hand to prospective travelers at a travel agency. It should focus on what they should visit and why this area is different. There will be computers, travel books, and textbooks available for them to look up what they want to visit. The focus, as will be expressed in the rubric, is to create an appreciation for the culture other than their own and to make connections and comparisons in addition to the differences to Spain's culture as well. A rubric will be given as well as the ability to work on this over night.
- **Exit Ticket:** As they leave, students will write one thing they still don't understand or want to know about País Vasco as they leave the classroom to turn in to the teacher.

### **Assessment:**

- **Formative:** Students responses on their white boards as well as their responses with the repeating after the teacher to hear pronunciation gives the teacher the ability to do formative assessment.
- **Summative:** The brochure will be turned in with the rubric made for them and they will follow this for a grade.



Haritz bedeinkatua  
adoratu nuen.  
Nire belaunak  
lurrean jarri  
nituen.  
Ordu hartan  
nik eznenkien  
zerk iharrosi  
ninduen.  
Haritz bedeinkatua  
adoratu nuen.

Arbola bakarreko  
harizti maitea:  
Egun oraindik  
eztutu bete  
urtea;  
indar haundiz  
apurtu duzu  
loto ninduen  
katea.  
Arbola bakarreko  
harizti maitea.

Haritzaren adarrak  
mugitus bizi-  
ro, aita nirea  
balitz bezala  
emaro,  
behar nuen  
bendizioa  
partitu zidan  
luzaro.

## ¡Vamos a viajar!

You are an employee at a travel agency here in the United States. You need to create a brochure for one of the new trips you are offering to get approved by your boss. Select from the three locations we have learned about so far and create a brochure highlighting the areas you see most important about the area. Make sure to follow the rubric below. **ALL IS WRITTEN IN SPANISH!**

|   | 10 points                                      | 7 points                                       | 3 point                                       | 0 points               |
|---|--|--|---|------------------------|
| Attractions to visit in the area  | 3 locations/events are mentioned               | 2 locations/events are mentioned               | 1 location/event is mentioned                 | None are mentioned     |
| Description of location/event (3 points per location/event, 1 point for completion) | 3 full sentences describing the location/event | 2 full sentences describing the location/event | 1 full sentence describing the location/event | No description         |
| Photos (either drawn or printed from the computer)                                  | One photo per location/event                   | 2 photos                                       | 1 photo                                       | No photos              |
| In brochure format  | Folded in threes                               | -  | -   | Not in brochure format |
| Quality and creativity  | Effort was given with color and formatting     | Some color was put in and little formatting    | No color or formatting                        | Not turned in          |

**Total: 50 points**

**Week 3:** Monday, Tuesday, and Part of Wednesday if needed

**Topic:** Separation of Autonomous Communities

**Objective(s):** Students will understand the basic history and culture of Andalucía. Students will start to debate the separation of certain communities.

**Materials:**

- Pencil and paper
- Journal
- PowerPoint and notes (provided by teacher)
- Rubric on ¿Un país o dos?

**Activities:**

- **Warm Up:** Students will answer a few questions about País Vasco put up on the board by the teacher in their journals
- **¿Un país o dos?:** Students play the role of a government official in Spain making a proposal for the parliament on either their given region leaving the country of Spain or staying a part of the country. They must create a PowerPoint or poster, whichever they see fit, to show the side of why the community should/shouldn't be allowed to leave the country (position will be given). Each group must show at least three reasons the region would benefit from their proposal being passed or not passed. It is a must to address the points of the other side but negate their importance. Must include research, including statistics, to support their side. The presentation and all material should be in Spanish to the best of the students' abilities.
- **Exit ticket:** Students will write down one attraction they want to visit and why in Spain.

**Assessment:**

- **Formative:** As always, warm-up and exit tickets are used to assess what the students are taking away from information learned in class. This will shape how the discussions for future days are to come.
- **Summative:** The rubric for the ¿Un país o dos? activity is given and used to grade and assess the project.

## ¿Un país o dos?

You are a government official making a proposal for the Spanish parliament on either your region leaving the country of Spain or staying a part of the country. You must create a PowerPoint or poster, whichever you see fit, to show your side of why you should/shouldn't be allowed to leave the country. Make sure you show at least three reasons your region would benefit from their proposal being passed or not passed. You need to address the points of the other side but negate their importance. Must include research, including statistics, to support their side. Be persuasive and strong in your side. **¡Todo es en español!**

| ¿Un país o dos?   | 25   | 20  | 15   | 0-10   |
|---|--|---|--|--|
| <b>Number of Sources:</b><br>Here you want to have as many sources as possible to make your point convincing. 5 points per source.                      | Students utilize 5+ sources to argue point   | Students utilize 4 sources to argue point                                     | Students utilize 3 sources to argue point  | Students utilize 2 or less sources to argue point  |
| <b>Acknowledging other viewpoint and rebuttal:</b><br>Acknowledging the other view point shows why your view point is better.                           | Brings up opposing viewpoint and has 3 key points to rebuttal. 5 points per key point, 5 for rebuttal, and 5 for well written. | Brings up opposing viewpoint and has 2 key points to rebuttal                 | Brings up opposing viewpoint and has 1 key points to rebuttal                        | Brings up opposing viewpoint and has no key points to rebuttal or doesn't bring up opposing view |
| <b>Presentation Visual:</b><br>This is meant to aid your presentation not to be all your information  | Evidence in an easy to read format that grabbed the attention of judges using key phrases                                      | Evidence was present in a decent format but information is in sentence format | Evidence was present but had full sentences and lacked attention grabbing mechanisms | Evidence only was present  |
| <b>Creativity and Level of Conviction:</b> Here you are showing you can convince a judge and new ideas show a creative argument (4 points per argument) | 3 arguments from class were presented and 2 from own research were utilized, 5 points each.                                    | 3 arguments from class were presented and 1 from own research were utilized   | 2 arguments from class were presented and 1 from own research were utilized          | 2 arguments from class were presented and 0 from own research were utilized                      |

**Total: 100 points**

### **Week Three:** Wednesday and Thursday

#### **Topic:** Connecting Past Tense to Culture

**Objective(s):** Students will be able to express a full story in the past about their fictitious visit to Spain

#### **Materials:**

- Pencil and paper
- Journal
- Dictionary
- Colored pen

#### **Activities:**

- **Warm Up:** Students will write three sentences about Spain's history using both imperfect and preterit and share them with their partner if time allows before the warm-up timer goes off.
- **Composition:** Students write a story as if they just got back from a trip to Spain and they are writing an email to their family about what they did. Using the preterit and imperfect tense is crucial. A rubric will be given to allow them to make sure they are making all the points they need to. The main focus here is grammar and a connection to culture.
- **Student review:** Students will peer review each other's work with a certain color pen and this will serve, as how each student understands the material. They will simply be marking for grammar and spelling mistakes. Additionally, they will be following the rubric given to make sure the correct amount of ideas, paragraphs, and content is present. This is not to turn in but rather is for the students to give feedback and know their own strengths while correcting one another's work. For example, they may find they are well versed in the imperfect and can spot wrong conjugations. They will turn in the corrected draft but again it is not for a grade.
  - Therefore, on day one they will write their first draft and if they finish may start peer review. By 30 minutes into the second day, peer review should be done. From there, students will have the rest of class to re-write on a clean sheet of paper. The final draft needs to have a peer-edited version stapled to the back for full credit.
- **Exit ticket:** Students will write one question they think would be on the unit test

#### **Assessment:**

- **Formative:** Students peer review allows the teacher to see the original idea of each student and the fixing of their partner allows the teacher to see what the partner knows based on the corrections they make. As always the warm-up allows the teacher to assess the students current familiarity with preterit and imperfect.
- **Summative:** The composition will be given a rubric and this will be graded for a summative assessment.

## Composición

You just got back from a 2-week trip in Spain. You visited multiple museums, cities, and sites important to the culture of Spain. You are writing a letter to your grandma. She doesn't have the Internet and has never read a book about Spain so your letter has to explain everything. Be detailed about what you did on your trip and the history about what you did. Everything is in **Spanish**.

|  | 10   | 7   | 4  | 0   |
|--|--|---|--|---|
| Rough draft turned in with final               | Rough draft with peer corrections on yours and another's | Rough draft with corrections on only yours and not a peer's | Rough draft with no corrections on either yours or another's | No rough draft regardless of corrections on another's |
| Structure                                      | 5 paragraphs: Intro, three body, and a conclusion        | 4 paragraphs: Intro, two body, and a conclusion             | 3 paragraphs: Intro, one body, and a conclusion              | 2 or less paragraphs or no distinct intro/conclusion  |
| Grammatical Errors                             | 5 or less grammar errors                                 | 6-8 grammar errors  | 9-11 grammar errors  | 12+ grammar errors                                    |
| Content (3 points per body paragraph, 1 total) | Describe 3 events/sites per paragraph                    | Describe 2 events/sites per paragraph                       | Describe 1 event/site per paragraph                          | Describe no events or sites in a paragraph            |
| History  | Ties in history to all three body paragraphs             | Ties in history to two of the body paragraphs               | Ties in history to one of the paragraphs                     | No mention of the history of Spain                    |

**Total: 50 points**

**Week Three:** Friday

**Topic:** Summative Test

**Objective(s):** Students will demonstrate their understandings on the summative test

**Materials:**

- Pencil and paper
- Journal
- Unit test

**Activities:**

- **Warm up:** students have the opportunity to ask any questions of the teacher before the unit test is handed out
- **Unit test:** Test is a mix of question styles based on the conjugations of preterit and imperfect and the culture of Spain. All points values will be explained in each portion of the test. The last question of the test will be asking them what was, in their view, the most important information learned in this unit.

**Assessment:**

- Formative: None for this day
- Summative: The test will be the summative grading point for this day.

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

### Unit Test

Topics: Spain and the preterit and imperfect tenses

#### Part I: 10 points

Conjugate the verb in the correct form of the preterit tense.

- Ayer, mi amiga y yo \_\_\_\_\_ (ir) al cine para ver una película.
- Ella \_\_\_\_\_ (comprar) palomitas y un refresco.
- Pero, yo \_\_\_\_\_ (pedir) dulces en vez de palomitas.
- Antes, mi amiga \_\_\_\_\_ (decidir) llamar a otra amiga.
- La otra amiga y su novio \_\_\_\_\_ (llegar) para verla con nosotros.

#### Part II: 10 points

Conjugate the verb in the correct form of the imperfect tense.

- Cuando \_\_\_\_\_ (ser) niña, \_\_\_\_\_ (querer) comprar este perro.
- \_\_\_\_\_ (estar) en el centro comercial con un montón de otros perros.
- No \_\_\_\_\_ (haber) otro perro como este perro.
- Pero mi familia y yo \_\_\_\_\_ (vivir) en un apartamento con una regla contra los perros.

#### Part III: 21 points

Conjugate the verb in the correct tense, either preterit or imperfect.

- Ayer \_\_\_\_\_ (estar) nevando.
- Mi madre y yo \_\_\_\_\_ (ir) al almacén para comprar un abrigo nuevo.
- \_\_\_\_\_ (ser) las 8:00 de la tarde.
- Yo \_\_\_\_\_ (tener) que seleccionar rápidamente antes de la hora de cerrar.
- Mi abrigo antiguo \_\_\_\_\_ (ser) rojo pero \_\_\_\_\_ (querer) uno nuevo en azul.
- Finalmente, la vendedora y mi madre lo \_\_\_\_\_ (encontrar).



**Part IV: 15 points**

Match the terms with their definition by putting the correct letter next to the term

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1. flamenco _____               | a. la capital de Cataluña         |
| 2. gallego _____                | b. la capital de Galicia          |
| 3. jai alai _____               | c. la capital de España           |
| 4. Guernica _____               | d. la capital de País Vasco       |
| 5. Santiago de Compostela _____ | e. hombre de una corrida de toros |
| 6. Bilbao _____                 | f. el baile del sur de España     |
| 7. Catalán _____                | g. el baile de Cataluña           |
| 8. sardana _____                | h. santo patrón de España         |
| 9. els castellers _____         | i. torres de personas             |
| 10. Santiago _____              | j. el idioma de País Vasco        |
| 11. euskera _____               | k. el idioma de Cataluña          |
| 12. Barcelona _____             | l. el idioma de Galicia           |
| 13. Torero _____                | m. el idioma de España            |
| 14. Madrid _____                | n. un sitio de guerra             |
| 15. castellano _____            | o. el juego de País Vasco         |

**Part V: 14 points**

Choose two of the following statements and write a short answer, 3-5 sentences in Spanish, answering it. Make sure to write which topic you are writing about to the left of your answer.

1. Describe el intercambio colombiano americano.
2. Selecciona una invasión de España y describe como era.
3. ¿Cómo es el día normal de una española?
4. Selecciona una comunidad autónoma y describe como es su cultura.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

**Part VI: 5 points**

What was the most important information learned in this unit?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

## Annotated Bibliography

Arango, E. R. (1985). *Spain: From Repression to Renewal*. Boulder, CO: Westview Press, Inc.

Though many believe the main source of terrorism in the Basque country is from extreme nationalist, and there is merit in this thought but there is more to situation than meets the eye. There is violence from both the left and the right of the political spectrum, which is a common misconception. From the left, we have ETA in the Basque country. During the 1980's it was estimated even 3% of the priests in País Vasco were supporters of the ETA so the country has lenience away from religion due to this nowadays. From the right there is the Frente de la Juventud, which is a scary thought because it is made up of such young extremists.

Franco's reign led to a lot of repression and taboos formed that we take for granted today. The two biggest taboos were sex and politics during Franco's reign. This is due to his vision being all about Catholicism and making sure they return to being good men of faith instead of the cosmopolitan life that has destroyed them in the past. Before Franco, there was the Generation of '98, meaning 1898, and they wanted to find what made Spain successful before the fall of their empires and how they could become that way again. However, the generation after the Generation of '98 was for those who felt stifled under Franco's rule. They expressed themselves with underground writing to help their stifled thoughts to be expressed. It really was an uphill battle for any intellectual during Franco's regime and many fled the country. A large amount of censoring took place with the arts but the literature and films that did make it out targeted the poor state of life in Spain instead of the regime directly so they were allowed.

Finally after the regime of Franco ended, La Guernica, one of Picasso's most famous work targeting the Guerra civil, was able to return to Spain after democracy was re-established as per the request of Pablo Picasso himself. A focus on culture and the arts was in boom after Franco as well as education due to the repression. As one could imagine, rules began to change and a pull away from Catholicism, due to the intense relation to Franco, was battled. One example was divorce being legalized in 1981, less than a decade after the death of Franco. At this time, education reform was put into place with a focus on getting students proficient and allowing the parents the right to choose the religious affiliation their child would get instead of forces Catholicism.

Arango, E. R. (1995). *Spain: Democracy Regained*. Boulder, CO: Westview Press, Inc.

Franco was made the supreme military commander on October 1, 1936 during la Guerra Civil and became the head of the government of the Spanish state. He did this by eliminating all but one of his fellow officer's on his side of the war in one night and making it impossible for anyone else to be able to take over. This is such an impressive feat because he was also the youngest military officer in Spain's history. As the war ended and he took power, it became evident quite quickly he planned to be the dictator and his power was the only power in the government. By 1938 he was given the right to exclusively make the laws with no help from others. He followed totalitarian ruling over any other type of ruling. When it came to WWII, Franco was allied with Hitler so he allowed him to practice his war techniques on a small town in the north of Spain, known as Guernica. This is where the painting of the same name by Pablo Picasso was painted.

Edwards, G. (2009). *A Cultural Journey Through Andalusia*. Wales, England : Dinefwr Press.

The invasion of the Moors started in the year 711 and persisted for over seven centuries. Almost all of the Iberian Peninsula was taken over by the Moors, minus the small part held onto in the north by the Christians. The Moors named their land Al-Andalus. They set up their capital in what is still today a lively city in Andalucía, Córdoba. This city was extremely unique due to a mix of Christianity, Judaism, and Muslim religions. Away from the battle areas, peace between these religions grew and they were able to grow off one another. The Muslims loved to develop their intellectual side and worked on literature, books and poetry in particular, as well as art and architecture. Due to this long lasting reign in Spain, Muslim is a prominent religion in the south. In fact, Córdoba is the home of La Mezquita, the third largest mosque in the world and is a center for Muslim worship there. Their addition to the trading market of Spain put it on the map and helped it become a wealthy area. Due to this, the Moors provided to the architecture of the south by adding a 12 royal palaces, over 1000 mosques, and over 800 public bathhouses, exotic gardens, and other public works that many are still there today.

When one thinks of Spain the image of a flamenco dancer comes to mind. The songs are sometimes in the language of the gitanos and this is where the history of the flamenco starts. In one of the waves of immigrants, there was a group of people who came from India to Barcelona and, at the same time a group from India to Egypt. Eventually, in the 16<sup>th</sup> century, both these groups all ended up in Andalucía. The groups these people became is what we call gitanos (gypsies). This name comes from the Spanish word egipcio, which means Egyptian in Spanish. These gypsies are seen as vagabonds and the scum of society in certain places in Spain and are distinguishable by their dress and unique language. It is thought the songs people use for flamenco dancing originated from the music from the troubles of these oppressed people. Along with the influence of Muslim, Jewish, and Christian religious and folk music, they all were mixed with the Indian Gitano music, and thus flamenco was born. There are three types, in a range from most troubled and slower to lighter and less troubled, called cante grande, intermedio, and chico. Soon in the south of Spain, small neighborhoods developed of these gitanos, particularly in Sevilla, and the gold of flamenco music was created there. When the gitanos arrived in Spain, there was already religious dance from the Hindus who had moved there before them and the Moors had their dance too with emphasis on hand movements. Therefore, with the music from the gitanos fit in with what was already developing and the dance came along with it. The flamenco we know today was started in little cafes called a *café cantante*. All society levels were welcome as well as foreigners because the flamenco appealed to everyone. Nowadays, there has been shift from gypsy base to more commercial and friendly for all and a tourist attraction.

The bullfight is another common symbol of Spain. It is a connection between ancient civilizations, though the exact origin isn't completely known. There are quite a few ideas about its origin, be it from the feats of Hercules or sacrificing to the great mother goddess. It is a ritual more than anything else and tradition from a long line of culture. We all know the red cape is the main symbol of the bullfight and in Spanish it is called the *muleta*. The bullfight has a very particular sequence and order, hence the idea of it being traditional. Every bullfight starts with the president or king entering and waving a green handkerchief. Nowadays with the whole country being together and it being difficult for the president of the king to make it so a painting is placed for the audience to see in the king's box. Then there is a parade of the three types of people involved in the bullfight: *matadores*, *banderillas*, and *picadores*. As an opening act in a way, the bull is set loose and the *banderillas* go out with a flag to see how the bull tends to go (left or right) then the *matador* comes out for a few runs, these are called *veronicas*. Now the

actual fight begins. There are three parts, kind of like three acts to the bullfight, which are called tercios. First, the picadores ride on horses and stick lances into the bull to tire and hurt them. This is one of the saddest parts of the bullfight for those who are opposed to them because horse can often times be killed or injured if the picadores can't get the lance in the right way immediately. The next stage is considered the elegant stage, where the banderillas put darts into the neck of the bull. This is not meant to hurt but to tire the bull. In images of bullfights these darts are the colorful things hanging off the bull's neck. Finally the matador comes out. This is the step where he comes into the ring for the final kill. He starts with a few passes with the muleta. The passes are designed to tire the bull once again. The final kill is with the sword, with one swipe. There are a plethora of swipe types and each is under the technique and choice of the matadores.

Francisco, U., Michael, U., & Kathleen, M. (2009). *España y su civilización* (6th ed.). New York, NY: McGraw-Hill.

With a focus on tourism as the main income of Spain, the slogan of Spain is, in English, "Spain is different". The country as a whole has a catholic influence from the catholic king and queen responsible for the formation of Spain, Fernando and Isobel. However, they have tried to stray away from this in the past few decades and focus on new technological advances. The major advances began with the final few years of Franco, in the early 70's. He was losing power and began to give his power up to other people. During his last few years, the Basque country had many problems and some saw it as an opportunity to move away from the country as a whole. This main movement was brought on by ETA who focused on violence against illegal actions Franco was doing towards the region. Franco had created the guardia civil to fight groups like this and this is why the guardia civil is such a problem nowadays. Though they were repressed and harmed by Franco, ETA went about the fighting the wrong way with violence. In 1973 they assassinated admiral Luis Carrero Blanco with a bomb in the metro. This was one of the biggest terrorist moments in Spain's history.

Finally, on November 20, 1975, Francisco Franco died and, before his death, he decided to turn the country back over to the monarchy that was in place before the civil war in the 1930's. This led to Juan Carlos de Borbón becoming the king of Spain, and he is still the current king of Spain. There were suspicions surrounding Juan Carlos because Franco chose him and many thought he might still have fealty towards Franco and his reign. The country was looking for a forward movement away from Franco and many thought this was going to be the new Franco. To move in a forward direction, Juan Carlos made the country a democracy with elections and a parliament, following the similar set up to England. He started to allow individual and local flags, languages, and communist and nationalist political parties. In the first election, Adolfo Suarez won and the first president of Spain was in place. However, this was not where the problems ended; more was needed to further the advancement.

This brings us to the writing of the constitution in the year 1978, establishing Spain as a parliamentary monarchy and finally Spain was declared a country for the first time in history. One of the first things set up with the constitution was a separation of church and state in an attempt to get away from Franco's reign. Additionally, almost all rights were taken from the King. He reigns but doesn't govern the country. Many movements were made in the forward direction, however the zones of Galicia, Cataluña, and País Vasco were not fully satisfied with the rules and plans set in place.

Conflict is a common theme in Spain for a large amount of their history. There was an event known as “El golpeazo”. This was when a lieutenant colonel from Franco’s guardia civil entered the parliament and shot a gun into the air in an attempt for an overthrow the state, known as a “golpe de estado”. Now, every autonomous community has their own nationalist party running in for positions in the government and some, Cataluña and País Vasco in particular want to be independent. With Adolfo Suarez ending his presidency, the second president of Spain was elected in 1982 and he brought in a new fact to the country with the first socialist party member, part of the PSOE, his name was Felipe González. The PSOE doesn’t follow the socialism of Karl Marx, what many of us think of when we think about socialism, however González followed more of a social democracy idea. He had the vote of the youth because he was new and innovative. Additionally, with González Spain was considered finally a part of Europe and not their own area. They were even brought into NATO with their own voice in the goings on in Europe.

Today there is still identification with local communities as there was in the past. It is just as intense, however not all follow this thinking but there are some. In 1996, there was a movement away from the socialist party and PP (partido popular) was elected into office. This party was considered the people’s party. With this reign, the country was brought into the European union and introduced the euro as their money. This helped better the identity as Europeans and not just Spaniards. When September 11, 2001 happened to the United States, the partido popular supported the war Bush started with the Middle East. This was against what many Spaniards believed so there was opposition and problems with the Spanish participating in this war. With Zapatero, the following president, there was a switch back to the PSOE political party. He made great strides towards modern and liberal movements in Spain. He legalized marriage for all people, not just heterosexual marriage. The betterment of Spain was doing so well that there was a large influx of illegal immigrants from Africa and China to better their lives. However, there still are problems with ecology, which Franco ruined all those years ago.

Gemie, S. (2006). *Galicia: A Concise History*. Wiltshire, Great Britain : Antony Rowe Ltd.

The name Galicia comes from the Roman word for Celts, which insinuates the Celts were the first people there however there were local people in the area before the Celts were. The locals were known for their metalworking and their pottery because of the abundance of gold and other metals. There is evidence of Celts in the castros, or hill forts, however there is no evidence of celtic language. The Romans invaded before Common Era and were after all of the gold and metalwork in Galicia. The local people were a little slow to adopt Roman ways but eventually incorporated the ideas of structured city set up and government. The Christians came to the area around 200C.E. and the religion was slow spreading because of the strong local values. Later on, there was a spread of invasions from the Germanic tribes, namely the Suebes and the Visigoths. These groups were much more ready to accept the current state of Spain and assimilate to their practices and languages. However, the Germanic tribes did little to actually change Spain because their ruling style was chaotic. The next invaders were the Moors. Many Spaniards welcomed the Moors because of their vast knowledge and scholars; they brought a large amount of knowledge to the area. However, the major group opposing the moors was the people of Asturias, led by Pelayo. The climate of Galicia didn’t interest the Arabic people much so they didn’t fight too hard to keep the area. Due to the close location to Asturias, Galicia was gradually accepted into the Christian kingdom opposing the Moors.

Galicia is known for the end of Camino de Santiago (St. James Way). The myth began in



780 CE when a monk wrote a hymn making the statement that St. James had been in Spain and would return to help cleanse the land of the Moors. This didn't take hold immediately however it did lead eventually take hold with the Reconquista. The problem with the Reconquista is the religious aspect due to many people of the peninsula being more than okay with harmonious living of the Jews, Christians, and Muslim people. Eventually, a rumor started stating the remains of St. James were found in Galicia and a shrine was started. This is when the Camino de Santiago started. The locals gave money to build a church and Santiago de Compostela was officially made. Religion was beginning to be major glue for the area.

During Franco's reign, learning gallego was difficult. It was done at home or on the street and never in school. Nowadays, gallego is learned almost exclusively in school. It is the language of the restaurants and people, however many aspects that are more official, like the newspaper and the government, Castilian is more common. The local music is played by the gaita, which is the Spanish bagpipe. Additionally, the pandereteiras are women who sing harmonies with their tambourines in groups.

Keown, D. (Ed.). (2011). *A Companion to Catalan Culture*. N.p.: CPI Antony Rowe.

During the decadencia in the 18<sup>th</sup> century, there was an unexpected downfall and suppression in Cataluña and the Catalán language took the back seat. It was the language of the peasants and the elitist people wanted to connect with the new Spanish reign by speaking castellano. However, in 1833 an elite member of society published a happy birthday letter in catalán and it was back on the map as a language of the autonomous community. It has become apparent of the years that language, politics, and culture are inseparable and depend on one another in this region.

Cataluña has been one of the only places in Spain to barely be touched by the invasion of the Moors in the eighth century, having their presence in the area for less than a century as opposed to other parts of the country, which had the presence for over seven hundred years. Cataluña made their boom into the commerce industry as the first place in Spain to have a factory in the 1820's. Their local folk music is called the sardana and is sung in Catalán. It is considered the national dance and song, however has been over shadowed in the eyes of the youth by the castells. This is less a dance and more building of towers with people in rapid amount of time. The origins come from hundreds of years ago in small towns and the participation in the competitions and continuing the tradition is seen as continuing the culture of Cataluña. Additionally, the favored sport is English football, of course sported by the constant feud between FC Barcelona and Real Madrid.

Barcelona is a must see for all travelers of the world but the reasons are so vast. The architecture of Gaudí is modern and eye catching, something everyone must see to truly appreciate. Additionally, with the ever expanding city, the beach is right there for all to enjoy, making it a true destination. However, this is taking away from the culture of Cataluña and making it more and more a tourist big city void of the local influence. The original settlement was Montjuïc, a castle set on top of a small mountain next to what is now the downtown areas. As it became a city more than a settlement, architects were asked to come in to make it more local flavor. This is how Casa Batlló and others like it came about. After Franco died and democracy was restored, there was a huge push for growth. By 1992, Barcelona held the summer Olympics and was one again on the map for a must see destination. Catalán was even made one of the official language of the games, however this created conflict with the government and the state of Spain as a whole because they wanted Spanish to be the main attraction. As a downfall to the boom in tourism however, the main attractions lost their cultural significance and many

people simply came to see them because they needed to see the famous site. With the creation of Las Ramblas, it has been created in a manner that tourists can shop and site see then walk mere minutes to relax on the beach.

Kurlansky, M. (1999). *The Basque History of the World*. N.p.: Walker Publishing Company.

The game known as *jai alai*, which is the sport known as specifically from the Basque country. Someone from France who was living in the area at the time invented it and in euskera it is known as “happy game” and was made to be the pastime of the people. When someone in Spain thinks of País Vasco, many will think of the color red and this is because of the history. It is called rouge basque and was the color of many of the buildings. Originally, it was the blood from cattle to make these walls red. País Vasco also has a pastry called gâteau basque and it is a cake filled with either cherry jam or pastry filling. Cherries are special to the area and the black cherry known as itxassou xapata is especially unique. It only blooms for a few weeks in June but is very profitable for the province. They have their own shoes, known as espadrilles and their own tools, language and sports. The culture of País Vasco is very unique and interesting.

País Vasco itself is slightly smaller than New Hampshire. The native people have a distinctive set of features, noticeably different from other Spaniards. They have a straight nose, thick eyebrows, a strong chin, and long earlobes. Additionally, their language makes them extremely distinctive. The most noticeable aspect is the xt combination, which is pronounced tcha. The language is very unique and the only language slightly similar is Hungarian so there is a possibility the people emigrated from Lapland. The people where the language originated from were probably there before any French or Spanish group.

Originally, there was little violence between the natives and the invaders. The Romans chose to invade and start their influence and this is where the original rebellion started. Over the past few centuries, the basque people have come to see America s some type of place to be successful and were one of the first groups of people to buy products from the dealers. Since they had connections with America, the gastronomy of the basque country has a lot of chili peppers and black beans in the food. Columbus influences the people quite a bit. However, they saw chocolate as a vile habit due to the mushrooms added as a hallucinogenic. There is a city in País Vasco called Guernika. This town was used as a bomb practice target by Hitler, which Franco was okay with. The problem was, at the time, País Vasco was not a part of either of the areas and was suffering in between the two governments.

Mas, M., Melcion, J., Rosanas, R., & Vergés, M. H. (1987). *Digui, digui. Curs de catalá per a no-catalanoparlants adults* (2nd ed.). Catalana, España: l'Abadia de Montserrat i Enciclopèdia.

This book is a school textbook for those who are learning to speak the language Catalan. It is an introductory book with a focus on the basic and primary lessons in learning any language. These would be a focus on general conversation questions, greetings, numbers and colors, and small vocabulary and grammar lessons. This book is useful for my students to have a visual of the language and allow them to both see and hear as I say to words aloud so they are able to better see the difference between Spanish and Catalan.

McRoberts, K. (2001). *Catalonia: Nation Building Without A State*. N.p.: Oxford University Press.

The language of Cataluña is called Catalán and has been around for many years. With his reign, Franco banned any public use of the language Catalán because he wanted unity. However it was still preserved by the people secretly. It is evident when one sees and hears Catalán it is closer to Italian and French instead of Castilian. Castilian is the origin of Spanish and is what many Spaniards and others call the language instead of Spanish. Catalán has its own grammar and lexicon rules separate from any other language, therefore it isn't just a dialect or accent of Spanish, but its own language. The literature in Catalán flourished in the 10<sup>th</sup> and 11<sup>th</sup> centuries and is considered the golden age of Catalan literature, though it was not officially a language at the time. However, the Bourbons invaded after this and their oppression shifted the focus to Castilian as the country began to consolidate and become a whole. In the early 20<sup>th</sup> century, Catalán was finally standardized as a language through the creation of a language academy and a dictionary. It has been its own entity for thousands of years, back to Cataluña's discovery in 600 BCE and the freedom from the Moors in 790. When the Moors attacked again in 985, and there was no help from France, nationalists in Cataluña see this as the start of their own country and entity of Cataluña away from any other country. There is a great deal of economic and political power in Cataluña and nationalists see this as their strength. Barcelona is the tourist capitol of Spain and this holds weight with the nationalist views. Then, there was invasion and suppression with backlash against the language since the early 18<sup>th</sup> century.

When it comes to Cataluña, the core value and defining trait of the nation is the language of Catalán. If one speaks the language, they are considered a part of the nation. The physical boundaries are a little more vague. There is the actual autonomous community of Cataluña, but in addition to this there are parts of the south of France, parts of the north of Valencia, and las Islas Baleares. When it comes to the idea of separating from the nation of Spain as a whole, the members of the partido popular (PP) are on the side of Spain staying a nation as a whole instead of separating from the country. It is mostly the nationalist party that wants to separate. However, the nationalists never win the elections. Only 34.1% of the population identifies with the area of Cataluña as a nation, while 59.3% see it as a region of Spain, which makes for the nationalist movement difficult to take control.

Pereira-Muro, C., & Beusterien, J. (2003). *Culturas de España* (pp. 233-266). Boston, MD:

Houghton Mifflin Company.

With all the uproar and want from the nationalists for a separate country than Spain in the zones of Cataluña and País Vasco, one piece of information has been conveniently over looked. The constitution of Spain has a clause saying Spain has an indissoluble unity. This means even if they feel the need to leave the union, this is not possible because it was decided then once they are a part they must be for good. However, the ambiguity of the constitution has been a problem since it was written. Many people can interpret the information from the constitution in different manners and ways.

Galicia today is made up of four provinces: A Coruña, Lugo, Ourense, and Pontevedra. The capital of Galicia is Santiago de Compostela, however A Coruña and Vigo are larger. The reasoning behind this is because Santiago de Compostela is where it believed the bones of St. James are buried. Every year, thousands of pilgrims walk El Camino de Santiago from the south of France across the top of Spain to end in Santiago de Compostela. This is a pilgrimage for catholic reasons but is the main source of tourism for Galicia. The official language of Galicia is gallego, which is a Latin language very similar to Portuguese. In Galicia, 88% speak this language in addition to Spanish. The countryside is very green filled with forests and trees; it

looks more like Ireland than Spain. The common saying is that the rain in Spain falls mainly on the plains, but the truth is it falls mainly in the north, which is very mountainous. Galicia does contribute to the economy of Spain partially but not very well with its farm animals, potatoes, white wine, textiles, and most importantly the seafood from the Atlantic Ocean. Galicia wasn't officially added into the area of Spain until the year 1936, at the beginning of the Guerra civil. Due to influences from the invasion of the Celtic people many years ago, there is a huge influence in the music and art. It seems like one is in Ireland rather than in Spain when you listen and look at the music and traditional dress.

Cataluña today is made up of four provinces: Barcelona, Tarragona, Lleida, and Girona with the capital being the city of Barcelona, not to be confused with the province of Barcelona. Cataluña has only been an autonomous state of Spain since 1932. Officially, the language of Cataluña is Catalán but they speak this language in other parts of the Mediterranean as well, for example southern France, las Islas Baleares, Valencia, and small parts of Murcia. The long drawn out nationalist movement has made many think that due to their own language they should be independent of Spain, seeing as they could support themselves economically. Since Barcelona is the tourism capital of Spain and holds such a big pull of foreign commerce and vacation destinations, there is a huge amount of immigration to the region from not only other countries but also from other parts of Spain due to the economic boom. The countryside and climate of Cataluña is very diverse with a mixture of mountainous regions like Galicia and Mediterranean heat and beachfronts. Due to the port of Barcelona being on the Mediterranean Sea, throughout history this has been an important port for trade. This is why the main income for Barcelona and Cataluña in general is their business, trade, and commerce. When it comes to the culture and identifying with who they feel they are, there are two views of today's cultures. The first is that there is an authentic cultura catalana and the second is there is really a cultura mestiza or charnega.

Finally, País Vasco is made up of three provinces: Álava, Vizcaya, and Guipúzcoa with the capital being Bilbao. It is an area very secluded and different than the rest of Spain. There are parts of Navarra and France that consider themselves to be a part of this culture. The main pull of this cultural identity is the use of the language Euskera, which is unique as it is the only language of Spain that is not Latin in origin and the actual origin is uncertain. As of 1995, less than 35% of people actually spoke the language of Euskera. When it comes to climate, because it is in the north, it is very similar to Galicia. Additionally, with the problems with Franco and ETA, they have an aversion to Catholicism. Due to repression there has been a big push for nationalism.