

UNIT PLAN 7

TITLE	THE SPANISH EMPIRE AND THE BAROQUE
GROUP	2º ESO
HISTORY TEACHER	ELENA GARCÍA MARÍN
CONTENTS	<ul style="list-style-type: none"> - Emperor Charles V / King Charles I of Spain: his reign and his empire - The revolt of the Comuneros - The reigns of Philip II, Philip III, Philip IV and Charles II - Why Spain lost its supremacy - The crisis in the 17th century - The situation in Europe in the 17th century - Baroque architecture - Baroque sculpture - Baroque painting - The Golden Age of Spanish painting
ENGLISH AIMS	-Vocabulary related to different civilizations: The reign of Charles V, The Comuneros, the revolt, the Parliaments, governor or viceroy, Ottoman Turks, German Protestant princes, possessions, Philip II, abdicated, Hispactic Monarchy, Confrontation, foreign policy, domestic policy, Count-Duke of Olivares, chief minister, Treaty, the plague, bankruptcy, frontiers, absolute monarchy, the baroque, curved lines, lights effects, rich ornamentation, colourful materials, naturalism, realism, strong emotion, intense feelings, polychrome
LEARNING	<ul style="list-style-type: none"> - Learning about the reigns of 16th and 17th century Spanish monarchs - Discovering the reasons for the rise and fall of the Spanish Empire - Finding out about expeditions to the New World - Analysing the short-term and long-term causes of the Spanish crisis - Learning about the baroque style - Finding out about new methods of scientific research - Discovering baroque art and architecture - Analysing a baroque painting
ACTIVITIES/ COGNITIVE SKILLS	<ul style="list-style-type: none"> - Completing gaps and answering questions on texts - Matching references to a historical text - Completing a table to record the results of different policies - Interpreting a chart about population - Analysing the economic impact of the discovery of America - Analysing the causes of the Spanish crisis - Describing and analysing baroque paintings
RESOURCES AND MATERIALS	<ul style="list-style-type: none"> - Schemes on the blackboard. - Presentations with the computer. - Internet (pictures, interactive exercises...) - Educational films. - Virtual visits to archaeological sites
EDUCATION	- Curiosity to know about Spanish monarchs in the 16th and 17th centuries

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VALUES	<ul style="list-style-type: none"> - Appreciation of the problems different monarchs had to face - Curiosity to learn how Spain organised its Empire and what losing its supremacy meant - Critical attitude towards the results of different policies - Appreciation of the baroque style in art, architecture and sculpture - Curiosity to know about important figures of this period: Velazquez.
KEY COMPETENCES	<p>Linguistic communication</p> <ul style="list-style-type: none"> • Vocabulary related to reigns, inheritance, policies and confrontation • Expressing obligation: <i>Philip II had to face many problems.</i> <p>Learning to learn</p> <ul style="list-style-type: none"> • Learning to use charts giving information about population • Learning to analyse causes and consequences of different policies <p>Mathematical competence</p> <ul style="list-style-type: none"> • Interpreting population trends on a chart <p>Digital ICT competence</p> <ul style="list-style-type: none"> • Using the Internet to find out about the Spanish conquest of America • Doing a web task • Accessing paintings on a website <p>Temporal competence</p> <ul style="list-style-type: none"> • Comprehension of the time-scale of important figures and events during this period <p>Spatial competence</p> <ul style="list-style-type: none"> • Using maps for historical information <p>Interpersonal and civic competence</p> <ul style="list-style-type: none"> • Working in pairs to write about the results of an Internet investigation <p>Autonomy and personal initiative</p> <ul style="list-style-type: none"> • Interpreting maps in order to answer questions • Judging Success of Emperor Charles V • Carrying out a detailed analysis of the causes of the Spanish crisis <p>Knowledge and interaction with our world</p> <ul style="list-style-type: none"> • Learning historical facts about an important building still in existence • Observing various works of art from that period which are still in existence <p>Cultural and artistic expression</p> <ul style="list-style-type: none"> • Observing and speculating about a painting • Comparing a painting of an emperor with his family tree • Analysing a baroque painting in detail • Writing a description of a photo
ASSESMENT	<p>Written test in first language / second language</p>
FURTHER INFORMATION	<p>Visit http://www.ieslamadraza.com/elena/websociales/geographyandhistory2eso/austrias/austrias2.html</p>