

3

THE FALL OF AN EMPIRE

Learning objectives

By the end of this unit, pupils will have achieved a greater understanding of the following concepts:

- the reigns of Felipe III, Felipe IV and Carlos II
- the Spanish Golden Age and its writers and artists
- Felipe V, the first Bourbon king of Spain, and key events from the Bourbon reign
- the scientific expeditions of Jorge Juan
- the reign of Carlos III and the modernisation of Madrid

Competences

This unit covers the following competences:

- Linguistic competence
- Mathematical competence and basic competences in science and technology
- Digital competence
- Learning to learn
- Cultural awareness and expression

Key vocabulary

Monarchy: abdicate, absolute monarchy, advisor, bankrupt, declare, duty, dynasty, heir, inherit, succeed, succession, successor, throne, treaty, *valido*

Science: calculate, flattened, height, measure, pace, poles, quadrant, triangulation

Society: artisans, decoration, expel, famine, foundation, plague, merchants, modernisation, sewage systems, street lighting, transform

The Golden Age: artists, court painter, genius, great master, humour, portraits, satire, writers

Cambridge English Qualifications practice

You will find **A2 Key for Schools** activity types in the following exercises:

Pupil's Book, page 38 – Listening Part 2

Pupil's Book, page 40, Activity 1 – Reading and Writing Part 1

Activity Book, page 19, Activity 13 – Reading and Writing Part 3

Throughout this unit, you will find the following **A2 Key for Schools vocabulary**: building, career, clean, famous, favourite, garden, golden, guide, hospital, house, improve, metre, modern, museum, painting, paint, problem, rain, tour guide

Throughout this unit, you will find the following **B1 Preliminary for Schools vocabulary**: age, architect, earth, education, monument, palace, period, poet, politics, relative





Materials needed for *Find out more*

- quadrant template (see digital resources)
- card
- pencils
- long rulers or tape measures
- glue
- cardboard
- scissors
- sticky tape
- thick drinking straws
- string (enough for 21 cm per pupil)
- weight (bead or screw, etc.)

Materials needed for other activities

- blank cards cut out into trading card size (three per pupil)
- small pieces of blank paper
- dictionaries
- photocopies of map of Madrid
- drawing paper
- paints / brushes / colouring materials
- materials to make collages and sculptures

Explore

The *Explore* project encourages pupils to investigate Spanish history by examining works of art by famous painters. They will research different works of art and learn about the society, politics and culture of Spain. They will compare paintings, before finally using their own creativity and imagination to create their own piece of artwork reflecting how they see life in Spain today. The different *Explore* stages focus on the following skills:

- autonomous research
- exchanging information with others
- describing scenes
- comparing paintings
- using research, creativity and imagination to produce a piece of art

Digital Lab 5 Social Science

- Interactive activities
- Flashcards
- Song: *Habsburgs and Bourbons*
- Video: *The Birth of Modern Spain*

UNIT 3
PAGES 30–31

Objective

Pupils will take an overall look at the rule of the Habsburgs and the Bourbons and will reflect on how Spain has changed since the Middle Ages.

Key vocabulary

inherit, plague, modernisation, succession, throne

Warm up

- Help pupils consolidate content by reviewing the reigns of Carlos V and Felipe II. Write the names of the two kings on the board. Ask one half of the class to brainstorm everything they can remember about Carlos's reign and create a mind map in their notebooks. Ask the other half of the class to do the same about Felipe II. Feed back with the class. Ask if Spain was in a strong or weak position at the end of the 16th century. *Despite economic problems, the Spanish Empire was the biggest in the world.*

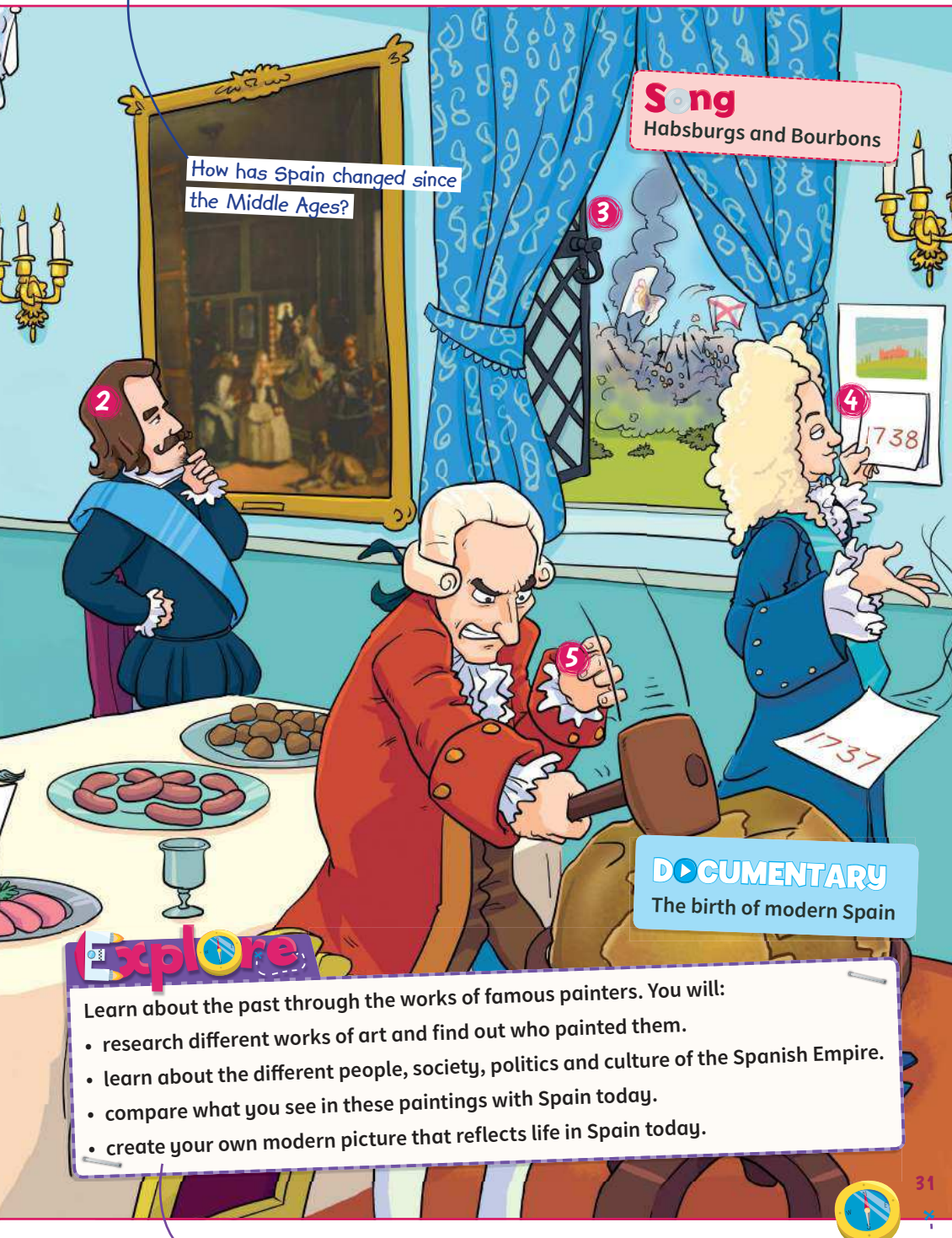
Main concepts

- Play *Hangman* with the word *Habsburg*. Afterwards, ask: *Who were the Habsburgs?* Explain that the House of Habsburgs were rulers from Austria and Central Europe. Isabel and Fernando's daughter, Juana I, was married to Felipe I, the Habsburg son of the Holy Roman Emperor.
- Ask: *Where were the Bourbons from?* France.



Felipe III (1), Felipe IV (2), Diego Velázquez (in the painting) (2), Felipe V (4), Jorge Juan (5), Carlos III (6)

Example answers: renaissance and scientific discovery; modernisation of cities, growth of empire



Ask pupils to draw a picture that represents their school. Encourage them to think about all the different types of people who attend the school each day, what they do there and the culture of the school. Afterwards, pupils swap pictures with a partner and write three sentences about what that picture tells them about the school. Explain to pupils that in this unit they are going to learn about how to use paintings to find out about the past.

- In pairs, pupils identify the events in the pictures. Encourage pupils to guess the answers if they don't know. When going through the answers, ask pupils to say about which event they are most interested in finding out more.

Learn more

- Challenge pupils to look at the illustrations of the kings and say if they are Habsburgs or Bourbons.
Habsburgs: Felipe III, Felipe IV, / Bourbons: Felipe V, Carlos III

Song

This song focuses on the Bourbons and the Habsburgs. You can use it on page 33 or as a review at the end of the unit (pages 40–41).

Documentary

This documentary shows the birth of modern Spain under the Bourbon kings and the changes made to Madrid during the 17th and 18th centuries.

Tip

Ask pupils to turn to page 14 in their books and look at the illustration of the medieval town. Then ask them to look at the drawing in picture 6 on this page. Ask: *What differences can you see? In which century would you prefer to live? Why?*

UNIT 3

PAGE 32

Objective

Pupils will examine the reigns of Felipe III, Felipe IV and Carlos II and reflect on the reasons for the decline of Spain.

Key vocabulary

advisor, artisans, bankrupt, dynasty, expel, famine, merchants, succeed, *valido*

Warm up

- On the board, draw a family tree from Carlos V to Felipe II. Draw the branches for Felipe II, Felipe IV and Carlos II but don't label them. Write their titles in a wordpool and ask pupils to label the tree.

Main concepts

- Write key vocabulary on pieces of paper and put them in a box. Put the class into small groups. One person from each group picks a word from the box and invents a sentence with it while the others write it down.

Learn more

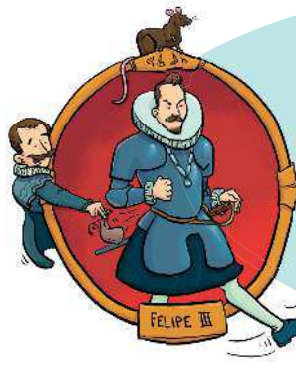
- Draw two more wordpools on the board next to the family tree. In one, write: 1598–1621, 1621–1665, 1665–1700. In the other, write: *Margarita de Austria*, *Mariana de Austria*, *María Louisa de Orleans* and *Mariana de Neoburgo*. Challenge pupils to add the dates and the names of the wives to the correct king.

Famine, plagues, bankruptcy, powerful *validos*, war, inability to have children, etc.

Germans, French, Spanish and Swedish

WHAT PROBLEMS DID THE THREE HABSBURG KINGS FACE?

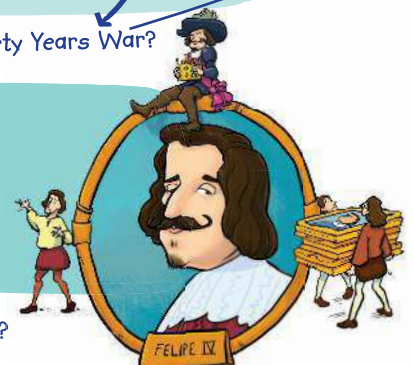
In 1598, the **Spanish Empire** was the biggest in the world, but in the 1600s everything started to go horribly wrong.



- During the reign of **Felipe III**, rains failed and there was widespread famine.
- The **Moriscos** were expelled and Spain lost many of its best artisans and merchants.
- Royal advisors, or *validos*, like the Duque de Lerma, controlled the kingdom.
- Spain was bankrupt.
- The Thirty Years War started in 1618.

Who fought in the Thirty Years War?

- Felipe IV** became king in 1621 at the age of 16.
- His *valido*, the Conde-Duque de Olivares, ruled the country while Felipe IV spent a lot of time on his interests of the theatre and the arts.



Which important event occurred in 1640?



- In 1665, **Carlos II** succeeded Felipe IV when he was just three years old.
- He couldn't have children and the Spanish Habsburg dynasty came to an end when he died in 1700.

There were three major plagues in Spain during the 1600s. What were some of the symptoms of bubonic plague? How did it spread?



Portugal became independent.

Fever, red circular rashes on the body, sneezing and coughing. It was spread by fleas carried by rats.

In map A) the Spanish Empire includes the Islas Baleares, Sardinia, Sicily, Naples and the Spanish Netherlands. In map B), Spain does not have any other territories. Menorca and Gibraltar were given to Britain. Most of the Italian territories and the Spanish Netherlands were given to the Holy Roman Empire.

Carlos II died without an heir, so the Habsburgs and Bourbons started a war over who was to inherit the Spanish throne.

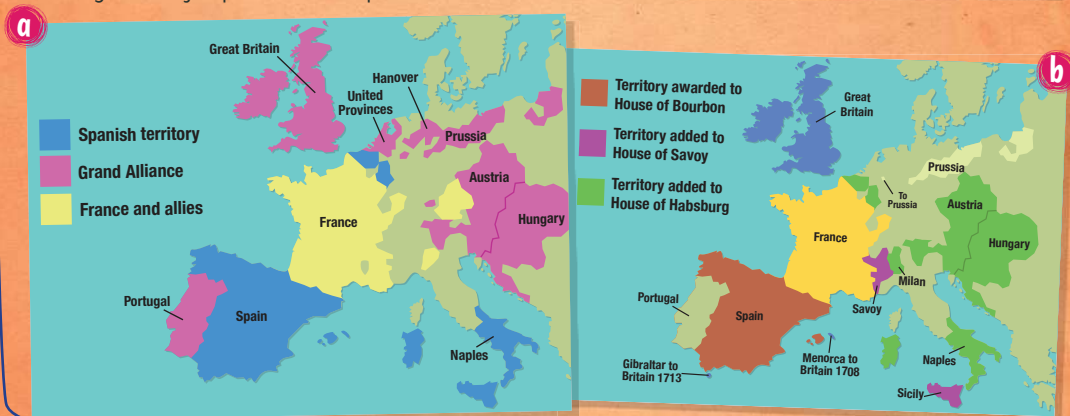
WHAT CAUSED THE WAR OF THE SPANISH SUCCESSION?

Before Carlos II died, he named as successor his nearest relative, **Felipe Bourbon**, the grandson of the King of France. His Habsburg relatives were not happy about this and declared war.

The **War of the Spanish Succession** ended in 1713. Felipe Bourbon won and became Felipe V of Spain, but he had to sign the **Treaty of Utrecht** and give away all of Spain's territories in Europe. Spain was no longer a major power in Europe.

Discover...

what happened to Spain as a result of the war.



Describe the differences between the two maps.



STAGE 1

- Look up *View of Toledo* by El Greco (1597) and discuss it with a partner.
- Describe what you can see. What colours are used?
- Which king was in power at the time of the painting? Are the buildings an accurate representation of how the city was at that time?
- The scene is quite dramatic. How does it make you feel when you look at it?

From my point of view, ...

As far as I'm concerned, ...

Pupils can prepare this *Explore* stage at home using the information from these pages and the internet. Ask pupils to prepare a short paragraph answering the questions from their own view point. Encourage them to use a dictionary and include a wide range of adjectives in their descriptions. Answer: Felipe II was king in 1597.

Extra Activity, page 92:

Pupils take part in a negotiation presenting their country's position with the aim of signing the treaty.

For next lesson... blank card or paper cut out into trading card size (enough for three per pupil)

UNIT 3 PAGE 33

Objective

Pupils will learn about the **War of the Spanish Succession**, **Felipe V of Spain** and the effects on the Spanish Empire.

Key vocabulary

declare, heir, successor, treaty

Warm up

- Play *Who am I?* with the class. Say: *I was very young when I became king. I didn't have an heir.* Elicit Carlos II.
- Play the song *Habsburgs and Bourbons*. Ask pupils to name four kings and one *valido*. See audioscript on page 104.

Main concepts

- Explain to pupils that the Holy Roman Empire and the English also fought in the war. Ask pupils why. *Because they also had a claim to the throne and wanted to prevent France gaining more power.* Ask pupils why Spain gave away a lot of its empire. *So that that other countries would agree to Felipe V becoming King of Spain.*

Learn more

- Write the following jumbled names the on the board: *iuoLs XIV / poLedol I / llWimai III*. Tell pupils to unscramble the words to find the names of the French King, the Holy Roman Emperor and English King.

UNIT 3

PAGES 34–35

Objective

Pupils will look at the **Spanish Golden Age** in more detail and will be able to identify its principal writers and artists.

Key vocabulary

artists, court painter, genius, great master, humour, portraits, satire, writers

Warm up

- On one side of the board write the words: *Miguel, Francisco, El, Diego*. On the other side write: *de Cervantes, de Quevedo, Greco, Velázquez*. Ask pupils to match the names. Ask what pupils already know about these men and create a mind map on the board.

Main concepts

- Put pupils into four groups and allocate each an artist or writer from the page. Tell pupils that they are going to read the information for that person and memorise it, so that they can present it to the rest of the class. While pupils give their presentation, the rest of the class should take notes. Set a time limit for pupils to read the information and memorise it. Choose a speaker for each group.

A period of about a century when the arts and literature flourished in Spain.

Pupils' own answers

WHAT WAS THE SPANISH GOLDEN AGE?

The **Spanish Golden Age**, *el Siglo de Oro*, was a time when writers and artists in Spain produced a lot of famous work. The period lasted for about a century from the end of the 1500s to the end of the 1600s.

Discover...

some of the famous writers, poets and artists of the Golden Age.

Choose one of the cards hidden behind Cervantes, Quevedo, El Greco or Velázquez. Create the card for that person!

Find a famous quote or verse written by each of these writers.

Pedro Calderón
Baltasar Gracián
Miguel de Cervantes

Nationality: Spanish
Born: 1547 in Alcalá de Henares
Died: 1616 in Madrid
Career: He is the most famous of all Spanish writers. He lost his left arm fighting in the Battle of Lepanto and was later captured by pirates and held prisoner for five years. Although his genius was widely recognised, Cervantes died a poor man.
Famous work: *Don Quijote de La Mancha*

Félix Lope de Vega
Luis de Góngora
Francisco de Quevedo

Nationality: Spanish
Born: 1580 in Madrid
Died: 1645 in Villanueva de los Infantes, Ciudad Real
Career: He was one of the most important poets and writers of the Golden Age. He was famous for his satire, but his cutting sense of humour made him a lot of enemies.
Famous work: *Vida del Buscón* and the poem *A una nariz*.

Look back
 When was the Battle of Lepanto and who fought in it?

34

1571. Felipe II against the Ottoman Empire.

Example answers: 'Finally, from so little sleeping and so much reading, his brain dried up and he went completely out of his mind.' Cervantes. / 'He who spends time regretting the past loses the present and risks the future.' Quevedo

Here's the hidden object!

- After all groups have given their presentations, pupils open their books and compare the notes they took from the presentations with the text on the page.

- Challenge pupils to say under which kings the writers and artists on the page lived. *Miguel de Cervantes: Carlos II / Felipe II / Felipe III; Francisco de Quevedo: Felipe II / Felipe III / Felipe IV; El Greco: Carlos I / Felipe II / Felipe III; Diego de Velázquez: Felipe III / Felipe IV / Carlos II*

When pupils have made their trading cards, tell them to choose two more from the completed ones on the page and copy the information onto blank cards. Collect in the cards, shuffle them and distribute them evenly to each pupil. Create a space in the middle of the classroom for pupils to mingle and swap their cards. Tell pupils they should try to collect only writers or only artists. Set a time limit. At the end, ask pupils to say who they have in their collection.

For next lesson... small pieces of blank paper, dictionaries

UNIT 3

PAGE 36

Objective

Pupils will look at the reign of Felipe V and be able to identify him as the first Bourbon king of Spain as well as looking at further Bourbon rulers of the 18th century.

Key vocabulary

abdicate, absolute monarchy, dynasty, expel, foundation, inherit, treaty

Warm up

- Play *Snap!* Ask pupils to write down ten words related to *monarchy* and their definitions on small pieces of paper. In pairs, pupils put their word and definition cards in two piles face down. Next, they both turn over a card from each pile and lay them face up. If the word matches the definition, a pupil shouts out *Snap!* and collects the cards.

Main concepts

- Ask: How was Felipe V related to Carlos II? He was the great-grandson of Felipe IV, Carlos II's father. Ask pupils if they know the longest reigning king in modern Spanish history (Felipe V) and the shortest (Luis I).

Learn more

- Ask pupils to find out more about the Bourbon kings and draw a family tree of the first Bourbon dynasty in Spain.

He abdicated the crown so his son could rule, but had to return as king when his son died.

A monarchy that is not limited or restrained by laws or a constitution

45 years

WHY DID FELIPE V RULE AS KING OF SPAIN TWICE?

Discover...

the first Bourbon kings of Spain and what they did.

The House of Bourbon was one of the most important ruling houses of Europe.

After the War of the Spanish Succession, Felipe V established a system of **absolute monarchy**.

What does this mean?

In 1724, he abdicated the crown to his son, Luis I, but Luis died of smallpox seven months later so Felipe V had to return.

How many years did Felipe V reign for in total?



Fernando VI inherited the throne in 1746.

Fernando signed lots of treaties with other countries. In 1749, he organised the *Gran Redada* to expel gypsies from Spain.

Both Felipe V and Fernando VI, the first of the Bourbon dynasty, laid the foundation for the new Spain.

Who were the Bourbons? Are there any Bourbon monarchs around today?



STAGE 3

- Look up *Felipe V a Caballo* by Jean Ranc (ca. 1723) and describe what you can see. Compare what appears in the foreground and background.
- What do you think the angel flying above Felipe V represents?
- Write your answers down in full sentences.

In the foreground / background, I can see ...

It seems to me that ...

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Pupils can prepare this *Explore* stage at home using the internet and/or reference books. Ask pupils to write their answers in full. In the next lesson ask pupils to exchange information with a partner.

A family of the French Royal House. King Felipe VI and his relatives are from the House of Bourbon.

For next lesson... (per pair of pupils) paper, glue, cardboard, scissors, sticky tape, straw, 20 cm thread, metal weight (bead, screw, etc.), ruler, measuring tape, quadrant template, calculator

Using a process called *triangulation*.

HOW DID JORGE JUAN MEASURE THE WORLD?



Find out more...

Discover...

how to calculate the height of your school.

Materials: paper, glue, cardboard, scissors, sticky tape, straw, 20 cm thread, ruler, measuring tape, metal weight (screw, bead, etc.)

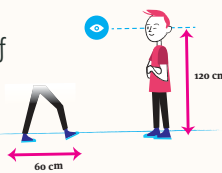
Background: In 1734, while on a scientific mission in South America, Jorge Juan y Santacilia discovered that the earth was not perfectly round, but flattened at the poles. To do this, he used a process called **triangulation**.

Task: Investigate how triangulation works and calculate the height of your school.

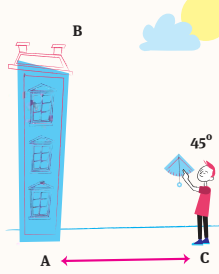
Step 1: Make your quadrant.



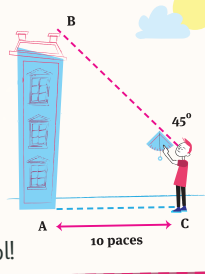
Step 2: Measure the length of one of your paces and the height of your eyes from the ground.



Step 3: Stand by the wall of your school (point A). As you are walking away from the school, look at the top of the building (point B) through the straw on the quadrant until the hanging string marks 45° (point C).



Step 4: Count the paces between A and C. Multiply them by the length of your pace. Add your eye height. We now know the height of the school!



For example:

- John's pace is 60 cm and his ground-eye height is 120 cm.
- He is 10 paces from the school.
- A to C is: $(10 \times 60) + 120 = 720$ cm, or 7.2 metres.

Name three other interesting things that Jorge Juan did in his life.

Find another quadrant hidden in the unit!

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Quadrant on page 34

For next lesson... photocopies of map of Madrid

Example answers: He was a naval officer and participated in the campaign of Naples at age 22. He was sent to England to spy on the British Navy. He was in charge of Spanish naval construction. He founded the Real Observatorio de Madrid.

UNIT 3 PAGE 37

Objective

Pupils will put into practice Jorge Juan y Santacilia's findings in an experiment to measure the height of their school.

Key vocabulary

calculate, flattened, height, measure, pace, poles, quadrant, triangulation

Warm up

- Show pupils the picture of a quadrant. Explain it was a scientific device used many years ago. Ask pupils to guess what it was used for. *For measuring the height of stars in the sky that was used for calculating directions.*

Main concepts

- Put pupils into pairs to carry out the experiment. Before pupils make their quadrants, demonstrate how to do it yourself. Monitor and help as necessary until each pair has a finished quadrant.
- When pupils are going through the steps, make sure they remember to keep their notes organised so they can easily do the calculations later.

Learn more

- Challenge pupils to carry out their experiments with different buildings or structures near where they live. Remind them to be very careful and to make sure there aren't any cars or hazards nearby.

UNIT 3
PAGES 38–39

Objective

Pupils will learn about the reign of Carlos III and identify it as the time that Madrid was modernised taking the form that we recognise today.

Key vocabulary

decoration, duty, transform, sewage systems, street lighting

Warm up

- With books closed, play *Pictionary*. Write down the names of some famous landmarks from Madrid on pieces of paper. Volunteers come to the front of the class, choose a paper and draw that landmark on the board for the rest of the class to guess. Possible landmarks; *Puerta de Alcalá, Palacio Real, Museo del Prado, Cibeles fountain*. Ask pupils under which king these monuments were built. *Carlos III*.

Main concepts

- Ask pupils to identify all the monuments and landmarks on the page. Ask pupils if they've visited any of them. Encourage them to tell their partner about which ones they have seen. Do they have a favourite? Monitor and help with the use of English as needed.

Cibeles fountain (Real Madrid);
Fountain of Neptune (Atlético Madrid)

The city was modernised and many new buildings and monuments were built.

WHAT HAPPENED TO MADRID UNDER CARLOS III?

Discover...

how Madrid started to become the city we know today.

Carlos III became king in 1759. He supported the arts, sciences and education, and had absolute power over everything. He believed that his duty as king was to make Spain a great nation and to improve the life of its people.



During the rule of Carlos III, Madrid was cleaned and transformed. He ordered the building of sewage systems, water systems, street lighting and pavements, as well as museums and hospitals.



Listen to the tour guide talking about Madrid. Write down one fact related to each monument she mentions.



Which two monuments built during Carlos III's reign are now places where two of Madrid's football clubs celebrate?

Carlos III lived and died in the Palacio Real de Madrid and was responsible for its elaborate decoration.



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A2 Key for Schools Listening Part 2. **Cibeles fountain:** is surrounded by four important buildings; the Bank of Spain, the Palacio de Buenavista, the Palacio de Linares and the Palacio de Cibeles. **Fountain of Neptune:** designed by Ventura Rodríguez – the same man who designed the Cibeles Fountain. **Prado Museum:** It has the single best collection of Spanish art including *Las Meninas* by Velázquez. **Royal Botanical Garden:** It was originally built near to the Manzanares River, but Carlos III ordered for it to be moved to its current location.

Because he rebuilt, cleaned and modernised the city to improve the lives of its citizens.



Carlos III's favourite architect, Francesco Sabatini, built the Puerta de Alcalá in 1778 to mark the site of one of the five original entry gates to Madrid.

Why do you think Carlos III is often referred to as the best mayor of Madrid?



Carlos III ordered the construction of a centre for scientific investigation. This consisted of a natural history museum, botanical gardens and an observatory. The natural history museum is now the Museo del Prado.



Carlos IV, Carlos III's successor, appointed Francisco de Goya as royal court painter. Many of his paintings can now be seen in the Prado.



STAGE 4

- Look again at the picture of the Puerta de Alcalá, or even better, go and see it!
- Draw a picture of it. Describe the monument as completely as possible in one or two paragraphs.
- Compare the front and back of the monument. Are they the same or different?
- What does the quote *REGE CARLO III ANNO MDCCLXXVIII* mean?

To the right / left ...

At the front / back ...

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Learn more

- Ask pupils to think about what Madrid looked like before the reign of Carlos III.
- Tell pupils to turn to page 14 in their textbooks and look at the illustration of a medieval street. In pairs, ask pupils to compare what life was like for people in the Middle Ages with how life was for people living in Madrid in the 18th century. What changes can they see? Why do they think these changes happened?

Tip

Provide pupils with a map of Madrid and ask them to find the locations of the monuments and landmarks mentioned on the pages without looking in their books. Set a time limit.



Encourage pupils to visit the Puerta de Alcalá with their families. If that isn't possible, ask them to look at a photo online where they can see the details close up and draw it. The quote is the date of the gate's inauguration by Carlos III in 1778. When next in class, ask for volunteers to show their pictures and read their descriptions to the rest of the class.

UNIT 3
PAGE 40

Language Review
answers

- 1 1 b
2 c
3 a

This activity gives pupils
practise of *A2 Key for Schools*
Reading and Writing Part 1.

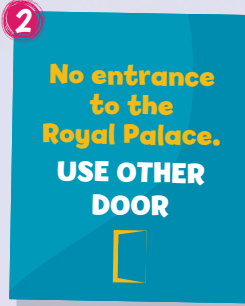
- 2 b infection; Rats had fleas that
carried infections and spread the
plague.
- c investigation; During the
Renaissance people started to use
scientific investigation.
- d information; In social science
lessons you learn a lot of new
information.
- e design; The design of the Fountain
of Neptune is very attractive.
- f discovery; The discovery of
new lands in America was very
important for the Spanish Empire.
- 3 Pupils' own answers

Language Review

- 1 Read the signs. What do they say? In your notebook, choose the correct answer (a–c).



- a These people might not be here.
b These people must not be here.
c These people cannot enter through here.



- a You must not be here.
b You should not run in this place.
c You cannot enter through here.



- a You should put things back in the right place.
b You should leave things where they are.
c You must leave this place at once.

- 2 Put the verbs in their noun form. Then, write a sentence that includes the noun. Use the example to help you.

- a measure → measurement → Jorge Juan used measurements to calculate distances.
b infect
c investigate
d inform
e design
f discover



- 3 Imagine you are Carlos III. Write a short speech outlining the things you want to do to improve Madrid. Include the following words:

shall must should could



For next lesson... art materials (optional)

Encourage pupils to revise the unit content using the techniques on page 83.

UNIT 3
PAGE 41

Content Review
answers

- 1 a 1759
b 1621
c 1734
d 1616
e 1713
- 2 a Habsburg
b plagues
c Bourbon
d gypsies
e quadrant
f Golden

Content Review

Assessment link
For more Unit 3 activities go to page 82.

1 Match the dates to the events.

- a Carlos III becomes king.
- b Felipe IV becomes king.
- c Jorge Juan discovers that the world is not perfectly round.
- d Miguel de Cervantes dies.
- e The Treaty of Utrecht is signed.

1616

1621

1713

1734

1759

2 Unscramble the letters to make words. Use the words to complete the sentences.

nlGode Bbnouro spelagu gysseip aatqudrn rgaHsbbu

- a Carlos II was the last king.
- b There were several major in Spain in the 17th century.
- c The first king was Felipe V.
- d Fernando VI expelled all the from Spain.
- e Jorge Juan used an instrument called a
- f Miguel de Cervantes is the most famous writer from the Spanish Age.



Explore

FINALE

- Create your own modern picture that reflects life in Spain today.
- Include elements such as food, clothing, what people do in their free time, important buildings and monuments.
- You can make a painting, drawing, sculpture or collage!



Before starting the final stage of the *Explore* project, ask pupils to go back through their notebooks and review all the information they have collated about Spanish paintings during previous lessons. Remind pupils of all the different styles they have seen, and ask them to reflect on what those paintings have told them about how Spain was in the past. Provide pupils with all the art materials they need or alternatively set the task as homework. When pupils have finished their paintings, display them around the classroom. Ask pupils to choose one of their classmate's paintings and write three sentences about what that painting tells us about life in Spain today.

UNIT 3 ASSESSMENT PAGE 82

Think about it answers

- 1 Famine, Moriscos expelled, unpopular *validos* ruled the kingdom, bankruptcy, wars, Carlos II didn't have an heir
- 2 Felipe III, Felipe IV, Carlos II
- 3 Duque de Lerma (*valido* to Felipe III), Conde-Duque de Olivares (*valido* to Felipe IV)
- 4 The Bourbons and the Habsburgs
- 5 Grandson
- 6 Writers: Miguel de Cervantes, Francisco de Quevedo, Baltasar Gracián, Pedro Calderón, Luis Góngora, Félix Lope de Vega; Painters: El Greco, Diego Velázquez, Francisco de Zurbarán, Claudio Coello, Bartolomé Esteban Murillo, José Ribera
- 7 Pupils' own answers
- 8 Discovering that the earth is not perfectly round but flattened at the poles.
- 9 He cleaned the city and built sewage systems, water systems, street lighting and pavements. He also built museums, hospitals, monuments and cleaned the city.
- 10 Pupils' own answers

Think harder answers

- 1 Pupils' own answers
- 2 Example answer: Positive - a *valido* could govern for the king if he didn't want to or was unable to and the country would remain stable. Negative - a *valido* could make decisions that were favourable to his position and not for the good of the country.
- 3 Example answer: To spend more time running the country.
- 4 Example answer: There would be more Spanish influences in other countries in terms of food and culture. More people would speak Spanish. Spain would be richer/stronger.
- 5 Example answer: For racist motives; to gain complete political and religious control; to provide a scapegoat for the economic problems of the country.
- 6 Pupils' own answers
- 7 Example answers: His grandparents were Portuguese Jews. Conde-Duque de Olivares made Velázquez official court painter in 1623 and said no other artist would ever paint Philip IV's portrait. He spent a lot of time in Italy buying works of art for the king's collection.
- 8 Pupils' own answers
- 9 Pupils' own answers
- 10 Monuments and buildings in Madrid: Cibeles Fountain, Puerta de Alcalá, Royal Palace, Botanical Gardens, Royal Observatory, Prado Museum, Fountain of Neptune

UNIT 3 TRACKLIST



- Track 18** page 31, Song *Habsburgs and Bourbons*
- Track 19** page 32, *What problems did the three Habsburg kings face?*
- Track 20** page 33, *What caused the War of the Spanish Succession?*
- Track 21** page 34, *What was the Spanish Golden Age?*
- Track 22** page 36, *Why did Felipe V rule as King of Spain twice?*
- Track 23** page 38, *What happened to Madrid under Carlos III?*
- Track 24** page 38, *What happened to Madrid under Carlos III?*
Listening activity