

The Age of Cooperation

*A thematic curriculum unit
about Medieval Spain
for English Language Learners*



By Lori Langer de Ramirez, Ed.D.

The Age of Cooperation:

*A thematic curriculum unit about medieval Spain
for English Language Learners*

Text and illustrations by
Lori Langer de Ramírez

Text copyright © Lori Langer de Ramírez
Illustrations copyright © Lori Langer de Ramírez
All rights reserved.

The author hereby grants the PURCHASER permission to make
black-and-white copies for EDUCATIONAL PURPOSES ONLY.

lori@miscositas.com
www.miscositas.com

Lesson #1: *The Box of Mystery*

Language

vocabulary:

Christians	Jews	Muslims	peace
Priest	Rabbi	Imam	troubadour
church	temple	mosque	dancer
castle	king	queen	acrobat

phrases and structures:

verbs:	to put	to point	to give
	to achieve	to cooperate	to have
prepositions:	on top	on bottom	
commands:	put	point	give
questions:	what?	when?	how?
	who?	where?	

Materials:

- magic box* (see directions on following page)
- small items representing the vocabulary above
(or see Appendix A for small vocabulary cards)
- Activity Sheet #1

Activity:

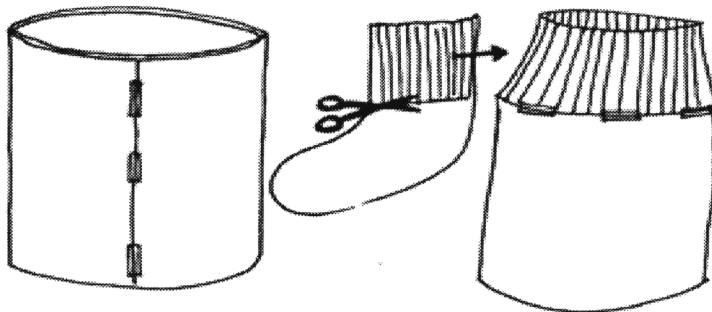
1. The teacher asks for volunteers to pull the various "secret" items from the magic box.
2. As each item is pulled from the box, the teacher asks the following questions:
 - a. *Who has (i.e.): the castle?*
 - b. *Does Andrew have the castle?*
 - c. *Does Andrew have the castle or the church?*

d. *What does Andrew have?*

3. The teacher continues to practice the vocabulary words by interspersing these commands throughout the lesson:
 - a. *Point to the castle.*
 - b. *Put the castle on your head.*
 - c. *Give the castle to Janet.*
4. Continue the practice of the vocabulary by asking the students *Where is the castle?"* (repeat for all vocabulary).

*** How to make a magic box:**

Cover an oatmeal container or other cylindrical container with colored or contact paper. Attach the top part of a large sock or leg warmer to the top portion of the container. Decorate as you like.



Homework: Activity Sheet #1: The students should match the new vocabulary word to its corresponding picture.

Lesson #2: Medieval Seville Brainstorm

Language

vocabulary:

Christians	Jews	Muslims	peace
Priest	Rabbi	Imam	troubadour
church	temple	mosque	dancer
castle	king	queen	acrobat
United States	Spain	Seville	

phrases and structures:

verbs:	to cooperate	to meet	to enjoy
	to share	to immigrate	to move
adjectives:	diverse		
questions:	what?	when?	how?
	who?	where?	

- Materials:**
- Activity Sheet #1
 - Activity Sheets #2 (Seville information)
 - Activity Sheet #3 (compare/contrast chart)
 - Activity Sheet #4 (passport)

- Activity:**
1. In pairs, the students share their answers to Activity Sheet #1.
 2. The teacher then asks the students to read the information in Activity Sheet #2.
 3. As a class, the teacher should check for understanding by leading students to answer a question chart:

<i>who?</i>	<i>what?</i>	<i>why?</i>	<i>where?</i>	<i>how?</i>

4. The teacher then separates the class into small groups of three or four students each. Ask each group to brainstorm the diversity of the United States and in Spain during the "*Age of Cooperation*" period. One member of the group should serve as secretary by writing down the words/phrases that the group comes up with.
5. Each group reports back their terms as the teacher lists them the first column of chart on the board:

United States	Seville

6. After some discussion about the students responses, they should return to their small groups and fill-in the compare/contrast chart (Activity Sheet #3).

Homework:

Using Activity Sheet #3, the students should interview a family member, friend person in school or a neighbor. They should put a check mark next to the words/phrases that their interviewee agrees with. They should then fill-in the information on Activity Sheet #4 and fill in and cut out the passport.

Lesson #3: *Why? Immigration to Seville*

Language

vocabulary:

column	arch	tile
calligraphy	architecture	building
church	temple	mosque
castle	decorations	

phrases and structures:

verbs:	to cooperate	to build	to achieve
adjectives:	tall/short	round	religious
prepositions:	on top	underneath	around
questions:	what?	when?	how?
	who?	where?	

- Materials:**
- Activity Sheet #4 (finished passports)
 - a badge that says "*Welcome to Seville*"
 - rubber stamp and stamp pad
 - images of medieval Spain with a focus on architecture (see Appendix B and/or print out color images from the Internet)
 - a map of the world labeled with arrows showing the migration patterns of people to Spain (see Appendix C)
 - music from Spain (medieval, flamenco guitar, etc.)
 - a tape or CD player
 - road signs (posters) for Seville (see Appendix D)
 - Activity Sheet #5 (questionnaire)
 - Activity Sheet #6a (*King Alfonso* sheet)
 - Activity Sheet #6b: (*letter* template)

- Activity:**
1. The photos/photocopies should be set-up around the room before the lesson. The music tape should be playing in the background.
 2. Before the students enter the room, the teacher (wearing the "Welcome" badge) should check the homework passports by acting as the "border guard" and checking information before allowing the students to enter the room. The teacher can also stamp the passport with any rubber stamp.
 3. Each student is given a list of questions (Activity Sheet #5) to answer on their trip.
 4. Upon arrival in "Seville", the students should be encouraged to walk around in pairs, answering all the questions on the sheet.
 5. In small groups, the students should discuss their answers to the questions.
 6. Then, as a class, the students should discuss their reactions to what they saw and heard on the trip.

Homework: Activity Sheets #6a and b: Ask the students to read the information about Seville and then to fill-in the "Letter to the King and Queen" on the following page.

Lesson #4: *How they Arrived...*

Language

vocabulary:

country	place	land
peace	harmony	people
Christians	Jews	Muslims
king	queen	castle

phrases and structures:

verbs:	to move	to play	to fall	
	to color	to learn	to immigrate	
adjectives:	diverse	wise		
commands:	put	point	give	touch
questions:	what?	when?	how?	who?
	where?			
possessive pronouns:	your	his	her	our

- Materials:**
- Activity Sheet #6b (*letter*)
 - white plastic shower curtain liners
 - permanent magic markers
 - a map of Africa and Spain
 - Activity Sheet #7 (*tile template*)

- Activity:**
1. In small groups, the students share their homework.
 2. Each group should choose its favorite letter and read it to the class and explain why they liked it.
 3. The teacher should arrange the students into two

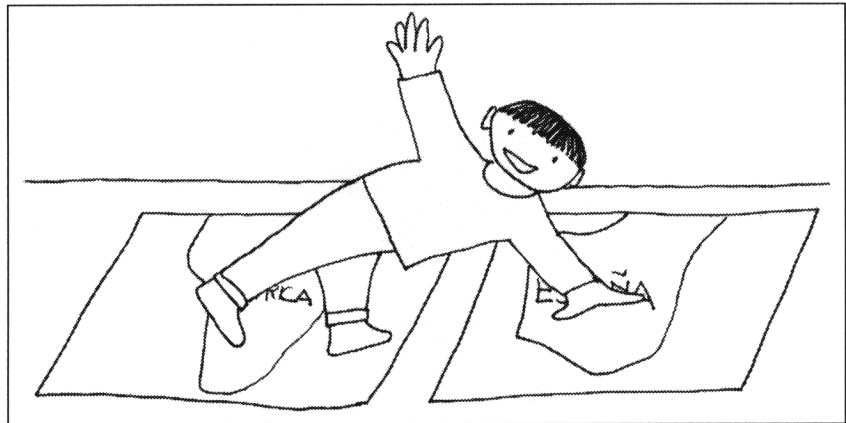
groups:

Group A will draw Spain on a shower curtain with markers

Group B will draw Africa on a shower curtain with markers

4. Place the curtains on the floor side by side so that the students can play "Twister". They command each other to put different body parts on different places using riddle clues.

i.e.: *Put your right foot on the land of the Muslims.
Put your left hand on the land of the Spanish.*



Homework:

Activity Sheet #7: Students create an image or saying that would describe one of the groups that came to Spain in medieval times. They should write the image or phrase on the paper tile and cut it out.

Lesson #5: Tiles

Language

vocabulary:

tile	color	decorations	pen
Christians	Jews	Muslims	castle
Priest	Rabbi	Imam	
church	temple	mosque	

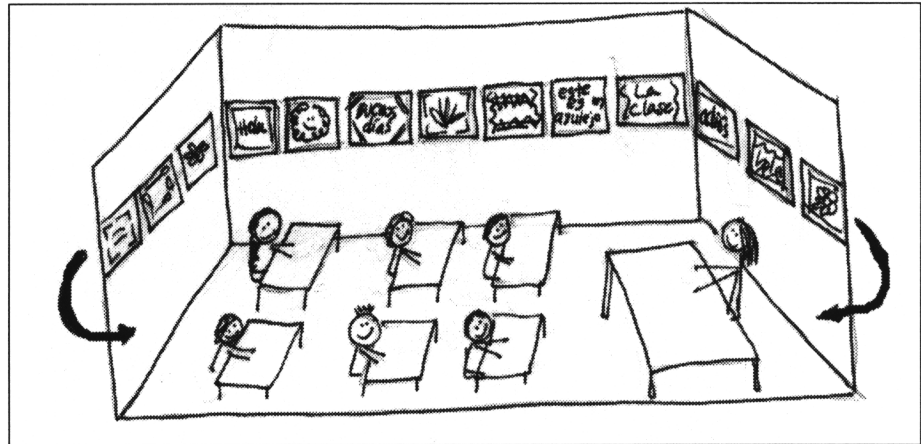
phrases and structures:

verbs:	to cooperate	to color	to draw	
	to make			
adjectives:	red	blue	yellow	white
commands:	put	point	give	color
questions:	what?	when?	how?	who?
	where?			

- Materials:**
- Activity Sheet #7 (paper "tiles")
 - white-colored clay tiles
 - different colored paint pens
 - Activity sheet #8 (crossword)
 - images of Medieval Spain (Appendix B)

- Activity:**
1. The students share their homework with the class, comparing the different images and messages that they created.
 2. The teacher should explain that the tiles (paper or ceramic, depending on your school) are going to be hung in the classroom linked from end to end. They will eventually form a border (Note: this can

be used as an ongoing project. The students can write words, phrases, or even messages to friends, which then become part of the continual "tile poem". When the two ends finally link, the resulting chain is a great visual representation of the fact that peoples from all over the world lived together, each retaining their own identity, but joining together to form something unified!)



3. Each student is given a tile on which to paint their own designs. The students might refer to the images of Medieval Spain for inspiration (Appendix B).
4. The students should work in groups to share the paint pens. They should request the pens by saying "*please pass the red pen*" etc.

After completing their tiles, each student should briefly describe the tile they have created:
(i.e.: "*There are red flowers with green leaves.*")

6. The tiles should be displayed in the classroom.

Homework: Activity Sheet #8: The students should complete the crossword puzzle.

Lesson #6: Time to Eat!

Language

vocabulary:

almond	raisin	honey	salt	blender
bowl	spoon	jar	food	ingredients

phrases and structures:

verbs:	to mix	to put	to pour	to throw
	to eat	to share	to taste	to add
prepositions:	on top of	underneath		
commands:	mix	put	pour	add

- Materials:**
- 1-2 cups of blanched almonds
 - 1 cup yellow raisins
 - 1 TB. honey
 - 1/2 to 1 tsp. salt
 - a food processor
 - a covered jar
 - a bowl
 - Activity Sheet #8 (crossword puzzle)
 - Activity Sheet #9 (word search)

- Activity:**
1. The students should go over their crossword puzzle homework together in small groups.
 2. The teacher uses a Gouin series to create *Almori* (used in medieval Spain as a flavoring, this mixture of fruit and nuts that was first grounded into a paste and then dried. When it was needed for a dish, a piece would be broken off and soaked). First present the series orally with props:

1. *Put the almonds in the bowl.*
 2. *Add the raisins into the bowl.*
 3. *Pour the honey on top of the ingredients.*
 4. *Throw some salt on top of everything.*
 5. *Mix the ingredients in the blender.*
 6. *Pour everything into the jar.*
-
3. Repeat a second time (orally) as the class joins in with the pantomime.
 4. The third time, the teacher does not pantomime along with the class.
 5. Finally, the class performs the steps orally and physically. The students should be organized into small groups, each with their own ingredients and utensils. As they are working, they should repeat the steps of the Gouin series orally.
 6. All students should taste the *Almori*.
 7. As students are eating, have them complete Activity Sheet #9 in small groups.

Homework: Activity Sheet #9: The students should cut out the ticket at the bottom of the page and save it for the following day. They should also be asked to search for medieval art on the Internet and print out one image (their favorite) for class tomorrow.

Lesson #7: The Cooperation Museum

Language

vocabulary:

statue	artwork	frame	peace
Christians	Jews	Muslims	castle
Priest	Rabbi	Imam	
church	temple	mosque	

phrases and structures:

verbs:	to listen	to visit	to observe	
adjectives:	diverse	beautiful	interesting	
prepositions:	on top of	underneath		
commands:	put	point	give	color
questions:	what?	when?	how?	who?
	where?			

- Materials:**
- images of Medieval art (from students and/or the Internet)
 - Activity Sheet #10 (museum questions & tickets)
 - Activity Sheet #11 (make your own art)
 - a badge for the teacher which says "Guide"
 - a sign which says "The Cooperation Museum" (Appendix E)
 - music from Spain (medieval, flamenco guitar, etc.)
 - a tape or CD player

- Activity:**
1. Before the students enter the room, arrange the desks in a circle to set up the "museum viewing space".
 2. Wearing the "Guide" badge, the teacher should

request the tickets as the students to enter the room. The teacher can tear the ticket and return the stub to each student.

3. Ask each student to enter the “museum” and to place her/his artwork (that they collected the previous night for homework) on a desk for viewing.
4. Give the students the list of questions (Activity Sheet #10) to answer on their tour of the “museum”. The students should be encouraged to walk around in pairs, answering all the questions on the sheet together.
5. The students' answers should then be shared with the class.

Homework: Activity Sheet #11: The students should create their own work of art based on the images they saw in the museum.

Lesson #8: *The Sweet Sound of Cooperation*

Language

vocabulary

music	<i>rabab</i>	stick	paper
glue	balloon	pan	voice
Christians	Jews	Muslims	poetry
Priest	Rabbi	Imam	troubadour
church	temple	mosque	peace
castle	king	queen	tradition

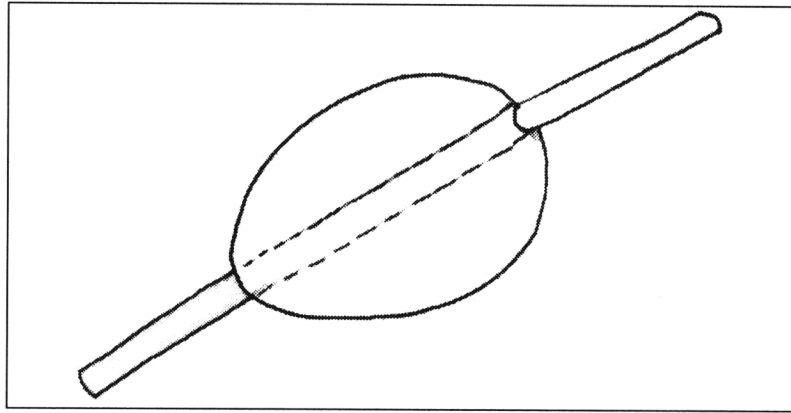
phrases and structures

verbs:	to stick	to cut	to attach
	to blow up	to paint	to play
	to accompany	to pour	
adjectives:	diverse	beautiful	sweet
prepositions:	on top of	underneath	
commands:	stick	cut	attach
	blow up	paint	

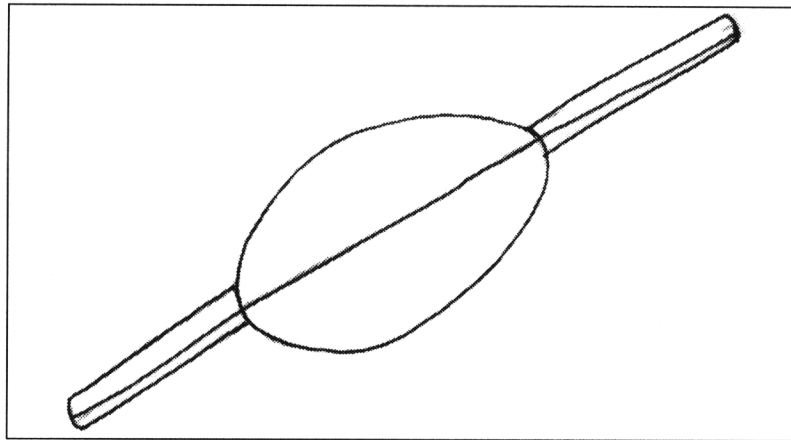
- Materials:**
- strips of newspaper
 - glue
 - water
 - a shallow pan
 - round balloons
 - scissors
 - water-based paints
 - paint brushes
 - dowels (one for every member of the class)
 - wire or string
 - Activity Sheet #11 (make your own artwork)
 - Activity Sheet #12 (music reading)

Activity:

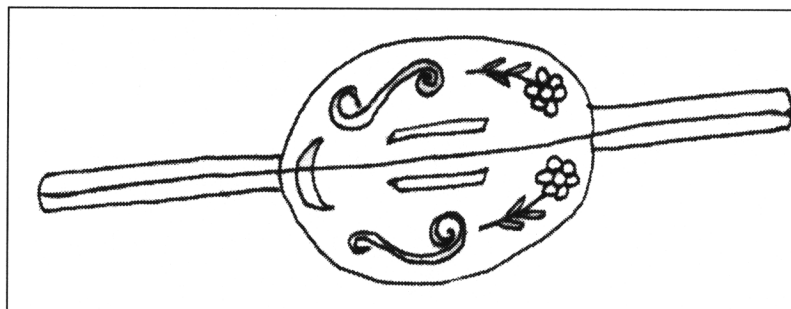
1. In pairs, the students discuss their artwork (Activity Sheet #11).
2. Choose several volunteers to explain their artwork to the class.
3. The teacher explains that they will be making replicas of a medieval stringed instrument called a "*rabab*".
4. The teacher uses a Gouin series to create the piñata-style *rababs* as follows:
 - a. first present the series orally with props.
 1. *Blow up the balloon.*
 2. *Pour the glue into the pan.*
 3. *Pour the water into the pan.*
 4. *Put the paper into the water.*
 5. *Attach the paper onto the balloon.*
 - b. Repeat series a second time (orally) as the class joins in with the pantomime.
 - c. The third time, the teacher does not pantomime along with the class.
 - d. Finally, the class performs the steps orally and physically. The students should be organized into small groups, each with their own ingredients and utensils. As they are working, they should repeat the steps of the Gouin series orally.
5. After the balloons are dried, the students should put the dowel through the bottom and top:



6. Then string the wire across the dowel:



7. Now the students can decorate the rabab as they like.



Homework: Activity Sheet #13: The students should read and answer the questions about the rabab.

Lesson #9: Proverbs and Sayings

Language

vocabulary:

proverb	Sephardic	Moorish	seed
hen	beak	soup	yogurt
power	beetle	gazelle	

phrases and structures:

verbs:	to write	to blow	to burn
	to express yourself		
adjectives:	afraid		
questions:	what?	when?	how?
	who?	where?	

- Materials:**
- Activity Sheet #12
 - Activity Sheet #13a-e (proverbs)
 - Activity Sheet #14 (proverb template)
 - Proverbs (Activity Sheets #13a-e) cut into strips of words with magnets behind each
 - envelopes to hold the word strips
 - oak tag

- Activity:**
1. The students should share their homework answers in small groups.
 2. The teacher then hands-out the different proverb sheets (#13 a-e) to the different small groups and asks each group to interpret their proverb and to plan to explain them to the other groups.

3. After all groups have recited their proverbs to the others, the teacher hands-out the envelopes containing strips of the words in the proverbs to the small groups.
4. The students should then create their own proverbs using combinations of the words in their packets. They should then share them with the class.
5. The teacher should record the proverbs of each group on a large piece of oak tag, to hang in the room.

Our proverbs :

Homework: Activity Sheet #15: The students should create their own proverb.

Lesson #10: *Sing a Song of Cooperation*

Language

vocabulary:

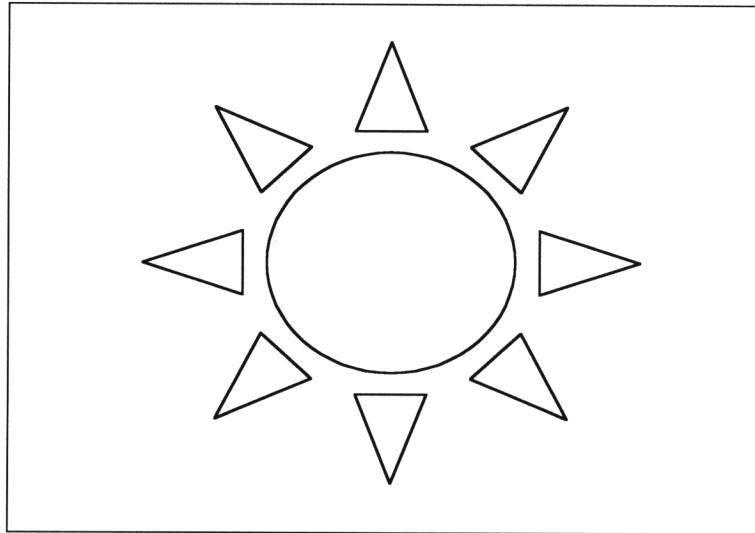
Christians	Jews	Muslims	peace
Priest	Rabbi	Imam	troubadour
church	temple	mosque	dancer
castle	king	queen	acrobat

phrases and structures:

verbs:	to cooperate	to achieve	to dance
	to eat	to celebrate	
adjectives:	diverse		
commands:	put	point	give
questions:	what?	when?	how?
	who?	where?	

Materials: - Activity Sheet #14 (proverbs)
- Activity Sheet #15 (song)
- rosette graphic organizer

- Activity:**
1. In small groups the students should read their homework proverbs to each other. Then each group should choose their favorite to read to the class.
 2. The students can then report back their reactions to the class as the teacher fills-in the rosette graphic organizer with key words and phrases from the student proverbs.



3. The teacher should read the lyrics to the medieval song with the students, discussing the meaning as you go.

Homework: Activity Sheet #15: The students should be asked to memorize each a few lines of the song (assuring that all lines are covered by someone).

Lesson #11: *The Road to Santiago*

Language

vocabulary:

Christians
Priest
church
castle

Jews
Rabbi
temple
king

Muslims
Imam
mosque
queen

peace
troubadour
dancer
acrobat

phrases and structures:

verbs:

to cooperate

to achieve

adjectives:

diverse

commands:

put

point

give

questions:

what?

when?

how?

who?

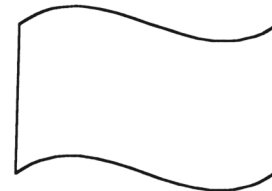
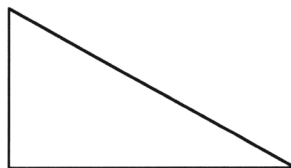
where?

Materials:

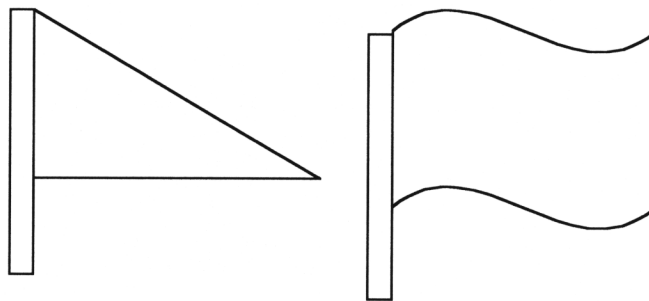
- assorted fabric
- dowels
- scissors
- glue
- fabric pens/paints
- calligraphic texts
- song Sheets (activity #15)
- "The Road to Santiago" sign (see Appendix D)

Activity:

1. The students should cut a piece of fabric into the form of a flag or banner.



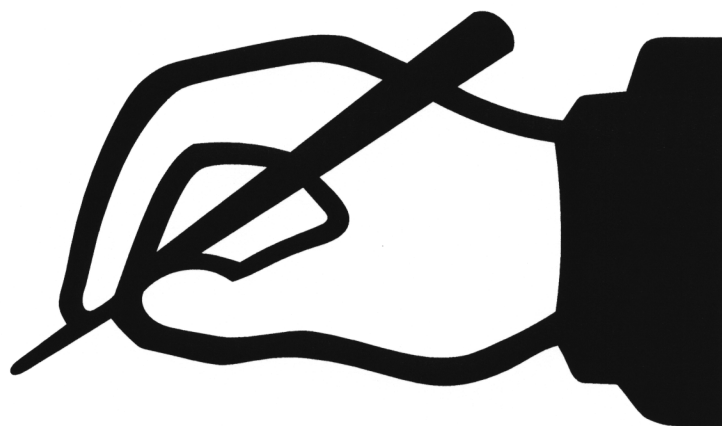
2. Now each student should paint their own "logos" or slogans for the trip to *Santiago de Compostela*.
3. The students should work in groups to share the paint pens. They should request the pens by saying "*please pass the red marker*" etc.
4. After completing their banners, each student should glue them onto the dowels to form a flag:



4. Now the students should have a procession through the halls (or in the classroom, depending on your school). They should sing their song and wave their flags as they go.

Culminating Activity:

Incorporating all of the elements of this unit, you might want to sponsor a "Medieval Banquet" in which guests (e.g., parents, administrators, other students) are served food while the students put on a series of performances. They might make mint tea and the *almori* to serve to their guests. There could be dancers, acrobats, court jesters and musicians. The students could sing their song and wave their banners, play their *rababs* and recite their poetry!



Activities

Name: _____

Date: _____

Activity #1

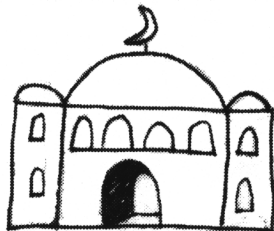
Connect the drawing with its name:



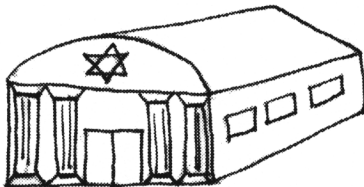
troubadours



acrobats



dancers



mosque



church



temple

Name: _____

Date: _____

Activity #2

Read this information about the Age of Cooperation:

During the "Age of Cooperation" in medieval Spain, people from all over the world gathered in Seville to live. These people shared ideas about science, literature, music and art. Christians, Jews and Muslims built churches, temples and mosques in the city. When the king held parties at the castle, there would be troubadours, musicians, acrobats and guests from all walks of life gathered together to share in the celebration.

Write some of your impressions in the box below:

My ideas about the Age of Cooperation:

Name: _____

Date: _____

Activity #3

Ask someone if they agree or disagree with these ideas:

The United States	Seville
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

name: _____

Name: _____

Date: _____

Activity #4

Make your own passport!

You will need:

- * scissors
- * glue
- * a small photo of yourself
- * a piece of cardboard

Fill in the spaces with your personal information. Cut out the passport and paste it onto cardboard.

Passport number:

Last name:

First name:

Nationality:

*your
photo
here*

Date of birth:

Place of birth:

Authority (date and place):

Name: _____

Date: _____

Activity #5

After your walk through "Seville", answer the following questions:

1. What three religious buildings do you see?

2. Describe the buildings:

3. What kind of decorations do you see?

Name: _____

Date: _____

Activity #6a

King Alfonso X "the Wise"

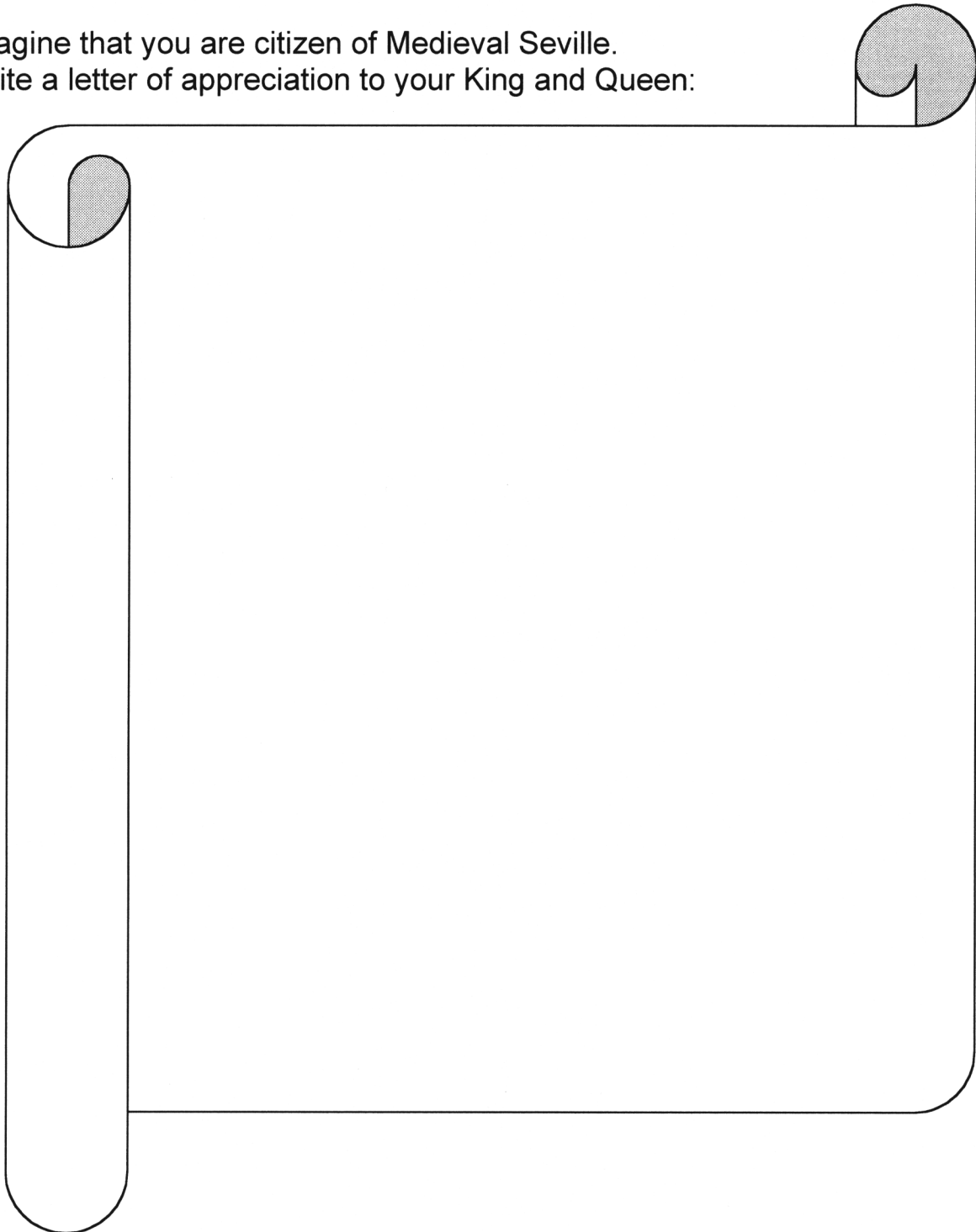
King Alfonso X was a very wise man who wanted to learn about everything. He never cared about peoples' differences. He invited diverse people from different countries and different religions to his castle where everyone could talk, teach and learn in peace. This is why the people called him King Alfonso "the Wise."

Name: _____

Date: _____

Activity #6b

Imagine that you are citizen of Medieval Seville.
Write a letter of appreciation to your King and Queen:

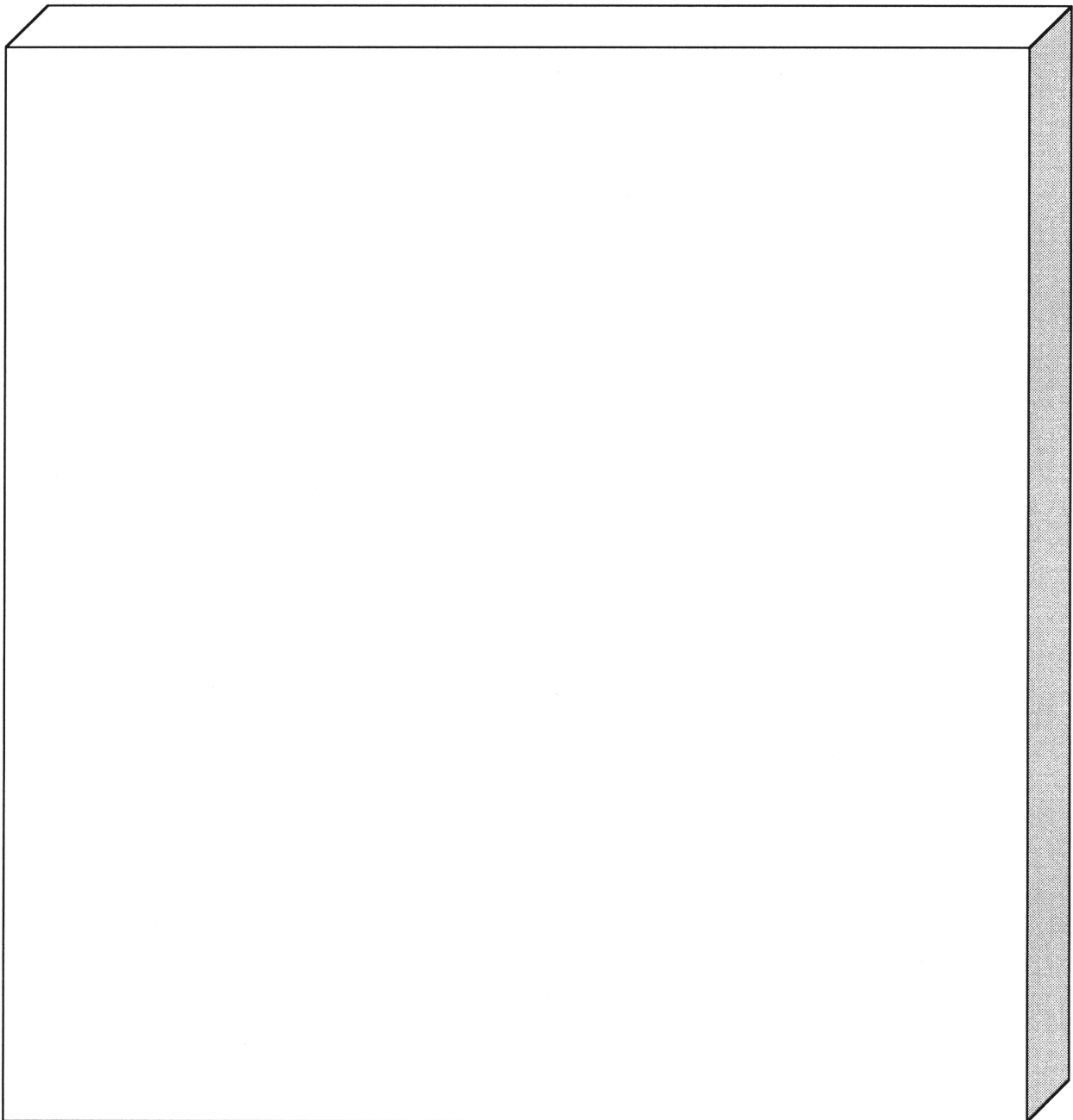


Name: _____

Date: _____

Activity #7

Decorate this "tile":



Name: _____

Date: _____

Activity #8

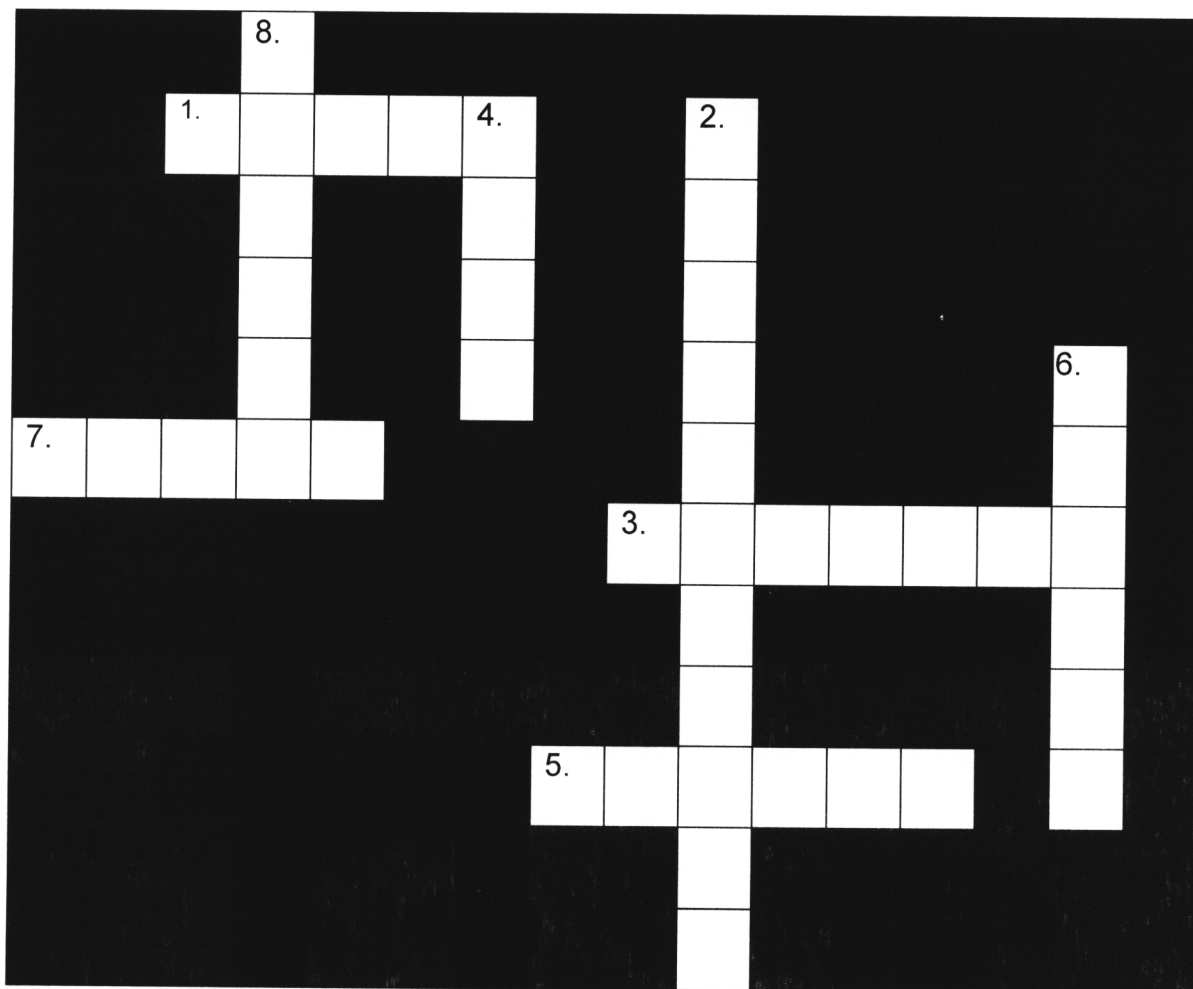
Fill in the spaces in the crossword with the missing words from these clues:

HORIZONTAL:

1. A _____ is a Jewish leader.
3. The _____ dance at the castle.
5. A priest works in the _____.
7. In Seville, many homes are Decorated with colorful _____.

VERTICAL:

2. The _____ sing in for the king and queen.
4. A Muslim leader is an _____.
6. A _____ is a holy Muslim gathering place.
8. The king and queen live in the _____.



Name: _____

Date: _____

Activity #9

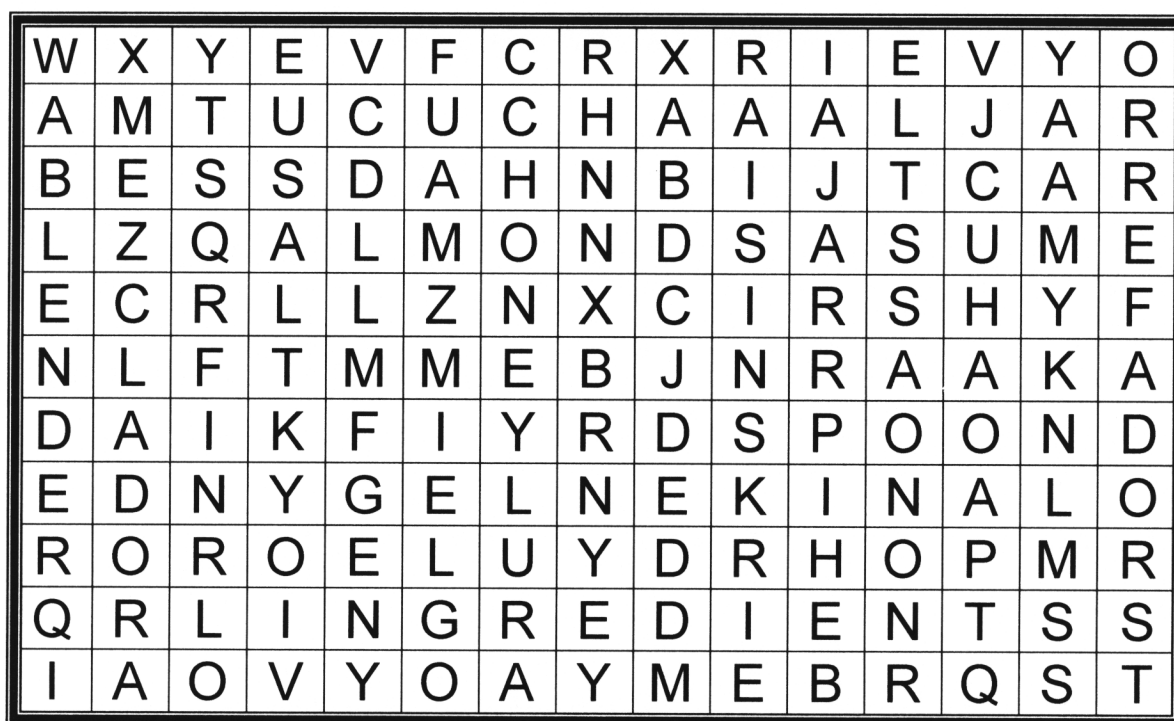
Unscramble the food vocabulary. Then find each word in the puzzle:

SNOMALD
OYNEH

RNIISAS
REDNEBL

GINTISNREDE
OONSP

TASL
RAJ



Cut out this ticket and save it for tomorrow:



Name: _____

Date: _____

Activity #10

Answer these questions as you walk through the museum:

1. Describe the artwork that you see:

2. How are the pieces similar?

3. How are the pieces different?

4. How do you feel when you look at the artwork?

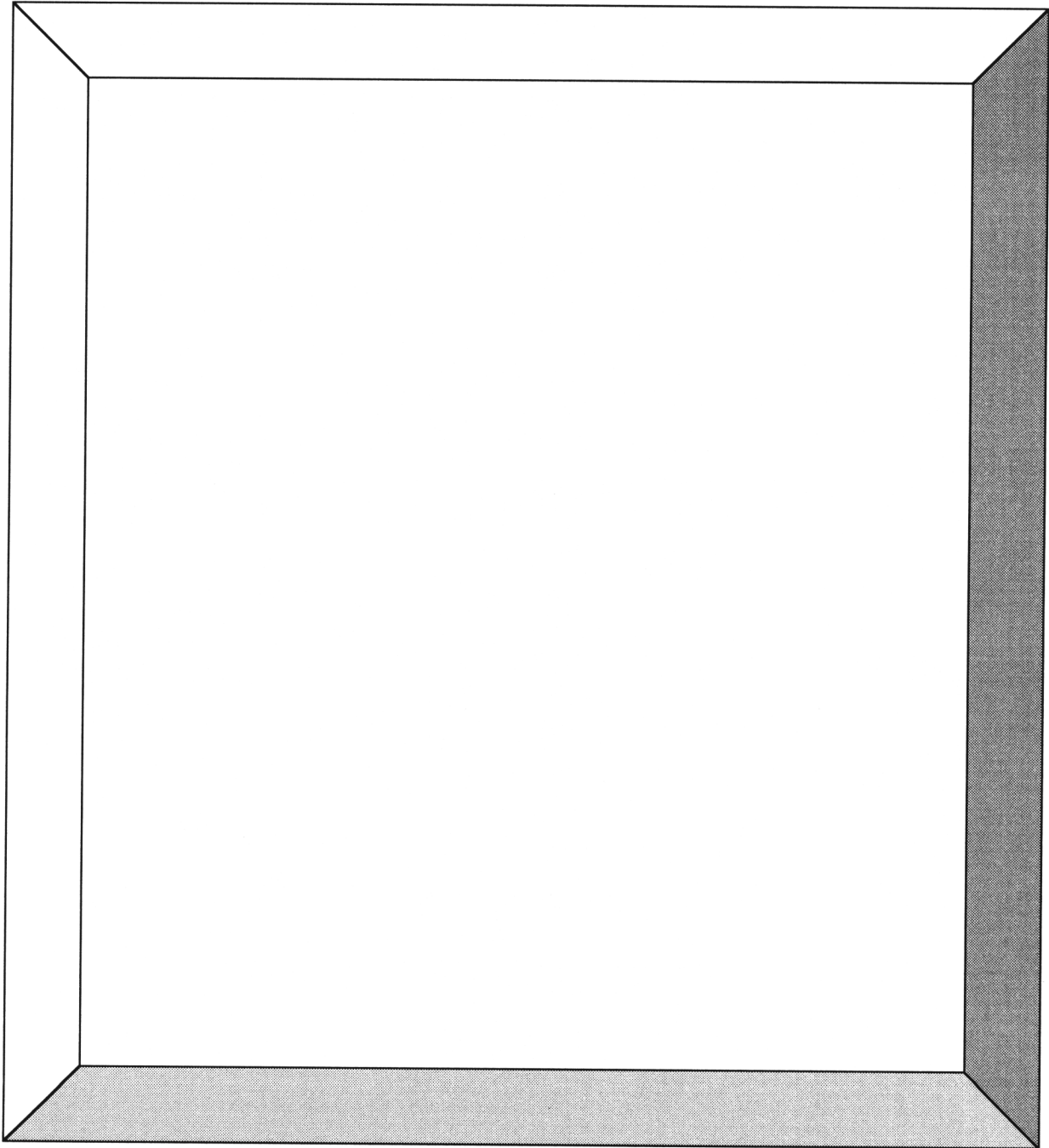
5. Which is your favorite piece? Why?

Name: _____

Date: _____

Activity #11

Create your own artwork:



Name: _____

Date: _____

Activity #12

Read this paragraph about the *rabab*. Then answer the questions.

The rabab is an instrument that accompanies, not just instruments, but also poetry. A note is often played on the rabab after a line of poetry is read to give emphasis to the poet's words.

1. Why do you think a rabab was used to accompany poetry?
2. In your opinion, what affect does music have on people?
3. In your opinion, what role does music play in the life of Americans?
4. What does music mean to you?

Name: _____

Date: _____

Activity #13a

**"He who is
afraid of a
thing gives
it power
over him."**

- Moorish proverb

Name: _____

Date: _____

Activity #13b

**"Every
beetle is a
gazelle in
the eyes of
its mother."**

- Moorish proverb

Name: _____

Date: _____

Activity #13c

**"One seed
at a time,
a hen fills
her beak."**

- Sephardic proverb

Name: _____

Date: _____

Activity #13d

**"Show me
your friends
and I'll tell
you who
you are."**

- Sephardic proverb

Name: _____

Date: _____

Activity #13e

**"He who gets
burned by
hot soup,
will also
blow on
cold yogurt."**

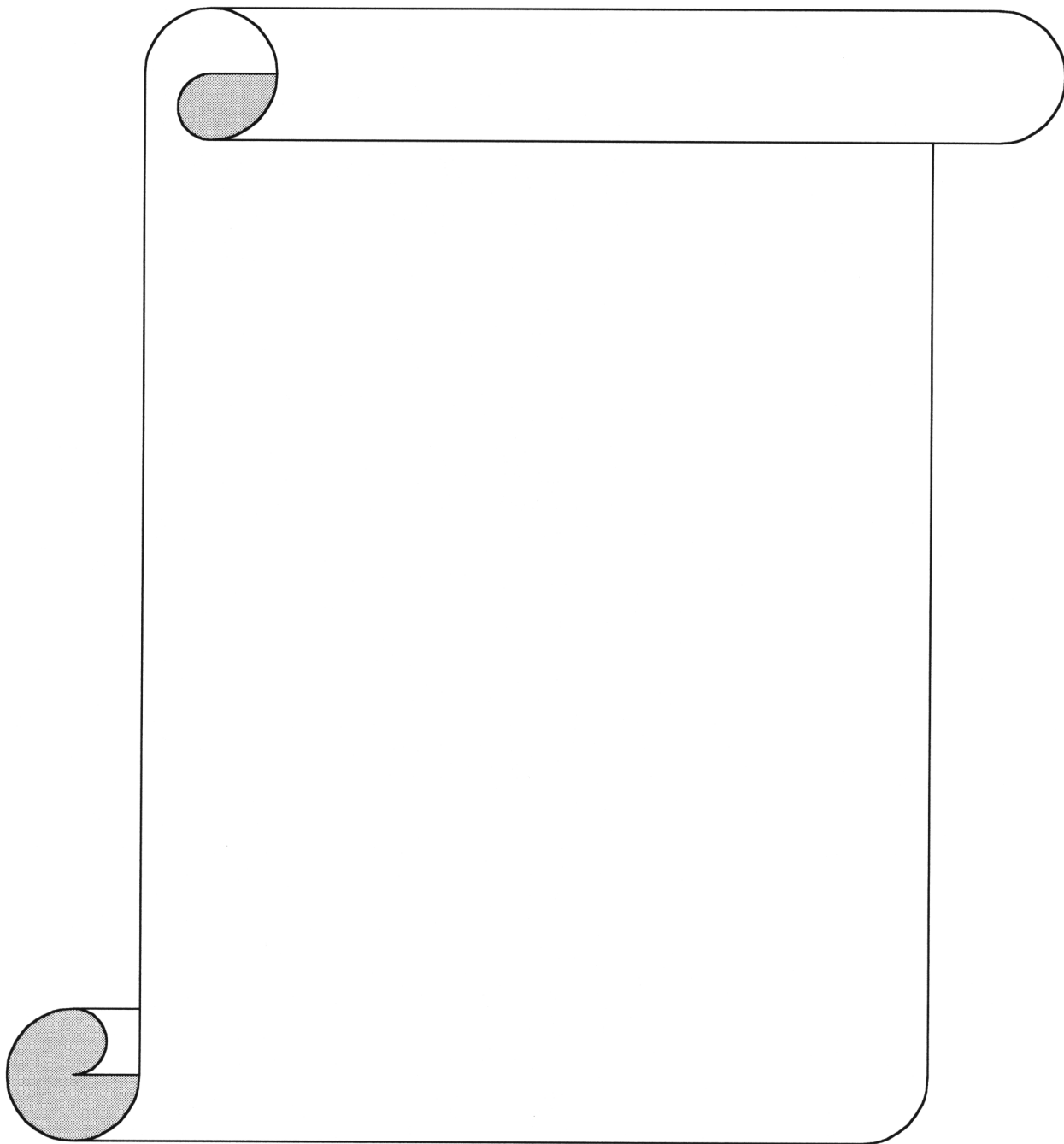
- Sephardic proverb

Name: _____

Date: _____

Activity #14

Write your own proverb:



Name: _____

Date: _____

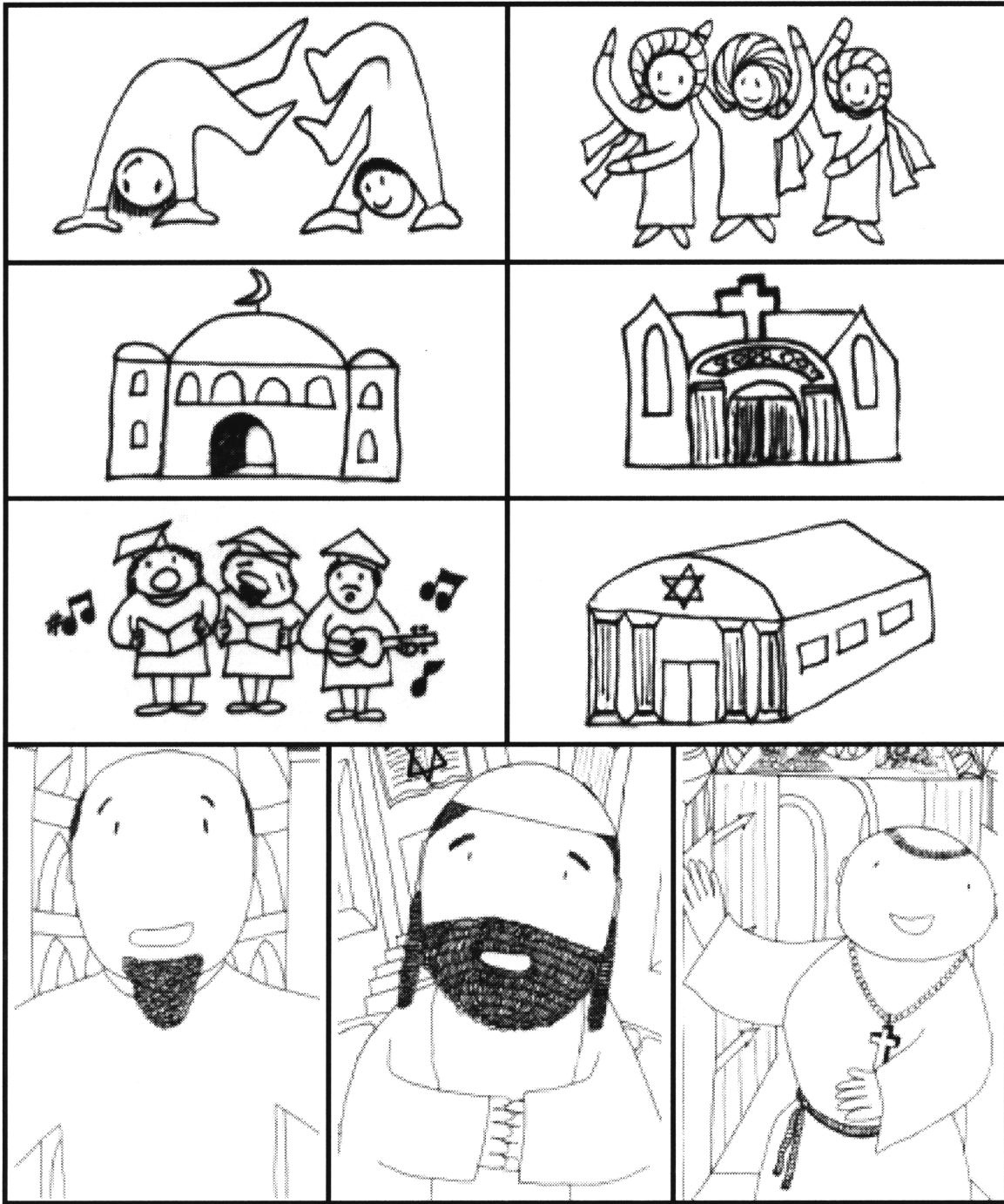
Activity #15

A Medieval song:

*Abenamar, Abenamar,
Moor from the Moorish quarter,
the day of your birth
was announced by great signs.
The sea was calm,
the moon almost full.
A Moor born under such signs
may not tell a lie.
- "I do not dare to tell you it, Sir,
even if it costs me my life,
but since I was a Child, a lad,
my father told me,
that I must tell no lie,
that it would be highly despicable.
And so I ask you, good king,
that I may tell you the truth."
- "What palaces are those,
They are high and brilliant",
- "It was the Alhambra, Sir,
a palace of great worth."*

APPENDIX A: Small vocabulary cards

Color and cut these cards. You can ask your students for help in the coloring. You might want to make a many copies of this page so that all your students may have a set of cards.



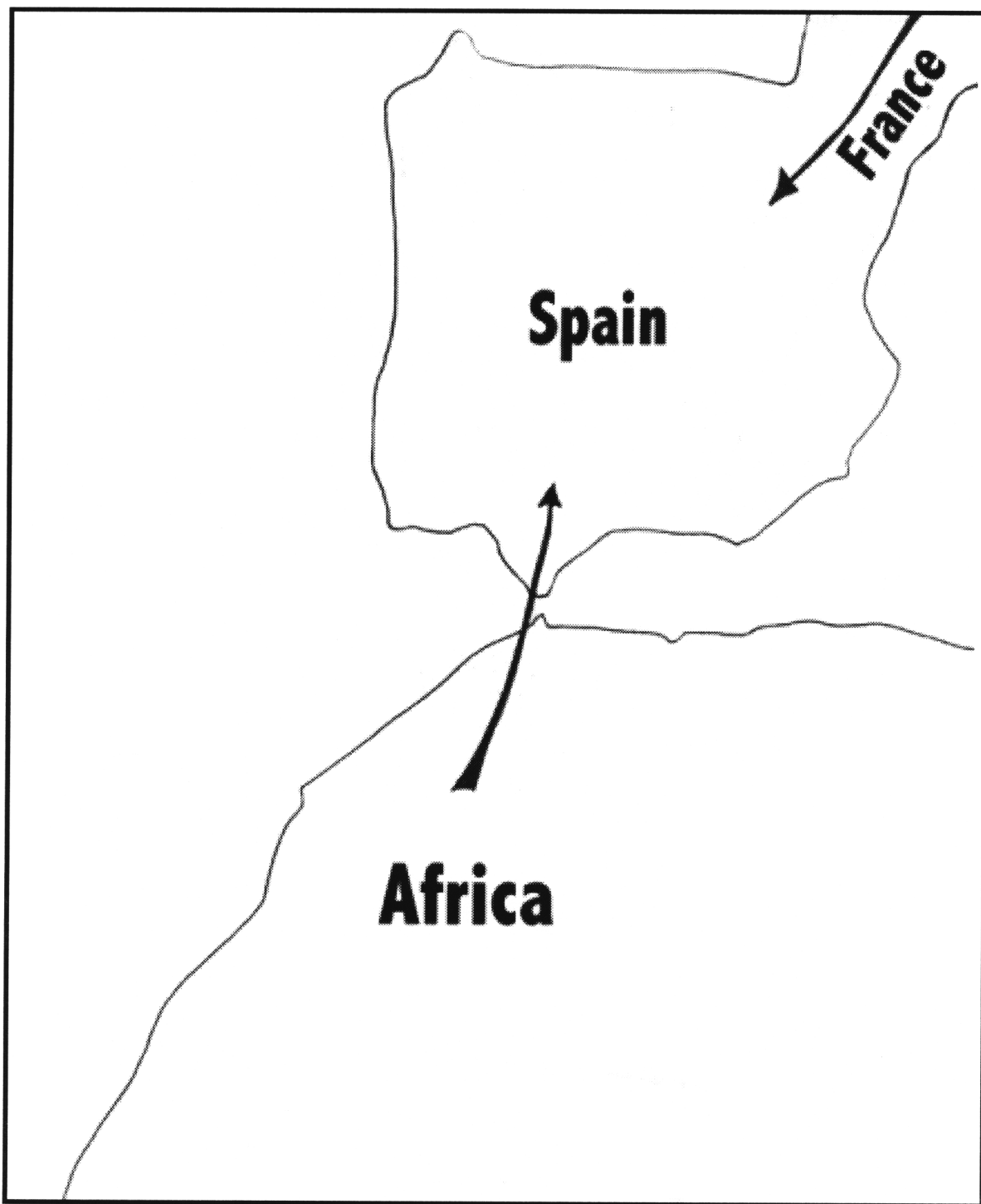
APPENDIX B: Images of Medieval Architecture

Enlarge these images and/or have students color them in. You can find more images of medieval architecture on the Internet.

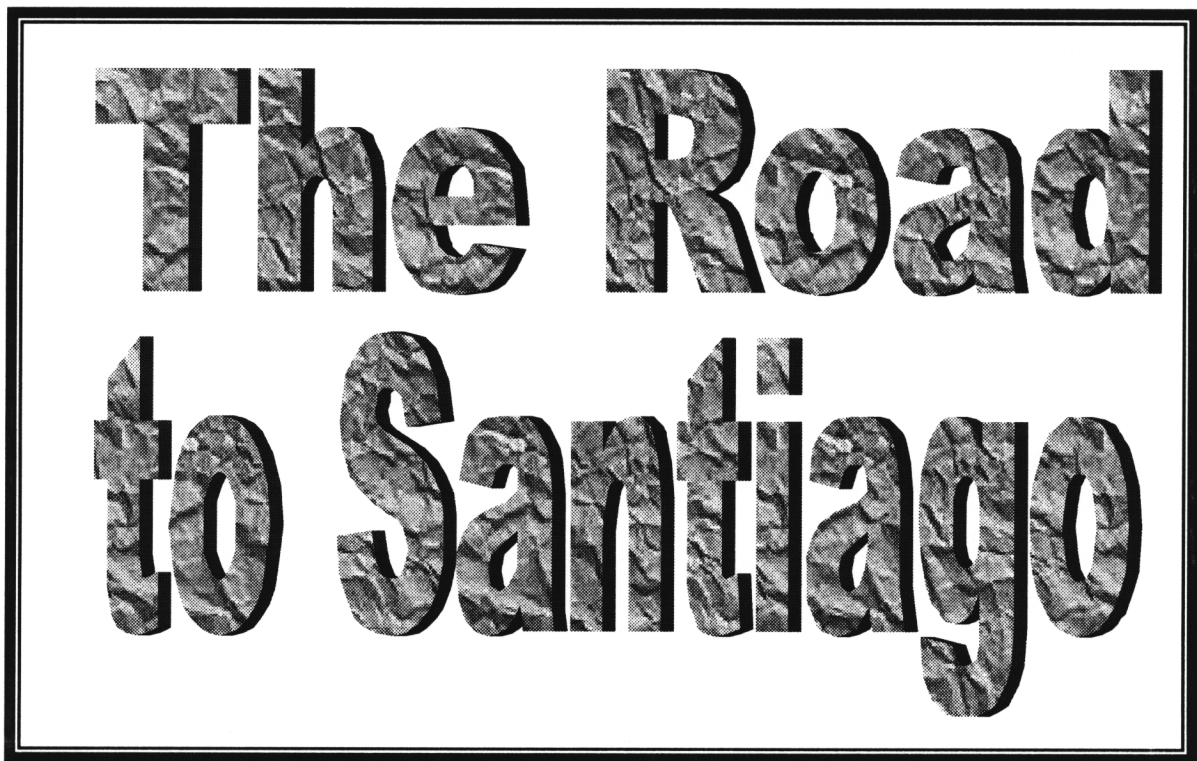


APPENDIX C: Map of Spain and its neighbors

Enlarge this map and/or have students color it in. You can find more map images on the Internet at www.graphicmaps.com.



APPENDIX D: Signs



Suggested Reading List:

Abercrombie, Thomas J. "When the Moors Ruled Spain",
National Geographic, Volume 174, No. 1, July 1988.

Dronke, Peter. *The Medieval Lyric*. New York: Harper and Row
Publishers, 1968.

Medieval Ballads of Hispania. Pennsylvania: NEH/Villanova
University, 1990.

Reese, Lyn. *Women of the Middle Ages: Two Curriculum Units*.
California: Women in the World - Curriculum Resource Project,
1992.

Seeing and Understanding the Alhambra and the Generalife. Edilux
Publishers, Spain.

Shabbas, Audrey, editor. *A Medieval Banquet in the Alhambra
Palace*. California: Arab World and Islamic Resources and
School Services, 1993.

Suggested Medieval music:

Los Tiempos Pasados. *First Album*. México: CBS Records, 1977.

Los Tiempos Pasados. *Siempre Es Hoy*. México: CBS Records, 1993.