

## The Renaissance in Spain: 15th and 16th Century

**WebQuest Description:** During the fifteenth and sixteenth century flourishes in Spain an imposing and energetic cultural, scientific, literary, and artistic movement that had also deep social and political implications, call "Renaissance." This webquest gives a general outlook on the changes that undertook Spain during the Renaissance. It provides information about the historical context, literature, architecture, music, and the society of this period. The webquest is conducted for students to visit various web sites, read attached documents, and view a video on YouTube. Once the information provided is revised, the students must complete a task in groups.

**Grade Level:** 9-12

**Curriculum:** Foreign Language

**Keywords:** Renaissance, Humanism, Theocentrism, Golden Age, Converso, Multicultural, Carpe Diem.

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**WebQuest URL:** <http://zunal.com/webquest.php?w=23979>

### Introduction

Would you like to travel to Spain? Before you say yes, think about learning more about the history and culture of this country, and by doing so you will be able to understand and recognize the art and architecture that you are going to appreciate when you go there. What do you know? What do you already know about Spain? And how is it connected to us (Americans)? Have you read any literature from a Spanish writer or know any painting from Spain? Have you read or heard about the Renaissance period in Spain or any other country? If yes, state what you know. Objectives This webquest is created to help the Spanish Literature students learn, in a different way, about the Spanish Renaissance and acquire the basic knowledge they need in order to answer the following questions, which are going to appear on their final exam. At the same time this webquest has as a main objective to make the Renaissance information easier for students, since they are only going to be responsible for one part of the big topic: example: in the group one student can focus on the art of this period, while another might concentrate on the history, and at the end they will set their information together to finish their task. By the end of the Webquest students will be able to: 1. Describe in detail the cultural and political situation of the 15th and 16th century 2. Describe the social and political aspects of the reign of the Catholic Kings: (Fernando & Isabel) 3. Name four important events that took place in Spain in 1492 Students will be able to answer these questions: 1. What is the Golden Age or "Siglo de Oro"? 2. How is the poetry of the 15th century in Spain? 3. Who was Carlos V (15th century)? 4. How do people view life during the Renaissance in Spain? 5. What is Renaissance and the humanistic emergence? 6. How does Garcilaso's poem reflect the Renaissance? 7. How is the art during the Renaissance? 8. What is "La Celestina"? And why is it important? &nbsp;; &nbsp;; &nbsp;; &nbsp;;

### Tasks

Task: Students must form 3 groups. Students have the option of having me (as their teacher) create the groups, or they could choose for themselves which group they would like to belong to. Group task: Taking the teacher's role 1. Analyze the information provided in this webquest and create a lesson plan for the rest of the class, in which they would include ten (10) questions about the most important points addressed in this webquest about the Spanish Renaissance. 2. Write down a two-page summary including these headings: historical context, literature, art, music, architecture of the Renaissance (the groups are not limited to these headings, they could create their own.) Then, the group must present it to the class. 3. Create a play for the class in which most of the important characteristics of the Spanish Renaissance are present. For example, a group might choose to create a scene where they can observe the humanistic perspective of this period. Then, they must present the play to the class. Make sure to read all the directions provided on the Process section of this webquest, which would list the links necessary for the groups to obtain the information and get a clear understanding of the standards for the task, which are labeled on the Evaluation section of this webquest. &nbsp;;

### Process

Process: All the groups need to visit the web sites provided below, read the information that is attached, and view a YouTube video. It is important that all members of the groups visit all the web sites and read the information provided in order for them to have a general understanding of what other students are taking about. Also, each group is responsible to assign a person to be responsible for a particular job. I. Web sites on Renaissance in Spain: 1. Brief Introduction to Spanish Renaissance: [http://www.viswiki.com/en/Spanish\\_Renaissance](http://www.viswiki.com/en/Spanish_Renaissance) 2. Historic context /religious life/ believes/ literature (more) <http://www.dean.sbc.edu/ingber.html> 3. Literature: Sonnet of Garcilaso de la Vega: (In Spanish and English) [http://sonnets.spanish.sbc.edu/Garcilaso\\_XXIII.html](http://sonnets.spanish.sbc.edu/Garcilaso_XXIII.html) &nbsp;; (topic/carpe diem) 4. Brief review of "La Celestina" &nbsp;; &nbsp;; [http://www.1911encyclopedia.org/La\\_Celestina](http://www.1911encyclopedia.org/La_Celestina) 5. Review of the Spanish Renaissance [http://en.wikipedia.org/wiki/Spanish\\_Renaissance\\_literature#The\\_Spanish\\_Renaissance](http://en.wikipedia.org/wiki/Spanish_Renaissance_literature#The_Spanish_Renaissance) 6. <http://www.britannica.com/EBchecked/topic/558133/Spanish-literature/80468/The-era-of-the-Renaissance> &nbsp;; Read the parts after this title Castilian literature & "The era of the Renaissance" & "The beginning of the Siglo de Oro II." YouTube video: &nbsp;; video with music and art of the Renaissance: &nbsp;; [http://www.youtube.com/watch?v=qI\\_zapBRWUU&feature=related](http://www.youtube.com/watch?v=qI_zapBRWUU&feature=related) III. Finally read the information on the following attached documents below. IV. Get together with your group and discuss your plans on organizing the information and elaborating your task. (Questions/summary/or play)

# Evaluation

Category and Score	Beginning 1	Developing 2	Very Good 3	Exemplary 4	Score
Group Grade on Quiz	Unable to construct knowledgeable questions. And did not seem to recognize the main points of the topic.	Correctly constructed between 3-5 knowledgeable questions in several different ways.	Correctly constructed less than three knowledgeable questions.	Correctly constructed at least 10 knowledgeable questions in several different ways. For example, closed or multiple choice, true or false, and analytical or evaluative questions, and show that they got a clear understanding of the topic.	%80
Group Grade on Summary	Could not identify any significant points (ex.events) of the Renaissance. Irrelevant information was given.	Identified less than 3 significant points of the Renaissance.	Identified between 5 significant aspects in each of the categories of the topic on Renaissance.	Identified more than 10 significant aspects of the Renaissance(significant events, key points,all the resources was used, and well sited.	%80
Group Grade on Play	Poor performance. Went out of the subject and did not incorporate applicable examples from the information provided on the webquest.	Performed some aspects of the topic, but did not engage the audience.	Performed some examples that apply to the topic, but did not fully engage the audience.	Performed excellent examples that reflect the reading and understanding of the topic. Great enthusiasm on the performance. Engaging to the class.	%80
Group Contribution/Teamwork	There was little contribution of the group members.	Finished the task individually, but did assist the group completing the final task.	Finished his individual task completely and gave some assistance to the group.	All members of the group contributed equally to the activity's objectives.	%20
				Total Score	%100

# Conclusion

I am sure that this webquest had captured your attention on getting to know one of the most important periods of Spain, the Renaissance. Although it is a lot of information, I believed that by completing the task in the ways described in the webquest, the information will be fun and engaging for adolescents to learn, while not taking out its complex, didactical components. -Compared what you know now from what you knew before this webquest, you had become an expert. Now you are able to answer all the questions that were labeled on the Introduction and have the information needed to get a 100 on the final for this Spanish Literature class. And yes! Now you can think about going to Spain and learning more. &nbsp;

# Teacher Page

**Focus:** This webquest focuses on one of the most important periods in Spain. I included important information on a variety of aspects that took place during this period. A Spanish Literature class can look at this webquest as a way to capture and immerse, in an easier way, in this big subject, which includes a lot of information. Students today tend to be more engaged with these types of topics when they look at the information from different perspectives and when they are technically connected. **Objective:** This webquest makes students transfer a large amount of information into a brief and appealing subject to learn. It also helps students learn at the same time they are performing in the class, while the teacher assesses the students' understanding, group contribution, and independence to elaborate on the topic. &nbsp;&nbsp;&nbsp;

## Standards

## Credits

## Other