



CULTUREGUIDE

SPAIN

SERIES 1
PRIMARY (K-6)



DAVID M.
KENNEDY CENTER

FOR INTERNATIONAL STUDIES

SPAIN CULTUREGUIDE

This unit is published by the International Outreach Program of the David M. Kennedy Center for International Studies at Brigham Young University as part of an effort to foster open cultural exchange within the educational community and to promote increased global understanding by providing meaningful cultural education tools.

Curriculum Development

Rachel Wins majored in international studies, with a European studies minor. She lived in Spain and toured Europe twice. This provided her with an opportunity to better understand the world and its diversity of people.

Editorial Staff

Ana Loso, *CultureGuide* publications coordinator
International Outreach

Editorial Assistants

Lisa Clark
Michelle Duncan
Jill Fernald
Adrienne Gardner
Amber Marshall
Christy Sheperd
Melinda Van Wagenen

J. Lee Simons, *editor*
Kennedy Center Publications

Content Review Committee

Jeff Ringer, *director*
Cory Leonard, *assistant director*
David M. Kennedy Center

Andy McEwen, *program coordinator*
International Outreach

Joaquina Hoskisson, *professor of Spanish and Portuguese*
Brigham Young University

Special Thanks to:

Peter Bodmer, *pictures: Torero and the Bull and Bullfighting Stadium*

Brett Thompson, *pictures: Paella*

For more information on the International Outreach program at Brigham Young University, contact International Outreach, 273 Herald R. Clark Building, PO Box 24537, Provo, UT 84604-9951, (801) 422-3040, int-outreach@email.byu.edu.

© 2003 International Outreach, David M. Kennedy Center for International Studies, Brigham Young University, Provo, UT 84602. Material contained in this packet may be reproduced for single teacher use in the classroom as needed to present the enclosed lessons; the packet is not to be reproduced and distributed to other teachers. Additional packets may be obtained by contacting International Outreach at (801) 422-3040.

Copyright Note: *CultureGuide* materials are the original creation of the curriculum developers and editorial staff, with the exception of country flags from Comstock.com, where noted. Included from the public domain is *CIA World Factbook 2002* information found in the "Facts About" section and sometimes the country map or flag.

TABLE OF CONTENTS

| | |
|-------------------------------------|----|
| Why Study Cultures? | 2 |
| Traditions | |
| Dancing and Bullfighting | 3 |
| Folklore & Language | |
| Regional Language | 5 |
| Food | |
| Paella | 7 |
| Cross-cultural Contributions | |
| Siesta | 9 |
| Reference Material | |
| Facts about Spain | 11 |
| History and Holidays | 12 |
| Additional Resources | 14 |
| Visuals | 16 |

WHY STUDY CULTURES?

For most of us, cultures are misunderstood; they are nebulous, vague, and hidden. Like the famous iceberg analogy, we know that most of what a culture is cannot be seen. But what does that mean? And why, then, should we study cultures if we do not know what we're studying in the first place?

In the late twentieth century, Brigham Young University did not embrace a new discipline, but rather a new area of study—the study of cultures. Typically, anthropology is the social science that studies cultures. Why should they have all the fun? The study of cultures unites other academic disciplines (as needed), drawing upon literature, political science, sociology, and even the more applied areas of nursing, social work, law, and business. The study of cultures has grown into nothing short of a revolt against disciplines, “a mode of inquiry” that looks at things in new ways.¹

In 1982, the David M. Kennedy Center for International Studies established International Outreach as a formal program to help build bridges of intercultural understanding. Since then, more than 10,000 *gratis* cultural presentations have been given to local area public schools, taking students to new places using language, multimedia, and imagination. *CultureGuides* derive from the same expertise that has been honed in classrooms—with the exciting exception that these intercultural learning tools are not geographically bound. Thanks to the Internet, accessible multimedia technology, and our trusty iMAC, a limitless audience can learn about different cultures.

Globalization, the driving paradigm of the post-Cold War world, means that now, more than ever, culture matters. Culture is the invisible context that may keep us from understanding important people, places, and ideas; it exists whether or not we think about it. Intercultural education can help us, not only as an intellectual exercise, but also in very practical ways to combat racism, to expand business, and to communicate effectively.

CultureGuides share the same aim as Edward T. Hall, the eminent cultural scholar, to try and “make culture real.”² Even though our “student guides” are not present in every classroom, we hope that *CultureGuides* will make classrooms of the mind and cultural laboratories wherever you may reside.

¹ Ziauddin Sardar and Borin Van Loon. *Introducing Cultural Studies*, Totem Books, New York: 1998.

² *The Edge: The E-Journal of Intercultural Relations*, Summer 1998, Vol. 1(3) Posted 10/11/98, <http://interculturalrelations.com/v1i3Summer1998/sum98sorrellshall.htm>.

TRADITIONS

DANCING AND BULLFIGHTING

Flamenco dancing is a genuine Spanish art. Bullfighting is a popular Spanish custom. Both dancing and bullfighting tie in with everyday traditions in regards to fiestas, holidays, and cultural characteristics in Spain. Whether it is singing, dancing, playing the guitar, or fighting against a bull, Spain displays its unique culture in everyday life.



Starting Points

1. Passion, excitement, and cultural pride describe a Spaniard's approach to both Flamenco dancing and bullfighting.
2. Gypsies are often named as the fathers of Flamenco dancing. Bullfighting is an archaic tradition that has survived in Spain for many centuries.
3. Costumes for both Flamenco dancers and bullfighters are adorned to perfection with explicit detail. Their costumes often reflect their seriousness about the art and their ability to perform it.



Information

Dancing and Music

In describing Spain, it is easy to label Spaniards as traditional people. They have an intense culture that involves different arts and sports that magnify their country. Flamenco dancing and bullfighting are two aspects of Spain's culture that are recognized by the rest of the world.

The origin of Flamenco dancing is hard to pinpoint because there have been several influences due. From Gypsies to Moors, every group that participates in Spain's diverse culture has influenced Flamenco dancing. This aspect of Spanish culture is amazing in every way. The passion in the music, visible in guitar playing and singing, is powerfully felt when watching this form of art. The dancing movements, facial expressions, clapping, and costumes add to the intensity of the dance (**see Traditions Visuals 1–2**). During a particular performance I attended with professional dancers, the music suddenly stopped. Without wasting any time, the dancers immediately started clapping and carrying a beat that enabled the dancing to go on. Before long, the entire audience was clapping along in the excitement. The dancers would yell out "*ole*" on the offbeat to create more excitement. This incident clearly portrays the undying passion Spaniards have in regards to dancing and music.

Bullfighting

Bullfighting is another well known custom in Spain. Being the *torero*, or bullfighter, is a position of great prestige. Thousands of people watch the torero attempt to kill

the beast (see **Traditions Visual 3**). Bullfights take place in large stadiums where many spectators can watch the fight (see **Traditions Visual 4**). Bullfighting is also televised all day long during the bullfighting season, much like football or basketball in the United States. Prior to major bullfights, advertisements go up all over the streets with big banners and posters to let the town know of the big event. Several other European countries do not agree with bullfighting and find it abusive towards animals. However, the Spaniards have been able to offset these accusations by eating the meat of the bull, and so making use of it.



Activities

1. Establish a beat. Clap to it in sequence and shout out “ole” at the end of the last beat. (The Flamenco beat is three claps with a short pause after the first beat, i.e., 1...2, 3 repeated.)
2. Write to an imaginary friend in Spain about your opinion of his or her culture.
3. Have volunteers attempt the Flamenco dance by using large arm movements and feet stomping.
4. Do a role-play of a bullfight. Have a large piece of red cloth for a volunteer bullfighter. Have another volunteer play the bull.



Discussion Questions

1. Why is it that music, especially guitar music, is such an important part of Spanish life, and not as important in American life?
2. Why might you disagree with bullfighting?
3. Do Americans have the same kind of pride for their country as Spaniards do for theirs?
4. How might you feel if you were in an arena with a bull? Is there any comparison between a Spanish torero and an American cowboy?

FOLKLORE & LANGUAGE

REGIONAL LANGUAGE

Castilian Spanish, Catalan, Basque, and Galician are the four major languages spoken in Spain. These languages represent distinct regions that vary in culture and beliefs. Having four different languages indicates the level of diversity within Spain.



Starting Points

1. Some languages are accompanied by a distinct attitude that is unique to a certain region in Spain.
2. Depending on the location of the region within Spain, whether it borders France, Portugal, or a body of water, helps us understand how certain dialects or languages are affected.
3. The four distinct languages of Spain portray diversity within the same country by showing how the different cultures still accept one another.



Information

The Languages of Spain

Castilian Spanish is the national language of Spain. One of the main cities where Catalan is spoken is Barcelona. This is where most Catalonians live. There are four provinces in the northeast part of the Iberian Peninsula that make up the Catalanian homeland (see **Folklore & Language Visual 1**).

Even if there are two languages that are dominant in a region, one must not let pride get in the way of everyday life. This could happen if one of the dominant languages is spoken almost exclusively. In Spain, it is known that tolerance is important. Therefore, if you choose to speak a language besides Castilian you must still be capable and willing to speak Castilian Spanish because it is the national language.

The far northwest coast of the Iberian Peninsula is where the Galicians live (see **Folklore & Language Visual 1**). This region also extends into Portugal. The four provinces of this area are La Coruña, Lugo, Orense, and Pontevedra. This area is not as populated as the other regions in Spain where other languages are spoken. There has been a decline in the amount of people who speak Galician. Knowing that their language is not as well known as Castilian Spanish has aided in the decline in the number of people who speak Galician.

Euzkadi is another term used for the Basque homeland that surrounds the Bay of Biscay (see **Folklore & Language Visual 1**). One of the major cities in the Basque region is Bilbao. This region has had several conflicts with Spain for decades now. Some Basques would like independence from Spain because they feel this region is the “original” Spain that has its own way of life that differs greatly from that of

modern Spain. The majority of Spaniards today live in larger industrial cities. Some Basques consider themselves to be more traditional in culture and values. They identify better with their own provinces rather than the large cities. Even though Bilbao is a prominent city, traditionally Basques lived in small villages and provinces where farming was the main occupation.



Activities

1. Learn the following words or phrases in Spanish.
 - ¡Hola! Hello!
 - ¿Cómo estás? How are you?
 - Muy bien, gracias. Very well, thank you.
 - ¡Buenos días! Good day!
 - ¡Buenos noches! Good night!
2. Repeat this Spanish tongue twister: “*Pablito clavó un clavito, ¿qué clase de clavito clavó Pablito?*”
3. Have two people who speak different languages try and communicate. Use body language if necessary.
4. Write a poem about the different regions in Spain.



Discussion Questions

1. Different accents in America are common. Depending on whether you are from the South, Midwest, or the East coast, you might have a different accent. How is this similar or different than in Spain?
2. How would you treat someone who spoke a different language or dialect than you if you came from the same country?
3. In your opinion, what makes one region different than another?
4. Would you want a country to be unified in all aspects, or is diversity good?

FOOD

PAELLA

Spain is surrounded by the Bay of Biscay, the Mediterranean Sea, and the North Atlantic Ocean. Seafood is a popular main dish and *paella*, consisting of rice and seafood, is one of the best known Spanish dishes (see **Food Visual 1**).



Starting Points

1. The aroma of different foods in the air is an indication that a Spanish kitchen is busy at work. Whether it is olive oil, seafood, or different spices such as saffron and paprika, the scent definitely brings out one's appetite.
2. Spain is located on a peninsula, so much of it is surrounded by water. Due to this, seafood is common in most Spanish dishes.
3. Rice, chicken, rabbit, beef, seafood, and distinct spices and oils make up the typical Spanish cuisine. Learning to cook specialty meals takes a lot of skill and patience. Family recipes are well kept secrets that separate their meals from other's.



Information

The Spanish Cuisine

The people in Spain are healthy because they have a healthy diet. It is not common to see obese people in Spain. Seafood makes up a big part of the Spanish diet. Olive oil is used to cook almost everything along with garlic, both of which are very good for you. The Spanish are healthy people because of their eating habits.

One important aspect of the Spanish cuisine is spices. There are several spices typical of Spanish dishes; saffron is the leading and most expensive spice. Not only are Spanish dishes tasty, they are also colorful because of the different spices. When a main dish is prepared it often looks like a work of art. Spices add great flavor and aroma to Spanish dishes, which separate them from other dishes around the world.

Spain also has *tapas*, or appetizers, that you eat before and after lunch and dinner. Various bars and taverns specialize in serving tapas. Going out to eat tapas is considered a social activity. Tapas can be small enough to eat with toothpicks but can also be large enough to fill a small plate. Seafood, chicken, meat, and various vegetables and cheeses are popular on tapas. Recipes vary, and tasting new tapas is especially popular. The idea of tapas is very appealing because food and mingling go hand in hand. It is a fun way to go out and meet new people.

Paella Recipe

You will need:

| | |
|--------------------|------------------------|
| 3 C rice | 2 onions |
| 1 1/2 lbs shrimp | 3 cloves minced garlic |
| 1 C peas | 1/3 C parsley |
| 1 tsp saffron | 4 chicken breasts |
| 2 tsp olive oil | 2 lbs shell fish |
| 2 red bell peppers | 3 tomatoes |

Preparation

1. Chop the onion into small pieces. Put the chopped onions into a large frying pan with olive oil, peas, red peppers, and tomatoes. Add a teaspoon of saffron. Fry for ten minutes.
2. Add shrimp and chicken.
3. Add the rice and six cups of water. Bring to a boil.
4. Season with salt and add minced garlic and parsley.
5. Boil for twenty minutes.
6. Garnish with strips of red pepper, and serve it in the large pan.



Activities

1. Make the recipe for paella.
2. Design the cover of what you think a Spanish cookbook should look like.
3. Write a journal entry on your thoughts about Spanish food.
4. Draw a picture of what you think paella should look like.



Discussion Questions

1. What are certain flavors that appeal to Spaniards?
2. Compare the importance of cooking in American and Spanish cultures. Do you think seafood is as popular in America as it is in Spain?
3. Many people believe that Americans eat more than the rest of the world. Discuss whether you agree or disagree with this belief.

CROSS-CULTURAL CONTRIBUTIONS

SIESTA

Imagine your day with a long break in it. That is how it would be if you had a *siesta*, or a long afternoon break. During the siesta, everything closes from one thirty to four thirty in the afternoon. The siesta helps explain why dinner is eaten later in Spain than in America.



Starting Points

1. Taking a long nap would give everyone the relaxation needed to get on with his or her day. The pace of life would be slower and more enjoyable. Some Spaniards make the siesta an important part of their lives.
2. Most European countries have a break during the day. Depending on the individual country, the break may be anywhere from one to three hours long.
3. Not having the option to shop or do certain activities during the hours of one thirty and four thirty would alter anyone's day. In Spain, however, it is a part of some peoples lives—a part that they enjoy and support. Tourists are the only ones who might oppose this long siesta.



Information

Tourism and the Siesta

Being a tourist in Spain does not always make the siesta aspect of Spain's culture appealing. During the prime hours of the afternoon, whatever city you might be in shuts down. Shopping and sight-seeing must be put on hold until the siesta is over. Eventually, one does get used to this daily routine.

Siesta

The Spanish have a different way of life with the long break in their day intended for eating and resting. It seems as though the siesta relaxes the Spanish because it is a break from everything. It is also appealing because it applies to everyone, not just owners or managers, but also the employees. The only acceptable place where one might have to work is in the restaurant business, especially if it is a big restaurant in a tourist location.

As a result of the siesta, all other activities are extended into the late evening. In the United States, it is common to eat dinner around six o'clock, but in Spain that would be very early. In fact, dinner is not prepared until approximately nine o'clock because of the long siesta during the day. Dinner can last quite a long time as well. Spaniards enjoy talking while they eat. The Spanish switch from talking to eating and vice versa throughout dinner, prolonging their time at the dinner table.

Nightlife is big in Spain. Stores stay open later and people of all ages are out in the streets during the evening. At ten o'clock at night it is common to see junior high along with high school aged students in the streets or out with friends.



Activities

1. Play the game “telephone” to share what you would do during the siesta time. First, sit in a circle on the floor. One person begins by whispering to the person next to him or her what he or she would do during the siesta time. This person then passes the message onto whoever is sitting next to him or her in the circle. This continues until the message reaches the original person. The last person to get the message tells the rest of the group what he or she heard. The game may then start over again with a new person starting the message.
2. Do a role-play of an American listening to a Spaniard explain the siesta.
3. Write about a day in the life of a Spaniard. You may want to include what you would do during the siesta.
4. Make a shoebox diorama of people eating, sleeping, or resting to portray the Spanish siesta.
5. Complete the word search (see **Cross-cultural Contributions Visual 1**).



Discussion Questions

1. Explain whether or not a siesta would ever work in American life.
2. Discuss whether a break during the day would help eliminate the stress of many Americans.
3. Discuss your personal view on the siesta.
4. Discuss whether Americans take for granted their ability to shop and perform certain activities during all hours of the day.

FACTS ABOUT SPAIN

Official Name: Kingdom of Spain

Capital: Madrid

Government Type: parliamentary monarchy

Area: 504,782 sq km

Land Boundaries: Andorra, France, Gibraltar, Portugal, Morocco (Ceuta), Morocco (Melilla)

Climate: interior: temperate, clear and hot summers, cloudy and cold winters; coastal region: more moderate, cool and cloudy

Lowest Point: Atlantic Ocean 0 m

Highest Point: Pico de Teide (Tenerife) on Canary Islands 3,718 m

Natural Resources: coal, lignite, iron ore, uranium, mercury, pyrites, fluorspar, gypsum, zinc, lead, tungsten, copper, kaolin, potash, hydropower, arable land

Natural Hazards: periodic droughts

Population: 40,077,100 (July 2002 est.)

Ethnic Groups: composite of Mediterranean and Nordic types

Religions: Roman Catholic

Languages: Castilian Spanish, Catalan, Galician, Basque

GDP: 757 billion (2001 est.)

GDP Per Capita: \$18,900 (2001 est.)

GDP Composition By Sector: agriculture 4%, industry 28%, services 68% (2001 est.)

Labor Force: 17.1 million (2001)

Unemployment Rate: 13% (2001 est.)

Industries: textiles and apparel (including footwear), food and beverages, metals and metal manufactures, chemicals, shipbuilding, automobiles, machine tools, tourism

Agricultural Products: grain, vegetables, olives, wine grapes, sugar beets, citrus, beef, pork, poultry, dairy products, fish

Exports: \$118.6 billion (f.o.b., 2001 est.) machinery, motor vehicles, foodstuffs, other consumer goods

Imports: 150.5 billion (f.o.b. 2001 est.) machinery and equipment, fuels, chemicals, semi-finished goods, foodstuffs, consumer goods

Trade Partners: EU (France, Germany, Benelux, Italy, Portugal, UK), Latin America, U.S., Japan, OPEC

Currency: euro (EUR)

Exchange Rate: 1.1324 euros = \$1 U.S. (January 2002)

HISTORY AND HOLIDAYS

TIME LINE

- 1469 C.E.** Ferdinand and Isabella are married and start developments that make Spain a great power
- 1550** Most of South America, Central America, Florida, Cuba and the Philippine Islands are controlled by Spain
- 1571** under Philip II, Spain defeats the Turks in the Battle of Lepanto
- 1588** Spanish Armada is defeated in the English Channel
- 1618–1648** Spain is involved in the Thirty Years War
- 1701** War of the Spanish Succession
- 1762** Spain enters the Seven Year's War against Britain
- 1810–1813** Cádiz is the center for a national assembly, a constitution is written that ends absolute rule
- 1814** Ferdinand VII returns to Spain after Napoleon's defeat
- 1898** Cuban Disaster leads to the Spanish-American War
- 1936** Spanish Civil War begins on 18 July
- 1939** Spanish Civil War ends
- 1955** Spain is admitted into the United Nations
- 1957** Franco regime provides framework for economic growth
- 1976** Transition period to democracy with King Juan Carlos
- 1982** Spain joins NATO
- 1982** Spain enters the European Community (now the EU)
- 1992** Barcelona hosts Olympic Summer Games
- 1996** Conservative party wins election with José María Aznar
- 1999** Spain joins Euro system
- 2000** Popular Party wins a landslide election
- 2001** Parliament politically recognizes the Republican guerrillas, or maquis, who resisted General Francisco Franco even after the Spanish Civil War had ended
- 2002** Spanish money system changes from the Peseta to the Euro
- 2003** 62 Spanish peacekeepers on their way home from duty in Afghanistan are killed in a plane crash

HOLIDAYS

- 1 Jan** Año Nuevo (New Year's Day)
- 6 Jan** Día de los Reyes (Day of the Kings)
- 19 Mar** Día de los Padres (Father's Day)
- Apr** Viernes Santo (Good Friday)
- Apr** Semana Santa (Holy week, celebrated the week before Easter)
- Apr** Día de Pascua (Easter)
- 1 May** Día del Trabajo (Labor Day)
- 24 Jun** Día de San Juan (St. John's Day)

- mid Jun** Corpus Cristi
- 29 Jun** Día de San Pedro y Pablo (St. Peter and Paul's Day)
- 25 Jul** Día de Santiago (St. James' Day, the patron saint of Spain)
- 15 Aug** Día de la Asunción (Day of Ascension)
- 12 Oct** Día de la Hispanidad (Columbus Day)
- 1 Nov** Todos los Santos (All Saints' Day)
- 6 Dec** Día de la Constitución (Constitution Day)
- 8 Dec** Día de la Inmaculada Concepción (Day of the Immaculate Conception)
- 24 Dec** Noche Buena (Christmas Eve)
- 25 Dec** Día de Navidad (Christmas Day)
- 31 Dec** Noche Vieja (New Year's Eve)

ADDITIONAL RESOURCES

SPANISH EMBASSY TO THE UNITED STATES

2375 Pennsylvania Ave. NW
Washington, D.C. 20037
Phone: (202) 728-2330
Web site: <http://www.spainemb.org/>

SPANISH DEPARTMENT OF TOURISM

666 Fifth Avenue, 35th floor
New York, NY 10103
Phone: (212) 265-8822, Fax: (212) 265-8864
E-mail: ontny@tourspain.es
Web site: <http://www.okspain.org>

BOOKS

- Allard, William Albert. *A Time We Knew: Images of Yesterday in the Basque Homeland*, Nevada University Press, Nov. 1990.
- Brown, Deni. *Eyewitness Travel Guides: Spain*, DK Publishing, 1996.
- Carr, Raymond. *Spain: A History*, Oxford UP, Jan. 2002.
- Crow, John A. *Spain, the Root and the Flower: an interpretation of Spain and the Spanish People*, University California Press, March 1985.
- CultureGram 2001*, Brigham Young University, 1998.
- Fletcher, Richard. *Moorish Spain*, University of California Press, 1993.
- Fodor's Spain*, Fodor's Travel, Nov. 1999.
- Forsyth, Susan. *Lonely Planet Andalucia*, Lonely Planet, Jan. 1999.
- Hampshire, David. *Living and Working in Spain*, Survival Books, April 2000.
- Hingoyen, Gerald. *The Basque Kitchen: Tempting Food From the Pyrenees*, HarperCollins, May 1999.
- Noble, Judith. *The Hispanic Way: Aspects of Behavior, Attitudes and Customs in the Spanish Speaking World*, NTC Contemporary, Aug. 1990.
- Simonis, Damien. *Lonely Planet Barcelona*, Lonely Planet, Apr 1999.
- The Rough Guide to Spain* 8th ed, Rough Guides, Aug. 1999.
- Wolfert, Paula. *Mostly Mediterranean: More than 200 Recipes From France, Spain, Greece, Morocco, and Sicily*, Penguin USA, July 1996.

MUSIC

- Carlos Montoya. *The Art of Flamenco*, Laserlight, Oct. 25, 1993.
- The Gipsy Kings. *Best of the Gipsy Kings*, Wea/Atlantic/Nonesuch, March 28, 1995.

INTERNET SITES

CIA Home Page's Publications and Reports:

<http://www.cia.gov/cia/publications/pubs.html>

CIA World Factbook:

<http://www.cia.gov/cia/publications/factbook>

Government Guide:

<http://www.governmentguide.com>

Moorish Spain:

<http://www.lexicorient.com/m.s/spain>

“Si, Spain”:

<http://www.sispain.org>

Spainnet.net:

<http://www.spainnet.net>

The Tourist Office of Spain:

<http://www.spaintour.com>

Visit Europe.com:

<http://www.visiteurope.com/spain>

Traditions Visual 1: Spanish Dancers



Traditions Visual 2: Spanish Flamenco Dress



Traditions Visual 3: Torero and the Bull



Traditions Visual 4: Bullfighting Stadium





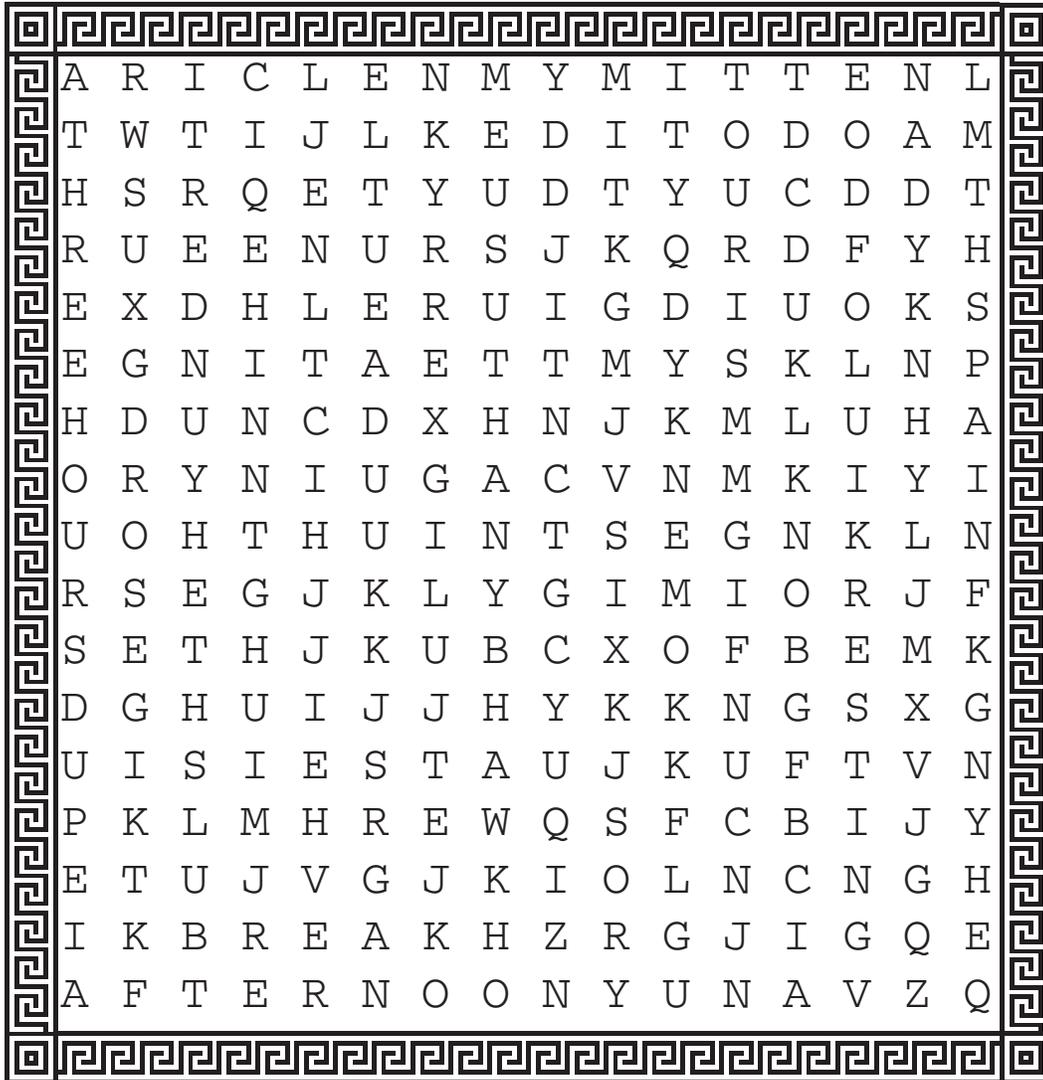
Food Visual 1: Paella



SPANISH SIESTA

WORD SEARCH

Words may be found diagonally, horizontally, vertically, and backwards.



SIESTA
BREAK
SPAIN

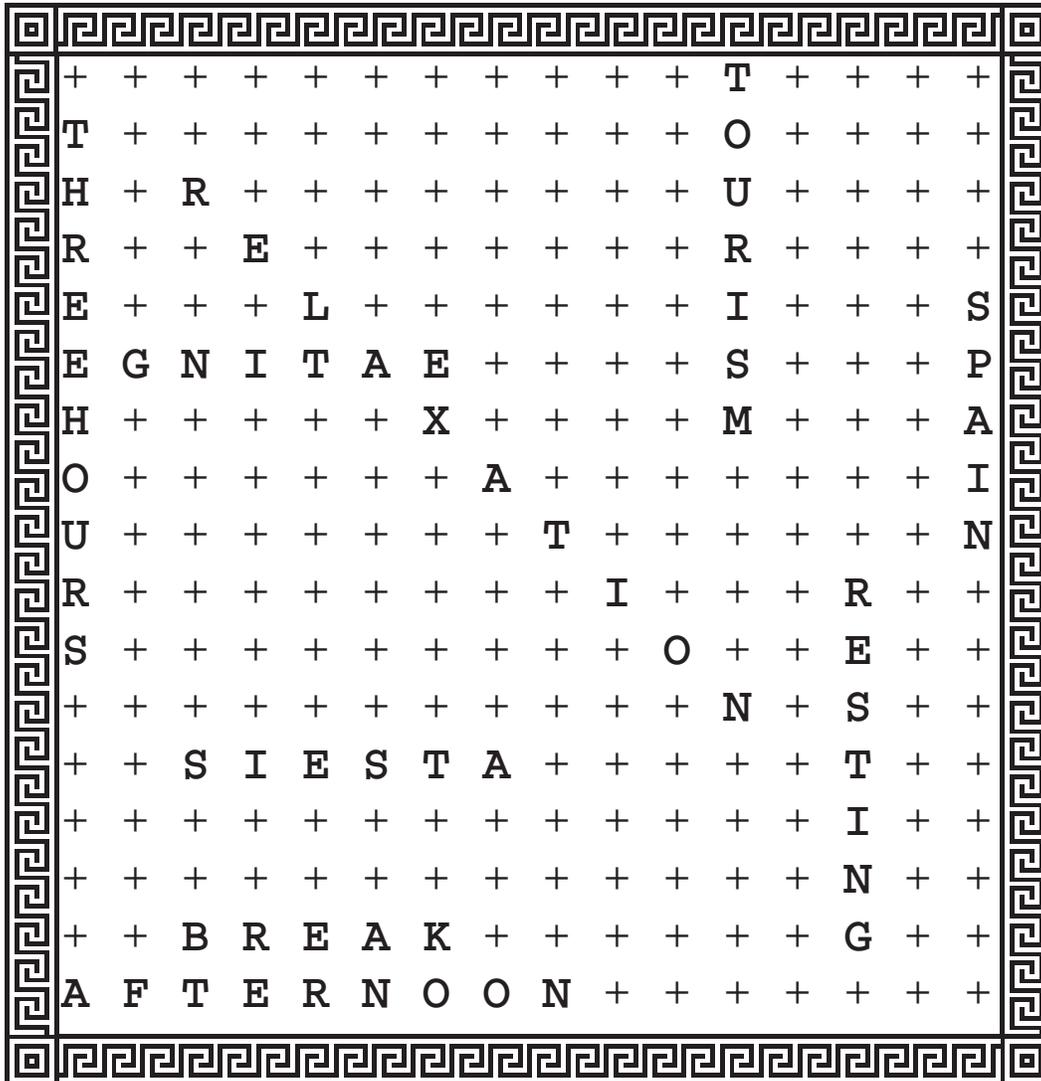
RELAXATION
THREE HOURS
TOURISM

AFTERNOON
EATING
RESTING

SPANISH SIESTA

WORD SEARCH ANSWER KEY

Words may be found diagonally, horizontally, vertically, and backwards.



SIESTA
BREAK
SPAIN

RELAXATION
THREE HOURS
TOURISM

AFTERNOON
EATING
RESTING



FLAG OF SPAIN

The Spanish flag has three horizontal bands of red, yellow, and red with the national coat of arms on the hoist side of the yellow band. The coat of arms includes the royal seal framed by the Pillars of Hercules, which are the two promontories (Gibraltar and Ceuta) on either side of the eastern end of the Strait of Gibraltar.

Map of Spain

