SPAIN CULTUREGUIDE

This unit is published by the Intercultural 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.

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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 culture. 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 Intercultural Outreach² 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 eMACs, 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 to “make culture real.”³ 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.


² The program was originally called International Outreach when it was established in 1982, but it was renamed Intercultural Outreach in 2006 to better reflect its aims.

**Geography & Climate**

**Asturias**

Asturias is the region along the northern coast of Spain. It is unique because the traditions, customs, and geographic features of this region are not found anywhere else in the world. Many of the customs and traditions are a result of the temperate climate that allows Asturians to enjoy an outdoor lifestyle.

**Starting Points**

1. Look at a picture of the landscape of Asturias (see Geography & Climate Visual 1). In what ways does it look similar to your own surroundings? In what ways does it look different? The terrain of Asturias sets a foundation for the customs and values of the Asturian people.

2. Discuss fun things to do in your community. What do you like to do? What would you like to try? What activities do you wish were available? Because the people of Asturias enjoy a mild climate, they love to participate in outdoor activities and carry out an agricultural way of life.

3. Look at pictures of Asturian food (see Additional Resources). What do you notice about the food that is similar to the foods you like to eat? What is different? Does the climate where you live affect the foods you eat? As you learn about Asturian climate, notice the effect it has on the foods the Asturians eat. Determine whether they could enjoy those same foods if the climate in their region were different.

**Information**

**The Great Outdoors**

Because Asturias is on the northern coast of Spain, its geographical features include beaches, forests, and mountains. The *Picos de Europa* [pee-cohs day eh-oo-rops-ab] (Peaks of Europe) is the best-known mountain range in Asturias. These mountains are very high and rugged (see Geography & Climate Visual 2). They are used for all kinds of recreation, agriculture, and industry. People visit these mountains, which are referred to simply as the Picos, to drive, hike, bicycle, rock climb, and camp.

People have lived in the Picos region for thousands of years. Some of the oldest human remains have been found in the caves of the Picos. In these caves, anthropologists have found and studied cave paintings that appear to be the oldest in Europe and perhaps even the oldest in the world.

Because of the rugged terrain and landscape of Asturias, indigenous people have sought refuge from invading civilizations in this country. The Asturians hid from the Romans and the Moors in the Picos. In fact, Asturias was the only region in Spain that was never controlled by the invading Moors that ruled the Iberian Peninsula from 711 C.E. to 1492 C.E.
The people of Asturias are very active, and they express this by biking, hiking, camping, and rock climbing. Many people love to visit this region, and it is a popular travel destination in Spain for outdoor recreation. Young people attend summer camps and participate in many other activities there every year. Even the king has a house in the Picos that he visits in the summertime.

Asturian Climate and Agriculture

The climate in Asturias is very mild. The temperature does not usually rise above eighty-six degrees Fahrenheit, and it rains often. The mild temperatures and plentiful rain create an ideal climate for cultivating agriculture and raising livestock. In the more rural areas of Asturias, people grow much of their own food, including the apples used to make Asturian cider.

As a result of the temperate weather in Asturias, it is very easy for nearly every family in the countryside to grow a small garden. People commonly grow herbs, beans, peppers, tomatoes, and many other types of vegetables. It is also common for Asturian families to keep livestock. In other places, livestock are kept in pens, but in Asturias cows and sheep generally roam free. Farmers put a bell on each of their animals to keep track of them and then let them roam in the mountains, where enough plant life grows naturally to keep them well fed. Cows and sheep can often be found grazing at very high altitudes, and it is common to hear the animals’ bells all over, even in very remote places.

Asturian Food

Asturian foods are very distinct and are the result of the mild climate of Asturias. These unique foods include cheeses, honey, bean stews, and many other hearty foods. A snack in Asturias often consists of bread, cheese, jam, and honey. The Asturians are especially proud of their cheeses. One of the most popular cheeses is the cabrales [cah-brah-lays] cheese, which tastes similar to blue cheese. Cabrales cheese is made from goat milk and is usually cured in fig leaves. Most of the Spanish cheeses found in the supermarket are from Asturias.

Cider is a favorite drink in Asturias. Asturian cider is an all-natural hard cider that has been fermented in wooden vats and then bottled. Most of it is bought by local residents. A unique aspect of Asturian cider is the way it is served. When served, the cider is poured from above the head into a glass held near the hip. Bartenders in Asturias are very good at pouring cider from high up without spilling.

Activities

1. You have learned about the climate and some of the activities that are unique to Asturias. What else would you like to know about? Perhaps you want to know what school is like for children your age or maybe how Asturians celebrate birthdays. Write a letter to an imaginary pen pal in Asturias asking your questions.

2. Learn more about farming and raising livestock. Write a list of ten advantages to living on a farm. List ten disadvantages. Compare your lists with a friend’s lists.

3. Look at a table with fifteen to twenty objects on it. Include objects typical of Asturias, such as a bottle of cider (or any type of glass bottle), beans, a cowbell,
cheese, honey, a picture of mountains, a picture of the ocean, a toy cow, a rock climbing rope, or other things that would be found in Asturias. Walk around the table and look at the objects for three to five minutes, then cover the objects. Write down as many of the objects as you can remember. Discuss the different objects, their uses, and why they are important to the people in Asturias.

4. Glue Geography & Climate Visuals 1 and 2 to card stock paper. Draw lines on the back of the card stock and cut along them to make puzzles. For a more challenging activity, divide into two teams. Each team should take a plastic bag filled with puzzle pieces. Quiz each other on information you have gone over in class (e.g., What animal does Cabrales cheese come from?) and take out a puzzle piece each time your team answers correctly. The first team to complete their puzzle wins.

5. Practice vocabulary and recall main ideas learned in this CultureGuide by playing bingo (see Geography & Climate Visual 3). Fill in your bingo card with twenty-four words from the list provided (the middle space is free). To play the game, write the words from the bingo cards on strips of paper and place the papers in a hat. Pull each strip out one by one and read each word to the class. If the word is on your board, cover it with a piece of paper. The first student to get five in a row wins.

6. Learn how to pour cider like the Asturians. Pour cider from a bottle held high above your head into a glass held near your waist. You may spill a little at first, but pour steadily and adjust the position of the glass as you practice. Why would Asturians pour this way? Do Americans have a special way of pouring anything?

Discussion Questions

1. What do you think you would like most about Asturias? Think about the foods, the recreation, and the location. What would you like to try?

2. What place in the United States do you think is most like Asturias? Why? What similarities do you see? What region is most different from Asturias? Why?

3. Why do you think Asurians pour cider the way they do? Do you have traditions such as pouring cider from the head that have been passed down from generation to generation? What kind of traditions are they?

4. What would you ask a boy or girl your age from Asturias about his or her homeland? How do you think life is different for children in Asturias? What do you think that they would wonder about you?

5. People in Asurias love the outdoors and being active outdoors, mostly because the climate allows them to do so. How does the climate in your area affect your activities? What do you like to do when it is warm outside?

6. Why do you think it is important to learn about Asturias? Why should we learn about other places and people?
**HISTORY**

**THE GUITAR**

One of the most popular instruments in Spain is the guitar. The guitar is an original Spanish invention that is used in popular music and many other musical genres. The guitar is as much a part of Spanish culture as dance, folklore, or any other artistic medium. The Spanish are proud of their guitarists and their role in developing the modern guitar.

**Starting Points**

1. Play twenty questions with the guitar as the object in mind. Ask yes or no questions to discover the object. If necessary, give hints or allow more questions. The guitar has been a great influence in modern music, playing a part in various genres of music; not only can we understand how the guitar has influenced the lives of the people of Spain, but we can understand how the Spanish people have influenced the guitar.

2. Listen to some Flamenco guitar music recordings (see Additional Resources). Try to identify the basic elements of Flamenco and discuss them. Why do you think the guitar is important? What does it add to the music? How would the music sound without the guitar? Flamenco music started in the early 1700s, but it continues today and is culturally important to the Spanish way of life.

3. Listen to a piece of Spanish guitar music (see History Audio 1 and Additional Resources). Discuss how Spanish guitar music differs from the music that you listen to. What do you like or dislike about the music? What do you think of when you hear the music? How would you dance to the song? Although the guitar originated in Spain with few strings and a classic sound, the guitar still plays an important role in various musical styles and cultures today.

**Information**

**History of the Guitar**

The guitar is a very popular instrument today, but in the past it was not as commonly used. The Spanish played an important role in developing the guitar and bringing it to other countries and cultures. The guitar has been especially influential in the musical tradition of Latin American countries. Classical guitar and its other forms stemmed from the guitar that the Spaniards developed.

Spanish people are very proud of their contributions to the physical and musical development of the guitar. The first guitars were brought to Spain by the Moors in the fifteenth century. These early guitars had only three or four strings. The Spaniards quickly adopted the instrument, eventually adding a fifth string in the late sixteenth century. The guitar flourished in Spain, and Spain’s music schools were soon among the best in the world.
Early Spanish guitar music had a refined, classical sound. Famous composers such as Bach and Mozart even included guitar parts in some of their compositions. As the guitar grew in popularity, different cultures began to incorporate it into their music. One of the most important influences was gypsy music.

Gypsies are a semi-nomadic people that settled in southern Spain many centuries ago, and are credited with developing flamenco music. They are sometimes called the fathers or creators of flamenco. In its purest form, flamenco consists of one or more guitarist, a singer, and someone clapping a rhythm. More complex flamenco consists of dancers and additional instruments. Flamenco music blossomed in southern Spain and continues to be an important cultural aspect of Spanish life.

The Spanish value guitars for their beauty as well as their music. Many of these finely crafted guitars have become collector’s items. Intricate fret board inlays, pick guards, and body shapes make the modern guitar a work of art. Diego Velázquez was one of the first painters to incorporate the guitar into his paintings. Many paintings by artists such as Pablo Picasso also feature guitars (see Additional Resources).

Classical and Electric Guitars

The classical guitar is the instrument that most people associate with Spain (See History Visual 1). Usually made of wood, the classical guitar has six strings made of either nylon or steel. This type of guitar is used throughout much of the world. Other forms of the classical guitar, such as the twelve-string and baritone classical guitars, are also common.

The modern guitar, a relative of the classical guitar, is the instrument we usually associate with rock music. The electric guitar is an amplified version of the modern guitar (See History Visual 1). It is common in the United States and is used by many musical groups because it is easy to amplify the sound. This type of guitar is similar to other guitars but has evolved in a different direction.

Activities

1. Have a musician visit the class to talk about and demonstrate the importance of the guitar in modern music. Look in local music stores for the names of guitar teachers who might be able to help you. Many musicians enjoy teaching as a service to encourage children to play the guitar.

2. Research another style of music and report about it to the class. Some options include blues, jazz, bluegrass, reggae, or any other type of music that you may not be familiar with. Focus on the area in which the style was developed. How has this area influenced the style?

3. Have a dance. As a class, decide what kind of music to include and discuss why you chose that music. Is there a guitar in the song you chose? What kind? Did you include any Flamenco music in your dance music selections?

4. Draw a guitar and decorate it with glue and glitter. Cut string and glue it to your drawing in place where the guitar strings should go. Explain why you chose to create the guitar you did (electric, classic, etc.).

5. Research a musician that uses the guitar. You should learn about what influenced the musician and the impact this person has on modern music.
Discussion Questions

1. If you could play one or two instruments, what would they be? Why? What would you do with your talent?

2. What musical style do you think the United States will be best known for one hundred years from now? Why? What makes music enjoyable for future generations? What types of music do you listen to? Can you imagine them being popular in the future?

3. Who is your favorite musician and why? If you could ask that musician five questions, what would they be? What would you do if you could take that musician’s place for a week?

4. What musicians from other countries have had a strong influence on American music? What were their contributions? Who in the United States has impacted foreign music, and what did they contribute?

5. Do you think music is an expression of your personality? Why? How do you show that to others?

6. Is it important to know the history of music and instruments? What can we gain from understanding this background of music?
THE EURO

The euro [yoo-roh] is the currency that was designed to join European countries under a common monetary unit and provide economic stability and unity. Many people, including the Spanish, were unsure about this vision and were apprehensive about exchanging their former currency for the euro. The transition to the euro was difficult in Spain, but in general it has been successful.

Starting Points

1. Bring examples of foreign money to class. You can find foreign currency at most banks and other financial institutions, or get pictures online (see Additional Resources). Discuss the money and pick your favorites. Discuss why you picked the money you did. The currency used in Spain and other countries not only gives opportunity for trade of goods and services, but also serves as an expression of what that country represents legally and ethically.

2. Discuss what makes American culture distinct. What parts of American culture would you have the most difficulty giving up? What traditions and experiences could you do without? The people of Spain faced similar questions when they had to change their national currency, and, as a nation, they have been able to face the answers to these questions while keeping their cultural identity intact.

3. Discuss how Americans might feel if the United States, Canada, and Mexico all converted to the peso. Write a list of advantages and disadvantages for doing this. As you learn about Europe’s conversion to the Euro and its effect on Spain, compare the actual difficulties and triumphs of the European currency transition to your hypothetical North American one.

Information

Concerns about the Transition

After entering into the European Union in 1986, Spain was required to make some changes in its policies and procedures. One of the most difficult transitions was switching from the peseta [pay-say-tah], which had been the national currency since 1869, to the unified European currency, the euro. Before the introduction of the euro, the peseta was the only form of money that most Spaniards had ever used. Since 1 January 2002, ATMs and financial institutions have been dispensing euros instead of pesetas, and on 28 February 2002, the peseta officially expired.

One of the government’s biggest concerns before making the switch to the euro was helping people accept the idea of a new currency. People wondered about how much things would be worth in the new currency, how prices would be converted, and what they would do with all the old currency. The European Union had an answer for each of these questions: A fixed rate was set in relation to the rate of the U.S.
dollar (see Additional Resources), and the currencies of other countries were determined in relation to that fixed rate; the old currency was collected as it was replaced by the euro.

An owner and operator of a fruit and vegetable market located in northern Spain had concerns that converting to the euro would be extremely difficult. For many weeks he had to do business in both pesetas and euros. He had to have both currencies on hand, deal with prices and money exchange in both currencies, and do his bookkeeping using both currencies. At first it was very difficult for him, but soon he adjusted to it. To aid the transition, the government gave him and other business owners a book explaining the transitional procedures and also a calculator to help with the conversions. He did not like the currency at first, but he soon found that it was much like the money that he was used to. This unified currency and financial conversion has helped Spain, along with the rest of Europe, ease the complications of travel and currency exchange.

Preserving National Identity

Many Spaniards were worried that the new currency would destroy part of their culture. People liked the peseta coins and notes because they displayed pictures of famous Spanish historical figures and places. People in Spain were worried that they would lose this bit of national identity by adopting the new currency. However, the European Union has helped to preserve national identity by allowing each country to design a national euro—a euro unique to each country.

In Spain, the one-, two-, and five-cent euro coins have a representation of the cathedral in Santiago de Compostela, one of the most recognizable Spanish monuments. On the ten-, twenty-, and fifty-cent coins, there is a portrait of Miguel de Cervantes, the father of Spanish literature. On the one and two euro coins, there is a picture of King Juan Carlos de Borbón y Borbón, the current king of Spain (see Additional Resources). The national euros are much like the state quarters that are currently issued in the United States: each quarter is national currency, but its symbols represent an individual state.

Activities

1. Look at American money or pictures of American money (see Additional Resources). Write a paragraph about what makes this money American. What American symbols are on the money? Why are these important? What symbols do you think should be preserved if we had to have an international currency?

2. Examine a picture of a twenty dollar bill (see Additional Resources). What people and symbols do you find on it? Using foil, paper, crayons, paper clips, etc., create your own coin and paper money. Decorate it with pictures of things or people that are important to you such as family members, pets, favorite foods, etc. Then explain the symbols on your money.

3. Set up an international fruit and vegetable market. Bring in your favorite fruits and vegetables and put them up for sale. Have different members of the class try to buy the fruits and vegetables with various kinds of currency (i.e., euros, pesos,
yen, etc). Use the Internet to figure out how to convert their money into American dollars and calculate the price of the fruit or vegetable in their currency.

4. Learn how to use multiplication to convert from dollars to euros (see Additional Resources). Then look at the worksheet titled “Shopping in Spain” (see Politics & Economics Visual 1). Compare what you bought and tell why you chose to buy different items.

5. Make a collage of your favorite currencies. Using the Internet, find pictures of international currency, draw them, and glue your drawings to a poster to make your collage. Be sure to identify which currency belongs to which country. Share your poster with the class.

Discussion Questions

1. How would you feel if you had to give up the U.S. dollar and start using another currency? Why would you feel that way? What do you think would be hardest part to get used to?

2. What effect do you think changing from the peseta to the euro had on families in Spain? How do you think children your age felt about it? Do you think they would have been for or against the change? Why or why not?

3. What symbols are on U.S. currency and why are they important? Why are they included in our money? What do the Latin phrases mean?

4. Imagine you own your own fruit and vegetable shop. Pretend the government just issued an announcement changing the currency in your state. What would you do? How could you assure your customers that things in your store would not change even though currency was changing?

5. What do you think we will use as currency in the future? Will we still have paper currency like we do today, or will we have all electronic currency, like debit and credit cards?

6. Do you think we will ever have an international currency, a standard currency where no one has to worry about money conversions between nations? Why or why not? What would be some advantages? Some disadvantages?
LIFESTYLE

THE BULL

Many countries have an animal or a symbol that represents them. Great Britain’s symbol is a bulldog. The symbol of the United States is the bald eagle. In Spain, the national symbol is the bull. The bull is an important icon in Spain; it influences activities, food, and culture (see Lifestyle Visual 1).

Starting Points

1. Watch a video showing a bullfight or a running of the bulls, called an encierro [en-thee-arrow] (see Additional Resources). How did you feel when you watched the bullfight? What do you think these activities mean to the Spanish people? The Spanish do not see bullfighting as a sport, but as an art, a religious tradition symbolic of their culture.

2. Read the short story “Ferdinand the Bull” by Munro Leaf (see Additional Resources). Talk about the excitement, danger, and beauty associated with bulls and the activities revolving around them. As you learn about the history of bullfighting and significance of the bull in the lives of the people of Spain, remember the story of Ferdinand, connecting ideas between the story and the actual traditions of the Spanish people.

3. Look at pictures of bulls in encierros, in bullfights, or on farms. Why do you think that Spaniards feel such a unity with the bull (see Lifestyle Visuals 1–5)? Keep this question and your answer in mind as you study the lifestyle of the matador [mah-tah-door] and learn the symbolism of the bull.

Information

The Bullfight

The bullfight is central to Spanish history and identity. Although bullfighting occurred prior to the Roman Empire, it was El Cid [el th-eed], a Spanish military leader and national hero, who began organized bullfights in 1090 C.E. These bullfights featured a rider on horseback trying to kill a wild bull. This eventually evolved into what we now know as the modern-day bullfights. Every major city in Spain has a bullring that fills with fans during bullfighting season (see Lifestyle Visuals 6 and 7). During a city’s bullfighting season, many people attend the bullfights every evening for weeks at a time.

The bullfight begins by letting a fierce bull, called a toro bravo [tor-oh bra-voh], into the ring. After the bull enters, barbs are driven into its back (see Lifestyle Visual 2). The matador, or bullfighter, taunts the bull in an effort to make it charge at him. After the bull tires, the matador kills it with a sword. Matadors are viewed as celebrities, much like professional athletes in the United States. The names Romero, Manolete, el Cordobés, and el Juli are well-known among people who
know and love bullfighting. Unlike hunting or other sports, the Spanish see the bullfight as an artistic tradition that has cultural and symbolic roots. However, many believe that the drawn-out death of any animal is cruel and inhumane. Even in Spain, there is increasing controversy over the bullfights.

To the Spaniards, the bullfight is part of an old religious tradition—the bulls were originally killed as religious sacrifices. There are also many different interpretations of the bullfight. For example, some believe that bullfights are a metaphor of man’s fight against death. Despite differing opinions on the practice, some element of the bullfight will always be preserved in Spanish culture through tradition and metaphor.

The Festival of San Fermines and the Encierro

The festival of San Fermines is a Catholic holiday that celebrates the life of San Fermin, a famous Spanish religious leader. The festival starts 7 July and goes until 14 July. Each day of the festival starts with an encierro, or running of the bulls. The encierro is another activity that is unique to Spain. It involves a throng of people running through the streets as they are chased by huge bulls (see Lifestyle Visuals 4–5). The bulls are led to a bullfighting arena where bullfights are held later in the day. After the bulls have arrived at the arena, participants enjoy an afternoon of eating, drinking, and entertainment.

The festival is most popular in cities in northern Spain, especially in the city of Pamplona (see Lifestyle Visual 8). People from all over the world come to Pamplona and other cities in Spain to run with the bulls and participate in the San Fermines festival. Many people became aware of the festival of San Fermines in Pamplona after Ernest Hemingway published his book The Sun Also Rises, which talks about the festival.

The encierro is considered more humane than the bullfight, but is also very dangerous. Many people are injured every time the bulls run, and occasionally someone dies. Usually foreigners are the ones who are killed or hurt. But, although the encierro is dangerous, people continue to come every year to run with the bulls.

Bulls and Art

The bull is often the focus of attention in Spanish artwork. The power, majesty, and pride of the bull are popular subjects of artistic expression. Picasso, Goya, and other artists have used the bull in artistic representations and interpretations of Spanish culture (see Additional Resources).

Although not all Spaniards identify with the bull, most accept the bull as part of their culture. The bull is important to Spanish identity and is seen in advertisements, art, and other aspects of Spanish culture.
Activities

1. Have your own festival of San Fermines. Bring in food and drinks and watch a video of the encierro (see Additional Resources).

2. Write an acrostic poem entitled “I am a Bullfighter.” Using each letter of the word bullfighter, write a sentence that relates to the bull, the matador, or Spanish culture.

3. Write a story about a festival or holiday that is special to you, using animals to represent the people in the story. Share the story with a classmate and explain why you chose the animals you did to represent each person in the story.

4. Draw, color, or paint a bull in a bullring, an encierro, or a pasture. Write a caption to explain what the bull is doing and why.

5. Draw an animal that represents you. Include a caption telling why you chose that specific animal.

Discussion Questions

1. Why do countries relate to specific animals? Why does the United States like the bald eagle and Great Britain the bulldog? Does your school have a mascot? What does it represent?

2. Do we have any holidays in the United States that are similar to the festival of San Fermines? What holidays do we celebrate that people in other countries do not?

3. Would you ever want to go to the festival of San Fermines? Why or why not?

4. Why is the bull so important to the Spanish people? How do you think other cultures perceive the bull? Why?

5. The bull and bullfighting are a big part of Spanish culture. What would be lost from the culture if bullfighting stopped or if bulls were ever to go extinct?

6. Does America have a national artistic tradition like Spain does bullfighting? If so, what is it and how is it similar to or different from the Spanish bullfighting? If not, why do you think this is the case?
FACTS ABOUT SPAIN

Official Name: Kingdom of Spain
Capital: Madrid
Government Type: parliamentary monarchy
Area: 504,782 sq km
Land Boundaries: Andorra 63.7, France 623 km, Gilbraltar 1.2 km, Portugal 1,214 km, Morocco (Ceuta) 6.3 km, Morocco (Melilla) 9.6 km, Coastline 4,964 km
Climate: temperate; clear, hot summers in interior, more moderate and cloudy along coast; cloudy, cold winters in interior, partly cloudy and cool along coast
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: 40,341,462 (July 2005 est.)
Ethnic Groups: composite of Mediterranean and Nordic types
Religions: Roman Catholic 94%, other 6%
Languages: Castilian Spanish (official) 74%, Catalán 17%, Galician 7%, Basque 2%
GDP: $1.046 trillion (2005 est.)
GDP Per Capita: $25,100 (2005 est.)
GDP Composition By Sector: agriculture: 3.4%; industry: 28.7%; services: 67.9% (2005 est.)
Labor Force: 20.67 million (2005 est.)
Unemployment Rate: 10.1% (2005 est.)
Industries: textiles and apparel (including footwear), food and beverages, metals and metal manufacturers, chemicals, shipbuilding, automobiles, machine tools, tourism, clay and refractory products, pharmaceuticals, medical equipment
Agricultural Products: grain, vegetables, olives, wine grapes, sugar beets, citrus; beef, pork, poultry, dairy products; fish
Exports: $194.3 billion f.o.b. (2005 est.) machinery, motor vehicles; foodstuffs, other consumer goods, pharmaceuticals, medicines
Imports: $271.8 billion f.o.b. (2005 est.) machinery and equipment, fuels, chemicals, semifinished goods; foodstuffs, consumer goods; measuring and medical control instruments
Trade Partners: EU, OPEC, U.S., U.K., Japan, Latin America
Currency: euro
Exchange Rate: 0.79 euros = $1 U.S. (2005)
TIME LINE

**209 B.C.E.** Hanibal’s army in Italy declines and the Roman conquest of Spain begins

**660 C.E.** Military capital established in Toledo for Visigoths

**653** The eighth Council of Toledo completes and approves the great legal code, *Forum Judicum*, a combination of Roman code and Visigoth laws

**711** End of Visigoth Empire in Spain; Muslim occupation of Spain

**1469** Isabela and Ferdinand are married and become the *Reyes Catolicos*, or the Christian Rulers

**1492** Granada is taken, ending the Christian Reconquest against Muslim rule in Spain; Christopher Columbus discovers the Americas

**1494** The Inquisition

**1588** Spanish Armada is defeated in the English Channel

**1812** Spanish constitutionalism begins

**1898** End of colonialism in Spain; Spain loses the last of its overseas colonies (Cuba, Puerto Rico, and the Philippines) to the United States

**1914–1918** First World War—Spain remains neutral

**1931** Spain is proclaimed the Spanish Republic; the revolutionary committee becomes the provisional government, with Niceto Alcalá Zamora as the first president

**1936–1939** Spanish Civil War; the *nacionales* [nah-she-oh-nah-less], or nationalists, prevail and make a victorious entry into Madrid on 28 March 1939; Francisco Franco becomes leader of Spain

**1947** Franco announces the restoration of the monarchy when he dies or retires (Law of Succession); Juan Carlos de Borbón y Borbón is selected as successor

**1959** A group of leftist students from the University of Madrid form the ETA, a terrorist organization hoping to achieve autonomy for the Basque region located between Spain and France

**1978** King Carlos transforms the Francoist regime into a monarchy; the Spanish Constitution is unanimously approved by Parliament and 87.8 percent of the citizens

**1992** Summer Olympic Games are held in Barcelona

**1998** First major ETA cease-fire

**Jan 2002** Euro becomes official currency

**Feb 2002** Peseta expires

**Nov 2002** Massive oil spill off Spanish coast

**Mar 2004** Bombing of Spanish railways by Basque separatists
HOLIDAYS

1 Jan New Years Day
5 Jan *Reyes Magos* (Three Kings Day)

Feb Carnival held in Santa Cruz de Tenerife, Canary Islands, during second week of February; festivities include costumes, parades, and music

Apr *Semana Santa* (Easter Holy Week)
1 May May Day (Labor Day)
6–14 Jul Festival de San Fermines
25 Jul *Santiago Apóstol* (celebration for St. James, patron saint of Spain)
12 Oct Spanish National Day
1 Nov All Saints’ Day
6 Dec Day of the Constitution
25 Dec Christmas Day
28 Dec *Santos Inocentes* (similar to April Fool’s Day)
31 Dec New Year’s Eve
ADDITIONAL RESOURCES

SPANISH EMBASSY TO THE UNITED STATES
2375 Pennsylvania Avenue NW
Washington, D.C. 20037
Phone: (202) 452-0100
Web site: www.spainemb.org

SPANISH DEPARTMENT OF TOURISM
Tourist Office of Spain
666 Fifth Avenue, 35th Floor
New York, NY 10103
Phone: (212) 265-8822; Fax: (212) 265-8864
Email: oetny@Tourspain.es

CULTURAL CENTER
Plaza del Rey, 1.- Planta 0.
28071 Madrid, Spain
Phone: 91 701-70-00

BOOKS
Graff, Marie Louis. Spain (Culture Shock), Graphic Arts Publishing Center, 2001.
Leaf, Munro and Robert Lawson. Ferdinand the Bull, Merry Makers Distribution, 1997.


**FILMS**


**INTERNET SITES**

**All About Spain:**
http://www.red2000.com

**Andalucia:**
http://www.andalucia.com

**Bullfights:**
http://www.bullfights.org

**Coin Resource**

**Exchange Conversions:**
http://www.oanda.com/convert/classic

**Flamenco Information:**
http://www.flamenco.org

**Flamenco-World:**
http://www.flamenco-world.com

**Galicia España, La Guia Turistica:**
http://www.galinor.es

**Goya Painting:**
http://cgfa.sunsite.dk/goya/p-goya33.htm

**Llanes, Asturias, España:**
http://homepages.tesco.net/~john.kearney/efood.htm

**Lonely Planet World Guide:**
http://www.lonelyplanet.com/destinations/europe/andalucia/

**Mariano Cordoba Recordings:**
http://www.marianocordoba.com/recordings.html

**OkSpain:**
http://www.okspain.org

**Picasso Guitar Painting:**
http://www.abcgallery.com/P/picasso/picasso289.html

**Pictures of Foreign Currency:**
http://www.ease.com/~randyj/money1.htm#monindx
Pictures of Euros (in Spanish):
http://www.iespana.es/guiamonedas/euros

Sí, Spain:
http://www.sispain.org

Spain Highlights—Asturias:
http://www.okspain.org/comunidades/asturias.asp

Spain Info:
http://www.tourspain.es

Twenty Dollar Bill:
http://www.moneyfactory.com/newmoney/index.cfm

MUSIC

Geography & Climate Visual 1: Asturian Houses and Mountains
Geography and Climate Visual 3: Bingo Board

Name:____________________________________

ASTURIAN BINGO

<table>
<thead>
<tr>
<th>anthropologist</th>
<th>camping</th>
<th>encierro</th>
<th>guitar</th>
<th>northern coast</th>
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<tbody>
<tr>
<td>Asturias</td>
<td>Cave of Altamira</td>
<td>euro</td>
<td>gypsy</td>
<td>Pamplona</td>
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<tr>
<td>bells</td>
<td>cave painting</td>
<td>farming</td>
<td>hiking</td>
<td>Picasso</td>
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<tr>
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<td>cheese</td>
<td>Flamenco</td>
<td>honey</td>
<td>Picos</td>
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<tr>
<td>bullfight</td>
<td>cider</td>
<td>garden</td>
<td>king</td>
<td>rock climbing</td>
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<td>Cabrales</td>
<td>cow</td>
<td>goat milk</td>
<td>mountains</td>
<td>sheep</td>
</tr>
</tbody>
</table>

FREE
History Visual 1: Electric Guitar and Classical Guitar
**Name:** ______________________________

**SHOPPING IN SPAIN**

**INSTRUCTIONS:** Use the pictures and numbers below to solve the following equations.

1. Find how many euros you can spend if you have $100.00 in U.S. currency.
   
   \[100 \text{ dollars} \times \frac{1.06 \text{ euros}}{1 \text{ dollar}} = \text{______ euros}\]

2. Write the name and price of items you like on the shopping list. How much did you spend?
   (Make sure you don’t go over $100.00!)

3. Find out how much money you would need to buy all the items on the page.

   \[\text{______ euros} \times \frac{\text{______}}{1 \text{ dollar}} = \text{______ dollars}\]

**Shopping List:**

1. Asturian honey
   - 5 euros

2. Museum admission
   - 15 euros

3. Copy of cave painting
   - 40 euros

4. Guitar concert
   - 20 euros

5. Bullfight
   - 25 euros

6. Cabarales cheese
   - 5 euros

7. Bike rental
   - 10 euros
Name: ________________________________

**SHOPPING IN SPAIN**

**INSTRUCTIONS:** Use the pictures and numbers below to solve the following equations.

1. Find how many euros you can spend if you have $100.00 in U.S. currency.

   \[
   \text{100 dollars} \times \frac{1.06 \text{ euros}}{1 \text{ dollar}} = 106 \text{ euros}
   \]

2. Write the name and price of items you like on the shopping list. How much did you spend?

   (Make sure you don’t go over $100.00!) 70 euros

3. Find out how much money you would need to buy all the items on the page.

   \[
   120 \text{ euros} \times \frac{1 \text{ dollar}}{1.06 \text{ euros}} = 113.21 \text{ dollars}
   \]

**SHOPPING LIST:**

1. Guitar concert  20 euros
2. Bike Rental  10 euros
3. Bullfight  25 euros
4. Museum  15 euros
5. __________________________
6. __________________________
7. __________________________
Lifestyle Visual 1: Bulls
Lifestyle Visual 4: Encierro, or the Running of the Bulls
Lifestyle Visual 5: Statue of the Running of the Bulls in Pamplona
The flag has three horizontal bands of red (top), yellow (middle), and red (bottom) 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.