

LESSON PLAN

Learning goals:

- to understand the interdependence between socio-political events and cultural production
- to examine cultural artifacts and objects as ways of analyzing their political and aesthetic regimes

Lesson contents:

This class is a continuation of the study of the Spanish transition to democracy. From the previous session, students are aware of the context (factual knowledge) and have already analyzed some of the cultural production in Spain (conceptual knowledge). For this session, students are expected to deepen their knowledge in what was happening in Spain in the aftermath of the Franco's dictatorship through the examination of three genres that exploded at that time -the comic, the singer-songwriter song, the fanzine (procedural knowledge). Once they have digested the information, students will expose it to the classroom through a short presentation, exploring different narratives on the cultural and political transition.

Context within the syllabus:

Hispanic Cultures II: Mapping Disenchantment is a survey course for undergrads who wish to concentrate or major in Hispanic Studies. I have planned the course following a backward design. For that purpose, I have identified what I want my students to value, learn, and know, focusing on providing them with the tools to face the study of any given cultural manifestation. In this sense, the learning goals follow a scale that goes from the lower order thinking skills (remember and understand) to the higher ones (evaluate and create), and combine the fourth dimension of knowledge.

Timing:

75 minutes [1.10-2.25pm]

Types of interaction:

- individual work
- pair interaction
- group interaction

Class materials and resources:

- Testimonial video from a journalist and showman on the Spanish transition > https://m.facebook.com/story.php?story_fbid=1155381127884020&id=110177082404435&_rdr
- Comic “Calma chicha”, *El Víbora* 46 (1983).
- Front pages of a few magazines of the time: *Madriz*, *El Víbora*.
- Song “Adivina, adivinanza”, Javier Krahe & Joaquín Sabina (1981).
- Materials from the previous session: the film *La isla mínima* (2015), the short story “El desaparecido” (Julio Llamazares, 2011), the poem “Noche canalla” (Javier Egea, 1982).

Sequence of activities:

- FIRST FEW MINUTES [5 minutes]: checking up and feedback from the previous session.
- WARMING-UP ACTIVITY: review from the previous class

Description_ This first warming-up activity has two parts, and its main aim is to review what was learnt in the previous session in order to establish a connection with what will be studied. For the first part, each student is given a blank card and is asked to think three keywords that, according to them, define and summarize the Spanish transition; then, in pairs, students are asked to discuss their choices. For the second part, students are asked to collaboratively draw a mind-map in the blackboard as a way of putting in common their ideas.

Timing_ 10 minutes.

Materials and resources_ blank cards, blackboard.

- **TRANSITION ACTIVITY:**

Description_ The purpose of this activity is to ease the transition towards the gymkhana that will occupy the rest of the lesson. A very short video will be played and students will be asked to discuss in the group which perspective the video is bringing to the table.

Timing_ 5 minutes

Materials and resources_ testimonial video

- **ACTIVITY_GYMKHANA:** working in pairs, students will be asked to complete each station in a limited amount of time. The prompt is always the same: what is this object telling us about the Spanish transition?

- **ACTIVITY_GYMKHANA: STATION 1**

Description_ Students are given a comic whose vignettes are disorganized. Students are asked to put it together in order and come up with their own interpretation.

Timing_ 10 minutes

Materials and resources_ comic and handout

- **ACTIVITY_GYMKHANA: STATION 2**

Description_ Students are given a few front pages of some magazines of the time, and are asked to describe what they depict and write a caption for each.

Timing_ 10 minutes

Materials and resources_ copies of front pages and handout

- **ACTIVITY_GYMKHANA: STATION 3**

Description_ Students are asked to listen to a song and complete the names of some missing characters. Students are asked to analyze the significance of those characters with regards to Spanish history.

Timing_ 10 minutes

Materials and resources_ song and handout

- **ACTIVITY_GYMKHANA: WRAPPING-UP REFLECTION**

Description_ Having completed each pair the three stations, each pair is assigned a topic (city vs countryside, remnants of the past, gender trouble) and is asked to develop a transitional narrative for each including references to the materials studied in the

previous lesson. I will be guiding them in case there are troubles for understanding the primary sources.

Timing_ 10 minutes

Materials and resources_ notes taken by the students and handout

- CLOSING-UP

Description_ Lastly, students are asked, within their pairs, to share their ideas with the classroom. Each pair will have 5 minutes to present their topic and discussion, making precise reference to all the materials. As a way of engaging everyone's attention, an individual from another pair will be asked to take notes on the blackboard summarizing the main points of the speakers. At the end, there will be a more comprehensive map on the blackboard that will be a perfect complement of the mind-map they drew at the beginning of the class.

Timing_ 15 minutes

Materials and resources_ notes taken by the students and blackboard

- LAST FEW MINUTES [5 minutes]: reminder of what is due for next class and next week.