

Learning Scenario

Title

Comparing Spanish and German songs that reflect our recent history in the 20th century

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Abstract

This didactic unit consists of three 90 min lessons. By analyzing a Spanish and a German song that both deal with the Spanish and German history of the 20th century the students will find out about the historical backgrounds and learn about the Spanish civil war and the "Franquismo" as well as the National Socialism in Germany. There will be a special focus on the post-war time and on the way both countries deal with their past. Having analyzed both songs individually, the students will then compare both songs focussing mainly on content rather than music or melody. They will learn that both countries have a lot in common but that there are also some differences. In the end, the students will present their results in a creative way using various tools.

Keywords

Music, History, Guerra Civil, Franquismo, Second World War, National Socialism, Memoria Histórica

Table of summary

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Subject	<i>Spanish, Music, History, German</i>
Topic	<i>Spanish and German songs that reflect 20th century history</i>
Age of students	<i>16-18 years</i>
Preparation time	<i>15 min</i>
Teaching time	<i>3 x 90 min</i>
Online teaching material	<i>Youtube Videos; mentimeter; green screen videos, oncoo</i>
Offline teaching material	<i>paper, pencils, sketchnotes</i>
resources used	https://www.youtube.com/watch?v=fJfUTqLaLas https://www.menti.com https://kahoot.it https://www.oncoo.de



Integration into the curriculum

The topic fits into the German curriculum for Spanish in year 12 and 13 as it deals with the Spanish and German history of the 20th century.

Aim of the lesson

By analyzing two different songs, one from Germany and the other one from Spain, the students learn about the recent history of these two countries. They learn that Germany and Spain have a lot in common considering the traumatic events that happened during the second world war, the Spanish civil war and the (military) dictatorships in both countries. However, there are also a lot of differences concerning how both countries came to terms with their difficult pasts and how history is still affecting the present.

Trends

Collaborative work; Group Learning; Open Source Learning

21st century skills

Critical Thinking, Communication, Collaboration and Creativity

Activities

Lesson 1: 90 min		
Name of activity	Procedure	Time
introduction to the topic	The teacher presents the topic (Spain in the 20 th century – historical context) of today's lesson and the students reactivate their previous knowledge by creating a mindmap via www.menti.com (the students use their mobile phones for that, they can enter various aspects) Once every student has entered his/her keywords, the teacher projects the mindmap onto the smartboard and the different aspects will be discussed together	10 min
transition	teacher introduces Spanish song that deals with the historical context after the dictator's death (Jarcha – Libertad sin ira) https://www.youtube.com/watch?v=fJfUTglaLas teacher then hands out the lyrics of the song (with annotations and assignments) students continue their work in small groups of 3-4 students	5 min
group work phase I	The assignments are: - Find out about the historical context of the song. A war is mentioned – which war is it?	25 min

Lesson 1: 90 min

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> - “dos Españas que guardan aún el rencor de viejas deudas” – Which two Spains are meant? - “palo largo y mano dura” – Explain that metaphor - Analyze how the people lived and how they felt according to the song - What does the title “Libertad sin ira” mean? - Find out more about the time the song was published (using www.) and explain why it was a great success at that time 	
phase II	<p>Students are supposed to visualize the results of their group work. Together they decide on a tool which they want to use to present their results. The choices are:</p> <ul style="list-style-type: none"> - Sketchnotes (students create a graphical representation) - green screen video (students act our short scenes/interviews and film them) - students create explanatory video 	30 min
evaluation	<p>the groups present their results to the class presentations are evaluated by class the questions asked in the assignments will be discussed in detail</p> <p><i>In case that there is still doubt the teacher will guide his/her students through the learning process. The main focus will be on the message of the song and the restrictions Spanish people had to suffer during the “Franquismo”.</i></p>	20 min

Lesson 2: 90 min

Name of activity	Procedure	Time
introduction to the topic	<p>The teacher presents the topic (Germany in the 20th century – historical context) of today's lesson and the students reactivate their previous knowledge by creating a mindmap via www.menti.com (the students use their mobile phones for that, they can enter various aspects)</p> <p>Once every student has entered his/her keywords, the teacher projects the mindmap onto the smartboard and the different aspects will be discussed together</p>	10 min
transition	<p>teacher asks students to find German songs that deals with WWII or the post-war time (research in www.)</p> <p>students continue their work in small groups of 3-4 students and choose a song that they will analyze and later present to class</p>	5 min
group work phase I	<p>students do research, watch and listen to different German war/ post-war songs and agree on one</p> <p>they then analyze their song together (they can apply their previous knowledge from history lessons)</p> <p>depending on the song they chose, they focus on different aspects:</p> <ul style="list-style-type: none"> - popularity (why was it important at a specific time) - historical context - specific parts of the song/ lyrics/ metaphors/ references 	20 min
phase II	<p>Students are supposed to visualize the results of their group work. Together they decide on a tool which they want to use to present their results. The choices are:</p> <ul style="list-style-type: none"> - Sketchnotes (students create a graphical representation) - green screen video (students act our short scenes/interviews and film them) - students create explanatory video 	30 min
evaluation	<p>the groups present their results to the class</p> <p>presentations are evaluated by class</p>	25 min

Lesson 2: 90 min

Name of activity	Procedure	Time
<p><i>In case that there is still doubt the teacher will guide his/her students through the learning process.</i></p>		

Lesson 3: 90 min

Name of activity	Procedure	Time
introduction to the topic	In order to reactivate previous knowledge and to connect this lessons to the two previous lessons the teacher prepares a kahoot! (alternatively picklers)	10 min
transition	<p>teacher asks students to find out parallels and differences between German and Spanish history and how this history is dealt with</p> <p>students continue their work in small groups of 3-4 students (the same groups as in lesson 2)</p>	5 min
group work phase I	students compare the German song they chose to the Spanish song dealt with in the first lesson	20 min

Lesson 3: 90 min

Name of activity	Procedure	Time
	they create a table (similarities versus differences) and do further research in order to complete their table (how Spain and Germany dealt with war victims; reparations; court trials, etc.)	
phase II	In order to visualize their findings, they can use <ul style="list-style-type: none"> - sketchnotes - create a padlet (here the students could also refer to the various websites they used for their research, newspaper articles, songs, etc.) 	30 min
presentation	the students present their results to the rest of the group	20 min
evaluation	Students' projects + the content/importance of the lessons are evaluated. The platform https://www.oncoo.de can be used to evaluate the lessons.	5 min

Assessment

The students' work gets evaluated by peer-assessment. The students will have the chance to present their work in a school/ class exhibition. All the students will have the chance to look at the projects of their classmates. The results will be discussed/evaluated together.

***** AFTER IMPLEMENTATION *****

Student feedback

The lessons can be evaluated by either <https://www.oncoo.de> or <https://www.mentimeter.com>

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment*

