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Legends and Customs of Spain: a Bridge between the Past and the Present

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Introduction

This curriculum unit is based on the educational principles promoted by UNESCO, which view education as a human right and an essential path to peace and sustainable development. In a context of constant social change, the program promotes inclusive, competency-based, and collaborative teaching that fosters critical thinking, active student participation, and the use of emerging technologies. The unit is implemented in the 5th-grade bilingual school at Truman School (New Haven), with a group of predominantly Hispanic students, some of whom have reading comprehension difficulties and have PPTs. The students' socioeconomic background is mostly vulnerable, which poses additional educational challenges, although many families demonstrate involvement in the educational process.

Rationale

"Stories and legends not only entertain us but also educate the soul and shape the conscience."

Hans Christian Andersen

The curriculum unit "Legends and Customs of Spain: A Bridge between Past and Present" is part of the Teaching Program for the Social Sciences subject and is interdisciplinarily related to the areas of Spanish Language, Music, and Art. Its focus is on the knowledge and understanding of Spanish legends, customs, and traditions, thus strengthening students' sense of belonging by better understanding the origins of the social and cultural group to which Spanish-speaking students belong.

Stanford University psychologist Geoffrey Cohen believes it is essential to help students develop a sense of belonging, understood as the perception of being accepted and respected within a given environment. According to Cohen (2022), when a student doubts whether they are well-received or valued in their context,

their mental energy available for learning, concentration, performance, and personal development decreases. A "sense of belonging" increases the development of social, emotional, and cultural skills, helps us understand ourselves better, promotes emotional regulation, and fosters more effective communication. To make this sense a reality, it is essential that, as teachers, we develop competent students by offering them meaningful opportunities through motivating learning situations. These experiences or situations should generate positive perceptions that contribute to strengthening students' sense of belonging, allowing them to feel valued and integrated, as well as an active part of their school, social, and cultural environments.

Why use legends?

According to the Dictionary of the Royal Spanish Academy (RAE), the term "legend" has five meanings. For the development of this teaching unit, we will use the following two as references:

"A narrative of fantastic events that is transmitted by tradition."

"A story based on a real event or character, distorted or magnified by fantasy or admiration."

Both definitions enable us to approach legends as a form of cultural expression that combines real facts and imaginary elements, transmitted orally from one generation to the next, and that contributes to the construction of the collective identity of a given society.

The word "legend" comes from the Latin *legenda*, derived from the verb *legere*, which means "to read." Strictly speaking, *legenda* can be translated as "that which should read." From all of the above, it is evident that they have an educational role, not only entertaining but also conveying values, beliefs, opinions, and moral teachings through the story of a particular culture at a specific moment in history. Legends are usually part of popular tradition, and, in most cases, their authorship is anonymous and mysterious. They generally narrate fictional and imaginary events but are set in real places and times, which gives them a credible quality. These narratives underpin many traditions and express essential aspects of a culture. Furthermore, they can contain lessons, explanations, and clues about the origins of specific cultural or natural elements and even convey a moral message.

Why use customs?

Customs relate to a daily practice or individual usage, influenced by the particular tendencies of a family or community group. These practices may be habitual or frequent, even if they have a relatively short history.

The word "custom" originates from the Latin word *consuetudo*, which means "habit is our second nature." Customs are social routines established in a community related to everyday life, which, through repeated practice, have become an integral part of a community's local identity.

What is tradition?

Tradition is a habit with sociocultural roots that are specific to a group, typically identified with that behavior. It is based on historical references passed down through generations; it can extend to different aspects of life (religious practices, festivals, dress, gastronomy, cooking methods, folklore, etc.) that are significant to that society. A tradition is a practice or belief passed down through generations.

The word "tradition" comes from the Latin verb *tradere*, meaning "to transmit or deliver." Tradition is based on transmission, permanence, identity, meaning, ritual, and flexibility (but adapting and evolving to reflect social and cultural changes).

Custom and tradition are part of the cultural identity of a society or people at the community, regional, state, national, or global level. Custom and tradition are also terms used synonymously, such as, "Catholics have the custom/tradition of putting up a tree as a decoration when they celebrate Christmas." The difference between custom and tradition lies in the way it is expressed, how it is transmitted, the historical background, the group of people who adopt it, and the time/importance and/or significant dates. Both are very important because they consolidate sociocultural identity and, thus, the history and legacy of a community.

How do they help us understand our culture?

Both customs and traditions are essential for understanding a culture, as they reflect the life, values, meanings, and beliefs of how a group of people relates to each other. Among others, the following characteristics stand out:

- They promote a sense of belonging and unity within a community.
- They allow the transmission of ancestral knowledge and wisdom.
- They strengthen family ties and generate a sense of continuity and stability.
- They preserve cultural identity.
- They express values and beliefs.
- They reveal forms of social organization.
- They connect the past with the present.
- They foster intercultural respect.

Bronislaw Malinowski defines custom as "a mechanism for obtaining meaning and order in life." (*A Scientific Theory of Culture* (1944)). Emile Durkheim defines tradition as "those habits acquired by individuals in the course of their social life, which are transmitted from generation to generation and which regulate the behavior of people in a society" (*The Rules of Sociological Method* (1895)).

Pedagogical perspectives on the educational use of working with legends, customs, and traditions:

The characteristics of legends are especially suitable for capturing students' attention, as their narrative structure, the combination of real and fantastic elements, and their connection to cultural traditions make

them a motivating resource that awakens interest and curiosity. Through them, students can begin to understand the what, how, when, and where of an event or occurrence, as well as learn about the origin, role, and actions of the characters, thus developing analytical and reasoning skills through reading comprehension and critical thinking.

Narrating legends, traditions, and oral customs, as well as describing cultural practices, enables students to develop language skills essential for communicative competence. At the same time, it promotes respect, empathy, and appreciation for cultural diversity, thus strengthening social and civic competence.

By fostering creativity, expression, and a sense of belonging, cultural and artistic competence is also stimulated. Furthermore, by linking everyday life with academic life, the learning-to-learn competency is fostered, as it sparks students' interest and promotes meaningful learning that connects school with real-life experiences, family, and community environments, thereby fostering dialogue between past and present.

This approach strengthens identity and self-esteem by valuing one's customs, fostering a climate of recognition and pride in one's own identity. It also promotes interculturality, creating connections in multicultural contexts and enabling the exchange of knowledge, mutual respect, and the overcoming of stereotypes and prejudices. Legends, traditions, and customs constitute an inexhaustible source of educational resources—stories, songs, games, recipes, dances, and costumes—which enriches teaching without requiring significant investments. They are resources that are relatable, familiar, and easily adaptable to different educational levels.

Ultimately, this approach enables interdisciplinary work, fostering an integrative perspective across various fields, including language, social studies, and art education, while actively engaging families and the community in the educational process. All of these skills support the key competencies that students should acquire by the end of elementary school.

Unit Objectives

This unit will address several Standards for Foreign Language Learning, specifically the American Council on the Teaching of Foreign Languages (ACTFL) World-Readiness Standards:

1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

1.2 Students understand and interpret written and spoken language on a variety of topics.

1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

The main educational objectives of this unit are:

- To know, understand, respect, value, and appreciate the elements, values, and norms of Spanish culture, as well as to recognize the interculturality that exists in Spain through knowledge of various legends, traditions, and customs specific to Spanish culture.

Legends

The Legend of the Lady of Elche (Valencian Community)

The legend of the Lady of Elche tells of a mysterious female figure who appeared near the fields of Elche, protecting farmers and guiding the people in difficult times. She was said to be dressed in ancient clothing and adorned with jewelry, resembling the famous Iberian sculpture found in the area. Over time, she became a symbol of protection and wisdom. Her appearance was seen as a divine or ancestral message. The Lady of Elche became a cultural and spiritual icon for the people of Elche.

The Legend of the Lovers of Teruel (Aragon)

The legend of the Lovers of Teruel tells the tragic story of Isabel de Segura and Diego de Marcilla, two young lovers. Diego leaves to seek his fortune and returns five years later, only to find Isabel has been forced to marry. Diego dies of heartbreak when she refuses his kiss, and Isabel dies the next day beside his body. They are buried together. Their eternal love became a symbol of passion and loyalty.

The Legend of the Lizard of Malena (Jaén)

The Legend of the Lizard of Malena, from Jaén, tells of a fearsome dragon-like creature that lived near the Malena fountain, terrorizing the locals. Many brave men tried to kill it but failed. One day, a clever prisoner offered to defeat the beast in exchange for his freedom. He filled a lamb with gunpowder, which the lizard ate, causing it to explode. The town was freed, and the man gained his liberty.

The Legend of Saint George and the Dragon (very popular in Catalonia)

The Legend of Saint George and the Dragon, popular in Catalonia, tells of a fearsome dragon that terrorized a kingdom. To calm it, the people offered daily sacrifices, eventually choosing the princess. Just as the dragon was about to devour her, Saint George appeared and bravely fought the beast. He killed the dragon and saved the princess. From the dragon's blood, a rose bush bloomed—Saint George gave a rose to the princess, inspiring the Catalan tradition of giving roses on April 23rd.

Traditions and Customs

Tomatina Festival (Buñol, Spain)

The Tomatina Festival is a famous event held every August in Buñol, Spain. Thousands of people gather to throw overripe tomatoes at each other in a massive food fight. The tradition began in the 1940s, possibly from a playful street brawl during a parade. It has since grown into an organized festival with music, food, and

celebrations. Participants wear old clothes and goggles to enjoy this unique and messy tradition.

San Fermin (Pamplona, Navarre)

San Fermín is a famous festival held every July in Pamplona, Navarre. Its most iconic event is the running of the bulls, where participants run ahead of bulls through the city streets. The festival honors Saint Fermín, the patron saint of Pamplona. It includes traditional music, dancing, parades, and fireworks. The celebration attracts thousands of visitors from around the world each year.

Camino de Santiago (along the entire length of Spain to Santiago de Compostela, Galicia)

The Camino de Santiago is a historic pilgrimage route that stretches across Spain to Santiago de Compostela in Galicia. Pilgrims walk it to reach the shrine of Saint James the Apostle. The journey offers spiritual, cultural, and physical experiences through varied landscapes and historic towns. Routes like the French Way or Portuguese Way are especially popular. Today, people from all over the world walk the Camino for faith, adventure, or personal reflection.

The Fallas (Valencia, Spain)

The Fallas is a vibrant festival held every March in Valencia, Spain, to honor Saint Joseph. It is famous for its giant, artistic sculptures called *ninots*, made of wood, cardboard, and papier-mâché. These creations often depict satirical scenes and are displayed throughout the city. On the final night, known as La Cremà, all the *ninots* are set on fire in a spectacular display. The festival also features fireworks, traditional costumes, music, and lively parades.

Teaching Strategies

The methodology will be based on understanding students' needs and interests, as well as their psychological developmental level. This will not only help create learning opportunities but also utilize those that arise in the classroom. All this is based on an active approach that ensures interaction.

Following Arnold (2018), the goal is to enable students to be autonomous. This means that they are aware and knowledgeable about their learning objectives, how they can learn most effectively, their progress and areas for improvement, and the resources needed to continue moving forward. It is essential to instill confidence in students and redirect negative attitudes toward learning in a positive direction. To achieve this, it is advisable to establish appropriate group dynamics and create a pleasant classroom environment, which can be achieved through activities, actions, and dynamics that promote group cohesion.

Reading will be a central focus of the teaching unit. Through various activities and tasks, communicative competence will be developed, fostering essential aspects, such as self-awareness, debate, and oral expression. Reading the selections will enable the identification of new vocabulary, including keywords that facilitate an overall understanding of the text. Furthermore, it will encourage the identification of significant and revealing details, the sum of which will contribute to the identification of main ideas, facilitating the preparation of a summary and the subsequent presentation or teaching of the content.

The integration, combination, and use of information and communication technologies will facilitate a deeper understanding of skills and methods for collecting and presenting information, enriching knowledge in an autonomous and meaningful way with a critical and enriching approach. This will foster the development of creativity and facilitate collaborative work.

I will design work dynamics that allow students to discover their talents and recognize their potential, thus strengthening their self-confidence. This strategy enables the generation of situations and contexts for artistic expression, whether through the interpretation of a character in a theatrical performance or through the creation of drawings, poems, songs, dances, photographs, short films, video editing, and other forms of artistic expression. All of these forms of production will contribute to achieving the proposed objectives. Different presentation methods for student work will be proposed, combining the use of digital and analogue tools with handmade productions, thus fostering diversity of expression, communication, and creativity. It is essential not only for students to understand the information but also for them to be able to express its value and importance in writing. The use of digital tools will promote the acquisition of digital competence, while written production will contribute to the improvement of handwriting and spelling.

I will enhance emotional competence so that students can recognize and manage their own emotions, developing skills such as empathy, assertiveness, and decision-making, which will contribute to the respect and appreciation of the cultural diversity in Spain. At all times, each person experiences an emotion. Knowing stories, customs, or traditions allows us to connect not only with our own emotions but also with those of the protagonists in the stories we learn. This connection fosters the development of empathy for past events, enabling comparisons between the past and the present. All of this helps to strengthen the bonds with our culture and reinforce both personal and collective values.

The designed activities will be based on the following:

- Problem-based and challenge-based learning
- Experiential learning
- The flipped classroom
- Educational gamification

Problem-based and challenge-based learning

Problem-based learning should not be confused with project-based learning, which also uses the same acronym. It is based on challenges. The common goal is to engage learners through active cooperative work. The difference is that they focus specifically on real-world problems and the search for solutions.

This challenge-based learning presents a real-life problem for which students must define the challenges they will encounter and devise real-life solutions (Tecnológico de Monterrey, 2016), drawing on knowledge gained through Spanish legends, traditions, and customs. This model activates transversal competencies such as problem-solving, decision-making, communication, and presentation skills, as well as critical thinking, all of which are why it is also associated with the competency-based approach.

According to Andreu and García (2010), the problem must be open-ended, connected to previously learned knowledge, and controversial to generate debate. Our task is to establish the problematic situation according to the level of our students.

In this methodology, Tano (2017) outlines the following phases:

- 1) Problem development
- 2) Presentation
- 3) Group organization
- 4) Problem clarification
- 5) Hypothesis formulation
- 6) Specifying learning objectives
- 7) Task distribution
- 8) Searching for solutions
- 9) Sharing solutions
- 10) Assessment of acquired competencies

Through this methodology, students will be able to understand and appreciate their own and others' cultural expressions, respect cultural diversity in Spain, read and interpret legends, and develop empathy and respect for different ways of life and cultures, among other benefits.

Experiential Learning

Experiential learning stems from Constructivism and is based on the belief that learning occurs through the transformation generated by experience and reflection. It focuses on affective and reflective components. It represents one of the most effective methodologies for internalizing the values, traditions, and ways of life of a specific culture. Learning occurs through direct experience, that is, by actively engaging in real or simulated situations. From this experience, the individual reflects on what happened, analyzes their actions, identifies successes and mistakes, and understands the causes and consequences of what they experienced. This critical reflection allows them to draw deductions and formulate conclusions that enrich their knowledge. As a result, they can transfer what they have learned to different contexts, facing new challenges with greater confidence, adaptability, and understanding. Representing legends and historical scenes or recreating traditional festivals (such as a fair or Fallas festival) are examples of activities that can be carried out based on experiential learning.

Flipped Classroom

This methodological strategy was developed by two chemistry teachers in the United States, J. Bergmann and A. Sams, who created videos of specific lessons for students who could not attend class. The surprising realization was that not only were they helpful for the absent students, but the rest of the class also used the videos as reinforcement and support for their learning.

Through this methodology, it is possible to send videos related to legends, customs, and traditions of Spanish culture in advance for students to view at home. This way, classroom time can be dedicated to clarifying questions and engaging in collaborative reflection, allowing students to focus on cooperative learning and interaction. This is a strategy that reduces the feeling of anxiety or stress that sometimes arises in the

classroom, as students will be familiar with the content in advance.

Educational Gamification

The term "gamification" refers to the use of game elements or mechanics in non-game contexts to elicit behavioral changes in participants (Werbach & Hunter, 2012). In addition to increased student motivation and engagement, positive effects are noted in cognitive (through compliance with game rules), emotional (through overcoming challenges and achieving goals), and social (through cooperation and competition) aspects.

This methodological strategy can be used to understand, internalize, and assess acquired knowledge. Among the activities that can be implemented based on gamification are cultural escape rooms, interactive maps, using tools like Genially, cultural trivia about legends, using platforms like Kahoot or Quizizz, the creation of comics or virtual presentations with Canva, Pixton or Storyboard That, as well as progress tracking using scoring systems like Classcraft or ClassDojo.

Postmethod Approach

The Postmethod Pedagogy approach, proposed by linguist B. Kumaravadivelu (1994), is exciting because it suggests a model that eschews the obligation to follow rigid, artificial principles unrelated to classroom reality. It can be described as a hybrid model in which each teacher develops their methodology.

Activities

The activities designed in my teaching unit are tailored to motivate and promote active participation, social interaction, and the development of cognitive, social, and emotional skills, always considering the specific needs of my students. The activities promote the activation of prior knowledge related to the theme of each legend and tradition. I will act as a facilitator, guiding students to formulate hypotheses that solve the challenges posed, conduct research, learn, reflect, and produce their work. This will foster a more dynamic, meaningful, and flexible learning experience. These proposals will combine individual and collaborative formats, adapting to different working methods and fostering student engagement.

General Preliminary Activities for a Teaching Unit

Learning Journal

The Learning Journal is a tool designed for students who seek to actively develop the *Learning to Learn* competency, with a particular focus on metacognitive processes. Its purpose is to encourage students to reflect on their cognitive strategies, helping them become aware of when these strategies are needed and how to apply them effectively in order to complete assigned tasks. The **primary objective** of the Learning Journal is to support students in internalizing cognitive strategies, fostering a deep understanding of their use and enabling their application in new situations or contexts. This, in turn, promotes the processes of transfer and generalization that are essential for addressing new cognitive challenges.

"The Predictions Corner: Legends and Traditions of Spanish Culture"

One week before beginning the work on the legends, the title of each legend will be posted on the classroom bulletin board. Next to each title, a box will be placed where students will write on a piece of paper the emotion the title evokes in them and predict the legend's content. The same procedure will be applied to all the traditions. During the first session, dedicated to reading and analyzing the legend, all the predictions made will be read aloud. At the end of the reading, those students whose predictions match the content will receive recognition in the form of a prize and a privilege, the design of which may be created by the students themselves or agreed upon collectively with their classmates.

"Visual Journey through the Legends of Spain"

A panel will be set up in the classroom to serve as a space for collective knowledge construction. Throughout the unit, students will complete it with information, representative objects, key vocabulary, illustrations, and cultural elements that are explored through the different legends. This mural will enable students to visualize their learning, establish connections between the legends, and reinforce their cultural understanding of the covered content.

"Speaking Objects: Keys to Understanding a Culture" (Prown Method)

To deepen their understanding of Spanish culture, students will be taught the methodological procedure we will follow to analyze objects that may appear in these legends or associated traditions. The procedure will be inspired by art historian Jules David Prown's method of object analysis, which consists of three fundamental phases: description, deduction, and speculation.

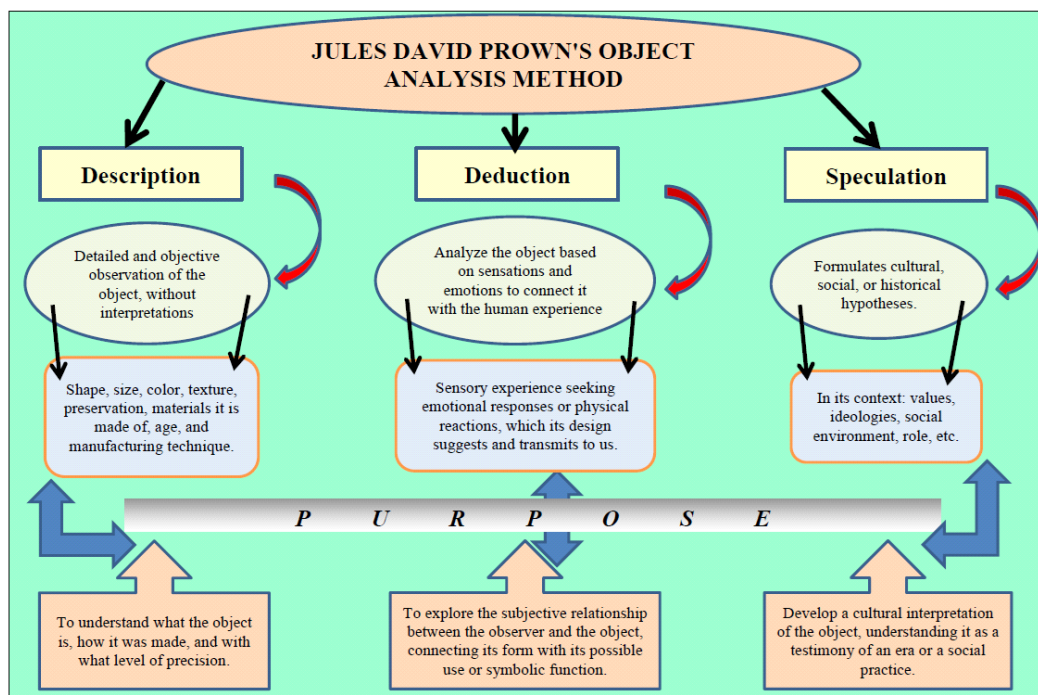


Figure 1: Outline of the Prown method

A visual guide of the Prown method will be created, structured around its three phases (description, deduction, and speculation), and will include sample guiding questions for each stage. This material will be individually

distributed to each student so they can use it as a reference throughout the unit.

Example:

1. Description

In this first stage, the object will be observed thoroughly and objectively, recording its physical characteristics without judgment or interpretation. Special attention will be paid to:

- Its shape, size, color, texture, and materials.
- Its parts and their state of conservation.
- The possible age or contemporaneity of the object.

Guiding questions for this phase:

- * What type of object is it?
- * What are its dimensions, colors, and materials?
- * What texture does it have?
- * Is it complete or damaged? Is it new or old?
- * Does it have inscriptions, decorations, or symbols?
- * What parts comprise it, and how do they relate to each other?

2. Deduction

In this phase, the object is analyzed based on the sensations, emotions, and cultural or personal associations it generates in the observer. The aim is to connect the object with human experience.

Guiding questions for this phase:

- What sensation does observing or imagining touching this object provoke?
- What emotion does it evoke in me? Does it feel familiar, uncomfortable, beautiful, or strange?
- Do I associate this object with any current memories, experiences, or cultural symbols?
- What type of person might have made or used it?
- What social values or attitudes does it reflect?
- Does the object have a public or private, everyday or ceremonial use?
- What practical function does it seem to have? Or does it seem more symbolic or decorative?

3. Speculation

Finally, reasoned hypotheses will be formulated about the object's social, historical, or cultural context, interpreting what it may reveal about the society that produced or used it.

Guiding questions for this phase include:

What does it say about the society that created it?

What values or ideas does it reflect?

Does it have a symbolic function?

How does it relate to other similar objects?

Why has it been preserved or valued over time?

The sequence of educational activities for the study of legends and traditions

Early learners must have a consistent and structured approach to content learning. This organization helps them anticipate the type of information they will be working on, which significantly contributes to optimizing and consolidating their learning process, making it more efficient, understandable, and effective.

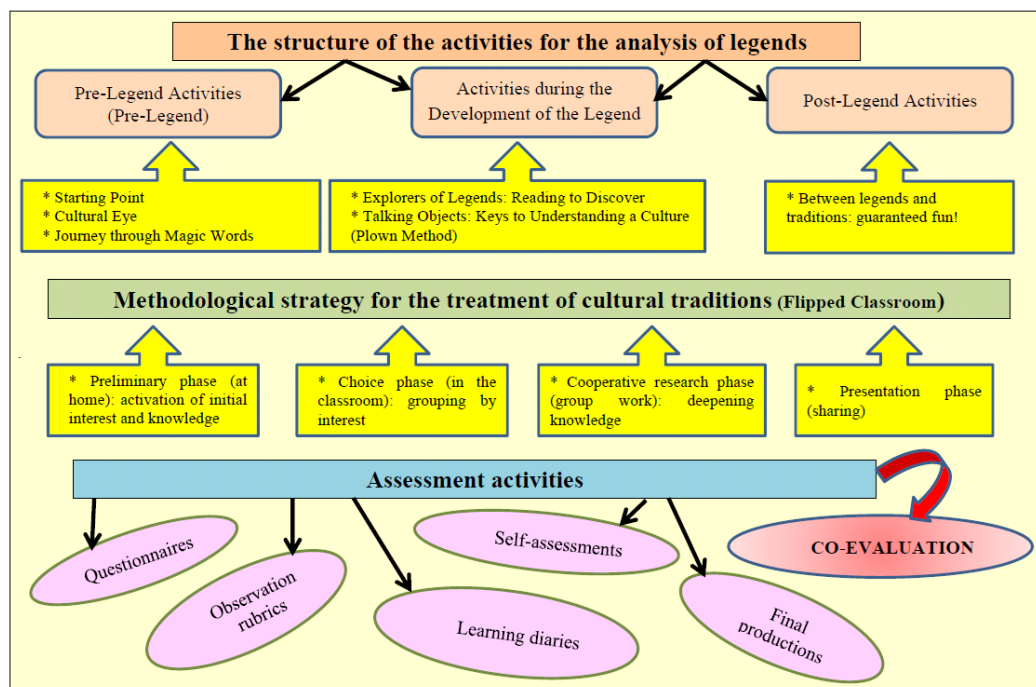


Figure 2: Structure of legends

The proposed structure for analyzing the legends is structured in the following phases:

1. Pre-Legend Activities (Pre-Legend)

- Starting Point

Formulation of questions aimed at connecting with students' prior knowledge, establishing a starting point for constructing new learning.

- Cultural Eye

Projection and analysis of the central sculpture, painting, or artistic representation related to each legend, using Prown's object analysis method. Different grouping methods will be implemented to

enhance student motivation and participation.

- "Journey through Magic Words"

Systematic work on vocabulary related to the legend, closely linked to the students' prior ideas, promoting assimilation and adaptation processes. Playful strategies and teaching dynamics will be used to facilitate the acquisition and contextualization of the terms, reinforcing the connection with Spanish culture.

2. Activities during the Development of the Legend (Legend)

- "Explorers of Legends: Reading to Discover"

Presentation and analysis of the legend in narrative format, recognizing the story as an appropriate and engaging literary resource for students of the target age.

- "Talking Objects: Keys to Understanding a Culture"

Analysis of objects related to the legend, applying the Prown method to identify characteristics, establish comparisons, and formulate hypotheses that allow for a deeper understanding of Spanish cultural roots.

3. Post-Legend Activities (Post-Legend)

"Between legends and traditions: guaranteed fun!"

Activities aimed at consolidating and adapting acquired learning, such as theatrical performances and solving challenges that encourage intercultural comparison.

Inclusion of extension activities for students who wish to delve deeper, using a gamified approach that promotes motivation and independent learning.

Methodological strategy for addressing cultural traditions: Flipped Classroom model

To foster active and meaningful learning, a methodology based on the flipped classroom approach will be implemented. This strategy will allow students to gain a preliminary understanding of the content, fostering greater engagement during in-person sessions.

Implementation sequence:

Preliminary phase (at home): Activating initial interest and knowledge

- Students will be sent, through the educational platform, a selection of videos and photographs related

to three Spanish cultural traditions presented from their current perspective.

- These materials will enable students to establish an initial connection with the traditions and engage in prior reflection in a private and autonomous environment.

Selection Phase (in the classroom): Interest Grouping

- At the beginning of the class session, students must enroll in the group corresponding to the tradition that sparked their most curiosity, motivation, or interest after viewing the resources.
- This selection fosters personal involvement and autonomous development by allowing each student to engage in content that is meaningful to them.

Cooperative Research Phase (Group Work): Deepening Knowledge

- Each group will be given a dossier that will guide cooperative research on the selected tradition, addressing historical, symbolic, artistic, and cultural aspects. It will include the objects they will study to understand the tradition and, by extension, its significance in Spanish culture.

Presentation Phase (Sharing)

- Each group will share the results of their research with the rest of the class through a creative presentation, oral presentation, dramatization, or digital format.
- This phase allows for the collective construction of knowledge, as well as the development of communicative, social, and cultural skills.

Assessment

The assessment of student learning will be continuous, comprehensive, competency-based, formative, integrative, differentiated, and objective, in line with the objectives established in the teaching unit. This assessment will serve both diagnostic and regulatory functions aimed at enhancing the teaching and learning processes. Continuous assessment is understood to be the process that takes place throughout the entire educational process, allowing for the evaluation of student progress before, during, and after the teaching-learning process. This continuity facilitates the early detection of potential difficulties, as well as the identification of their causes, allowing for the necessary pedagogical adjustments to be made in planning. The assessment will also be comprehensive, as it considers the entire set of competencies, knowledge, and learning of students, and not isolated aspects. Likewise, its formative nature will enable constant improvement by providing relevant information for informed decision-making that optimizes both the educational process and outcomes.

Teachers will primarily perform this role through systematic and ongoing observation of student progress, always about the assessment criteria and the level of development of specific skills in each area.

Specific tools I will use for assessment:

- Rubrics to assess oral and written comprehension, analysis of the legend, and presentations.
- Workbook/dossier with individual and group activities.

- Checklists to record specific aspects observed during debates or presentations.
- Observation scale to assess participation, oral expression, and teamwork.
- Reflective or self-assessment journals, where students express what they have learned and how they taught it.
- Creative productions, such as dramatizations, murals, comics, or digital presentations, reflect an understanding of the legend.
- Finally, self-assessment, peer assessment, and peer evaluation will be actively promoted to encourage students to reflect critically on their achievements and learning processes.

Timeline

This teaching unit will consist of 14 sessions, each lasting 60 minutes.

Attention to Diversity

The diversity measures adopted are methodological and aim to compensate for potential learning difficulties. These strategies enable teaching to be tailored to the characteristics of the students, ensuring their active participation and equitable access to the content without altering the objectives or assessment criteria. In my class, there are usually some students with difficulties with reading comprehension, so specific diversity measures will be applied to facilitate access to the content and encourage their active participation in the development of the teaching unit.

The measures adopted include:

- Text adaptation: Versions of the captions will be selected that feature simpler syntactical structures and accessible vocabulary without compromising the essential content.
- Visual support: Images related to the reading, diagrams, and concept maps will be used to facilitate the overall understanding of the stories.
- Guided underlining: The text will be provided with pre-underlined keywords and relevant details to help them identify primary and secondary ideas more clearly.
- Shared or guided reading: Reading aloud in small groups will be encouraged, with pauses to clarify the meaning of complex passages or difficult vocabulary.
- Content anticipation: Before reading, prior knowledge will be activated, and hypotheses will be formulated about what might happen in the selection, which will facilitate comprehension.
- Individualized support during activities: Closer monitoring will be provided to guide their work, clarify instructions, and provide immediate feedback.

These measures aim to ensure an inclusive educational approach, enabling all students to progress in developing the intended competencies, with special attention to respecting diverse learning rhythms and styles.

Incredible Legends of Spain: Adventure Guaranteed!

Legend: "La Dama de Elche"

The legend of the Lady of Elche tells of a mysterious Iberian sculpture of a richly dressed woman. Its discovery reveals Spain's past, helping us understand Iberian culture, art, beliefs, and the important role of women in that society. It offers insight into Spain's cultural heritage.

Pre-legend Activities

Starting Point: Ask students questions.

- What would you do if you discovered a buried sculpture in your garden?
- Do you think there are buried treasures we do not know exist?
- What would you like to find?

Cultural Eye

The image of the "Dama de Elche" will be projected on the digital board, and based on it, a guided activity will begin following the three phases of Prown's object analysis method: description, deduction, and speculation. This activity will be carried out in small groups, who will have to agree on their answers and reflections. Afterward, each group will present their conclusions to the rest of the class to encourage discussion and shared learning.

Next, a visual and conceptual comparison will be made with other representative figures of Iberian sculpture, such as the Lady of Baza, the Great Offering Lady, and the Seated Iberian Lady. Students will analyze:

- The similarities and differences between the different sculptures.
- The geographical and cultural relationship between the locations where they were found.
- The message or symbolism these figures convey within the context of Iberian culture.

"Journey through Magic Words"

We will analyze vocabulary related to the legend of "La dama de Elche":

Iberians, sculpture, archaeology, archaeological site, funerary piece, headdress, ornament. Mystery, discovery, identity, symbolism, belief, ritual, priestess, Elche (Alicante), Altamira, Baza, Porcuna, Mediterranean, Iberian Peninsula.

Legend Activities

"Explorers of Legends: Reading to Discover"

A copy of the legend "The Lady of Elche" will be given to each student in the form of a story adapted to their needs. They will conduct an individual silent reading, followed by a group reading, highlighting details that will help us identify the main ideas.

Some of the most notable details we will highlight are:

- 1897 - The year the Lady of Elche was found
- "La Alcudia" Estate - Geographical location where the discovery took place and where the city of Elche is currently located
- Manuel - The protagonist of the story
- Discovery of the sculpture of the Lady of Elche, which represents Iberian culture

"Objects that Speak: Keys to Understanding a Culture" (Prown Method)

To learn about Iberian culture, we will focus on geographic location, map analysis, and place of origin in Europe.

Location in the Iberian Peninsula: we will pose questions and research to find answers.

- What geographical characteristics did the east and southeast of the Iberian Peninsula have that favored human settlement?
- What type of climate does the east and southeast of the Iberian Peninsula have? How might this climate favor the life and development of the Iberians?
- What advantages did the proximity to the Mediterranean Sea offer?
- Were there important rivers in this area? What role might they have played in the water supply or agriculture?
- What type of topography predominates in the eastern and southeastern Iberian Peninsula (mountains, plains, hills)? How could it influence the defense and location of settlements?
- What was the soil like in this area? Was it fertile for agriculture?
- What natural resources could the Iberians exploit in this territory?
- What opportunities did the landscape offer for livestock farming or hunting?

Social Organization

The Iberians had a hierarchical structure with nobles, warrior chiefs, artisans, farmers, and merchants.

- Key objects: weapons (falcatas, spears, shields), helmets, brooches, jewelry (necklaces, rings, diadems), and funerary goods (ceramics, mirrors).
- These indicate social status and roles.

Economy

Based on agriculture (grains, olive trees, vineyards), livestock, fishing, and trade with Phoenicians, Greeks, and Carthaginians.

- Material evidence: agricultural tools, storage pottery, organic remains (seeds, bones), coins, imported objects, and artisanal workshops.
- Land and sea trade routes connected the Iberians with other peoples.

Art and Sculpture

Closely linked to religion and funerary practices, with strong Mediterranean influences.

Religion

Polytheistic, worshipping gods of nature and war, with complex funerary rituals involving offerings.

- Objects: reliefs and stelae with mythological scenes, decorated ceramics, and sculptures like the Lady of Elche.

Writing

An Iberian script still not fully deciphered.

- Objects: lead sheets with inscriptions, coins with names and symbols, used in commercial and official contexts.

Architecture

Fortified settlements called oppida, with defensive walls, dwellings, and areas for production and trade.

- Archaeological remains: houses differentiated by size and materials, walls, and noble areas.

Post-Legend Activities

"Between legends and traditions: guaranteed fun!"

- Compare daily life in Iberian times and today: food, clothes, family, burials, homes, religion, government, education, economy, technology, writing, art, and trade.
- Work in small groups to solve challenges by thinking about what people did then and what we do now. (Example: A child is sick. What would an Iberian do? What do we do today? Discuss the differences.)
- Act out the legend in a play.
- Make a Kahoot quiz.
- Give a gold medal for the best understanding of Iberian culture.
- Write a poem.
- Draw a picture about the legend of "The Lady of Elche."

Legend: "Los amantes de Teruel"

The legend of the Lovers of Teruel is one of the best-known in Spain. It reflects essential values of the medieval period, such as loyalty, honor, family obedience, and sacrifice for love. This story shows how true love was conditioned by the social and economic norms of the time. Analyzing this legend allows us not only to learn about Spanish folklore but also to understand how the meaning of love has evolved within Spanish culture.

Pre-Legend Activities

Starting Point: Ask students questions.

- What is love to you?
- What would you do for love?
- Is anything worth it for love?

Cultural Eye

- Projecting the image of the Tomb of the Lovers of Teruel
- We analyze the tomb according to the Prown method (description, deduction, and speculation), following the outline provided at the beginning of the unit. This will be done individually, then in pairs, and finally shared with the entire group.

Geographical location of the legend: Teruel

- Location on the map
- Comparison (Teruel, 15th and 21st centuries)
- Number of inhabitants
- Architecture of the houses
- Based on the economy, the city's inhabitants
- Comparison of photographs

"Journey through the magic words"

Vocabulary related to the legend:

Impossible love, promise, loyalty, fidelity, disappointment, tragedy, passion, renunciation, pain, death for love, nobility, arranged marriage, dowry, honor, lineage, social class, medieval society, inequality, tradition, custom, tomb, church, burial, confession, forgiveness, oath, blessing, sacrifice, destiny, eternity, grave, family home, letter (as a symbol of communication), tower.

Legend Activities

"Explorers of Legends: Reading to Discover"

The legend is given to students in the form of a story for them to read individually. Students will then underline the most important details that will lead them to the main idea of the text. Students will then create a summary and draw an individual picture of the legend.

"Objects that Speak: Keys to Understanding a Culture" (Prown Method)

To understand why Isabel de Segura and Diego de Marcilla acted as they did in the legend, it is important to analyze objects that reflect the customs, values, and social norms of the time. These elements help us better understand the historical and cultural context in which they lived.

The Lovers' Tombs

- The position of the hands, not touching, symbolizes respect, restraint, and enduring suffering for love.

Letters or Messages

- Represent long-distance love and hope
- Reflect values such as waiting, commitment, and fidelity

Wedding Clothes / Bridal Attire

- Connected to the promise of marriage
- Highlight the contrast between true love and arranged marriages.

Rings or Personal Objects

- Symbolize love promises or fidelity
- Represent the spiritual connection between lovers

Symbolic Spaces

- Church or cemetery: places filled with religious and social symbolism, often marking the outcome of the story
- Family home or tower: symbols of confinement, obedience, and the restrictions imposed by society

Later Artistic Representations

- Sculptures, paintings, and theatrical reenactments that emphasize the romantic ideal of pure, impossible, and sacrificial love.

Post-legend activities

"Between legends and traditions: guaranteed fun!"

- Present a situation related to love and look for possible solutions in the 15th century and today. Analyze the differences.
- Represent the legend using puppets.
- A quiz will be conducted using Kahoot. We can create a variable that allows students to design their questionnaires, enabling them to review content with their classmates and promoting participation and active learning.
- Create an online presentation highlighting the key elements of the legend and explaining how it can help us gain a deeper understanding of Spanish culture.

Legend: "El lagarto de la Magdalena"

The legend of the Lizard of La Malena conveys cultural values such as bravery, ingenuity, and solidarity. It is an example of how oral tradition preserves a people's identity, reflecting their customs, fears, and symbols. It also teaches us that local culture is nourished by stories that serve both educational and symbolic functions, in which people overcome danger through intelligence and ingenuity. These stories become part of their heritage and collective identity.

Pre-Legend Activities

Starting Point: Ask students questions.

- What is a lizard?
- What would you do if you found a lizard? What if it were very, very large?
- If the lizard represented a threat to the city you live in, what would you do to make it disappear?

Cultural Eye

We design the sculpture of the Lizard of Jaén and analyze it using Prown's method in a large group.

Geographic location of the legend: Jaén

- Location on the map
- Comparison (Jaén, 17th and 21st centuries)
- Number of inhabitants
- Architecture of the houses
- Basis of the economy of the city's inhabitants
- Photo Comparison

"Journey through the magic words"

Vocabulary related to the legend:

Lizard, legend, Jaén, fountain, church, cistern, monster, fear, sacrifice, brave, prisoner, shepherd, bait, lamb, bread, explosion, ingenuity, tradition, culture, symbol, sculpture, myth, heroism, bravery, water, people, story, transmission, popular, identity, heritage.

Legend Activities

"Explorers of Legends: Reading to Discover"

The legend is presented to the students in a short story format for reading. This will be done in small groups (three people). Afterward, we will highlight the most important details that will lead us to the main idea of the text. A summary will then be read to the entire class, who will assess whether any relevant information is missing.

"Explorers of Legends: What the Objects Hide"

Objects related to the legend of the Malena Lizard, such as the Magdalena fountain, urban sculptures, or traditional illustrations, not only give visual form to the story but also allow us to travel back in time and gain a deeper understanding of Spanish culture. Through them, we discover how fear, courage, and popular justice were expressed in a society where legends helped explain the unknown.

These elements also reflect how art, oral tradition, and local identity intertwine, keeping this story alive in the collective memory of the city of Jaén and, by extension, in the popular culture of Spain.

Objects from the legend of the Malena Lizard and their cultural value:

The lizard

- Represents collective fears and the forces of nature
- Symbolizes how folklore transforms real or imagined dangers into stories with values

The fountain or cistern

- Reflects the importance of water as a vital resource in Mediterranean culture
- Common feature in legends and daily life, linked to village life

The bread and lamb (lizard bait)

- Allude to traditional food and the symbolic use of sacrifice as a form of protection
- Bread is also a key element in Spanish culture, both in daily life and in religious observance.

The Church of La Magdalena

- Highlights the presence of religion and sacred art in urban life
- Illustrates how folk tales are set in real, historically significant spaces

The stone or figure of the lizard (present-day)

- Symbolizes collective memory, how the myth becomes a cultural symbol of the city

Post-Legend Activities

"Between legends and traditions: guaranteed fun!"

- Comparison: If that situation had happened today, how would we have acted?
- Puppet Theater
- Make a plaster or cardboard lizard figure.
- Create a puzzle with the lizard figure.
- A quiz will be conducted using Kahoot. We can create a variable where students can create questionnaires to review content with their classmates, promoting participation and active learning.
- Word search with vocabulary words from the legend

Legend: "Saint George and the Dragon"

The legend of Saint George tells the story of a brave knight who confronts and defeats a dragon threatening a kingdom, saving a princess and the people. This story embodies values such as courage, justice, and sacrifice, which have been fundamental to Spanish culture. Through this legend, we can understand the importance that Spanish society places on fighting evil, defending the common good, and protecting the most vulnerable, reflecting traditions and beliefs that have endured throughout history.

Pre-Legend Activities

Starting Point: Ask students questions.

- Do you know what a saint is according to Catholic doctrine?
- Did you know the name George? Do you know how to say that name in English?
- What strategies would you use to win a dragon?

Cultural Eye

We project the sculpture of Saint George Slaying the Dragon and analyze it according to Prown's method in a large group.

Location on the map

Comparison (Alcañiz (Teruel) 13th and 21st centuries):

- Number of inhabitants
- Architecture of the houses
- Basis of the economy and the city's inhabitants
- Comparison of photographs

"Journey through Magic Words"

Vocabulary related to the legend:

Dragon, knight, princess, kingdom, fear, bravery, spear, shield, sacrifice, fight, rescue, hero, nobility, legend, victory, fire, armor, courage, justice, salvation, tradition, symbol, battle, danger, protection, devotion.

Legend Activities

"Legend Explorers: Reading to Discover"

The legend is given to the students in the form of a story. This time, the passages are jumbled up, and the students, in pairs, have to arrange them in the correct order. Once ordered, they can highlight the details, then the main ideas, and finally, the summary with its corresponding lesson.

"Legend Explorers: What Objects Hide"

The objects associated with the legend of Saint George and the dragon enable us to understand Spanish culture from a historical, artistic, and social perspective, illustrating how this story has been represented and transmitted over time. Through sculptures, paintings, and popular celebrations, we see how the figure of Saint George has evolved from a religious myth to a cultural symbol in regions such as Aragon and Catalonia.

The most significant objects to analyze in the legend of "Saint George and the Dragon" are:

The Lance

- Represents the hero's bravery and strength
- You can analyze its form, function, symbolism, and evolution over time.

The Armor

- Symbol of protection, nobility, and the figure of the medieval knight
- Reflects social status and the ideal of chivalry

The Shield

- Defensive object, often decorated with a cross (a Christian symbol)
- Associated with faith, identity, and duty

The Dragon

- A fantastic creature that symbolizes evil, chaos, or a collective danger.
- Its physical representation can be studied as a mythical object, examining its shape, color, and symbolic characteristics.

The Crown or Princess's Attire

- Represents royalty, innocence, and the role of women in the legend.
- Allows for an analysis of the social and symbolic role of the female figure

The Horse

- A knight's means of transportation, but also a symbol of nobility, power, and mobility.
- It can be seen in medieval sculptures or illustrations.

Post-Legend Activities

"Between legends and traditions: guaranteed fun!"

- Theatrical performance of the legend
- Design proposals for how we could defeat the dragon today.
- Create a comic about the legend.
- Complete a biography of Saint George.
- A quiz will be conducted using Kahoot; we can create a variable that allows students to create their questionnaires to review content with their classmates, promoting participation and active learning.

Spanish Traditions: Camino de Santiago, Fallas, and La Tomatina

1.- Preliminary Phase (at home): Initial interest and knowledge activation

Audiovisual resources are sent for independent exploration at home.

Spanish Tradition: Camino de Santiago

- Documentary: *Pilgrim: A Camino de Santiago Story* A modern take on the pilgrimage experience through the lens of international travelers.

<https://www.youtube.com/watch?v=XZEHgMLn6M0>

- Film: *Walking the Camino: Six Ways to Santiago* A well-known documentary exploring different routes and motivations in today's Camino.

<https://www.youtube.com/watch?v=SMIb-FE8c0o>

Spanish Tradition: Las Fallas

- Video: *Las Fallas 2024 in Valencia - Spectacular Fire & Art* High-quality visuals of current celebrations, showing fire shows, sculptures, and festivities.

https://www.youtube.com/watch?v=D_M6b97LYF0

Report: What Are Las Fallas? Euronew Video>

<https://www.youtube.com/watch?v=8aQZx8dCo2E>

Spanish Tradition: La Tomatina

- Video: La Tomatina 2024 | Full Tomato Battle HighlightsFootage from the latest edition, capturing the fun and mess!

<https://www.youtube.com/watch?v=4RCPT2nL8sQ>

- Report: La Tomatina Festival in Spain - What It Looks Like Today A short video showing rules and modern organization.

<https://www.youtube.com/watch?v=XmoQLN5fHA0&t=162s>

2.- Selection Phase (in the classroom): Interest Grouping

- Group Selection: Each student will choose the tradition that most sparked their interest and will then enroll in the corresponding group.
- Group Balancing: The teacher will review the composition of the groups to ensure they are balanced in terms of number and level, thereby promoting cooperative and equitable work.

3.- Phase of cooperative research (group work): Deepening knowledge

Camino de Santiago

- Scallop Shell

An iconic symbol of the pilgrim, the scallop shell represents the path to Santiago and is commonly worn by those walking the Camino.

<https://www.youtube.com/watch?v=KNqXfbSRO-s>

- Pilgrim's Staff (Bordón)

Traditionally used for walking long distances, the staff also served as both practical and spiritual support during the pilgrimage.

<https://www.pilgrim.es/en/the-10-symbols-of-the-camino-de-santiago/>

- Pilgrim's Credential (Credencial)

A document that identifies the pilgrim and must be stamped at each stage of the Camino. Originated in the Middle Ages as a safe-conduct

https://www.caminodesantiago.gal/es/durante-el-camino/informacion-practica/la-credencial-del-peregrino?utm_source=chatgpt.com

- Medal or Cross of Santiago Religious symbols representing devotion to the Apostle Saint James and the spiritual importance of the pilgrimage.

https://rutasmeigas.com/es/concha-peregrino-camino-de-santiago/?utm_source=chatgpt.com

- Traditional Canteen (Cantimplora) An essential item for hydration during the journey, reflecting the pilgrim's daily life and connection with the environment.

<https://rutasmeigas.com>

Las Fallas

- Ninots (paper-mâché dolls)

Ninots are artistic figures that represent satirical scenes, social critiques, or popular characters. They are the heart of the Fallas and reflect Valencian creativity and tradition.

https://www.visitvalencia.com/en/events-valencia/exhibition-ninot-fallas?utm_source=chatgpt.com

- La Mascletà

Although not a physical object, the mascletà is a daytime fireworks display that is an essential part of the Fallas tradition, symbolizing the strength and energy of the Valencian people.

<https://www.youtube.com/watch?v=JL890fNzffk>

- Traditional Valencian Costume

The traditional costumes worn during the Fallas, especially by the falleras, represent regional history and identity, showcasing textile art and folk traditions.

<https://www.youtube.com/watch?v=v3k81cfi404>

- La Cremà

The culminating moment when the fallas are burned at dusk on March 19 symbolizes renewal and the transition from winter to spring, an ancient ritual steeped in cultural significance.

<https://youtu.be/JBzqQIzJUH8>

- Posters falleros

Posters announcing the festivals showcasing the graphic art and cultural promotion of the Fallas each year....

https://www.fallas.com/carteles-de-fallas/?utm_source=chatgpt.com

- Fireworks

An essential part of the nighttime celebration, where pyrotechnics create a visual spectacle that unites the community and reinforces Valencian traditions.

<https://youtu.be/G9XqxLbQ57k>

Tomatina

- Tomatoes

The main element of the Tomatina is, of course, the ripe tomato, which symbolizes celebration and fun, as well as being linked to local agriculture.

<https://youtu.be/-8WhwXKb8zc>

- Participants wearing protective glasses and old clothes

People attending the Tomatina often wear old clothes and goggles to protect themselves from the tomato juice, reflecting the fun and chaotic nature of the event.

<https://youtu.be/l8ozly18Gp8?si=xhCFBpqOz96iUfYM>

- Official Rules of La Tomatina

The rules for participation, which guarantee safety and fun, reflect the organization and respect for tradition.

<https://www.spain.info/fr/evenements/la-tomatina/>

- Buñol Town Square

The space where the Tomatina celebration takes place, which is the social and cultural heart of the town.

<https://youtu.be/8kqpX0IM4JE>

- Videos of the Tomatina in action

Watching the celebration helps us understand the social and cultural dimensions of this tradition

<https://youtu.be/76d16XzK4N8>

4.- Presentation Phase (Sharing)

During this phase, each group will present on the researched tradition, following the same methodology previously applied in the analysis of the legends. This promotes coherence in the learning process and encourages the development of key skills, including linguistic communication, critical thinking, digital competence, and teamwork.

Appendix on Implementing District Standards

This instructional unit is designed to deepen students' understanding of Spanish culture through the exploration of iconic objects and legends such as *La Dama de Elche*, *Los Amantes de Teruel*, *El Lagarto de Malena*, *San Jorge y el Dragón*, *La Tomatina*, *Los Sanfermines*, and *Las Fallas*. By analyzing these cultural symbols, the unit aligns with the ACTFL World-Readiness Standards, promoting communication, cultural understanding, and critical thinking.

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

In this unit, students will participate in conversations where they will discuss significant cultural symbols. For instance, they will engage in dialogue about *La Dama de Elche*, exploring its artistic and historical value, and share personal feelings and opinions about its role in Spanish heritage. Discussions will also cover *Los Amantes de Teruel*, where students can reflect on the emotions embedded in the tragic love story and its connection to Spanish traditions. Additionally, students will talk about the legend of *San Jorge y el Dragón*, analyzing the symbolic aspects of the dragon-slaying hero in Spanish folklore. Through role-playing, debates, and guided group discussions, students will practice exchanging information, expressing opinions, and reflecting on the emotional resonance of these cultural artifacts.

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Students will interpret various written and spoken materials about Spanish legends and traditions. For example, they will read and analyze stories about *La Tomatina*, the annual tomato-throwing festival in Buñol, to understand the cultural significance of this chaotic, communal event. Similarly, students will explore narratives about *Los Sanfermines* and the running of the bulls in Pamplona, considering both the excitement and the dangers associated with the festival. They will also interpret the folk tale of *El Lagarto de Malena*, which tells of a mythical creature in Albacete, and how local legends influence regional identity. These interpretive activities will strengthen students' listening and reading comprehension skills while enhancing their understanding of the cultural values embedded in these stories and events.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

As part of this unit, students will present information on key cultural topics. They may focus on the significance of *Las Fallas* in Valencia, explaining the creation and destruction of the giant sculptures during the festival, and how the event reflects social and political commentary. Presentations will also explore the historical and cultural meaning of *Los Amantes de Teruel*, discussing how this legend has shaped local art and literature. Through these presentations, students will develop their ability to organize and present information in Spanish, improving their public speaking and writing skills while reinforcing their cultural knowledge.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

This unit encourages students to explore how cultural products, such as *La Dama de Elche*, *Los Sanfermines*, and *Las Fallas*, reflect deeper societal values and perspectives. For example, *La Dama de Elche* not only

represents an ancient piece of art but also symbolizes the historical connection between Spain's distant past and modern identity. *Los Sanfermines*, while a festival of bravery and tradition, also raise questions about cultural practices related to risk and spectacle. In examining *Las Fallas*, students will see how art and politics intersect, as the festival often contains satirical representations of current events. These cultural products offer insight into the social, political, and historical ideologies of Spanish society, helping students understand the broader cultural perspectives that these traditions represent.

Teaching Resources

Leyenda la Dama de Elche

Museo Arqueológico Nacional (Madrid)

- Catálogo online – Museo Arqueológico Nacional (Protohistoria > Dama de Elche)

<https://www.man.es/man/coleccion/catalogo-cronologico/protohistoria/dama-elche.html>

Museo Arqueológico de Alicante (MARQ)

- Sala de la Cultura Íbera: Sumérgete en el mundo de los íberos a través de recreaciones y piezas auténticas que reflejan su vida y rituales.

<https://www.marqalicante.com/es/sala-iberos-16393/>

- Exposición 'Ciudades de Luz': Una muestra que repasa la historia de Alicante, incluyendo objetos íberos.

<https://cadenaser.com/comunitat-valenciana/2024/12/20/el-marq-inaugura-la-exposicion-ciudades-de-luz-con-cuatro-piezas-alcoyanas-radio-alcoy/>

Recursos Visuales

- Flickr – Museo Arqueológico Nacional: Fotografías de alta calidad de la *Dama de Elche* y otras piezas íberas.

<https://ceres.mcu.es/pages/ResultSearch?Museo=MAN&txtSimpleSearch=Dama%20de%20Elche&simpleSearch=0&search=simple&MuseumsSearch=MAN%7C&MuseumsRolSearch=9>

- Muy Interesante – Historia: Artículos y recursos visuales sobre la cultura íbera y la Dama de Elche.

<https://www.muyinteresante.com/historia/64485.html>

Leyenda “Los amantes de Teruel”

Vídeos y recreaciones

- Especiales y documentales en Aragón TV y Aragón Radio: Son transmisiones en directo y programas grabados durante las celebraciones medievales de las Bodas de Isabel, que representan la leyenda paso a paso

https://www.cartv.es/especiales/amantes-de-teruel-universales?utm_source=chatgpt.com

- “Como aquí, en ningún sitio” (RTVE): Un breve reportaje que muestra la recreación de los Amantes en el casco histórico de Teruel

https://www.aragontelevision.es/nosotros/sala-de-prensa/noticias/la-leyenda-de-los-amantes-de-teruel-r-evive-en-aragon-tv-con-especiales-en-directo-y-documentales?utm_source=chatgpt.com"heraldo.es+5aragontelevision.es+5imagoentertainment.es+5

Podcasts y audiocuentos

- Podcast en “En clave Turismo” (RTVE): Analiza la influencia de la leyenda en el turismo de Aragón

https://www.rtve.es/play/audios/en-clave-turismo/clave-turismo-amantes-teruel-leyendas-aragon-su-infl-uencia-turismo-14-02-20/5512213/?utm_source=chatgpt.com

- Ficción sonora “Y si fuera posible amar”: Reimagina la historia con un final alternativo, disponible en Aragón Cultura

https://www.cartv.es/especiales/amantes-de-teruel-universales?utm_source=chatgpt.com

Artículos y contenido accesible

- es – Versión digital interactiva: Incluye vídeos, podcast, y participación de estudiantes y artistas en la reescritura contemporánea de la leyenda

https://www.cartv.es/especiales/amantes-de-teruel-universales?utm_source=chatgpt.com

- ARASAAC – Pictogramas adaptados: Relato accesible con imágenes, pensado para personas con dificultades de comunicación

https://ecodeteruel.tv/la-leyenda-de-los-amantes-de-teruel-es-desde-este-ano-accesible-a-las-personas-con-problemas-para-comunicarse-gracias-a-los-pictogramas-de-arasaac/?utm_source=chatgpt.com

Recursos artísticos e históricas

- Museo del Prado: Preserva cuadros como *The Lovers of Teruel* de Antonio Muñoz Degrain (siglo XIX); útiles para analizar iconografía

<https://www.meisterdrucke.us/fine-art-prints/Antonio-Munoz-Degrain/1036187/The-Lovers-of-Teruel%2C->

Detail.html?utm_source=chatgpt.com

Imágenes históricas y recreaciones modernas:

- A través de medios digitales como ArcheoTravelers, se ofrecen ilustraciones de recreaciones de época

https://www.archeotravelers.com/en/2021/02/14/lovers-of-teruel/?utm_source=chatgpt.com"archeotravelers.com+1archeotravelers.com+1.

Eventos en vivo

- Las Bodas de Isabel de Segura:

https://elpais.com/elviajero/escapadas/espana/2025-02-21/un-viaje-al-medievo-asi-cobra-vida-la-leyenda-de-los-amantes-de-teruel-en-la-ciudad.html?utm_source=chatgpt.com

Leyenda "El Lagarto de la Magdalena"

Recursos visuales y culturales

- Estatua del Lagarto de la Magdalena en la fuente del barrio de la Magdalena:Una escultura emblemática que representa físicamente el símbolo de la ciudad y su identidad local

https://es.wikipedia.org/wiki/Lagarto_de_la_Malena?utm_source=chatgpt.com

Recursos escolares y educativos

- Exposición "Tras las huellas del Lagarto de la Malena":Materiales, esculturas realizadas por alumnado y recorridos virtuales que muestran cómo este objeto legendario se trabaja en contextos educativos

https://proyectolagarto2.blogspot.com/2021/01/exposicion-tras-las-huellas-del-lagarto.html?utm_source=chatgpt.com

- Genially interactivo sobre la leyenda:Presentaciones digitales que integran imágenes del lagarto, su contexto histórico y cultural, ideales para aula digital

https://view.genially.com/649fe45a74f671001ae7e292/presentation-lagarto-de-jaen?utm_source=chatgpt.com

Recursos informativos y contextuales

- Artículo en Wikipedia:Describe el objeto (monumento, fuente, dicho popular) y su presencia destacada en arquitectura, expresiones regionales y patrimonio inmaterial

https://es.wikipedia.org/wiki/Lagarto_de_la_Malena?utm_source=chatgpt.com

- Contenido del Instituto Andaluz del Patrimonio Histórico en proyectos digitales (iHERITAGE): Muestra recursos sobre el lagarto como símbolo en el patrimonio, destacando su materialización física cultural

https://www.iheritage.eu/featured_item/the-legend-of-the-lizard-of-la-magdalena/?utm_source=chatgpt.com

Leyenda “San Jorge y el Dragón”

Obras Artísticas Clásicas

San Jorge luchando con el dragón (Tintoretto, 1550–1560)

[https://es.wikipedia.org/wiki/San_Jorge_luchando_con_el_drag%C3%B3n_\(Tintoretto\)](https://es.wikipedia.org/wiki/San_Jorge_luchando_con_el_drag%C3%B3n_(Tintoretto))

Lucha de San Jorge y el dragón (Rubens, 1606–1607)

[https://es.wikipedia.org/wiki/Lucha_de_San_Jorge_y_el_drag%C3%B3n_\(Rubens\)](https://es.wikipedia.org/wiki/Lucha_de_San_Jorge_y_el_drag%C3%B3n_(Rubens))

San Jorge y la princesa (Pisanello, siglo XV) [https://es.wikipedia.org/wiki/San_Jorge_y_la_princesa_\(Pisanello\)](https://es.wikipedia.org/wiki/San_Jorge_y_la_princesa_(Pisanello))

Retablo del Centenar de la Ploma (siglo XV) https://es.wikipedia.org/wiki/Retablo_del_Centenar_de_la_Ploma

Arte Textil

Frontal de San Jorge (Antoni Sadurní, 1450–1451) https://es.wikipedia.org/wiki/Antoni_Sadurn%C3%AD

Esculturas Contemporáneas

Escultura de San Jorge y el dragón (Salvador Dalí, 1984) Puedes ver información y fotos aquí:

<https://www.salvador-dali.org/en/artwork/catalogue-raisonne/obra/242/sculpture-saint-george-and-the-dragon>

Recursos Educativos Visuales

Tapiz de vocabulario: San Jorge y el dragón (Twinkl)

<https://www.twinkl.com/resource/es-ss-18-tapiz-de-vocabulario-san-jorge-y-el-dragon>

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