

# Spain and Catalonia

Geography

Year 3/4

Lesson 5 of 7

| Learning Objective   |   | Resources  |
|--|---|--|
| To know about the region of Catalonia  |   | Slides<br>Statement Sorting Cards<br>Speech Writing Sheet<br>Glossary of Terms<br>Agree or Disagree Statements<br>Voting Cards   |
| Teaching Input   |   |  |
| <ul style="list-style-type: none"> <li>Introduce Catalonia as one of the 17 autonomous communities of Spain. Can you remember what an autonomous community is? Could you locate Catalonia on a map of Spain?</li> <li>Tell children that each autonomous community has its own capital city, its own flag and its own regional government, who are responsible for the region's education, health, culture and development. Share some more general facts about Catalonia with the children.</li> <li>Tell the children some Catalans would like to have independence from the rest of Spain. What do you think this means? Think, pair then share your ideas.</li> <li>Using the slides, explain what independence would mean for Catalonia. Liken this to Scotland, and the recent independence referendum that was held in 2014.</li> <li>Look at reasons why some Catalans want to become an independent state, and then contrast this with reasons why some Catalans want to stay part of Spain.</li> </ul> |   |  |
| Main Activity  |   |  |
| <p><u>Lower ability:</u></p> <p>As a group, and with adult support, children read, discuss and sort the Statement Sorting Cards into two piles – those which are for the independence of Catalonia, and those which are against it.</p>  | <p><u>Middle ability:</u></p> <p>In pairs, children read, discuss and sort the Statement Sorting Cards into two piles – those which are for the independence of Catalonia, and those which are against it. They then decide, if they lived in Catalonia, whether they would be for or against independence.</p> | <p><u>Higher ability:</u></p> <p>Independently, children read, discuss and sort the Statement Sorting Cards into two piles – those which are for the independence of Catalonia, and those which are against it. Once they have finished, they compare and discuss their answers with another child. Children then need to decide whether they would be for or against independence for Catalonia. They create a short speech on the Speech Writing Sheet to try to persuade fellow Catalans to believe what they do.</p> |
| Fancy something different...?  |   |  |
| <ul style="list-style-type: none"> <li>Tell the children to imagine they are living in Catalonia. Ask them, based on what they know so far, if they are for or against independence (they can be 'unsure' too!) Read out the 'Agree or Disagree' Statements, and ask them to move to one side of the classroom if they agree, the other side if they disagree, or stay in the middle if they're unsure. (Use the Glossary of Terms sheet if and when necessary). Ask children to explain their choices. Other children can ask them further questions about their choice or challenge their views. Once all of the statements have been discussed, ask children again if they are for or against independence for Catalonia. Has anyone changed their minds? Why?</li> </ul>   |   |  |
| Plenary  |   | Assessment Questions   |
| <p>Tell the children that now they know about both the advantages and disadvantages of Catalonia becoming an independent state, it is their turn to vote!</p> <p>Use the Voting Cards to hold a mini-referendum in class.</p> <p>Count and reveal the votes, explaining that the winner is the side who has the majority vote (over 50%).</p>  |   | <ul style="list-style-type: none"> <li>Do children know what an autonomous community is?</li> <li>Do children know some of the reasons why Catalonia wants to be independent from Spain?</li> <li>Can children discuss some advantages and disadvantages of Catalonia becoming independent from Spain?</li> </ul>  |