Semester-long Project: Timeline Mural Annotation

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**OBJECTIVES:**

As part of our study of Spanish literature and culture, this course examines the construction of history. These activities are designed to:

- reinforce our knowledge of these events.

- provide a concrete example for considering how the portrayals of events and the inclusion and exclusion of events shape the story that is told.

- apply our knowledge of the construction of history to extend/modify the historical narrative.

-utilize the Spanish language skills in a historical context.

**PEDAGOGICAL CONSIDERATIONS:**

This interdisciplinary lesson combines Spanish language, history, art, and cultural studies. Students work with an authentic text (Renau’s mural) to generate their own timeline of the events studied in class. The artistic and analytical extension activity provides an active-learning opportunity through which students not only acquire knowledge, but also create meaning. By applying their knowledge of Spanish history and the process of writing history to expand this piece of artwork, students think critically about cultural objects, their purposes, and their construction.

**PROCEDURES:**

We will be using the website [www.timeline.knightlab.com](http://www.timeline.knightlab.com)

STEP ONE:

Each group of students is responsible for annotating one portion of Josep Renau’s mural “España hacia America”:

* Cave paintings of Altamira
* Augustus
* Reconquista
* Literary figures
* Explorers
* Conquest of the Americas
* The Americas

For their assigned segment, students should:

* identify the year(s) represented in the scene
* identify the historical figures included
* explain the importance of this moment in Spanish history (what happened)

Students’ contributions to the timeline are informed by relevant course readings and may utilize additional reference materials as necessary.

At the end of the semester, the class has generated an annotated timeline of how Renau imagined the progression of foundational moments from Spanish history.

As a final project, we use the techniques learned from our unit on the artwork of Fidel Cuesta Ruíz to create an image that represents a moment from Spanish history that either was not included in Renau’s mural or an image that would continue Renau’s history of Spain/the Americas.

For this project, students will expand the historical narrative:

* + Each student will write a 3-to5-page analysis in Spanish to explain:
    - What event did you chose?
    - When did the event transpire?
    - Who was involved?
    - Does this event provide representation or context for a marginalized population?
    - What happened in this event?
    - How does the event contribute to the Spanish historical narrative: Does the inclusion of this event change the mural’s message? How?
    - What does including this event in the narrative contribute to our understanding of how history is composed?
    - Why did you choose this event?

Students then present their events during the last class session.

Instructions for how to annotate the timeline:

* Access the google sheet for this assignment with the link provided
* Find the spreadsheet row that corresponds to your event
* On that row of the spreadsheet, add the starting year and end year for your event (in some cases, these may be approximate periods). If you have a BCE event, make the year a negative number, for example -500= 500 BCE.
* In Spanish, write the requested information
  + Year represented
  + Historical event and figures
  + Importance of the event