

# CONTEMPORARY AGE

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### **Main Objectives:**

1. To situate the Contemporary Age period on the time line.
2. To use the vocabulary related to the content.
3. To explain the reasons for the French Revolution and its consequences for the rest of Europe.
4. To value the importance of the political and social changes in Europe and Spain in those days.
5. To appreciate the importance of the medical, scientific and technological advances for the life of the world's population.
6. To know how the evolution of transport and communications in the Contemporary Age changed the people's way of life.
7. To demonstrate their understanding of life during the Contemporary Age through a piece of creative writing.

### **Main Objectives:**

1. To situate the Contemporary Age period on the time line.
2. To use the vocabulary related to the content.
3. To understand reasons for of the French Revolution and consequences for the rest of Europe.
4. To value the importance of the politic and social changes in Europe and in Spain
5. To appreciate the importance of the medical, scientific

## Useful websites

[http://images.google.co.uk/imgres?imgurl=http://www.ambafrance-uk.org/IMG/jpg\\_bastille.jpg&imgrefurl=http://www.ambafrance-uk.org/History-The-French-Revolution-1789.html&usg=\\_\\_PnFzQpD7F15j4MJ7Oz3HF7ChkSI=&h=512&w=625&sz=66&hl=en&star](http://images.google.co.uk/imgres?imgurl=http://www.ambafrance-uk.org/IMG/jpg_bastille.jpg&imgrefurl=http://www.ambafrance-uk.org/History-The-French-Revolution-1789.html&usg=__PnFzQpD7F15j4MJ7Oz3HF7ChkSI=&h=512&w=625&sz=66&hl=en&star)

Web site about the French Revolution. Interactive links to other interesting sites.

<http://www.bbc.co.uk/schools/famouspeople/standard/stephenston/index.shtml#focus>

<http://www.bbc.co.uk/schools/famouspeople/standard/jenner/index.shtml#focus>

Interactive site about famous people who contributed to improve the conditions of life in the Contemporary Age.

<http://www.historyplace.com/unitedstates/childlabor/index.html>

Site with interesting photographs about the effects of the Second Industrial Revolution in childhood.

<http://historyonthenet.com/WW1/ww1main.htm>

<http://historyonthenet.com/WW2/ww2main.htm>

Site to know the two World Wars in depth.

[http://www.bbc.co.uk/history/ww2children/warhome/warhome\\_intro.shtml](http://www.bbc.co.uk/history/ww2children/warhome/warhome_intro.shtml)

Interactive website about English homes during wartime: Very interesting and necessary to understand way of life during the Second World War.

<http://www.bbc.co.uk/ww2peopleswar/categories/>

<http://www.bbc.co.uk/ww2peopleswar/timeline/>

A complete archive of the Second World War. It contains a timeline, information, testimonies and photographs of this topic.

<http://www.xmission.com/~dderhak/recipe/spainhistory.htm>

The main events of the History of Spain. Information for teachers.

<http://www.bbc.co.uk/schoolradio/history/>

Website with lots of audios about different facts and events that took place during the 20<sup>th</sup> Century.

**CONTEMPORARY AGE**

# French Revolution

**War of Independence**

**guerrilla warfare**



**Constitution**

# Industrial Revolution

industry

Trade union

**assembly line**

**upper class**

**middle class**

**working class**

**worker**

**invention**

**steam engine (1765)**

**steam locomotive(1813)**

**railway (1825)**



**vaccine** (1796)

**anaesthetic** (1847)

X-Ray (1895)

photography (1826)

**chemical fertilizer**

**(1849)**

**telegraph (1833)**

**telephone (1876)**

**light bulb (1879)**

**automobile (1886)**

**cinematograph (1895)**

**radio (1897)**

**aeroplane** (1903)

**autogyro** (1923)

**television** (1928)

**computer** (1940)



**monarchy**

**republic**

**absolutism**

**liberalism**

**Human rights**

**Abolition of slavery**

**Universal suffrage**

**Civil war**

**World war**

**dictatorship**

**democracy**

# Spanish Transition

welfare state

## Vocabulary Cards

<p><b>Modern Age</b></p>	<p>n. the term used by historians to refer a period in the History from 1492 (Discovery of America) until 1789 (French Revolution).</p> <p><b>"During the Modern Age there were many changes in the European society."</b></p>
<p><b>Renaissance</b></p>	<p>n. means re-birth. A cultural movement that spanned roughly from the 14<sup>th</sup> Century to the 17<sup>th</sup> Century. It began in Italy and it later spread to the rest of Europe.</p> <p><b>"During the Renaissance people were interested in all aspects of Greek and Roman cultures."</b></p>
<p><b>Classical culture</b></p>	<p>n. name given to the influence of Ancient Greek or Roman civilizations on language, philosophy, art... throughout the Renaissance period.</p>



<p style="text-align: center;"><b>patron</b></p>	<p>n. a person who supports and gives money to artists, writers or musicians.</p> <p><b>"Lorenzo de Medici, called Lorenzo "the Magnificent", was patron to the Leonardo da Vinci and Michelangelo."</b></p>
<p style="text-align: center;"><b>authoritarian monarchy</b></p>	<p>n. the politic system in which the kings in 15<sup>th</sup> century have all the power.</p> <p><b>"Catholic monarchs of Spain, Isabella and Ferdinand, were the most representative example of authoritarian monarchy in Europe."</b></p>
<p style="text-align: center;"><b>absolute monarchy</b></p>	<p>n. form of government where the king or queen has absolute power on all aspects of his or her subjects' life.</p> <p><b>"Charles I of Spain (Holy Roman Emperor) and his son, Philip II, were the most powerful monarchs in 16<sup>th</sup> Century."</b></p> <p><b>"French absolute Monarchy was the most powerful monarchy in Europe in 17<sup>th</sup> and 18<sup>th</sup> centuries."</b></p>

<p style="text-align: center;"><b>navigation</b></p>	<p>n. the guidance of ships from place to place.</p> <p><b>"The appearance of technical advances in navigation and the building of bigger ships favoured the discovery of new trade routes."</b></p>
<p style="text-align: center;"><b>caravel</b></p>	<p>n. a light sailing ship with two or three masts and lateen sails used by the Spanish and Portuguese in the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p><b>"La Pinta and La Niña were the two caravels used by Columbus in this first voyage to America. The other ship was a carrack called Santa María."</b></p>
<p style="text-align: center;"><b>compass</b></p>	<p>n. an instrument that is used for finding directions. It has a dial and a magnetic needle that always points to the North.</p> <p><b>"The use of the compass greatly improved the safety and efficiency of travelling, especially in ocean travel."</b></p>

<p style="text-align: center;"><b>astrolabe</b></p>	<p>n. ancient instrument used by navigators and astronomers to determine latitude, longitude and time of day. It also determines the altitude of the Sun, planets, stars and Moon.</p> <p><b>"The word astrolabe comes from the Greek and means "stars seeker."</b></p>
<p style="text-align: center;"><b>sextant</b></p>	<p>n. navigational instrument used to measure the altitude of a celestial object above the horizon and to determine its latitude and longitude.</p> <p><b>"Navigators replaced the astrolabe for the sextant because it was more precise."</b></p>
<p style="text-align: center;"><b>portolan charts</b></p>	<p>n. European navigational maps, based on realistic descriptions of harbours and coasts.</p> <p><b>"Portolan charts were created in the 13<sup>th</sup> Century and developed in 14<sup>th</sup> and 15<sup>th</sup> centuries."</b></p>

<p style="text-align: center;"><b>silk</b></p>	<p>n. valuable/delicate cloth made from the fine threads produced by certain insect larvae.</p> <p><b>"The Silk Road was the most important cultural and commercial communication link between Southern Europe and Asia."</b></p>
<p style="text-align: center;"><b>spice</b></p>	<p>n. any of a variety of pungent or aromatic vegetable substances used to for seasoning food.</p> <p><b>"From the 11<sup>th</sup> Century, as a consequence of the Crusades, spices such cinnamon, pepper, cardamom, ginger, turmeric... were used for seasoning food and also for medical reasons."</b></p>
<p style="text-align: center;"><b>Discovery</b></p>	<p>n. the act of discovering a place or a thing.</p> <p><b>"The Discovery of America marked the beginning of a new age."</b></p>

<p style="text-align: center;"><b>colonisation</b></p>	<p>n. the act or process of establishing colonies.</p> <p><b>"For more than 300 years, the Spaniards colonised a vast territory stretching from the line between California and Florida to the Southernmost part of the American continent."</b></p>
<p style="text-align: center;"><b>bourgeois</b></p>	<p>n. the inhabitant of walled towns, formed by craftsmen, merchants...</p> <p><b>"In the Modern Age the bourgeois became rich with trade development."</b></p>
<p style="text-align: center;"><b>craftsman</b></p>	<p>n. a man who makes things skilfully with his hands.</p> <p><b>"Craftsmen associated themselves in trade groups, called guilds, according with their jobs: blacksmiths, silversmiths, shoemakers, tailors..."</b></p>

<p style="text-align: center;"><b>peasant</b></p>	<p>n. a person who works on the land.</p> <p><b>"Peasants were the poorest social class in this time. Many of them emigrated to America looking for a better future."</b></p>
<p style="text-align: center;"><b>clergy</b></p>	<p>n. the official leaders of a religious belief.</p> <p><b>"The clergy had big influence in the society. Many of them went to America and founded missions where they taught religion, reading, writing and even farming."</b></p>
<p style="text-align: center;"><b>Golden Age</b></p>	<p>n. a flourishing period in arts and literature that took place in Spain during the 16<sup>th</sup> and 17<sup>th</sup> Centuries.</p> <p><b>"During Spain's Golden Age there were very important artists like El Greco, Velázquez, Murillo... and great writers like Cervantes, Lope de Vega, Calderón de la Barca, Quevedo..."</b></p>

<p><b>architect</b></p>	<p>n. a person who designs buildings.</p> <p><b>"The most important Spanish architect in Modern Age was Juan de Herrera who designed the San Lorenzo de El Escorial Monastery."</b></p>
<p><b>painter</b></p>	<p>n. an artist who paints.</p> <p><b>"Diego Velázquez was the official painter of the Spanish Court in the seventeenth Century."</b></p>
<p><b>sculptor</b></p>	<p>n. a person who creates sculptures.</p> <p><b>"Spanish sculptures in the Golden Age were made of wood and marble. The sculptures were used for decorate churches and the cathedrals."</b></p>

<p style="text-align: center;"><b>literature</b></p>	<p>n. name given to all creative writing of recognised artistic value.</p> <p><b>"The seventeenth century was the most brilliant period for literature in Spain."</b></p>
<p style="text-align: center;"><b>writer</b></p>	<p>n. a person who writes books, stories or articles as a job.</p> <p><b>"The writer Miguel de Cervantes was born in Alcalá de Henares and wrote many novels. The most famous of which was Don Quixote de la Mancha."</b></p>
<p style="text-align: center;"><b>decline</b></p>	<p>n. period when something approaches an end.</p> <p><b>"For many and different reasons (bad harvest, epidemics, lost battles, droughts, high mortality, emigration to America...) the Spanish Empire begin to decline in the 17<sup>th</sup> Century."</b></p>



<p><b>The Enlightenment</b></p>	<p>n. a philosophical and cultural movement in the eighteenth Century that stressed human reasoning over blind faith and encouraged scientific thinking.</p> <p><b>"Charles III was the most important king of the Enlightenment. He carried out many significant social and economic changes in Spain. He was called <i>The best Mayor of Madrid</i> for all the important monuments he built during his reign."</b></p>

## Glossary

**absolutism:** n. political system in which a monarch or dictator has unrestricted power.

**aeroplane:** n. aircraft that has a fixed wing and is powered by propellers or jets.

**anaesthetic:** n. substance that causes temporary loss of bodily sensations.

**assembly line:** n. mechanical system in a factory whereby an article is conveyed through sites (belts) at which successive operations are performed .

**autogyro:** n. aircraft that is supported in flight by unpowered rotating horizontal wings (or blades); forward propulsion is provided by a conventional propeller.

**automobile:** n. four wheeled motor vehicle, usually propelled by an internal combustion engine.

**cinematograph:** n. a combined camera, printer and projector.

**Civil war:** n. war between factions in the same country.

**chemical fertilizer:** n. chemical compounds used to make soil more fertile to promote plants growth.

**computer:** n. electronic device that processes data according to a set of instructions.

**Contemporary Age:** n. term used by historians to refer a period in the History from 1789 (French Revolution) to nowadays.

**Constitution:** n. system of laws which formally states people's rights and duties in a country.

**Democracy:** n. system of government in which the citizens choose their leaders by votes.

**Dictatorship:** n. form of government in which the ruler is an absolute dictator (not restricted by a constitution or laws or opposition etc.)

**French Revolution:** n. period of radical political and social changes (against monarchy) in France with enormous impact in the rest of Europe.

**Guerrilla warfare:** n. unconventional system of war in which a small group of combatants use mobile tactics to fight against an official army.

**Human rights:** n. basic rights of individuals to life, liberty as well as freedom of thought and expression and equality before the law, justice...

**Industrial Revolution:** n. period in the late 18<sup>th</sup> and early 19<sup>th</sup> Centuries in which fundamental changes occurred in agriculture, industry, transport, social structure... in Britain, and its impact in the rest of the world.

**Industry:** n. work and process involved in collecting raw materials and transforming them into products in factories.

**invention:** n. a creation resulting from study and experimentation.

**light bulb:** n. a hollow rounded glass containing a thin metal filament that gives out light when an electric current is passed through it.

**liberalism:** n. political orientation that favours progress and reform as opposed to absolutism.

**middle class:** n. group of people who are in between the upper class and the working class.

**monarchy:** n. form of government in which supreme authority is held by a single hereditary ruler, such as a king.

**photography:** n. the process of producing images on sensitive material by the action of the light.

**radio:** n. a communication system based on broadcasting electromagnetic waves.

**railway:** n. track composed of a line of parallel metal rails fixed to wooden sleepers on which trains run.

**Republic:** n. form of government in which the people or their elected representatives have the supreme power.

**slavery abolition:** n. the act of elimination of slavery.

**Spanish Transition:** n. the process of change from dictatorship to democracy after Franco's death.

**steam engine:** n. engine that converts the energy of steam into mechanical energy.

**steam locomotive:** n. a locomotive powered by steam.

**telegraph:** n. machine used for transmitting and receiving messages in the form of electrical impulses which can be converted into data.

**telephone:** n. electronic machine that converts sound into electrical signals that are transmitted over distances and then convert received signals into sounds.

**television:** n. telecommunication system that transmits images of objects (stationary or moving) between distant points.

**Trade union:** n. organisation of workers who have joined together to achieve common targets in rights and working conditions.

**Universal suffrage:** n. a right of all human beings to vote in public elections.

**upper class:** n. group of people who have great economic and social power.

**vaccine:** n. substance containing a harmless form of germs that cause a particular disease.

**War of Independence:** n. armed conflict between Spain and France since 1808 to 1814 caused by the French emperor Napoleon's invasion of Spain.

**welfare state:** n. political system in which the state has responsibility for the welfare of its citizens providing a guaranteed minimum standard of life, through programs in public health, social housing, education, unemployment compensation, pensions etc.

**worker:** n. person who works in an industry.

**working class:** n. group of people who had less economic resources.

**World war:** n. war in which the major nations of the world are involved.

**X-Ray:** n. electromagnetic radiation which enables photographs to be taken of the inside of the body and can diagnose several diseases.

When does the  
Contemporary Age  
begin?

When does the  
Contemporary Age end?



What event does the  
French Revolution start  
with?

In what date did the  
people of Madrid begin  
their rebellion against  
French invasion?

When did the guerrilla warfare act for the first time?

The first Constitution  
was called...

In what country did the  
Industrial Revolution  
start?

During the Industrial  
Revolution the first  
major industry in Great  
Britain was...

Who defended the  
rights of the workers in  
the manufacturing  
Industry?

Who introduced the  
assembly line in his  
manufacturing Industry?



What were the  
consequences of the  
assembly line?

Which groups of people  
made up the upper  
classes?

The middle class was  
formed by...

The working class was  
formed by...

What were working  
conditions like during the  
19<sup>th</sup> Century?

What did James Watt  
invent in the 18<sup>th</sup>  
Century?

What was the first  
railway route in the  
Peninsula?

Who was the inventor of  
the vaccine against  
rabies?



What was the first  
substance used as an  
anaesthetic?

What did Samuel Morse  
invent?

The light bulb was  
invented by...

The Lumière brothers  
invented...

Who invented the first  
automobile?

The first aeroplane that  
flew was invented by...

Who invented the  
autogyro?

Who appeared in the  
first TV transmission?



The first TV  
transmission in Spain  
took place in the year...

In what year was the  
first computer invented?

How many republics have  
there been in Spain?

Who was the Spanish  
absolute monarch in the  
19<sup>th</sup> Century?

When was slavery  
abolished?

Who approved Human  
Rights in 1948?

1914-1918 is the date  
of...

1939-1945 is the date  
of...



The Spanish Civil War  
produced...

Who was the last  
Spanish dictator in the  
20<sup>th</sup> Century?

Who reigned after  
Franco's death?

Who lead the Spanish  
Transition?

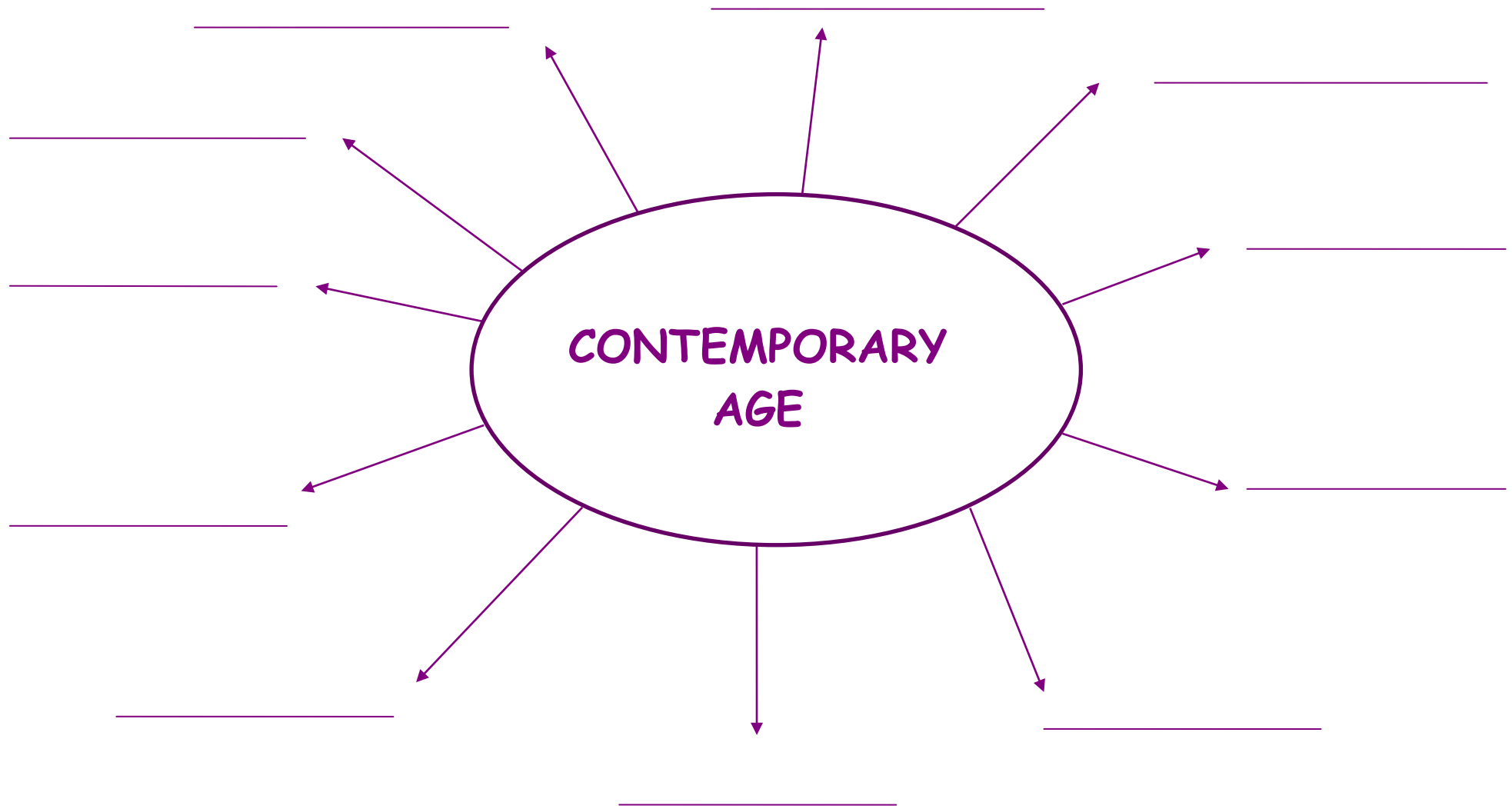
In what date was the  
Spanish last Constitution  
approved?

Can you name three inventions that are very important for your life?

What event do you think  
is the most important in  
the 21st Century?

What do you know about the Contemporary Age?

Fill in the diagram with as many things as you can remember about the Contemporary Age





## **Hands on Activity 1**

### **Inventions and inventors**

#### **Objectives**

1. To learn about the most important inventions that took place in the Contemporary Age and the consequences they have had for Humanity.
2. To value the benefits of these inventions, and others derived from them, in our hope of life and welfare state.
3. To appreciate the job and effort of many people who have dedicated their lives to improve other human beings' life conditions.

#### **Introduction**

In this activity children will use the picture cards and place them on a timeline drawn in the wall of the classroom, to learn about the evolution of inventions.

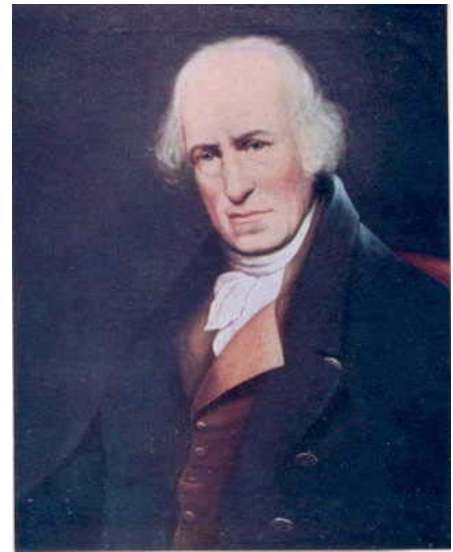
#### **Development**

The teacher should cut and laminate the picture cards. Place the timeline on a wall of the classroom. The pupils must stick each picture card with blue-tack in the correct order. The children can also investigate at home and bring pictures of more inventions (vaccines, washing machine, mobile, vacuum cleaner, laptop...) to the class. They must look for the dates of those inventions and their inventors, and then stick them on the timeline appropriately.

#### **Plenary**

Once the pupils have finished the task, they should be able to write some conclusions and to answer several comprehension questions.

Steam Engine (1765)



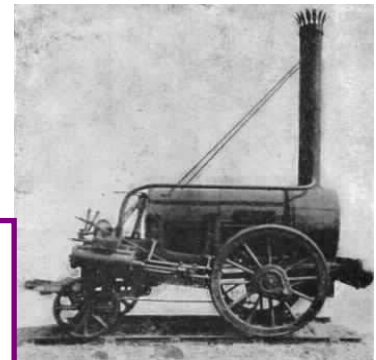
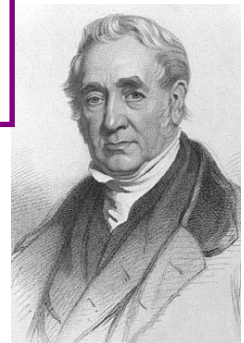
James Watt

Railway



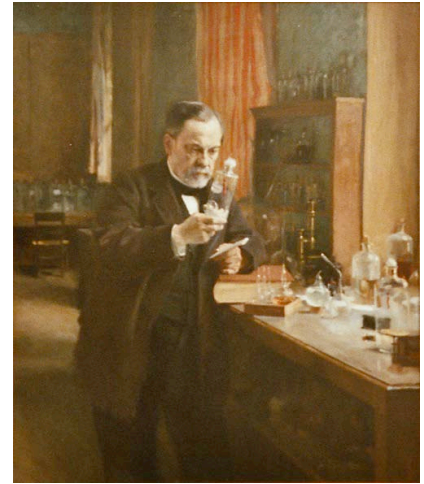
Steam Locomotive (1813)

George Stephenson



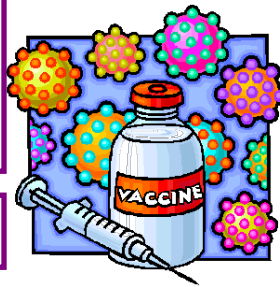


Edward Jenner  
Vaccine against smallpox  
(1796)



Louis Pasteur  
Vaccine against rabies  
(1885)

Vaccines



X-Ray  
(1895)

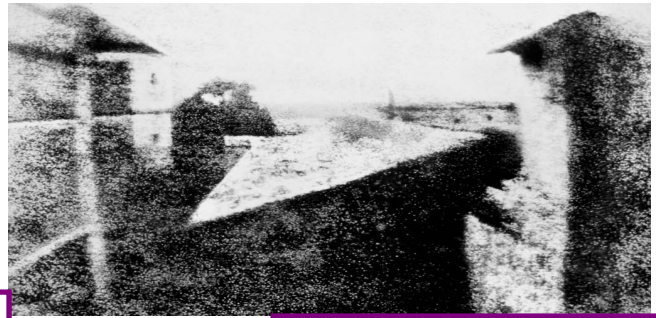


William  
Roentgen

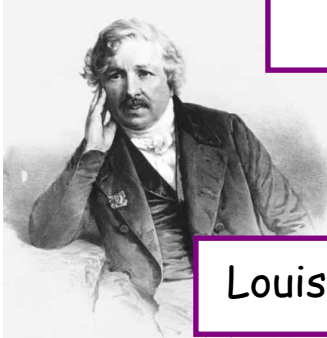




Photography  
(1826)



First photograph  
(1826)



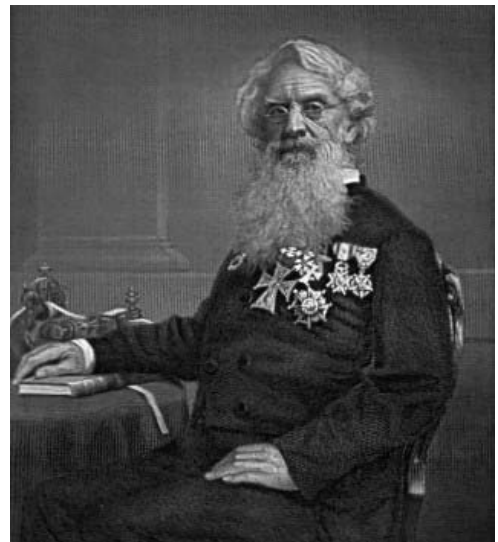
Louis Daguerre



Nicéphore Niépce



Telegraph  
(1833)



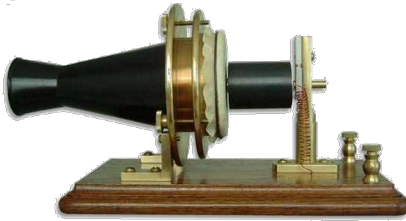
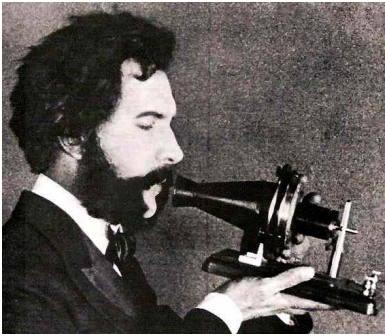
Samuel Morse



Telephone  
(1876)

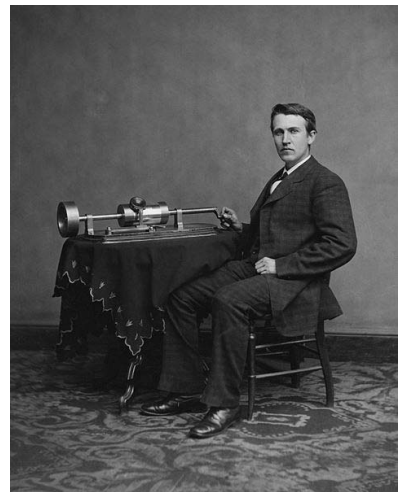


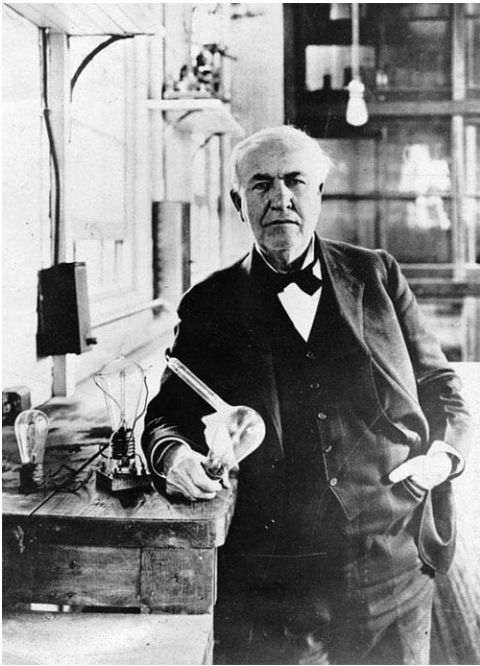
Alexander  
Graham Bell



Phonograph  
(1877)

Thomas  
Alva Edison





Thomas  
Alva Edison



Light bulb  
(1879)



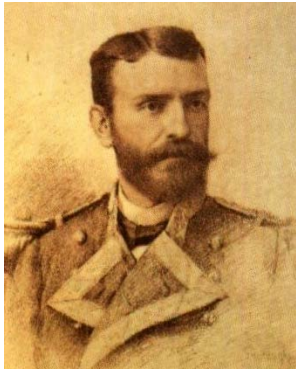
Automobile  
(1886)



Karl Benz



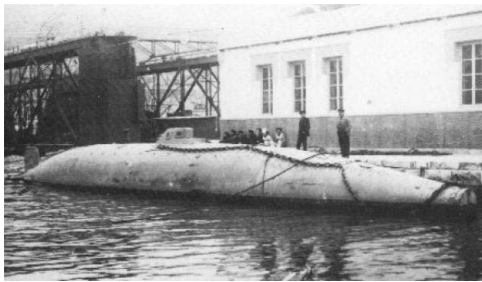
Bertha Benz  
and sons



Isaac Peral

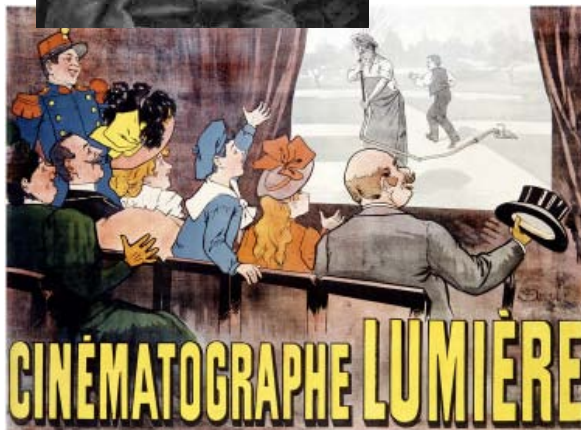


Submarine  
(1888)



Auguste and Louis  
Lumière

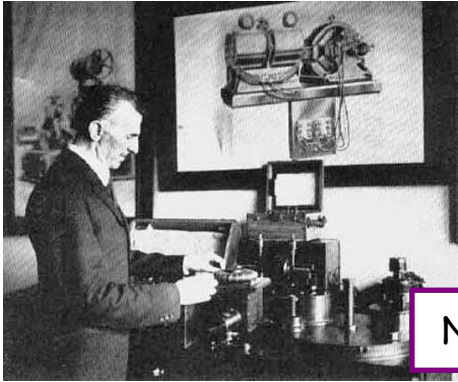
Cinematograph  
(1895)





Guglielmo Marconi

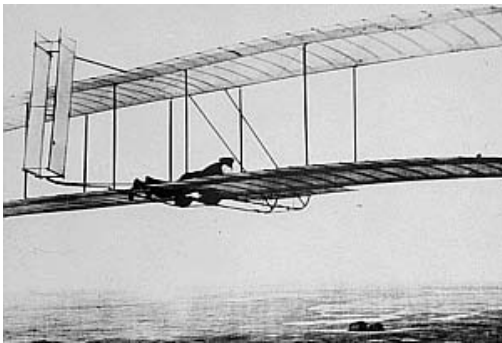
Radio (1897)



Nicola Tesla



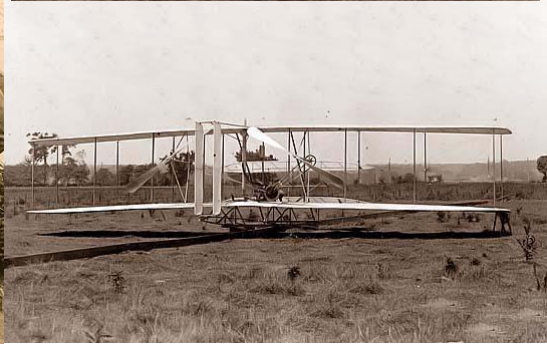
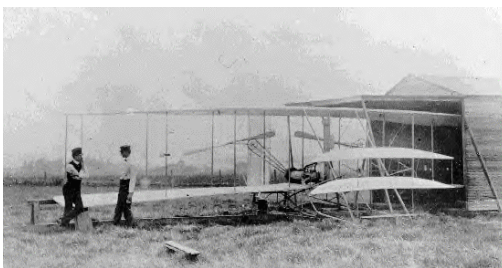
Alexander Popov



Aeroplane (1903)



Wilbur and Oscar Wright







Autogyro  
(1923)



Juan de la Cierva



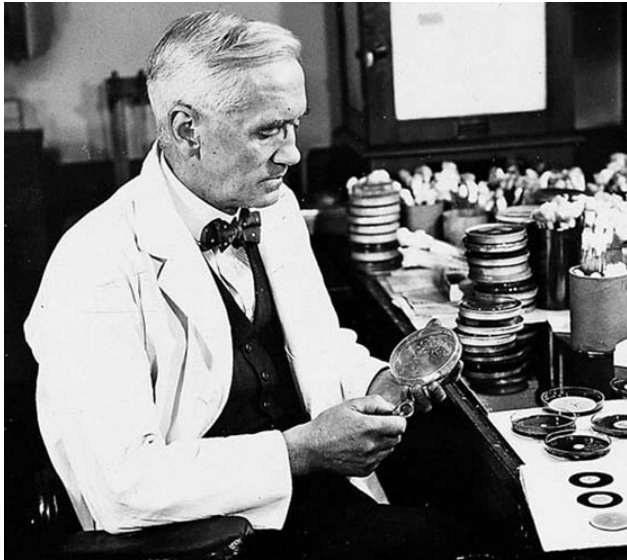
Television  
(1928)



John Baird



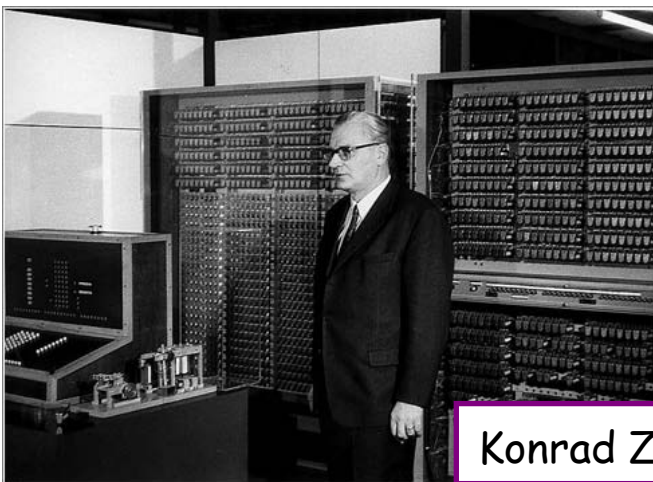
Alexander Fleming



Penicillin (1928)



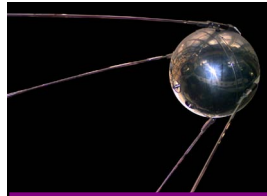
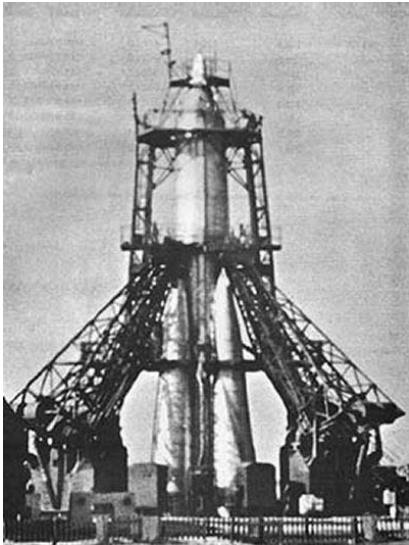
Computer Z3  
(1940)



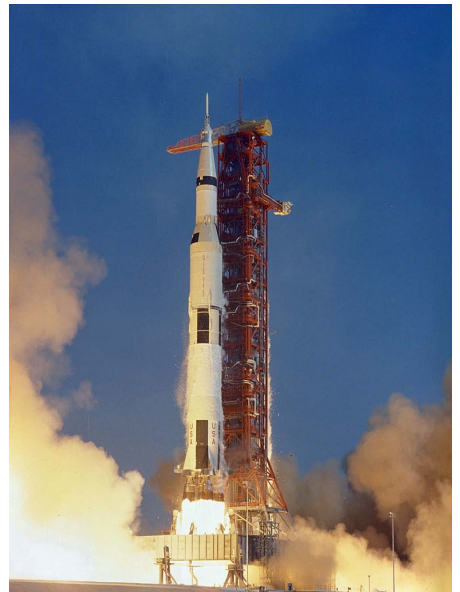
Konrad Zuse

Personal  
Computer





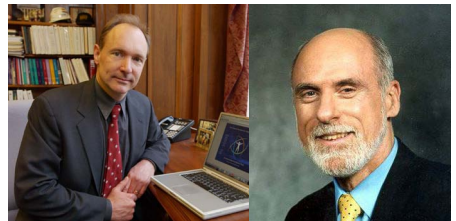
satellite



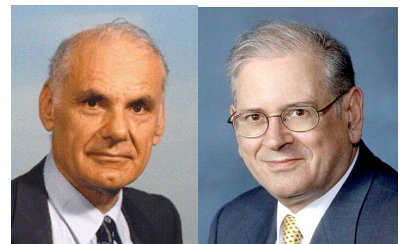
Rocket  
(1957)

Internet  
1991

WWW



Tim Berners-Lee  
Vinton Cerf  
Larry Roberts  
Robert Kahn



## Comprehension Questions

1. In what Age of History do you think there have been more inventions?

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2. Can you name three inventions that have improved the health of human beings?

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3. Name five of the most important inventions of the 19<sup>th</sup> Century.

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4. Name five of the most important inventions of the 20<sup>th</sup> Century.

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5. If you were a scientist or an inventor which object would you like to have invented? Why?

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6. Name ten inventions that you have or use at home and explain what they are used for.

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7. Imagine you are an inventor today. What object, medicine... would you like to invent? Describe it and explain what it would be used for.

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8. Draw and colour it. (Design it)

## Hands on Activity 2

### The Second World War (War) The Journey to the Moon (Peace)

#### Main Objectives

- To state how war impacts on people's life.
- To explain the progress of Humanity in periods of peace.

#### Resources needed:

- Interactive White Board / Digital Projector
- Activity sheets n° 1, 2, 3 and 4.
- Web sites:

[http://www.bbc.co.uk/schoolradio/history/worldwar2audioclips\\_library\\_clip31.shtml](http://www.bbc.co.uk/schoolradio/history/worldwar2audioclips_library_clip31.shtml)

[http://www.bbc.co.uk/schoolradio/history/worldwar2audioclips\\_library\\_clip13.shtml](http://www.bbc.co.uk/schoolradio/history/worldwar2audioclips_library_clip13.shtml)

[http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s\\_clip12.shtml](http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s_clip12.shtml)

[http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s\\_clip13.shtml](http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s_clip13.shtml)

#### Introduction

The websites above contain 4 sound resources (audio clips), two of them about the Second World War and the others about the Journey to the Moon.

## **Development**

- Project the website in the IWB (Interactive White Board) or screen.
- Click "play" and encourage the pupils to listen carefully.
- Ask pupils to express their feelings after what they have heard and to share with their colleagues any fact that they already know.
- Give out activity sheets 1, 2, 3 and 4, and tell pupils that they will now listen to the audios again while they read the texts in the activity sheets.
- Once the children have listened to the audio clip, they must write some sentences with their own impressions or conclusions.

## **Plenary**

Ask the class to come up with ideas about the difference between the progress of Humanity in times of peace and in times of war. Start a short debate.

## Hands on Activity 2

### Activity Sheet 1

#### A boy describes being bombed

##### Context:

A personal testimony from a young boy in Croydon (South of London, U.K.) of the experience of being bombed.

[http://www.bbc.co.uk/schoolradio/history/worldwar2audioclipslibrary\\_clip31.shtml](http://www.bbc.co.uk/schoolradio/history/worldwar2audioclipslibrary_clip31.shtml)

##### Transcript:

"It was just about 7 o'clock, last Thursday night. And my sister was with the lady next door...and they saw some planes flying high in the sky.

And she said: "They're flying high' and the lady said to her: 'They are, but they're all right.'

Next minute, she said: 'Look, something's dropping from them.' Next minute we heard two big bangs.

My Aunty, who'd just left the house with her three children, was standing out in the street.

I dived under the shelter, but before I could get to the shelter, two bombs had already dropped...and blew me.

My Aunty screamed, and said that our front door was blown down. And she screamed for help because she had three children..."



## Hands on Activity 2

### Activity Sheet 2

#### Bomb Survivor

##### **Context:**

More than 2,000,000 homes were destroyed in Britain by enemy bombs - about 60% of these in London - and a great many others were severely damaged.

1,400,000 Londoners were bombed out of their homes between September 1940 and May 1941. It meant that many families that survived the bombardment were faced with the tragedy of homelessness.

Britain was not prepared for homelessness on such a scale. State assistance was inadequate and emergency centres set up to deal with the problem could not cope. Many families had to rely on relatives and friends.

The job of repairing buildings during the War was hampered because many craftsmen and labourers had joined the Armed Services.

Temporary dwellings - often little more than huts - began to spring up in bomb-damaged areas. In some of the worst affected areas - for example, the East End of London - families were still living in pre-fabricated bungalows long after the War had ended.

[http://www.bbc.co.uk/schoolradio/history/worldwar2audioclipslibrary\\_clip13.shtml](http://www.bbc.co.uk/schoolradio/history/worldwar2audioclipslibrary_clip13.shtml)

##### **Transcript:**

The first thing I knew was...dust started to fall on me. The floor gave way...and I immediately realised what was happening. The roof came down...I covered my head with my hands...and wondered - frankly - whether this was the end

## Hands on Activity 2

### Activity Sheet 3

16<sup>th</sup> July 1969 - Apollo 11 lift-off.

#### Context:

Apollo 11 took-off from the Kennedy Space Centre Florida, on 16<sup>th</sup> July 1969, to begin its epic journey of approximately 385,000 kms to the Moon.

The crew was Neil Armstrong (Commander), Edwin 'Buzz' Aldrin (Lunar Module Pilot) and Michael Collins (Command Module Pilot). They carried with them messages of goodwill from world leaders and a plaque reading 'We came in peace for all mankind.'

Twelve minutes after take-off the rocket entered orbit around the Earth. Approximately 2.5 hours later the engine of the 3rd stage booster was fired to take the rocket out of Earth orbit and onwards to the Moon. At this point the rocket was travelling at close to 40,000 km per hour.

The opening bars of Richard Strauss's tone poem 'Also sprach Zarathustra' was used to accompany coverage of the Apollo missions.

[http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s\\_clip12.shtml](http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s_clip12.shtml)

#### Transcript:

T minus 25 seconds...20 seconds and counting...T minus 15 seconds...guidance is internal...12, 11, 10, 9...ignition sequence starts...6, 5, 4, 3, 2, 1, 0...all engines running...lift-off, we have a lift-off, 32 minutes past the hour, lift-off on Apollo 11...

Tower cleared...

She's lifting beautifully into the sky, a typically beautiful Saturn V launch.

## Hands on Activity 2

### Activity Sheet 4

**July 1969. Earth seen from Space  
Neil Armstrong enjoys the view from space.**

#### **Context:**

The journey to the Moon took approximately 3 days. On 19 July the remaining parts of the rocket - the Command Module with the Lunar Module attached - entered orbit around the Moon. The astronauts continued orbiting the Moon while preparations for the lunar landing were made.

In this clip Neil Armstrong enjoys the extraordinary view of Earth from space.

[http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s\\_clip13.shtml](http://www.bbc.co.uk/schoolradio/history/britainsincethe1930s_clip13.shtml)

#### **Transcript:**

**ARMSTRONG:** It's really a fantastic sight through that sextant...and a minute ago during that auto-manoeuve the radical swept across the Mediterranean and you could see all of North Africa absolutely clear, all of Portugal, Spain, Southern France, all of Italy absolutely clear. Just a beautiful sight.

**MISSION CONTROL:** Roger. We all envy you the view up there...



## Hands on Activity 3

### The Contemporary Age PowerPoint Presentation

#### Objectives

1. To recognise the chronological order of the events that took place during the Contemporary Age.
2. To be aware of the most important facts of Spanish History in this Age.

#### Resources needed

- Interactive White Board/Digital Projector
- Relevant word wall cards
- Relevant key question cards
- PowerPoint presentation

#### Development

This PowerPoint presentation will help the pupils recognise the chronological order of the events that took place during the Contemporary Age and the most important events in of Spanish History during this Age.

Project the Presentation in the IWB. Take as much time as you need on each slide as you explain the topic.

Please note that slides number 14, 20 and 37 are interactive. Slides 14 and 20 have a button that you must click and it will link to a web site with more information and activities about George Stephenson (inventor of Steam Engine) and Edward Jenner (smallpox vaccine). In the slide 37 you must look carefully at the European map for a couple of minutes because the map changes according to the evolution of the Second World War.

## Plenary

This extremely useful resource can be used either to introduce the topic, or as a revision tool, after you have finished with the other activities, to summarize all that the children have learnt. After watching the presentation you may want to start a debate about one or more of the following items:

- How inventions have changed our lives.
- How war impacts on people's life.
- How Humanity progresses in periods of peace.
- The importance of the Spanish Transition between Dictatorship to Democracy.
- How Spanish people's lives have changed in the Contemporary Age:
  - Grandparents - Dictatorship
  - Parents - Transition
  - Children - Democracy

## Reading Comprehension

Marie Curie (1867-1934)



*Marie Curie was a Polish-born physicist and chemist and one of the most famous scientists of her time. Together with her husband Pierre, she was awarded the Nobel Prize in 1903, and she went on to win another in 1911.*

Marie Sklodowska was born in Warsaw (Poland) on 7<sup>th</sup> November 1867. She was the daughter of a teacher. In 1891, she went to Paris to study physics and mathematics at the Sorbonne where she met Pierre Curie, professor of the School of Physics. They were married in 1895.

The Curies worked together investigating radioactivity, building on the work of the German physicist Roentgen (inventor of X-Rays) and the French physicist Becquerel. In July 1898, the Curies announced the discovery of a new chemical element, polonium; at the end of the year, they announced the discovery of another, radium. The Curies, along with Becquerel, were awarded the Nobel Prize for Physics in 1903.



Marie and Pierre Curie

Pierre's life was cut short in 1906 when he was knocked down and killed by a carriage. Marie took over his teaching post, becoming the first woman to teach at the Sorbonne, and devoted herself to continuing the work that they had begun together. She received a second Nobel Prize, for Chemistry, in 1911.

The Curie's research was crucial in the development of X-Rays in surgery. During World War One Curie helped to equip ambulances with X-Ray equipment, which she herself drove to the front lines. The International Red Cross made her head of its radiological service and she held training courses for medical orderlies and doctors in the new techniques.

Despite her success, Marie continued to face great opposition from male scientists in France, and she never received significant financial benefits from her work. By the late 1920s her health was beginning to deteriorate. She died on 4 July 1934 from leukaemia, caused by exposure to high-energy radiation from her research. The Curies' eldest daughter Irene was herself a scientist and winner of the Nobel Prize for Chemistry.



Marie and her daughter, Irene

Article from [bbc.co.uk](http://bbc.co.uk)



## Reading Comprehension

Answer these questions

1. Where was Marie Curie born? When?

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2. When did she go to Paris?

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3. What did she want to study?

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4. Where did she meet Pierre Curie?

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5. What did Pierre Curie teach?

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6. What did the Curies investigate?

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7. What two new chemical elements did they discover?

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8. Which award did they receive in 1903?

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9. When did Pierre Curie die? How?

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## Final activity

### Notes for the teacher

This activity aims to give the children an opportunity to demonstrate what they have learnt about the topic through a piece of creative writing. Each child should assume the character of a Contemporary Age person, and write about his/her life.

Before the writing starts, you can use the word bank to make sure children have the words they need and the correct spelling. The writing organiser is for those children who find it difficult to put their ideas in order.

## WORD BANK

Before you start your writing, think of words you might need to use. Check for spelling in the dictionary. Ask your teacher how to pronounce them in English.

Nouns	Verbs	Adjectives	Adverbs

## Writing Organizer

Write down ideas to organize your writing.

### Paragraph 1: Introduction.

What is your name?

Who are you?

How old are you?

Where do you live?

What is the date?

### Paragraph 2: Explain your activities on a regular day.

Do you work?

What is your job?

Do you study?

Do you have free time?

### Paragraph 3: Explain what European country you belong to.

Where do you come from?

What language do you speak?

### Paragraph 4: Conclusion.

Is your life easy or hard? Why?

Think about all that you have learned throughout this topic. Imagine you are a child living in the Contemporary Age in Spain. Write about your life. Think about your name, where you live, what you eat, how you dress and what activities you do during the day.

Choose amongst these people possible characters:

- A worker child in a Manufacturing Industry
- An inventor or scientist









## CROSSWORD PUZZLE

1. Aircraft that has a fixed wing and is powered by propellers or jets.
2. Person who works in an industry.
4. Machine used for transmitting and receiving messages in the form of electrical impulses which can be converted into data.
6. Spanish city that began the rebellion against the French Army.
8. Emperor of France who invaded Spain.
10. Substance containing a harmless form of germs that cause a particular disease.
13. The process of producing images on sensitive material by the action of the light.
15. War in which the major nations of the world were involved.
16. Government system in which citizens choose their leaders by vote.
18. Process of change from dictatorship to democracy in Spain after Franco's death.

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- B. Term used by historians to refer a period in the History from 1789 (French Revolution) until nowadays.
- E. Electronic device that processes data according to a set of instructions.
- K. Inventor of the telephone.
- M. King who reigned in Spain after the War of Independence.
- O. Surname of cinematograph's inventors.
- Q. Surname of cinematograph's inventors. Organisation of workers who have joined together to achieve common targets in rights and working conditions.

# Final Activity

## CROSSWORD PUZZLE

	A	B	C	E	F	G	H	I	J	K	L	M	N	Ñ	O	P	Q	
1		C				A	E	R	O	P	L	A	N	E			L	
2	W	O	R	K	E	R									H		U	
3		N										F			U		M	
4		T	E	L	E	G	R	A	P	H		E			M		I	
5		E										R			A		E	
6		M	A	D	R	I	D					D			N		R	
7		P							B			I			R		E	
8		O			N	A	P	O	L	E	O	N			I			
9		R								L		A			G		T	
10	V	A	C	C	I	N	E			L		N			T		R	
11		R		O								D			H		A	
12		Y		M											S		D	
13		A		P	H	O	T	O	G	R	A	P	H	Y			E	
14		G		U													U	
15		E		T		W	O	R	L	D	W	A	R				N	
16			D	E	M	O	C	R	A	C	Y						I	
17			R														O	
18									T	R	A	N	S	I	T	I	O	N

## CROSSWORD PUZZLE

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1789  
FRENCH  
REVOLUTION

1808  
The War of  
Independence

1814  
Ferdinand  
VII

1833  
Isabella  
II

1873  
First  
Republic

1874  
Alfonso  
XII

1902  
Alfonso  
XIII

1931  
Second  
Republic

1936  
Civil  
War

1939  
Franco's  
Dictatorship

1975  
Juan Carlos I  
Spanish  
Transition

NOWADAYS

## CONTEMPORARY AGE

## HISTORY