Teaching history through heroes and heroines: Philip II of Spain, ¿Hero or villain?

ENSEÑANDO HISTORIA A TRAVÉS DE HÉROES Y HEROÍNAS: FELIPE II DE ESPAÑA, ¿HÉROE O VIILANO?

María Aparicio de Mingo

Graduada en Magisterio de Educación Primaria en el CES Don Bosco

Abstract

The aim of this article is to offer a didactic proposal, based on a broad search for information, for the teaching of History through comprehension projects. The work is divided into two very different parts, a first part where you can find a collection of information both on the historical character to work and on the most innovative methodologies. Subsequently, the reader will find a didactic unit based on comprehension projects. These projects are intended to provide students with the necessary knowledge adapted to their needs and interests. The didactic unit uses the figure of Felipe II as a common thread to carry out activities based on his history and the methodologies mentioned above in a foreign language.

Keywords: Social Sciences, Primary Education, Philip II, Comprehension Projects.

Resumen

El presente artículo pretende ofrecer una propuesta didáctica, basada en una amplia búsqueda de información para la enseñanza de Historia a través de proyectos de comprensión. El trabajo se encuentra divido en dos partes muy diferenciadas, una primera parte donde se podrá encontrar una recogida de información tanto del personaje histórico a trabajar como de las metodologías más innovadoras. Posteriormente, el lector encontrará una unidad didáctica basada en proyectos de comprensión. Dichos proyectos, tienen como finalidad aportar a los alumnos los conocimientos necesarios adaptados a sus necesidades e intereses. La unidad didáctica utiliza como hilo conductor la figura de Felipe II para la realización de actividades basadas en su historia y las metodologías mencionadas anteriormente la primera Lengua Extranjera.

Palabras clave: Ciencias sociales, Educación primaria, Felipe II, y Proyectos de comprensión.

1. INTRODUCTION

When we talk about history, we tend to think of a traditional subject taught in an ordinary way, we think of a very tedious subject full of dates and names difficult to remember and even more difficult to teach. But as a future teacher, I have the purpose to search the way of flipping the coin to the other side, and make other's understand science as a ludic and didactical subject full of knowledge that can be taught in many methodological ways. Throughout this article I had two main objectives, stablish a good and useful theoretical framework and develop a comprehension project that could be used in the future and give me the opportunity to try something different and more didactic.

The central purpose of this work has been to gather enough information to be able to understand the topic and create a comprehension project that reflects that acquired knowledge. Phillip II of Spain, a main character of the Spanish monarchy, has created relatively few debates along the ages due to his particular character and reign, depending on whose the person in charge of describing him, you will get a villain or hero vision. That is why when I started this project I believed that his image could be a perfect fit for students to give him a place in history. Thereby, students will not only be talking and learning about history, in the contrary, a whole wide variety of cross curricular contents will be dealt along the didactic unit.

The application, in this case, of a comprehension project works perfectly, along this type of assignments students are the main subject of their learning and everything is focused on their interests and understanding. While learning, students are motivated and having fun. Another important factor will be the implication of the students and the importance of working in groups, students learn diverse values regarding their selves and others too. Finally, comprehension projects give them the opportunity to not just repeat but also think critically and learn to learn.

This article has been divided into two parts, on the first hand a theoretical framework that includes a wide study of history, Phillip II, History in the current and past educational system and a research on comprehension projects. On the other hand, we have the development of a didactic unit, based on the comprehension projects. This unit is divided into eight different lessons, organized to meet the structure of warm up, research, synthesis and final activities. Creating a scaffolded learning in which concepts increase according to their level of difficulty. The comprehension project has been designed for fifth graders, which means that all the contents are on relation with the syllabus. Finally, a conclusion has been reached.

2. CONCEPTUAL FRAMEWORK

2.1 The Concept of History

History requires an exhaustive work of selection and ordering of data, which can be quite complicated and even more when talking about history within education, the complexity of the facts and knowing how to interpret them can be quite complicated and often requires a certain objectivity. Therefore, it is important to define the concept of history correctly to have a better understanding of the word.

The word history derives from the Greek ἱστορία (histor), which means to see, to know, to investigate something by oneself, but also to narrate or testify to others what one has found out. It comes from the verb ἱστορεῖν ("to investigate"). From there it passed into Latin historia, which in Old Castilian evolved into "estoria" and was later reintroduced into Castilian as a cultism in its original Latin form (Flórez, 1858; Campillo, 2016).

Nowadays, the RAE (2001) provides us with several meanings that are of interest for this work: a) narration of past events worthy of memory, whether public or private; b) Discipline thatstudies and chronologically narrates past events; c) set of political, social, economic, cultural, etc., events or facts of a people or a nation.

Many authors have given their own definition of history over time and all of them have different, but equally valid, perspectives. The Dutch historian Johan Huizinga pointed out that "history is the spiritual form in which a culture gives an account of its past". Huizinga states that this expression is broader than that of science, a concept that is included in it and that it also specifies it as it provides the essence of the phenomenon (1872, p. 95, quoted by Fernández, 2010).

Karl Marx (1818, p. 32) and Frederick Engels (1820, p.32) relate history to man. The history of all societies that have existed up to the present day is the history of class struggles (quoted by Jorge & Campos, 2015)

For Carr (1965, p. 116) la historia es "un proceso continuo de interacción entre el historiador y sus hechos, un diálogo sin fin entre el presente y el futuro" (quoted by Jorge & Campos, 2015).

> Each of the definitions tells us about the word history, all of them have the term time in common, some explaining history as something past and yet others relating it to the present and the future. All these definitions are very important, but Ferrater Mora (1981) makes an important distinction between "history when referring to historical reality, and History when referring to historical science and historiography" (quoted by Rosa, 1993, p. 1519).

2.2 Historiography

We can define historiography as the way history has been written, it refers to the methodology and practices of history writing itself. But it is not only the practice of writing, but also the art and science of history. If history is the science that studies humanity's past, then it must be subject to the scientific method, which, although it cannot be applied to all the extremes of the experimental sciences, it can be applied to a level comparable to the so-called social sciences (Porto & Gardey, 2008).

The complicated part of these term is to understand that historiography must analyze the sources that are provided in order to accept it within history, but it must be objective so other aspects do not influence it.

For Carr (1984), objectivity does not depend on a fixed pattern existing here and now, on the contrary, it is a pattern that is in the future and tends to evolve over time. History, therefore, requires the selection and ordering of the facts of the past, which contain a principle or a norm that is accepted by the historian. The work here becomes more complicated, as the historian necessarily has to include elements of interpretation. If this more ambiguous part is not considered, history would turn into countless isolated and insignificant incidents. Therefore, one should not accept "absolute and timeless objectivity" as an "unreal abstraction" (pp. 9-17).

Fernández (2010) identifies three factors that are necessary for an objectification appropriate to each era:

- The concrete content, we are therefore talking about the historical facts, the starting situation, and its historical horizon.

- He must speak of factors that project human thought, individual and collective, which always operates under the intellectual and spiritual categories in force in a specific space and time.

- And, finally, the historian must ask about what there was and what has remained (p.26).

2.3 History as a Social Science

History must be studied as a social science, but we need to understand the complexity of it. According to Jaramillo (2005):

> La historia se mezcla en la ciencia social como estudio del devenir humano, pero se une a la ciencia natural por ser ella una actividad humana; en este sentido se reconoce que la carga de subjetividad que contiene la historia aparece también contenida en la actividad científica y que antes de luchar entre ellas amparándose en la subjetivo, se reencuentran en el conocimiento. (pp. 62-63)

The relationship between history and the social sciences has been questioned and given a nexus of

dependence and application, yet it has a much more important and necessary role. The importance of studying social phenomena in different contexts is widely acknowledged, comparisons are made between cultures, regions and others and to this end historical studies can help, making historical comparisons helpful in identifying factors that are present or absent in some situations. Thus historical studies can highlight the limits of social-scientific generalizations, wanting to understand whether generalizations can be made or not. Therefore, these studies help us with the content of the ceteris paribus clause (the key), which is an implicit aggregate of all social-scientific generalizations (Clubb, 1981, p. 651).

3. THE MODERN AGE

3.1 What do we understand as Modern Age?

The Modern Age is a period with hardly any limits, although there are some controversies, we will find large cities that will provide us with a lot of historiographic tradition. From the point of view of reason and culture, it will change a lot from the previous stage due to the arrival of the printing press. We will have different movements such as the Renaissance and humanism, thanks to the Scientific Revolution and finally we will arrive at the Enlightenment which will define the contemporary world. From an economic point of view, the Modern Age is characterized by a move towards capitalism. European expansion and the conquest of other places will make the economy begin to organize itself in a better way. Associated with this capitalism, we will see the emergence of a new social class, the bourgeois. In terms of politics, what stood out most during this period was the imposition of centralized and sovereign powers, with power concentrated in the hands of the king. This type of sovereignty brought about great transformations, such as the development of bureaucracy, the king's monopoly of military power and the growth of independent finance. In the religious sphere, this period was marked mainly by the break-up of Christian unity with Luther and the Reformation. During this period, rationalism and the scientific revolution appear, which will make people start to question the credibility of the Church, these ideas were more drastic with the arrival of the Enlightenment (Ribot, 2018, pp. 21-46).

> On the other hand, the Modern Age in Spain will change us completely, we are talking about poor Catholic Monarchs, who begin to see how enormous quantities of precious metals appear in their ports, which would change the Spanish and European economy. The value of the currency went down, while the cost of living went up, which meant an improvement in people's lives. During all this time there was no good economist to turn this gold into long term industrial and agricultural wealth. Thanks to Spain other countries started to have a capitalist economy, while

for Spain this money was spent on better clothes, it served to maintain the external prestige of the monarchy and the armed mission against Protestantism and Islam. On the other hand, the gold from the Indies was used to build monuments that are still preserved today, such as the cathedrals of Salamanca and Seville, El Escorial, the plateresque flourishing of Castile... The 16th century was full of vitality, Spain had a king with many dominions and this made Spaniards proud, there were great discoverers and the Golden Age in literature and art arrived. The sixteenth and seventeenth centuries will be full of great, powerful but obscure characters. (Lozoya, 1967, pp. 1-2).

This period brings with it many new aspects that allow a difference with previous periods, however, the majority of human beings still live in a rural world, victims of ignorance and superstitions. Therefore, it is important to see all the positive aspects of the period, but to be aware of those that may not have been so bright.

3.2 Philip II of Spain

3.2.1 Who was Philip II?

Philip II, the Prudent, was born in Valladolid on 21 May 1527, the son of Emperor Charles V and Isabella of Portugal. From an early age he was groomed to be king by Juan Martínez Silíceo and Juan de Zúñiga. He assumed the Spanish throne after the abdication of Charles I in 1556 and until 1598 ruled the empire comprising Castile, Aragon, Catalonia, Navarre, Valencia, Roussillon, Franche-Comté, the Netherlands, Sicily, Sardinia, Milan, Naples, Oran, Tunisia, Portugal and its Afro-Asian empire, all of discovered America and the Philippines (Miguel de Cervantes Virtual Library, 2001, p. 1).

In 1556 a great burden fell on Philip II's shoulders, Charles V abdicated. Charles V was a man of extraordinary natural faculties, because of his education, his long experience in international business, his ability to solve problems well, a great person because he was able to identify with every people and a connoisseur of languages. But at times he exceeded his tolerance by indulging in orthodoxy and exceeding limits. Philip II's honesty prevented him from the slightest concession of Spanish intransigence "more papist than the Pope". This was rather limited to the Spanish crown, leaving aside the other dominions. His empire was held together by two factors: the feeling of loyalty and the military supremacy of Spain. Philip II had both positive and negative qualities, he was Spanish, he was not like his father, German with the Germans, Flemish with the Flemish, he remained purely Spanish and he showed it. Felipe lacked resolution, personal sympathy and had too much shyness, a shyness inherited from his mother's side and which often led him to appear less sympathetic or perhaps less cordial. Over the years his defects became more accentuated. But his great devotion and absolute dedication to his role as king would be one of his great virtues, as well as his

religiosity. Philip was a scrupulous king who tried to keep all the traditional institutions of the monarchical states happy. But when we speak of Philip, we must keep in mind two clear images that have been forged of him, the king who reigned and the literary myth that occupies our minds (Marqués de Lozoya, 1967, pp. 105-337).

The more literary and less historical vision was constructed due to two great events that changed the attitude and personality of the king, on the one hand, Prince Don Carlos and, on the other, Antonio Pérez. Verdi's opera, leads us to have an idea of a tyrant over Don Felipe (Don Carlos' father) who, in reality, when we learn the truth, shows that it was Don Carlos who with trickery wanted to kill his father to be heir to the throne, it is said that Don Carlos had problems since his birth. On the other hand, Antonio Pérez, secretary of state and friend of Philip II, is said to have betrayed the king; however, myths and legends have greatly distorted his story (quoted by Marqués de Lozoya, 1967, p. 332).

3.2.2 The monarchy of Philip II of Spain

With the arrival of Philip II, the period of Monarchy in the history of Spain, also known as the Hispanic Monarchy, properly began. The time of the Counter-Reformation favoured this monarchy and the defense of Catholicism. Knowing also that the previous emperor had failed to eliminate religious dissent, Philip II was able to proclaim himself the Catholic sovereign par excellence. Catholicism became the basic ideology of the Monarchy. This led to great difficulties for religious minorities, and for the repression of suspects or heretics, there was the Inquisition. However, the Moors did not suffer so much from these inquisitions because, instead of living in Christian society, the Moors were completely isolated. Religious unity permeated all aspects of Philip II's life, the unity of a faith that was threatened by Barbary and Turkish incursions along the Mediterranean coast. To confront the Ottoman Empire, the so-called Holy League was formed (Ribot, 2018, pp. 307-313).

Montes (2014) states that, in foreign policy, the monarch tried to maintain and protect his Empire, this is demonstrated by the different marriages he contracted throughout his reign: first with Mary of Portugal in 1543, the mother of his first son Charles, when Mary died, he married, after several months of negotiations, Mary I Tudor, Queen of England, in 1554. His third marriage, to the French Isabella de Valois (Isabella of Peace) in 1559, and when he was widowed again and had no male heirs, he married for the fourth time, in 1570, to his niece Anne of Austria, whom he had no desire to marry, but he had to ensure the continuity of his throne, so she became the mother of the successor to the Spanish throne, Philip III (pp. 39-54).

During his reign, Philip II had to deal with numerous external conflicts: To begin with, Spain fought with France for control of Naples and the Milanese Empire, and due to his mismanagement in terms of economic expenditure, they had to make peace at Cateau-Cambrésis in 1559. Subsequently, relations with England and the struggle between the two countries worsened when Mary Tudor died. The defeat of the Invincible Armada in 1588 marked the beginning of the decline of Spanish naval power in the Atlantic (Parker, 2015).

The Spanish decline is a very difficult date to determine, it is usually spoken of with the failure of the "invincible armada", which indicates the fall of Spanish maritime dominance and the rise of England (Marqués de Lozoya, 1967).

During his reign, Spain was the first world power, no matter if he did not have all the ropes well tied up inside, everybody looked to him and asked him for help when they needed it, he was very feared at that time, Philip II reacted with violence against his enemies and great wars took place under his rule. When the ideals to which he was faithful were broken, he defended them without looking at the consequences (battle of Lepanto or the invincible armada). He was faithful to religion and raised the Spanish flag all over Europe without giving his enemies any rest. He was certainly not a diplomatic person, but he defended Spain until the end of his days (Reglá, 1968, p. 482).

3.2.3 Culture in times of Philip II

The highlight of the reign of Philip II was the construction of the Monastery of El Escorial. We are in the year 1556, a period marked by the Renaissance, an Italian movement that reached all of Europe, Philip II, imposes this new art within the constructions, making it become fashionable. The monastery arises from the need to create a place of worship and thus give the last testament to his father, at the same time he sees the need to create a unifying centre of the new faith that emerged with the Council of Trent. According to Cabañas (2017):

> We can be sure that the construction of El Escorial was the project that King Philip was most excited about in his entire life, and he was so keen to see his great work completed that, just twenty-one years after its commencement, in 1584, he was able to enjoy the privilege of seeing it finished. It is said that he shed tears of emotion when he saw his work completed. (p.7)

3.2.4 Philip II, hero or villain?

To try to understand Philip II as his words and deeds show him to us, we must begin by ridding ourselves of the prejudice of seeing him as an exceptional character, unique in his time and even outside it, a superhuman case, or as the complete opposite, as a tyrant and cruel ruler who showed no mercy whatsoever. The controversies about his figure have been many, let us approach him from an objective representation

of the data.

On the one hand, we can speak of a cruel monarch, valued in this way by his father, Charles V, he is attributed the Black Legend, created by Friedrich Schiller (1787), this work, which is later also reviewed by Verdi, will turn the image of Philip into something atrocious and that is often far from reality, due to subjectivities and approach to the figure of his father rather than to him (Hurtado, 2013).

On the other hand, later with the work of Gachard, a new perspective is provided, much more objective than that of the Black Legend, according to Garchard (2007, p. 29) "the imagination of the people was impressed, above all, by the obscurity and mystery that hover around the causes to which such a catastrophe [the arrest and death of Don Carlos] can be attributed". The author tries to give a perspective based on historical facts and much closer to reality, based on history as it happened, for which he did a great deal of information gathering (quoted by Hurtado, 2013).

Great authors throughout history have provided us with different biographies, which have different opinions. In addition to Garchard's work, I would like to talk about four of the important authors for the vision of Philip II, bearing in mind that there are many more. Valentín-Gómez, in 1879, made a critical study of Philip, in which he gave us a vision of both sides of the monarch and even went further, trying to shed light on all the dark things that were said about him. On the other hand, Rafael Altamira in 1950, gives us a detailed bibliography of the king, where he explains step by step how his years of reign were and how he faced the different problems. Manuel Fernández Álvarez (2006), who describes him as a very important character, from a period of the rise of the Spanish Empire, who fought against world supremacy and helped in the European religious confrontations. He also describes him as one of the most controversial figures in history. In his work, he makes a short biography as well as a critique, addressing all the periods of his reign, where he tries to highlight that the reason for Philip II's actions are very much marked by the previous monarchs and the teachings of his father Charles V. One of the most recent biographies is provided by Geoffrey Parker, with his two works (2012 and 2015), the author speaks not only of Philip II as the monarch, but how his relationships affected his reign. Martínez (2020), with whom we will begin to talk, carries out an exhaustive investigation trying to see the three sides of the coin of this king, in which he includes testimonies of important historians who help him to clarify his image. Many other historians who are experts on Philip II have tried to clean up the image of Philip II in the face of all the negative ideas generated, such as Prescott (2006) and Montaña (1910).

Martínez (2020), provides great ideas about the monarch throughout his book, mainly defining him as "man, king and myth", he sees him as a character in history who has had three faces in history, the first as

a man who had to be formed, the second as the monarch that he was and, finally, the image derived from the two previous ones that have come to qualify him as a golden legend. (p.16)

In Martínez's work, he alludes to a short description given by Domínguez Ortiz (1973):

> Felipe II en cuanto ser humano, biológico, era el producto de una mezcla increíble de sangres; la española, minoritaria, se impuso, como si el ambiente fuese más fuerte que la herencia. Verdad es que cabe otra interpretación: frente a la habitual, que se refiere a la españolización de don Felipe, se podría hablar de la filipización de España, nación que fue vista desde entonces por los observadores extranjeros como el país de la intransigente ortodoxia, la ambición desmesurada, el imperturbable orgullo, la glacial y distante etiqueta y otras características que con más o menos razón se atribuían al Rey Prudente. La investigación reciente ha visto en él valores más humanos, ha detectado inseguridad y timidez, tras la máscara de la altivez, y también se reconoce que la España de su tiempo era mucho más vital y regocijada de lo que se suponía. (Quoted by Martínez, 2020)

Prescott (2006), aims to arrive at the truth, through the historical facts, he wrote as follows:

> Apenas se conoce escritor alguno que fiel intérprete de los hechos de la razón y la justicia, haya acertado a explanar imparcialmente su verdadera historia. Con las alabanzas de los propios, alternan censuras de los extraños: de Francia y de Inglaterra, de Flandes y de Alemania, de nuestras mismas provincias, de cuantos estados, en fin, sintieron un día el pesado cetro de la dominación austriaca, se alza un clamor general para reprobar la desacertada política del monarca que mereció a sus vasallos el renombre de prudente. (p. 9)

Prescott (2006) relates at the beginning of his book the difficulty of discussing this period, Philip, not less because of his character than because of his dignity as a sovereign had to be put in charge, a man devoted to the Church and who was criticised by many for his attitude. But beyond this, Prescott does not only rely on studies within the peninsula, but also focuses on the foreign domains to understand Philip.

Gómez (1879), begins with a letter, where he states that, although he does not reach perfection, Philip II is considered a great king, as can be seen in these words:

> más sin llegar a esas cumbres de la perfección, ante la cual hasta la malevolencia tiene declararse vencida, puede un Príncipe ser hijo de la Iglesia, gobernador, prudente y laborioso, cauto en sus pasiones, y amante de su pueblo. Tal como fue el Rey Felipe II, cuyo retrato en las páginas se bosqueja, por más que lo tosco del pincel desvirtúe la exactitud del parecido. (p. 5)

Clearly, Gómez (1879), presents us with a study in which Philip's dark side is hardly ever brought out, but on the contrary, he praises him to the end. However, he does accept that most of the most critical views are those of French, English, Italian or Dutch characters, which coincide with the countries that suffered most during the reign. Throughout the book, there are detailed descriptions of their marriages, decisions and thoughts.

During his work, Altamira (1950), defends the image of Philip II against the Black Legend and proposes that he should not be judged without knowing exactly what the king lived and how he lived it:

Es, por otra parte, cierto que la explicación patológica de Felipe II, por muy importante que pueda ser para comprender la persona, no es suficiente para explicarnos todos sus actos. Aun en este punto de vista, no debemos olvidar que los anormales (o que nos parecen tales) no lo son siempre por completo, y que la misma anormalidad que sufre cada uno no excluye la existencia de una lógica individual que es, precisamente, lo que conviene determinar para comprender bien al sujeto que se estudia. (p. 167).

Parker (2015), author of an extensive biography of the king, explains that Philip II is most often associated only with his stellar construction, The Monastery, however, the king failed to achieve many of his goals, due to his inflexible faith, as well as his education and his inability to do business. This led to Philip II being plunged into a mountain of problems that he was unable to deal with effectively (pp. 411-414). Parker (2015) describes them perfectly in the following two paragraphs:

Muy pocos hombres pueden sobresalir a la vez como inspectores de obras y estadistas de superpotencias. El mismo conjunto de aptitudes que le preparó tan magníficamente para la primera tarea, y produjo con ello «la octava maravilla del mundo», comprometió su capacidad para lograrlo en la segunda, como gobernante del primer imperio donde no se ponía el sol....El fracaso de Felipe a la hora de alcanzar un mayor número de sus objetivos dinásticos y confesionales no fue consecuencia de la estructura de su telar, la configuración de su tela o la debilidad de sus hilos individuales, sino de las limitaciones del tejedor. El éxito exigía «una vida tan atenta y tan divertida en tantos hilos», algo que Felipe parecía incapaz de proporcionar. (pp. 412-413).

With this I conclude that the difficulty of giving an image of a hero or villain to the character of Philip II becomes more complicated as the years go by, although without doubt, the contribution of data and facts is increasing. One thing is clear, and that is that for a person to be the hero of some, he must be the villain of many. Philip II achieved great things for Spain, but he left many dissatisfied, mainly because of his religiosity and ambition. In the letter-prologue of Gómez's book (1879), there is a remarkable paragraph where, in my opinion, Philip II is defined as the king he was:

Felipe II no fué un Santo, ni nadie trata de canonizarle. Como hombre tuvo pecados y debilidades graves y frecuentes; como gobernante cometió verdaderos yerros, aunque no es suya toda la culpa. Pero ni fué tirano, ni opresor de su pueblo, ni matador de sus libertades, ni tampoco le negará nadie el título de grande hombre. No tuvo cualidades brillantes, de las que atraen y subyugan la general admiración; no fué militar, ni orador, ni artista, y hubo en su carácter algo de seco, árido, prosáico, formalista y oficinesco, que no le hace simpático, aunque tampoco le haga terrible. Pero á su modo, en su línea, en su oficio de Rey, llegó al summum de lo tenaz, laborioso y persistente: héroe de expedientes, y de gabinete, y á u n mártir, porque puede decirse que no tuvo una hora de paz y sosiego en su largo reinado. (p.13)

3.3 Project Based Learning

Project-based learning (PBL) has become a very innovative and increasingly used methodology in the primary classroom, helping to develop increasingly complex thinking and improved understanding of concepts. But let us give it a definition and its own characteristics. According to Marti et al. (2010):

> El constructivismo es una teoría de aprendizaje relativamente nueva, aunque tiene sus raíces en los trabajos que Dewey y Piaget realizaron hace muchos años. Esta orientación didáctica se apoya en la creciente comprensión del cerebro humano: en cómo este almacena y recupera información, como aprende, y como el aprendizaje acrecienta y amplía el conocimiento previo. (p. 14)

According to Blank, (1997) Harwell (1997) and Dickinson et al. (1998). PBL is a learning model in which students actively work, plan, implement and evaluate projects that have real-world application beyond the classroom (Cited in Orozco & Tovar, 2015, p.30).

This type of project is a methodology that is based on the teaching-learning process, but with the students as the protagonists. The student goes from being a mere spectator to being an active agent in the classroom, for which the teacher must provide a guide to help them direct their projects and thus build the required knowledge. The process must be incorporated from an interdisciplinary perspective and encompass different social, professional and scientific fields. At the same time, it must gain relevance and significance for both learners and teachers to make it work. This means that, during the process, the coordination of the teaching staff will be of vital importance so that the research and learning of the students is achieved in a harmonious way. In this way, we will achieve the development of competences and skills, built through meaningful learning. (Medina-Nicolalde & Tapia-Calvopiña, 2017). In order to be able to carry out this type of project, Gardner provides us with one of the most important tools, multiple intelligences, in his book "The structures of the mind. The theory of multiple intelligences" (1993), he explains that the human mind has always been measurable through intelligence, which has limits. Therefore, Gardner proposes to observe the mind as a place full of universal aptitudes much broader than those normally considered and provides us with the following definition of the word intelligence:

> la capacidad de resolver problemas, o de crear productos, que sean valiosos en uno o más ambientes culturales. Se trata de una definición que nada dice acerca de las fuentes de tales capacidades o de los medios adecuados para "medirlas. (p. 5)

The multiple intelligences (MI) are closely interrelated with the project methodology, since both have the purpose of leaving the traditional methods and adjusting to the intelligence of the student, for this it is necessary to understand how their minds work and adapt within the content and evaluation. It is important to know what types of intelligence there are in order to give all students the opportunity to develop fully.

According to Orozco and Tovar (2015):

> para la aplicación ABP se realizan actividades de aprendizaje de diferentes disciplinas, las cuales implican la situación a resolver, la formulación del objetivo de aprendizaje buscado, la planeación de actividades para el logro del objetivo y el análisis y presentación de los resultados obtenidos. En el ABP se engloban los 4 pilares de la educación señalados por la UNESCO Aprender a Aprender, Aprender a Ser, Aprender a Hacer y Aprender a Convivir. (p. 31)

According to the previous authors, what we will find when working with this type of methodology will be learning, where the pupil will cooperatively learn something new through previous knowledge. But in order to do so, we must create a clear structure. Within this type of methodologies, we find what will be the main methodology of this project, the comprehension projects.

3.4 Comprehension project

This type of project shares many characteristics of the above methodology, and this is because understanding projects are a sub-type of this methodology. Even so, let's give it a small definition and understand its objectives and characteristics.

Nuria Miró in 2008, defines understanding as follows:

> Entendida como la habilidad de aplicar los conocimientos y los conceptos de una forma apropiada a una nueva situación- es uno de los objetivos más importantes en la educación. (p. 1)

And personally, I think it should be like that, the idea is that students understand what is being explained to them and are able to use it in their daily lives, or at least it should be like that most of the time. Usually, we forget what is really important and try to explain concepts, like lines to memorise, forgetting that the most important thing is that during the explanation of these concepts we can include techniques or provide ideas that will help students to develop a better understanding and application.

It is very important that when we begin to carry out comprehension projects, we first ask ourselves the most important questions, without forgetting that there is a syllabus to follow and competences to achieve. Miró (2008) proposes the following questions: What is worth learning and understanding? What aspects of the subjects should be understood? What is the best way to learn them? How can we promote understanding? How will we know what they understand and how can they know it? Once we have asked ourselves these questions, we must choose a topic, but not everything goes, we must know and know the students and the contents, in order to understand that perhaps carrying out this type of project in the area of mathematics is more difficult than in other areas. We must bear in mind that the topic must be of interest to the students and easy to apply to other disciplines. Once we have chosen a topic, we should set ourselves some comprehension goals that will help us to give the work a purpose and a weight within the learning process. Many of these goals can be written with the questions formulated at the beginning. The definition of the threads will be the next step, they should cover and describe the understandings, many times they are related to those already proposed in the course and they will provide more support to the values and beliefs. Once we have achieved all these steps, we must create certain activities that are in line with all the above described, we must take into account that they must be activities that are of interest to students and

that make them think. Finally, an evaluation system will be created in accordance with the project (Miró, 2008, pp. 61-62).

4. OBJETCTIVES

4.1 Main objectives

- To find information about the concept of history and identify each period in time, focusing on the Modern age.

- To identify the basic characteristics of Phillip II of Spain and his reign in order to give him a proper status in history.

- To create a comprehension project in which students understand and comprehend the figure of Phillip II of Spain.

4.2 Specific objectives

- To extract the most important information about the modern age.

- To use the information of the Modern age related with Phillip II of Spain in order to create a good comprehension project

- To investigate about the different traits that have defined the figure of Phillip II of Spain, in order to classify him as a hero or villain at the end of the project.

- To implement a comprehension project that contains a wide variety of activities using an interdisciplinary approach.

- To design a good project that ensures the learning of the students.

5. METHODOLOGY

In order to carry out this work, I have first focused on the search of information to create a theoretical framework. Secondly, I have developed a more practical proposal, for doing that, I have had in consideration all the knowledge previously acquired.

To start with, for the theoretical framework I have gathered reliable information related with the topic. I have consulted and read different sources and I have chosen the proper information to come out with the previous sections. I have taken into account contrasting articles, books and data. I had to make sure of the

precedence of the information and evaluate what was relevant and what was not for my project.

Secondly, after getting informed, learnt and studied all the theoretical framework, I have come up with the design of a comprehension project, which is intended to make students critically understand the figure of Felipe II through a more didactic method. I hope to make students learn to appreciate history in a different point of view while learning and enjoying the work. The comprehension project has been set up according to the expectations of the Spanish syllabus. Moreover, along this project cooperative groups will be form in order to make them work together and make easier for them to learn. It is also very important to mention that this is a cross curricular project which means that we will be using knowledge from other subjects and multiple intelligence learning. The multiple intelligence approach is very important since knowing how to target the various interest and learning styles of the students can help to engage students and make lessons more effective.

So as to achieve that practical part of the assignment, I have not only used the theorical framework as a guidance, but I have also looked for other references that could help me to achieve good results. I have based my research in other similar projects from the Community of Madrid website and other schools and teacher willing to share their works.

6. THE PROJECT

6.1 Legislative basis

Throughout this Project students will accomplished different goals and cross curricular competences included in the Real Decreto 126/2014, de 28 de febrero, p. 6991 – 7002:

Basic Competences

a) Comunicación lingüística; c) Competencia digital; d) Aprender a aprender; e) Competencias sociales y cívicas; f) Sentido de iniciativa y espíritu emprendedor and g) Conciencia y expresiones culturales.

Each basic competence will be accomplished along the project, when talking about the linguistic competence, students will have to understand and learn a wide variety of vocabulary related with the topic, they will have to use appropriate language structures and be able to transmit their own ideas to their classmates to reach a conclusion and complete the activities along the unit; Indirectly students will get the ability of learning to learn, they will need to focus on what is relevant and important to learn and how to do it in order to get a final decision; The social and civic competence will be indispensable, students need to understand the dynamic of the group and how to interact and communicate according to whom they

are talking to, they will learn transversally civic values and the idea of hero and villain and all the traits that those terms involve; Very related with this last competence, they will also practice the sense of initiative, it is important for students to assimilate ideas and how they must use them to their favor, while being in the lessons students will be the ones in charge of their knowledge and the ones in charge of giving closure to the work, so they will be using that sense; Finally, students will be aware of the past and the cultural importance just by talking and researching about the main topic of the comprehension project.

Furthermore, it is important to point out the different contents and learning criteria from the syllabus used on the project, according to the Real Decreto 126/2014, de 28 de febrero, p. 33848 –34369.

6.2 Group

This Project has been designed for a group of fifth of primary, on grounds of the legislative basis, where we can find that the modern age and Phillip II of Spain is taught during this period. It is very important to follow the guidelines of the syllabus to insurance the age-appropriate activities.

Ideally, his group will be formed by twenty students, from the fifth course of Primary, there will be equal boys and girls. They all have been together since the first course of primary, they work very well as a team and there are no conflicts in the class. They are mainly divided in four different groups, but they respect each other and are handworkers. They belong to a bilingual school which means that their English level is higher than the average, they are able to defend themselves when speaking in English and their writing and comprehension skills are very good for their age. It is very important to mention that in this class there is an ADHD student.

For the development of the comprehensive project the class will be divided from the beginning in five separate groups, the groups will be chosen by them. Each student within the group will have a special role and each group within the class will have a special role too. The roles for each student will be the following:

- Duke or duchess (The speaker): This person would be responsible for the technical details of the final product and would be ready to summarize to group's progress and findings with the teacher and the rest of the groups.

- Priest (Facilitator): This student gets discussion moving and keeps it moving, often by asking the other group members questions. He tries to help everyone and provide them ideas when needed.

- Artisan (Writer): These students need to make sure that all the progress the group has made is written down, he/she must take notes and keep track of the data, sources, etc. When needed he will highlight the most important points of the day.

▪ Peasant (Material manager and timekeeper): Someone need to make sure that the group stays in track and gets a reasonable amount of material in the given period.

For the roles of each group, they will be given the map of the Iberian Peninsula and the dominions of Phillip II of Spain, they will have to "invade" their own place and get into agreements with the teacher and other classmates to keep it always together. At the beginning of the project the teacher will explain them how the map is and choose which Reign they will want to occupy. Not only they will have the power of the territory, but they will also possess a fleet, each group will have their own ship and will have the power to travel to other lands when necessary. For having a ship, they need also a flag, so a flag and a coat of arms will be necessary for the development of the belonging sense. Once they are owners of that Reign they will have the power to do whatever they want with it, but always according to the imposed laws. The councils will be the following:

▪ Reign of Castile and Aragon.

▪ Reign of Flanders.

▪ Reign of Portugal.

▪ Reign of Naples.

6.3 Development of the comprehensive project

The development of the project will be divided in two different parts, both of them developed at the same time. This assignment will take around one month to be completed, even though the organization of the group will be kept along the year to teach other concepts. A comprehension project is based on cross curricular activities which implies using other subjects' knowledge. But it is worth mentioning that the activities will be done in the social science class.

For one part of the project, the different activities will be done with the students along the sessions. These activities include warming up, guided research and synthesis ones. It is important to understand and know each student and the different multiple intelligence when designing the activities.

When talking about the different types of activities we need to understand what the function is of each one and the main purpose. Warm up activities will help us to focus on the conducted questions, make a little introduction about the topic and understand what students know and what they are expecting to learn, warm up activities will also help us to create curiosity in students in order to make them wanting to continue with the following ones, the research activities. The guided research activities will help us to focus on

the discovery of information about the main topic and specially of the conducted questions. The students will broaden they knowledge and have a clearer vision to be capable of doing the synthesis activities in which we will be giving a final conclusion for all the previous inquiry. We will rich a final and clear result to all the process.

In the other part, we will be dealing with the structuring of the class, the creation of the different domains and the implementation of the roles. For this part, it is highly necessary to create a proper atmosphere, stating that students must believe that they are leaving in the modern age and that they are responsible of all the economy, politics, education, health care, constructions and similar challenges that could appear in their domains, these challenges will be given by the teacher, who along the classes will give them different problems to solve, these ideas will be related with the monarchy of Phillip II. As a team, they will have to come up with ideas and show them to the other domains. They need to learn to live in the modern age, how was Phillip II, ¿a hero o villain? and learn about real life through the different classes.

Additionally, as the atmosphere of the class must be according to that age, we will decorate the class inside and outside, there will be a big cardboard outside showing the map of the world and the domains they have. In the inside and outside the teacher will provide them with different features that they will obtain by earn enough money and buying it. Students will have to create their own coat of arms, so they create their own identity and feel that they belong to that city.

The organization of the comprehension project will be the following, the project will be developed along the third semester. To start with, we need to take in consideration the days for the preparation of the class, the structuring of the groups and so on. To do that we will take around one month since we will not be doing it, during all the classes, just once a week. Subsequently, we will use a full month to complete this research, there will be three two hours a week dedicated to the development of the activities. The first week we will proceed with the warm up activities. The research activities will take two whole weeks. And the last one, will take another week, in the last day the students will present all the results. To conclude, we will use one more hour of another week to go ahead with their self-evaluation and with an assembly to understand how they felt, what things could they have improved. Also, the teacher will give a little of feedback in that moment.

Title: Philip ¿who?

Conducted questions

1. How did people live in the modern age? How was the hierarchy, the social life, the economy...?

2. Who was Phillip II of Spain? Was he a hero or a villain?

Comprehension goals

1. I want students to understand how life during the modern age was, politically, socially, economically and culturally.

2. I want students to comprehend the monarchy of Phillip II, learning about his life, accomplishments, conquering, personal traits and behaviors.

3. I want my students to understand the influence of Phillip II among the society.

4. I want students to make a relationship between the monarchy of Phillip II and the modern age.

5. I want students to analyze the role of Phillip II, placing him as a hero or a villain.

Planification

Table 1.

Planification of the comprehension project

Type of activity	The activities	Compre-	Multiple intelligences	7 key competences	Assesment
Warm up activity	My new friend Phillip II of Spain. Video + k-w-l + ideas about Philiip II	2,3 and 5	Linguistic Spatial-Visual Bodily-Kinesthetic Interpersonal Intrapersonal	Learning to learn Linguistic Social and civic Sense of Initiative and Entrepreneurship Cultural Awareness and Expression Digital Competence	By the end of the lesson recognizes and has gotten familiarize with the character of Phillip II. By the end of the lesson can talk a little about the biography of Phillip II.
Warm up activity	The modern age Search of date with other groups+ social pyramid.	1	Linguistic Spatial-Visual Bodily-Kinesthetic Interpersonal Intrapersonal	Learning to learn Linguistic Social and civic Sense of Initiative and Entrepreneurship Cultural Awareness and Expression	By the end of the lesson, the student can locate the modern age in a timeline.

Guided research activity	Is that really him?	2,3 and 5	Linguistic Logical-Mathematical Spatial-Visual Bodily-Kinesthetic Musical Interpersonal Intrapersonal	Learning to learn Linguistic Social and civic Sense of Initiative and Entrepreneurship Cultural Awareness and Expression Digital Competence	By the end of the lesson the student has gotten to learn and understand deeply Phillip II and his personal traits.
Guided research activity	What does it take to be a hero? Solving a challenge + image of a hero	2,3 and 5	Linguistic Logical-Mathematical Spatial-Visual Bodily-Kinesthetic Interpersonal Intrapersonal	Learning to learn Linguistic Social and civic Sense of Initiative and Entrepreneurship Cultural Awareness and Expression Digital Competence	By the end of the lesson the student can determine what a hero is and its main characteristics. By the end of the activity, they will understand the challenges of being a king.
Guided research activity	What does it take to be a villain? Solving a challenge + image of a villain	2,3 and 5	Linguistic Logical-Mathematical Spatial-Visual Bodily-Kinesthetic Interpersonal Intrapersonal	Learning to learn Linguistic Social and civic Sense of Initiative and Entrepreneurship Cultural Awareness and Expression Digital Competence	By the end of the lesson the student can determine what a villain is and its main characteristics. By the end of the activity, they will understand the challenges of being a king.
Synthesis activity	El Escorial Virtual visit + painting	1 and 4	Linguistic Logical-Mathematical Spatial-Visual Bodily-Kinesthetic Interpersonal Intrapersonal	Learning to learn Linguistic Social and civic Sense of Initiative and Entrepreneurship Cultural Awareness and Expression Digital Competence	By the end of the lesson they will start making conclusion about the modern age and Phillip II

Synthesis activity	Hero or villain? The final judgement. Debate+ presentation	1,2,3,4 and 5	Linguistic Logical-Mathematical Spatial-Visual Bodily-Kinesthetic Interpersonal Intrapersonal	Learning to learn Linguistic Social and civic Sense of Initiative and Entrepreneurship Cultural Awareness and Expression Digital Competence	By the end of the lesson students will determine if Phillip II was a hero or a villan.

6.3.1 The activities

1. The introduction

Before starting with the activities there will be four days of structuring the class and the decoration, during this part the roles will be assigned, and the explanation of the working process will be done.

To begin with, after they have form the groups at their will, the teacher will explain what the function of each role is. Apart from having cooperative roles, inside each kingdom they will have some extra assignments. The duke or duchess will have to take into consideration the money that is spent along the activities and how they manage it; The priest will be in charge of the social relationships; he will have to keep a fluent communication with the rest of the groups and help with the development of the city; The artisan will have to make sure he transcribes all the information and is the one in charge of decoration the place with more innovative materials and things. The peasant will have to be in charge of the possessions of the domain, they will need to make sure of keeping a list of what they have and what they don't. All together must decide about the laws and keep a fluent conversation.

Once they have understood each role, they will have to build their own ship, with their own flag and locate it in their domains in the map of Europe done by the teacher. That ship will be very important because it will be the one travelling along the world solving the different challenges.

All the reigns will start with a very simple structure, with only a market, a council a church and some houses. They will have three silver coins and two gold ones. They can spend that money as the see best and only receive more when winning challenges.

2. My new friend Phillip II of Spain

Material: ICT material (projector, virtual board and speakers), paper, pens, markers and cardboards.

This activity will be divided in three different parts, for the first one, students will watch an introductory

video of Phillip II's life. Along the video the artisan, who is responsible of writing will have to take notes. When the video finishes the artisan will share with his group the notes, making improvements if necessary. These notes will be very important in order to start making an image of the Monarch.

Once students has finished this part we will ask them to write some characteristics they might think Phillip II has. They must do this on a cardboard that they will safe for following activities. In this part, we will ask students to be creative and write what they are truly thinking.

Finally to end up with this activity, in their groups we will ask students to fill the following chart:

Table 3.

Thinking routine

What I know	What I want to know (question form)	What I have learnt

For this last part we will ask students to only fill the first to columns and leave the last one for the end of the project. It is very important that they safe this paper also for the future. After filling it as a group we will ask them what they have written. The main questions that they have made in the second column will be written down in a paper that will be stick in the wall by the teacher.

3. The modern age

Material: Paper and pens.

For this activity, we will ask them to get together in their groups and take out their ships because they are going to travel in time, they will go to the modern age. But for doing so they must first understand how the society worked during that age. We will give them a puzzle of the social pyramid of the time and they will have to order them in the correct way, once they have done that, they will be able to get on their ships and navigate. The ships will be located in their reigns in the map inside the class and they will be moving along the activities. For the next part activity, all of them will move to Spain.

Different information about the modern age will be given to them, but there will be missing parts, students must make appointments with the rest of the groups in order to get all the missing information. All the different roles will gather together with the same roles from the other groups and will try to extract as maximum as information as they can by asking questions. But there will be a challenge in the middle, as each reign has some gold and silver, they will have to negotiate that money with their classmates in order

to make the questions. They will have to either trade food or materials or buy the answers. For that reason students must gather with their own groups and make sure of the money they have an also how they are going to divide that money between the members and what they need to know of the modern age.

As premises the teacher will give them the following guidelines in order to know what they need to figure out from all the information:

- When did the modern age happened?

- How was the economy?

- What important events occurred?

- How was the social pyramid?

- Talk about some inventions.

By the end the group that has more correct answers will win some extra money or materials for their domains.

4. Is that really him?

Material: Paper and pens.

So as to achieve a complete knowledge of who was Phillip II, students will have two different task, the first one getting to know his personal characteristics and why he was who he was and then chronologically order the most important events of his reign. They will have to research about his characteristics and make a list of how he was. Then they will order the following given facts:

- His reign begins, after his father abdicates, he leaves England and goes to the peninsula.

- The troops of Spain and England, allies, attack France.

- Anti-Spanish agitation in the Netherlands.

- Tax increase in castile.

- Uprising of the Moors in the Alpujarra's.

- Lepanto's battle.

- Felipe II is recognized as king of Portugal in the courts of Tomar.

- Invincible army disaster.

- Philip II dies.

We will give students the vents this way, but if the things get very complicated we will give them some dates to orientate them. They must use the knowledge acquired in the first lesson.

5. What does it take to be a hero?

Material: Paper and pens.

For this activity students will have to do a brainstorming of ideas, they must do a list with all the things a person must have to be a hero. Once all the groups have finish they will have to share it with the rest of the classmates. After doing that, we will ask them to take out the cardboard they made about Phillip II in the first activity and see if any of those characteristics are included in their previous ideas. If so, they will have to make a relation between them. It is very important that during this activity students comprehend the figure of a hero, that is why the teacher will give some ideas about being a hero. Consequently the first challenge will start.

This is a list of 3 main problems that are happening, solve them as a hero will do and try to give a good solution. Also answer the question down below.

1. In 1572, Protestants in the Netherlands rebelled against Spain. Elizabeth I of England sent troops and money to the Dutch rebels.

2. England was enemy of Spain and had laws forbidding the catholic religion.

3. English and Dutch traders took slaves to Spain's colonies in America. Philip had ordered that only Spanish ships could trade with the New World.

How could a king have avoided this situation? What could you do to stop this problems?

When Finishing thinking about this ideas, we will ask them to share them with the rest of the class, among them they will decide If the classmates gave good solutions.

6. What does it take to be a villain?

Material:

At the beginning of this class, the students will do the same they did with the previous activities, they will have to write down the ideas they have about villains and compare it with the figure of Phillip II.

Then another challenge will begin, for this one they will have to became villains and think like ones:

You all have become Phillip II and your duty is to give an answer to all the problems from the list I will give you, but remember you are the most selfish king, and you must not trust anyone, just look for you own

good and tell me the results. This is the list of problems you have:

1. The rulers of the Ottoman (Turkish) Empire were enemies of Spain. In 1580, England signed a trade treaty with Turkey.

2. France was an enemy of Spain. In 1581 the Duke of Anjou led a French army to help the Dutch and signed a marriage treaty with Elizabeth I of England.

3. It was difficult to rule the huge empire. It took Philip months to reply to letters.

4. English 'privateers' (pirates such as Sir Francis Drake) attacked Spanish treasure ships.

5. Dutch 'sea beggars' (pirates) attacked Spanish ships. Elizabeth I allowed them to use English ports.

6. In 1568, three Spanish treasure ships sheltered from a storm in Southampton, England. Elizabeth I confiscated them.

7. In 1569, the Spanish Moriscos – Muslims who had become Christians – rebelled.

8. Philip expelled them from Spain.

9. In Spain there were a few Protestants.

10. Because it cost Philip so much to keep the Spanish army in the Netherlands, he often had money troubles.

11. In 1587, the English set up a colony in North America, called Virginia after Elizabeth I (the Virgin Queen).

After they have finished the challenge the teacher will ask them, which one was easier to solve and which one do they think brought better consequences.

7. El Escorial

Material: ICT resources (computer, projector, speaker), paper, pens, pencils, rubbers, scissors, marker, cardboard and colors.

The idea is that students get a wide knowledge of the modern age, that is the reason why in this activity they will focus more on the art part of that time. We will do a virtual visit around of "El Escorial" (https://elescorial-virtual.gvam.es/#/)

After doing the visit, we will ask students to create a painting to hang on the map about anything they have learnt about this visit and the previous lessons. They can use the materials they think it suit best to their drawings.

8. Hero or villain?

Material: ICT resources (computer, projector and speaker), paper and pens.

After learning about the modern age and all the history of Phillip II students will have to make a presentation showing their final opinions. This presentation must include an introduction, why they believe in that theory, appropriate use of the English and the ideas, a critical thinking and finally a conclusion. All the members of the groups must talk equally, and the presentations must last around 5-7 minutes.

Once they have all finished, we will do all together the final judgement, it will be like a debate. Resultantly, there will be a jury in the middle and students will start a debate to understand if the figure of this monarch is good or bad. The jury must make sure that the judgement happens calmly and that everyone gets the opportunity to talk. At the same time, there will be a student that will take notes of the different ideas and he will tell them at the end of the debate. When the debate finishes the final outcome will be pronounce by the teacher.

9. Final conclusions

After doing all the activities and presentations and getting to an agreement to know if Phillip II was a hero or villain, we will ask students to evaluate themselves and to evaluate their classmates with the rubrics given by the teacher.

6.3.2 Evaluation

For the final evaluation, two different rubrics will be taken into consideration, both of them will be evaluation the comprehension goals presented at the beginning. The first one will be one done by the teacher that she will be completing along the classes. Moreover, students will also have to fill another rubric of self-evaluation. Additionally, the teacher will make an assembly with them in which she will ask question to get to know if they have enjoy the process while learning. The same patter will be followed for all the rubrics. One of the examples of the three rubrics will be the following:

Teachers rubric

Table 4.

Teacher rubric

Criteria	Below standard	Approaching Standard	At standard	Above standard
Analyzes conducted question and begins inquiry	Only focusses on the non-important aspects and does not take into consideration the conducted questions.	Identifies the important part of the driving questions but does not understand the complexity. Starts making questions and tries to help the group with some ideas.	Shows complete understanding of the conducted questions, identifies the other points of view. Asks questions to help with the inquiry Talks with the members of the group in order to gather more ideas and broaden their knowledge.	
Gathers and evaluates information	Unable to integrate information, does not address the conducted questions and there is not much information from relevant sources. Accepts all the information without any criteria.	Attempts to gather information related with the conducted questions. But is not enough. Understands the quality but does not go thoroughly though it.	Integrates relevant information addressing the conducted questions. Assesses the quality information and does it with accuracy,	
Final results, presentations and critical thinking.	Cannot give valid reasons to support their final results. The conducted questions were not completely answer. It is not able to explain the main idea of the project and did not reach the final objectives.	Some reasons are valid for the final results, but others are not. The conducted questions were answer but not very thoroughly. Can explained the things learnt with the project but the understanding is not clear.	The given reasons are perfectly valid. They results are very clear. The conducted questions were answer and understood. Can clearly explained the new concepts and has a wider understanding of the project that might be transfer to other areas.	
Participation	The participation towards the project and the team has been very poor. Has participated in one or two occasion letting the others do the rest.	The participation towards the project and the team has been good. Has participated when needed and help others, nevertheless sometimes there was a lack of involvement.	The participation towards the project and the team was been perfect. Has been always helpful and has tried to go further from the limits.	
Attitude towards the project	The attitude has been very negative.	The attitude has been positive but sometimes a little negative.	The attitude has been perfect during all the lessons.	

7. DISCUSSIONS

For all intends and purposes, I think this article had a very clear aim, create a project in which history was taught in a more innovative method. Even though I was not able to apply this project in real life, I am very satisfy with the results on the search of information and the development of the work per se.

History in the Spanish system is normally taught in a very traditional way, forgetting about all the possibilities this subject offers us. I understand that changing a system that has been the same for years can be a complicated task, many people still believe that a system in which students learn by repetition is the key for everything, that is why believe projects like this can change this vision, apart from offering a wide knowledge of history. Students learn through emotions and through investigation, we need to be able to bring that to the class. As a future teacher I hope to be able to implement this comprehension project and understand what are the weaknesses and the strengths of it. This approach will also help me to develop myself as a professional who intends to bring more creativity and critical thinking to the class.

BIBLIOGRAPHICAL REFERENCES

Altamira y Crevea, R. (1850). *Ensayo sobre Felipe II. Hombre de Estado*. Editorial Jus. Retrieved http://www.cervantesvirtual.com/obra/ensayo-sobre-felipe-ii-hombre-de-estado-su-psicologia-general-y-su-individualidad-humana/

Biblioteca virtual Miguel de Cervantes. (2001). *Historia - La Monarquía Hispánica - Los Austrias - Felipe II.* http://www.cervantesvirtual.com/bib/historia/monarquia/felipe2.shtml

Brom, J. (2013). *Esbozo de historia universal*. Grijalbo.

Cabañas, J. (2017). *Breve historia de Felipe II.* Nowtilus.

Campillo, A. (2020). Tres conceptos de historia. *Pensamiento*, (270), 37-59.

Clubb, J. M. (1981) La historia como ciencia social. *Revista internacional de las ciencias sociales*. *23*(4), pp. 653-667. https://bit.ly/3LwraKO

Donado Vara, J. (2009). *La Edad Media. Siglos V-XII.* Editorial universitaria.

Donado Vara, J. (2009). *La Edad Media. Siglos XIII-XV.* Editorial universitaria.

Fernández, S. (2010). La historia como ciencia. La razón histórica (nº12, pp. 24-39). Revista hispanoamericana de Historia de las Ideas, (12), pp. 24-39. https://bit.ly/3rUKY2Y

Flórez, J. (1858). *Historia universal*. Imprenta de Manuel Minuesa.

Gardner, H. (1994). *Estructuras de la mente. La teoría de las inteligencias múltiples.* Fondo de Cultura Económica. https://bit.ly/3rUtmnu

Gómez, V. (1879). Felipe II. *Estudio histórico-crítico.* Imprenta D.A. Pérez Dubrull. Retrieved https://bit.ly/3oThTCW

Huizinga, J. (1980). *El concepto de la historia y otros ensayos.* Fondo de Cultura Económica.

Hurtado, A (2013). *La educación de Felipe II. La formación del rey.* https://zaguan.unizar.es/record/12776/files/TAZ-TFM-2013-1036.pdf

Jaramillo, L (2005). La historia como ciencia. *Revista Latinoamericana de Estudios Educativos*, *1*, pp. 54-82. https://www.redalyc.org/pdf/1341/134116845005.pdf

Jorge, N., y Campos, R. (2015). *Aproximación a la comprensión del discurso histórico de Federico Brito Figueroa* (1st ed.). Venezuela. https://issuu.com/jorgecampos184/docs/aproximaci_n_a_la_comprensi_n_del_d

Ley 14/1970, de 4 de agosto (1970, agosto 6). [Ley] General de educación y financiamiento de la reforma educativa (LGE). *Boletín Oficial del Estado.* https://www.boe.es/boe/dias/1970/08/06/pdfs/A12525-12546.pdf [22/11/20]

Ley Orgánica 1/1990, de 3 de octubre (1990, octubre 4). [Ley] de ordenación general del sistema educativo (LOGSE). *Boletín Oficial del Estado.* https://www.boe.es/eli/es/lo/1990/10/03/1/dof/spa/pdf [22/11/20]

Ley Orgánica 2/2006, de 3 de mayo (2006, mayo 4), [Ley] de educación (LOE). *Boletín Oficial del Estado.* https://www.boe.es/buscar/pdf/2006/BOE-A-2006-7899-consolidado.pdf

Ley Orgánica 8/2013, de 9 de diciembre (BOE del 10 de diciembre), para la mejora de la calidad educativa (LOMCE). *Boletín Oficial del Estado.* https://www.boe.es/buscar/pdf/2013/BOE-A-2013-12886-consolidado.pdf

Lozoya, M (1967*) Historia de España, tomo cuarto.* Salvat editores.

Marti, J. A., Heydrich, M., Rojas, M., y Hernández, A. (2010). Aprendizaje basado en proyectos: una experiencia de innovación docente*. Revista Universidad EAFIT*, *46*(158), pp. 11-21. https://publicaciones.eafit.edu.co/index.php/revista-universidad-eafit/article/view/743/655

Martínez, E. (2020). *Felipe II: hombre, rey y mito.* La esfera de los libros.

Medina-Nicolalde, M. A., y Tapia Calvopiña, M. P. (2017). El aprendizaje basado en proyectos. Una oportunidad para trabajar interdisciplinarmente. *Olimpia. Revista de la Facultad de Cultura Física de la Universidad de Granma*, *14*(46), 236-246.

Miró, N. (2008) ¿Qué es un proyecto de comprensión?. *Cuadernos de pedagogía*, (376).

Montaña, J. (1892). Felipe II el prudente y su reinado. Librería Católica D. Gregorio del Amo. http://bdh-rd.bne.es/viewer.vm?id=0000144924&page=1

Montaña, J. (1910). Felipe II no mandó matar a Escobedo. Nueva imp. De San Francisco de Sales. http://bdh-rd.bne.es/viewer.vm?id=0000201588&page=1

Montes, L. (2014). Epitafios a la muerte de Felipe II. http://132.248.9.195/ptd2014/febrero/0709419/0709419.pdf

Negrín-Fajardo, O., y Vergara-Ciordia, J. (2014). *Historia de la educación, de la Grecia Clásica a la educación contemporánea*. Editorial Dykinson.

Nettel, P. (1988). Sevilla y el Atlántico de Huguette y Pierre Chaunu: una lectura*. Revista de la Dirección de Estudios Históricos*, (20), 49-66. https://mediateca.inah.gob.mx/repositorio/islandora/object/articulo:19988

Orozco, M., y Tovar, A. (2015). *El ABP como estrategia para la Formación Integral del Estudiante de la LGDT de la UTN. Universidad Autónoma de Nayarit Ciudad de la Cultura.* https://www.ecorfan.org/proceedings/CDU_II/CDUII_4.pdf

Para Carr, E. H. (1984). *¿Qué es la historia?.* Ariel.

Parker, G. (2012). *Felipe II. La biografía definitiva.* Planeta

Parker, G. (2015). *Felipe II. El rey imprudente.* Titivillus.

Pérez, J., y Gardey, A. (2008). *Definición de historia.* https://definicion.de/historia/

Prescoott, W. (2005). *Historia del reinado de Felipe segundo, Rey de España.* http://www.cervantesvirtual.com/obra-visor/historia-del-reinado-de-felipe-segundo-rey-de-espana-tomo-i--0/html/ffca1b28-82b1-11df-acc7-002185ce6064_4.html

Reglá, J. (1968). *Historia de España ilustrada, tomo I*. Editorial Ramón Sopena.

Ribot, L. (2018). *La edad moderna (siglos XV-XVII).* Marcial Pons.

Rosa, A. (1993). La polisemia de la palabra "historia". Historia-pasado, historiografía, historia narración e historia-intelectual. *Revista de Historia de la Psicología*, *14*(3-4), 1-7.

Sevilla, D. (2007). La Ley Moyano y el desarrollo de la educación en España. *Ethos Educativo*, (40). http://www.ugr.es/~fjjrios/pce/media/4a-LeyMoyano.pdf

Sigüenza, J.(1928). Cómo vivió y murió Felipe II, por un testigo ocular. Apostolado de la prensa. Retrieved from: https://bibliotecadigital.jcyl.es/es/consulta/registro.cmd?id=1639

Vilar, P. (1999). *Iniciación al vocabulario del análisis histórico*. Crítica.

CITA DE ESTE ARTÍCULO