

ITINERARY FOR STUDENTS VISITING THE MADRID HISTORY MUSEUM

This brief guide aims to suggest how to conduct visits with secondary school (E.S.O.) and Bachillerato students in order to capture their attention during the tour while also sparking their interest in the history, art, and urban and social development of our city, even after they have left the museum galleries. Informing and educating are the main objectives of these school visits.



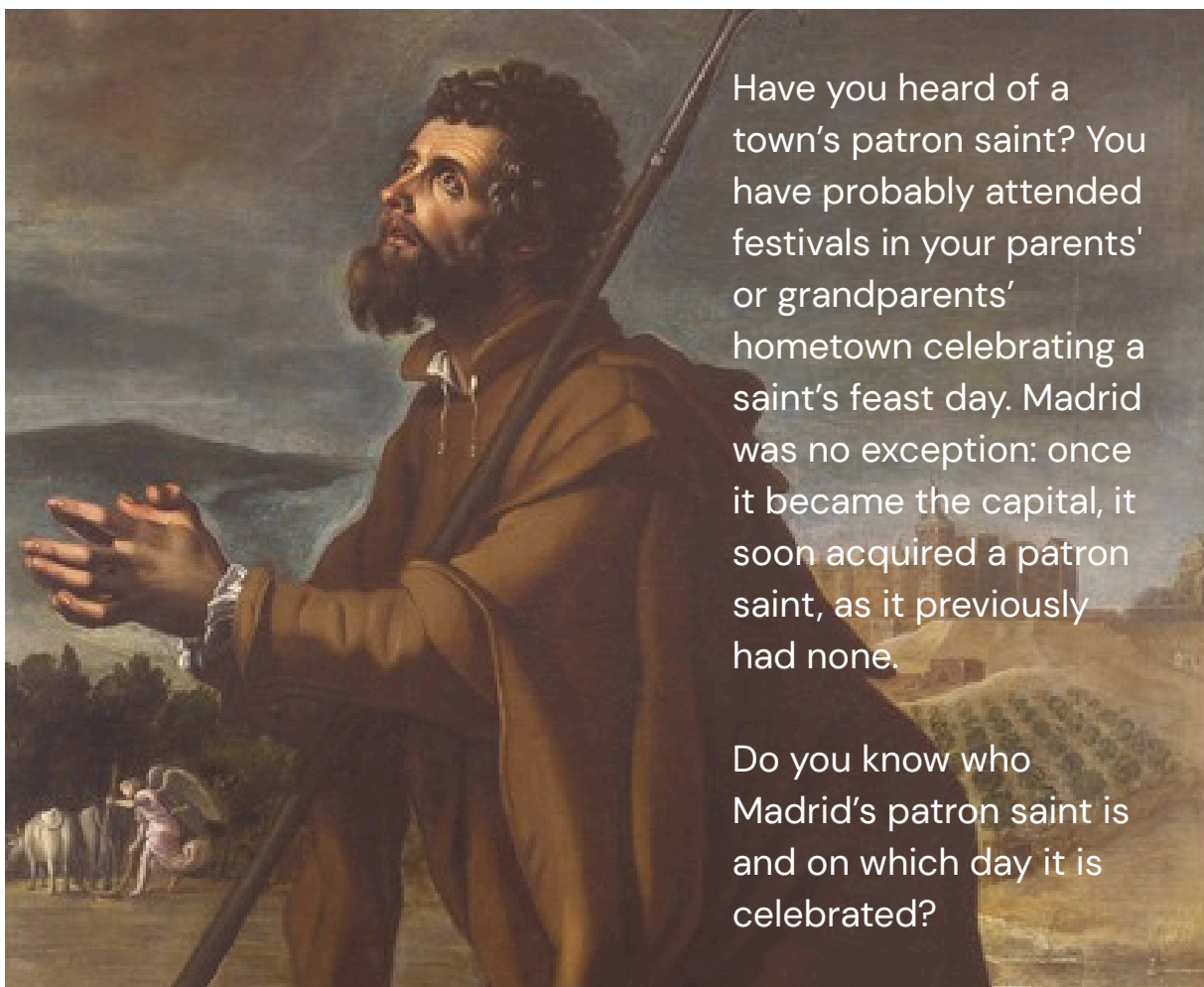
- When students left home and their families asked them what they were going to see that day, what did they answer?
- What do you think you will find inside the museum galleries? This question is intended to spark their curiosity before beginning the visit.
- We describe the exterior of the building and discuss its construction and Baroque theatricality, referring to Pedro de Ribera, King Ferdinand III (known as "the Saint"), the Habsburg dynasty, the Bourbons, and why their coat of arms appears at the central axis of the façade.

- When discussing the monarchy's benevolent image, we can pose the following question: Do you know what a hospice was, and do you think there are places in our city today that serve a similar charitable purpose for those most in need?
- Upon entering the building, we encounter a modern structure. We explain how the building deteriorated over time and was later restored, eventually being declared a National Monument. We also draw attention to two well-known figures: the first director, Manuel Machado, and Pablo Iglesias, the hospice's most famous resident.



- What is an itinerant court? From this point, we help students understand the logical need for the Spanish Monarchy (an important concept that we emphasize: Capital of Two Worlds = Spanish Empire) to establish a fixed centre for political affairs and for the development of the complex administration required to govern such a vast empire (we can briefly mention the temporary relocation of the court to Valladolid between 1600 and 1606).

- Which dynasty did Philip II of Spain belong to? This question helps students focus on the century in which Madrid began its development as a capital under the Habsburgs, evolving from a small town into a universal court.
- The succession of monarchs and the end of the Habsburg dynasty with the death of Charles II of Spain. Why did the dynasty change in the following period? We encourage students to reflect on the War of the Spanish Succession.
- Why do you think he chose Madrid, when other cities such as Toledo, Valladolid, or Segovia were more developed than this town? Here, we encourage students to reflect on the many reasons that made the city appealing to the king: the hosting of the Cortes, its use as a hunting ground, its central location, its abundant water supply, the fact that the king could exercise all the power without interference from the clergy or the nobility, and its proximity to El Escorial...





- The Texeira map shows the city's urban layout and its boundaries, and students should take a moment to examine it.
- Do you know what it means for a city wall to serve both fiscal and security purposes?
- Do you know until what year Madrid remained "enclosed" within this wall? (1868)
- Point out key landmarks they can identify: the Manzanares River, the Alcázar, Plaza Mayor, Puerta del Sol, El Retiro, the Basilica of Atocha, and the city's main exit routes: Alcalá Street, Atocha Street, Fuencarral Street, Mayor Street...

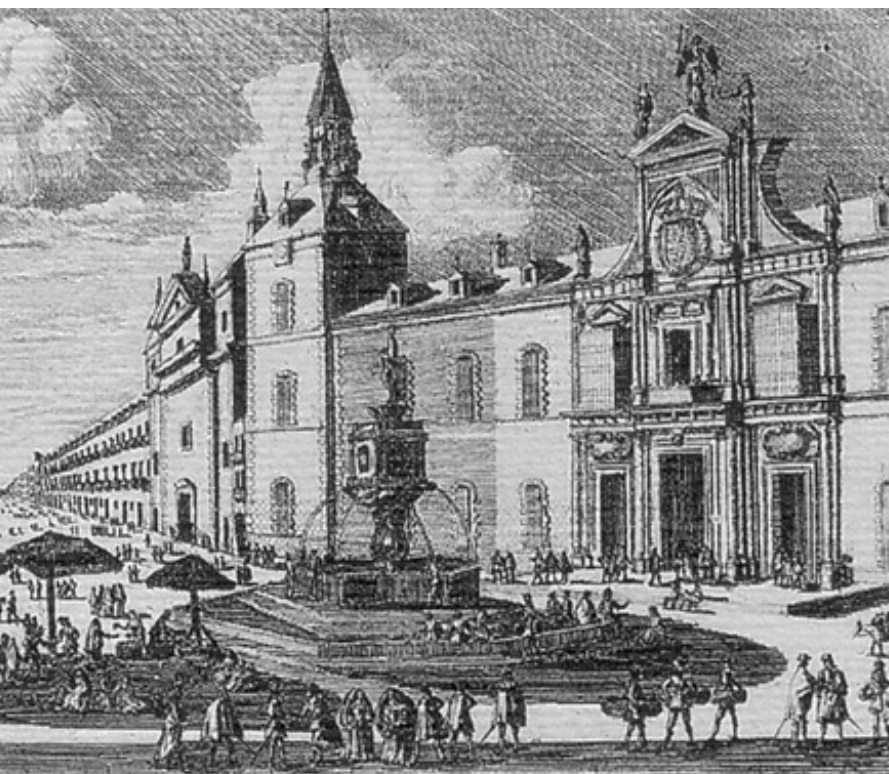
COSMOPOLITAN BABYLON

- Why was Madrid considered a "Cosmopolitan Babylon" in the 17th century?
- Like the biblical Babel, a crossroads of trade routes in the Middle East, Madrid was also a meeting place for people arriving from all parts of the Empire. They spoke different languages and came in search of new opportunities and the chance to make a fortune.
- With the arrival of so many people, the population grew significantly. Do you know how many inhabitants there were before and after Madrid became the capital? The population grew from 20,000 to 90,000 by the end of Philip II's reign.

- Do you know how many people live in Madrid today? More than 3 million. This gives an idea of how much the city has grown over the centuries.
- Is Madrid still a cosmopolitan city?
- A new city, the capital of an empire, had to project a strong image. It needed to showcase its most beautiful sites and views, which at the time included:



- What we know as the Cornisa de Madrid. Do you recognize this place today? We could invite students to imagine a bike ride or a walk along Madrid Río and see how today's residents still enjoy the same views depicted in many prints and paintings.



- The beautification of public squares with distinctive buildings and fountains, such as Cárcel de Corte, Plaza de la Cebada, Plaza de Santo Domingo and Puerta del Sol.
- Do you recognize this emblematic place for the people of Madrid? Puerta del Sol. Here we can point out the Apple Store building and the Mariblanca Fountain



- Do you know where the kings lived? In a palace, in a castle... Here we talk about the Alcázar —its origin, its location, and its renovations— while standing in front of Crescenzi's scale model and Castello's painting, which closely matches it.
- Do you know Las Meninas by Diego Velázquez? Think back to the painting and now look at the furniture; it seems as though it has been taken straight from the painting, showing us how homes were decorated in this century. The Alcázar itself was furnished in this way.
- What building stands today on the site where the Alcázar once stood?

WHAT THE PEOPLE OF MADRID DID IN THE 17TH CENTURY



- Living conditions in Madrid were quite harsh, but its people have always known how to have a good time. How do you think people have fun today? And how do you think they had fun back then? We can talk about activities such as going to bullfights, taking part in royal festivities and ceremonies, taking walks, joining processions, bathing in the river, celebrating Carnival, and going to the theatre. During the Spanish Golden Age, theatre was especially prolific, with many plays and authors, and performances took place in corrales de comedias (open-air theatres). We can use paintings depicting these activities as a guide.



- Do you recognize this square? Do you know how many different activities used to take place here? Here, students will reflect on the square's multifunctional role as a key space for public events, and to compare it with its current use and with how cities function today, where activities are spread across many different venues.



- Another popular form of entertainment was bathing in the Manzanares River. Have you ever swum in a river in Madrid? When do we usually bathe in public places today? Help them understand that in Madrid this only happened on specific festive occasions on the calendar, such as Saint John's Day or the feast of the patron saint, among others. There was always an occasion to celebrate.
- Do you know The Garden of Earthly Delights? Think about whether this painting reminds you of anything. This was Madrid's very own "garden of delights".
- Have you ever heard of a mentidero? One of the favourite pastimes of the people of Madrid was gathering outside houses or churches to gossip. It was a kind of early form of journalism, spreading news from one place to another. The most famous mentidero in Madrid was located on the steps of the church of San Felipe. These spaces can be considered the origins of journalism, thanks to the news, rumours, and notices that were shared there and later gave rise to the Gaceta de Madrid.
- Do you know where this church once stood? In a place still very popular today, especially among young people in Madrid: the site where the McDonald's in Puerta del Sol stands today.





MADRID WORK AND PRAYER

However, the people of Madrid did not just amuse themselves in the 17th century; they also had obligations such as work and prayer:

- In this painting of the miracle of the Virgin of Atocha, can you point out which people are working?
- What do you think the figure on the right is doing while kneeling? Who is he looking at? What is his attitude?
- Madrid had many convents because, with the establishment of the court, numerous religious orders came and founded their homes here. Everyone believed in miracles, went to church, sought divine protection, and worshipped images of the Virgin, Christ, and the saints. The man in the painting is looking at a Virgin. Do you know which one it is? Which other Virgin is the current patron saint of Madrid? Do most people in Madrid still believe in the intercession of these images?





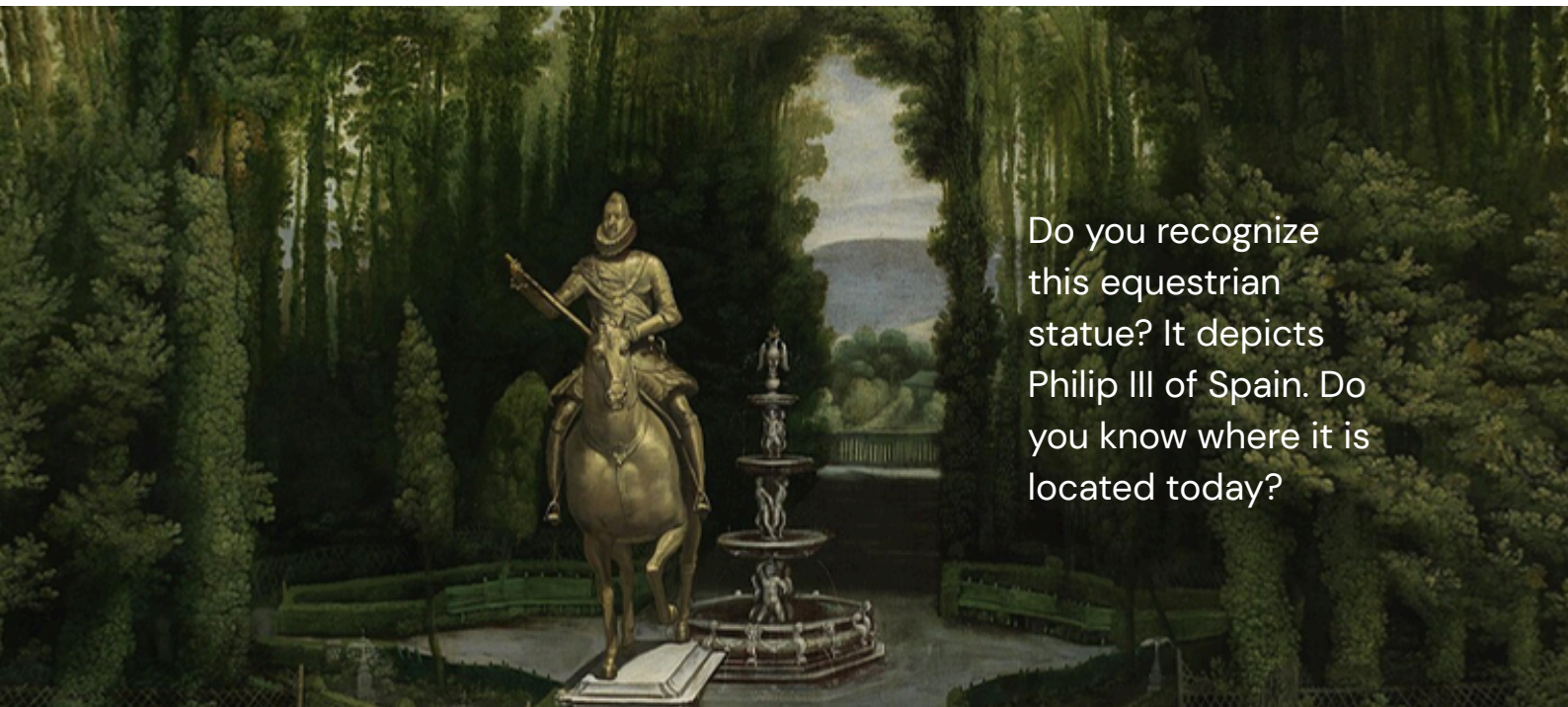
- Do you know why she was called the Virgen de Atocha and where her shrine was and still is? This helps students think of the station, and they know that the sanctuary is nearby.
- Do you ever go to processions in Madrid? Do you know any in particular? Do you know where this one take place?

THE KING, JUST LIKE THE PEOPLE, ALSO HAS FUN

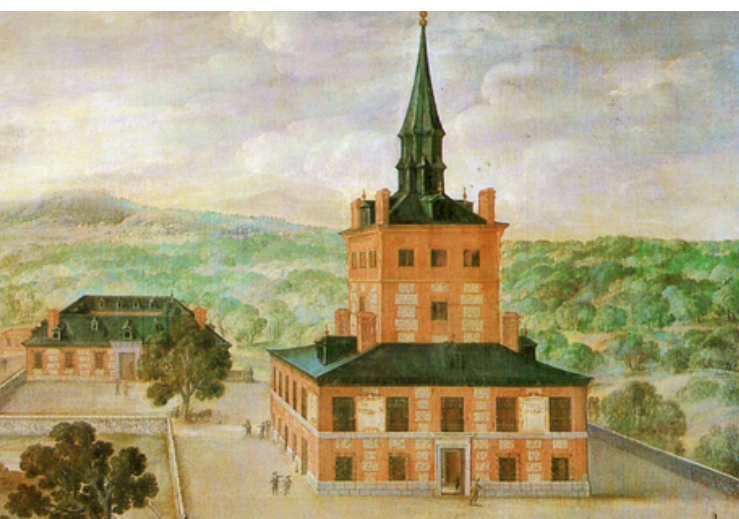


- Do you know what a Royal Site is? Do you know any examples?
- We can also explain the difference between the Alcázar and this palace as a place for leisure.
- Do you know what a naumachia is?
- Have you ever wondered why the palace is called "El Retiro"? Here we can talk about the origin of this name, the reasons why the palace was built, its influence on communication along the east-west axis, and the festivities held there.

- What can you do in the Casa de Campo nowadays? It is now a public space. Do you think it is well maintained? Compare it with the aesthetic perfection of the garden design that Philip II of Spain created in this former hunting estate.



Do you recognize this equestrian statue? It depicts Philip III of Spain. Do you know where it is located today?



- The Torre de la Parada was in Monte de El Pardo. Have you ever been to this place? Do you know who painted the famous works commissioned to decorate the rooms of this royal retreat? Remind students of the Velázquez paintings in the Prado Museum.

MADRID: THE ENLIGHTENED CENTRE OF POWER

- Why did the Bourbon dynasty come to Spain? We show the students the portrait of Philip V of Spain painted by Rigaud.
- Where do you think the new king stayed? Can you find in this room any artwork that reminds you of a building we have already seen downstairs? We show the students Pallota's drawing and explain the fire of 1734 and the need to build the New Palace, now known as the Royal Palace



- Do you think that Madrid needed change and modernisation to adapt to the new century? To carry out these reforms, Philip V surrounded himself with an excellent mayor and a talented architect. Does anyone live near the Vicente Calderón area? Nearby there is a metro station entrance called Marqués de Vadillo. We show the students the Marqués' portrait.
- Afterwards, we explain how he carried out major reforms in Madrid thanks to his architect, Pedro de Ribera. Does this name sound familiar to you? We tell the students about the monuments and urban developments he created that still survive today, especially the restoration of the left bank of the Manzanares River, now recovered through the Madrid Río project. Have you ever walked there?

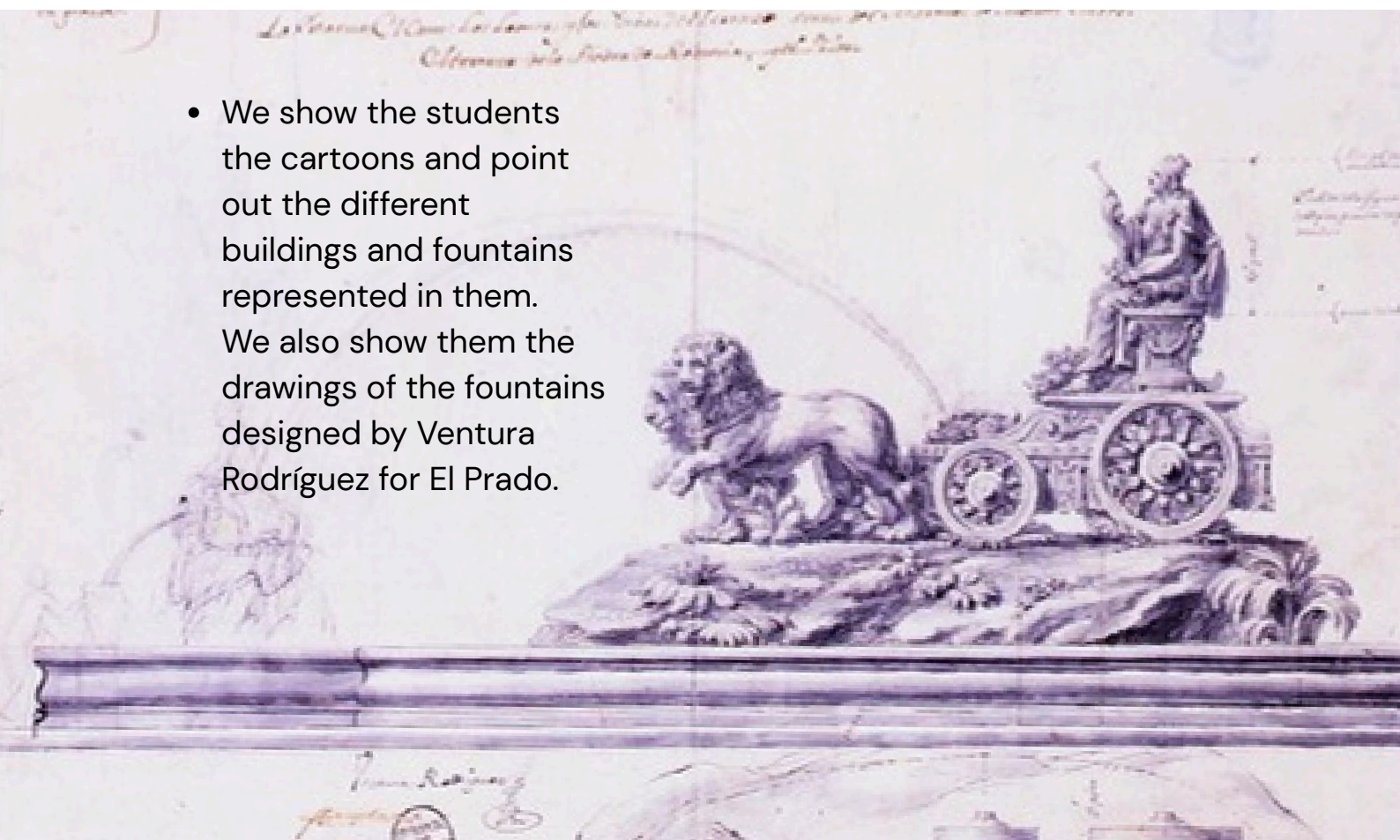


- Important changes in urban planning and city design took place during the reign of Charles III of Spain, who was known as “the best mayor of Madrid”, because of his efforts to modernise and improve the city.
- Where do you think he carried out the most important works in Madrid? On the Paseo del Prado.
- Why do you think he created his “imaginary city” here? We explain to the students that Madrid could only expand towards the east, where there were orchards instead of buildings.



- Do you know why the Paseo del Prado was known as the “Avenue of Science”? We encourage the students to think about its three emblematic institutions: the Prado Museum, the Royal Botanical Garden, and the Royal Observatory of Madrid.
- Why was Charles III of Spain considered an Enlightened king

- We show the students the cartoons and point out the different buildings and fountains represented in them. We also show them the drawings of the fountains designed by Ventura Rodríguez for El Prado.





However, alongside this new and emerging Madrid under construction, the old city centre remained stuck in the past and needed to hide its old-fashioned appearance with the arrival of the new monarchs. For this reason, the city was “disguised”.

- Do you know how the city hid its flaws? We show the students some of the ornaments and ask them to identify which buildings were hidden behind them.

THE WALK

- We stop to observe the cartoons depicting the Paseo de las Delicias and analyse the different popular figures represented.





- Do you know what we mean when we talk about the majos? Do you spot any in this room? (We focus especially on the terracotta figures)
- If the working classes were expected to dress as majos, how did the upper classes dress? We look at the currutacos and petimetres and compare them with the majos shown in the engravings of popular dances, which represented the phenomenon of majismo.



- Where do you think the people of Madrid entertained themselves during this period, apart from walking and dancing? We talk about the theatre and how it evolved from open-air courtyard theatres (corrales de comedias) to permanent theatres with well-known actors.
- Do you know a famous playwright and one of his best-known works from this period? We show the students the portrait of Moratín.



- We look at the display cases containing fans and eyeglass cases to show how widespread the phenomenon of majismo was.
- Why do you think we have displayed a large-scale model of a bullring?
- Do you know how bullfighting evolved? We explain to the students who the mounted bullfighters of the 17th century were and how bullfighting changed during the 18th century into the form we know today.



- Can you name a famous contemporary bullfighter? Do you know who the most famous bullfighters of the 18th century were? (We show the students the portraits of Romero, Pepe-Hillo and Costillares).

ROYAL FACTORIES



- When you have taken guided tours of palaces or museums, have you heard about porcelain objects from the Royal Porcelain Factory; glassware from the Royal Glass Factory of La Granja, or tapestries from the Royal Tapestry Factory? We encourage the students to think about what the Royal Factories were and why they were created (they produced luxury objects for the Royal Household).
- Have you ever thought about how a piece of porcelain is made? Do you know what kaolin is?
- Where do you think these Royal Factories were located? Many of them were inside the city itself. The most famous, the Royal Tapestry Factory, was located in El Retiro (we draw the students' attention to the serge fabric on display). If it is not on display at that moment, we ask the students: do you know why the factory disappeared?

ENLIGHTENMENT CABINE

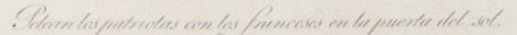
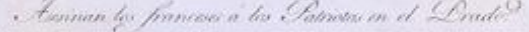
- Do you know what the Enlightenment was about? Do you know who the Enlightenment thinkers were and what it meant to be one of them?
- What did they do in their cabinets? What do you think they contained?
- Do you see anything here that you think would have been found in the study of a highly educated person?
- Do you know the name of a famous Enlightenment figure for whom Goya painted a magnificent portrait? We show the students Jovellanos' portrait.

THE WAR OF INDEPENDENCE

- We look at the portraits of Charles IV of Spain, Queen Marie Louisa of Parma, Manuel Godoy and Ferdinand VII of Spain, and encourage the students to think about the events that led to the invasion and to Joseph I becoming King of Spain.
- What happens on social media when a politician does something wrong and harms the interests of a country? The event is ridiculed and turned into caricatures: we show the students the caricatures of the Capitulations of Bayonne.



- Do you remember the nickname given to Joseph I? Do you find in this display any image related to it? We show the students the caricatures of Pepe Botella.



- Do you know the year of our current Constitution? Do you think it was the first one? Here we refer to the Constitution of Cádiz of 1812 and show the students the display cases where the small copies are kept.
- Do you know what it was popularly called by the Spanish people? "La Pepa".

- Do you remember which famous painting by Goya, displayed in the Prado Museum, commemorates these events? The Museum also houses another work, *Alegoría de Madrid*, which symbolizes the political changes of this period. Do you know what an allegory is? We explain to the students that this matron represents the City of Madrid and discuss the changes in its coat of arms.



- The heroes of Madrid were anonymous: people from the neighbourhoods who rejected French rule, using whatever tools they had at hand, as Manuela Malasaña did. Do you know who she was and what she did? Have you heard of the Malasaña neighbourhood? Where do you think it is?



- There were also soldiers who rose up against the French, and they did have weapons. Do you know where some of them got their weapons? We talk about the Monteleón Artillery Park, showing the students that it is located nearby.
- Do you remember the names of two of the soldiers who resisted the invasion? They are the protagonists of the two paintings in the last room, Daoiz and Velarde



- We tell the students about the suffering of the people of Madrid, the hunger they endured, and describe the painting to them. We emphasize the dignity and pride of the people of Madrid who were cut off during the French siege of the capital, enduring misery, hunger, and disease (we reflect on the consequences of war on the population).

19TH CENTURY ROOMS

- What do you think happened to Madrid during and after the War of Independence? The return of Ferdinand VII and the restoration of absolutism (Inquisition)



- Do you think Joseph Bonaparte changed anything in the city? Discuss the Plaza de Oriente and the grand avenue project, linking them to the model of Silvestre Pérez's project.



- In terms of the city's appearance, have the scenes changed much? We look at Avrial's paintings depicting identical views of the Royal Palace, Plaza de la Cebada, Palacio de Buenavista, and Recoletos. Conclusion: Madrid seems frozen in time; it neither grows nor modernizes.





- In Madrid, a new form of gathering emerged: the café. Who met there, and for what purposes? Do you think cafés today still serve a similar function, or have they evolved? We discuss the Café de Levante and other cafés that have disappeared.



- After the end of the war, Spain entered a politically turbulent period that lasted throughout the 19th century. Do you know who ascended to the throne after Joseph I? We briefly explain the succession of governments that took place up until the coronation of Isabella II of Spain.

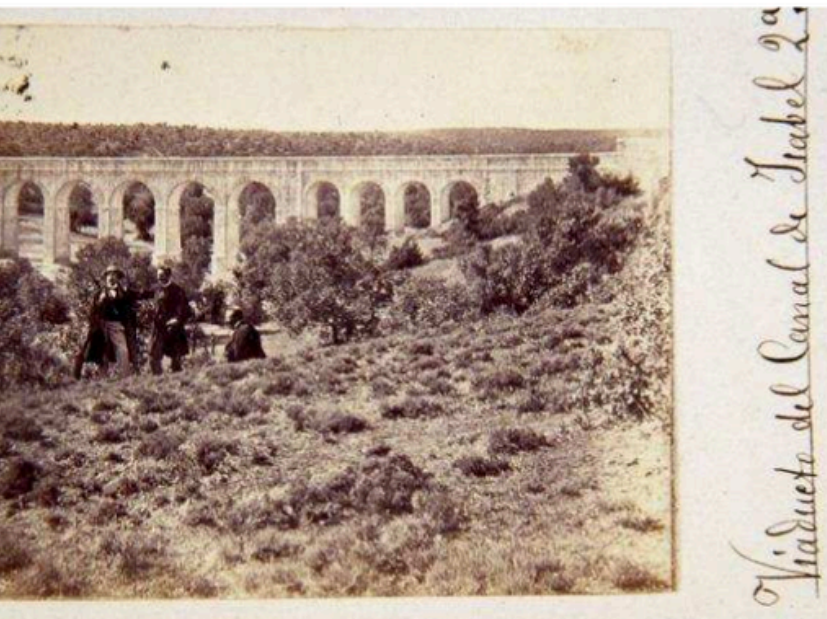
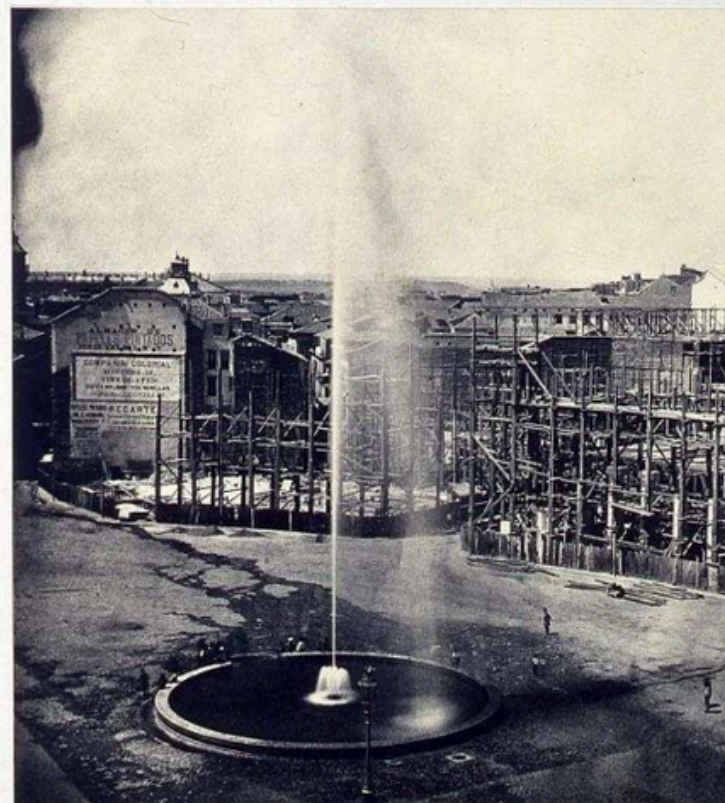


- During these years, revolutions and protests took place, mainly around Puerta del Sol. These events are depicted in the paintings of the Spanish Revolution of 1854 and the Glorious Revolution.



- Two major milestones during these years were the Ecclesiastical Confiscations of Mendizábal and the demolition of the city walls in 1868. What do you think happened when the walls were torn down and convents were demolished? Madrid expanded, giving rise to the plan devised by the urban planner Carlos María de Castro: the Castro Plan, or the Ensanche.
- We look at the map of Madrid showing this project: how does it differ from the spiderweb-like structure that Madrid had until then? We discuss the Salamanca and Argüelles districts. Who could afford the new properties?

- During this period, from the 1850s to the end of the century, Madrid became a more modern capital with the remodelling of Puerta del Sol, the arrival of gas lighting, electric light, running water from the Lozoya Valley, and the railway.
- Have you ever wondered where Madrid's water supply comes from and when running water first arrived in houses? Do you think bathrooms were always present in Madrid homes?



- Have you ever been on an excursion to the Lozoya Valley or swum in its waters?



- What was the first place to be illuminated with electric light in Madrid? Do you know how streets and homes of Madrid were lit before electricity arrived?



- Which railway stations in Madrid do you know today? Discuss the construction of Atocha, Delicias and Norte stations, as well as the connections it provided between Madrid and other parts of the country, allowing locals to travel and go on day trips.
- What materials were used to construct these railway stations? We talk about iron architecture and innovations in 19th-century Madrid construction.

LEISURE



- Leisure in Madrid remained similar to that of previous periods: the theatre and taking strolls. We point out the scale model of Teatro Real, the singers, and the zarzuela performances, as well as the paintings of the public garden El Paraíso and Paseo del Prado, which remains a popular meeting place.



- However, there were other places frequented by people who were not so elegantly dressed and could not afford theatre season tickets. These were the places where the common people went to have fun: the cafés-cantantes, where short comic performances were held, and where people sang and danced at modest prices, and where women, sometimes of dubious reputation, would perform...

THE POOR

- In Madrid two socially polarised groups existed: the upper classes, who lived in the new, broad, hygienic neighbourhoods created during the urban expansion plan (known as Ensanche de Madrid), and the people who lived in the northern and southern outskirts of the city. Almost outside the urban area, the poor lived in shacks amidst misery and hunger.





- What do these images of poor people and asylums suggest to you?
- Do you think that the city's modernization benefited everyone, or were the reforms and improvements that we have already discussed only for the privileged classes?
- Do such marked social differences still exist in Madrid today? Where are the most deprived neighbourhoods located today?

WOMEN IN THE CITY



- Can you also see class differences among the women of 19th-century Madrid? We highlight the attire of bourgeois women and the occupations of the poorest women: prostitutes, laundresses, dressmakers and café singers...compared with women who attended processions wearing mantillas, rode horses, played sports, and travelled.

INDUSTRIOUS MADRID

- Madrid developed small-scale industries producing a wide variety of goods, without developing any large-scale specialised manufacturing that would have enabled it to advance economically and industrially. The display case shows some of the objects produced by these small factories.



- The old Madrid slaughterhouse, commonly known as El Matadero, was a major project, with pavilions that still stand today.
- Do you know what a slaughterhouse was like? What have the pavilions of this immense complex, designed by Luis Bellido, been turned into today?

THE ÓMNIBUS

- Do you know what horse-drawn carriages were? Here, we can remind students of Cubells' painting of Puerta del Sol, or the painting of Infanta Isabel of Spain leaving the bullfight with the Duchess of Nájera. We discuss the evolution of transport and traffic in Madrid, as well as the pedestrianisation of the city centre streets

