

PROJECT: TIMELINE

2 ESO

Material elaborat dins el programa GEP “*You Rock!*” de l’Institut de Vallbona d’Anoia

Abril, 2019



Els continguts d’aquesta publicació estan subjectes a una llicència de Reconeixement-No comercial-Compartir 3.0 de Creative Commons. Se’n permet còpia, distribució i comunicació pública sense ús comercial, sempre que se n’esmenti l’autoria i la distribució de les possibles obres derivades es faci amb una llicència igual que la que regula l’obra original.

La llicència completa es pot consultar a:

<http://creativecommons.org/licenses/by-nc-sa/3.0/es/deed.ca>

DESCRIPTION.

This project is about the history of Al-àndalus and the importance of the islamic culture in the iberian peninsula during the middle ages.

Through a board game that the students will elaborate, they will get to know the different historical events that explain all the islamic cultural heritage that we conserve nowadays.

Dates: 27/01/20 - 21/02/20

ACTIVITIES:

1. Introduction session: “What do you know of the “Moros i cristians” festivities?”

Task 1: Watch this festive recreation of the battles between the christians and the islamics that is held every year in Alcoi: <https://www.youtube.com/watch?v=8sC2xdzuzps>



Task 2: Answer the following questions on your booknotes:

- What do you know about these festivities?
- Where is Alcoi?
- Which events of our history are recreated?
- Do you know other festivities inspired on this ages?

Task 3: Conclusions.

At the end of the class, we will think about some general statements or conclusions about Al-àndalus.

2. Development activity.

We ask the students to investigate Al-àndalus history. They have some instructions to search the information through the internet. We need to know when was the first islamic incursion and the events that happened later.

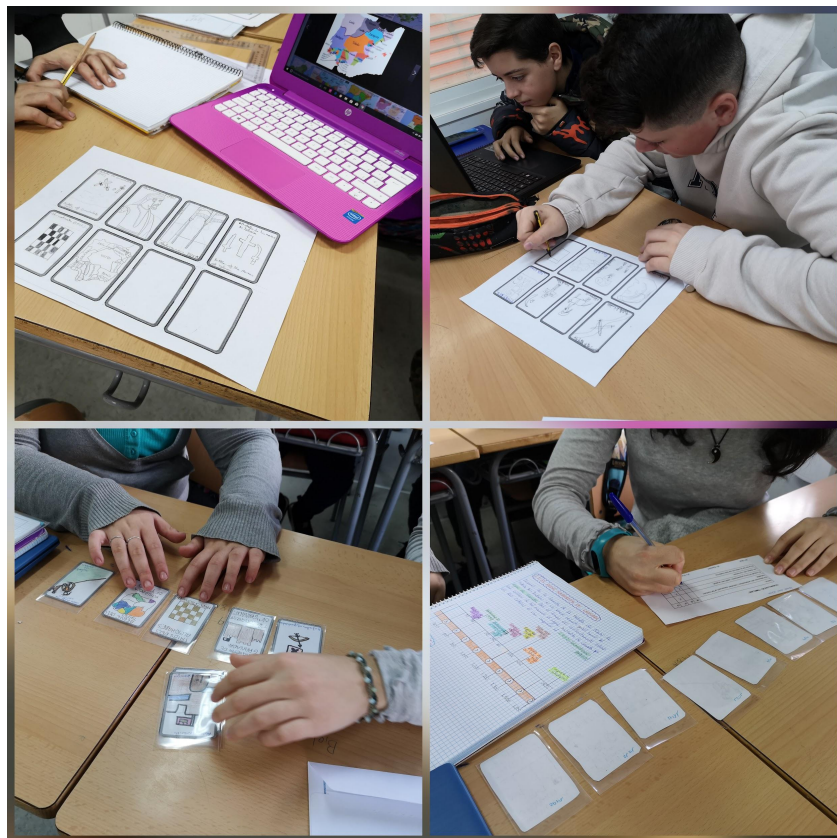
They have to select and contrast the information, and finally gather all the facts and events in their notebooks.

At the end of the activity, they have to create a timeline with eight historical relevant events of Al-àndalus.

3. Final product: Timeline.

Description.

The students will create a card game in which each card will represent an historical event. In pairs, they will have to put the events in order. The dates will be in the reverse, so they can autocorrect their performance.



GROUPS:

Individual activities. Development activities and final product in pairs.

ASSESSMENT:

All the activities will have a final mark that will depend on the participation and the performing of the task (datelines, accuracy, extension, level of reflection).

1) The assessment of the final product will be held by the teacher with this rubric:

Historical events.

AE <i>4 pts</i> There is a selection of 8 historical events and the dates are correct.	AN <i>3 pts</i> There is a selection of 6/7 historical events and the dates are correct.	AS <i>2 pts</i> There is a selection of 5 historical events and the dates are correct.	NA <i>1 pt</i> The dates are not correct or the events selected are not related to the task instructions.
--	--	--	---

Artistic quality.

AE <i>4 pts</i> The illustrations are very rich in details and colour.	AN <i>3 pts</i> The illustrations are quite good and colourist.	AS <i>2 pts</i> The illustrations are schematic, without details and the colouring is poor.	NA <i>1 pt</i> Unfinished illustrations without colouring.
--	---	---	--

Work.

AE <i>4 pts</i> He/she made the most of the time dedicated to the task.	AN <i>3 pts</i> He/she had some moments of distraction but at the end of the day, the task was well done.	AS <i>2 pts</i> There were too many moments of distraction and it was difficult to start working.	NA <i>1 pt</i> There was not working time.
---	---	---	--

Autonomy.

AE <i>4 pts</i> The information was searched with autonomy and the dates and illustrations are a result of own decisions.	AN <i>3 pts</i> Some indications were needed to do the task properly but most of the time the work was done with autonomy.	AS <i>2 pts</i> Some difficulties were found in the planning of the task and some indications were needed.	NA <i>1 pt</i> Constant indications needed and not followed.
---	--	--	--

Cooperation.

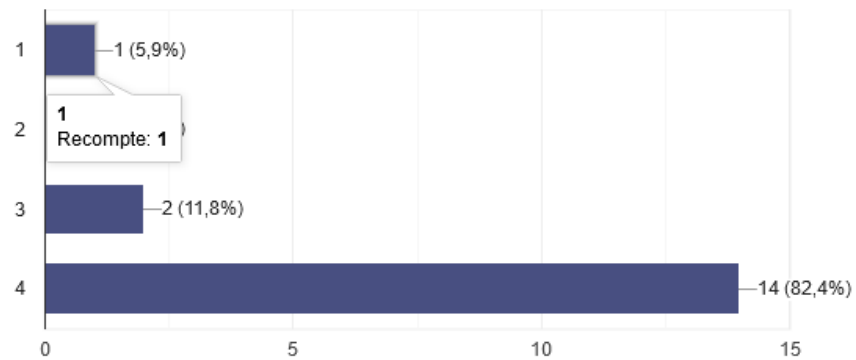
AE <i>4 pts</i> constant cooperative work and equitative work loads.	AN <i>3 pts</i> Cooperative work most of the time. Good coordination.	AS <i>2 pts</i> Some coordination but too much individual work.	NA <i>1 pt</i> No coordination at all. Individual task.
--	---	---	---

2) They will have a self assessment form in the classroom.

<https://forms.gle/wUGzFDUrS9411x5S9>

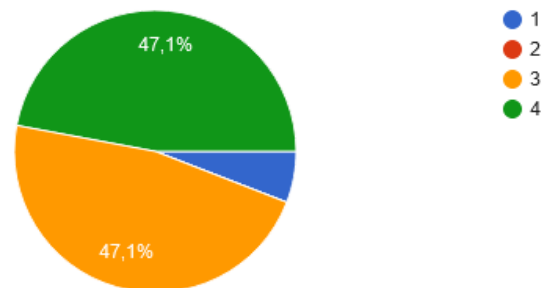
1. I have collaborated in the elaboration of the card game.

17 responses



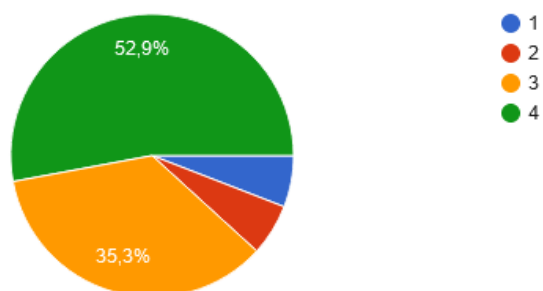
2. I have worked efficiently for the team work.

17 responses



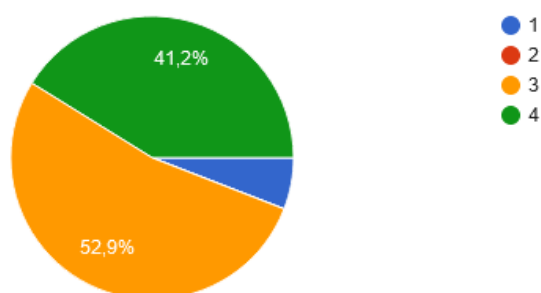
3. I make the most of the time dedicated to the task.

17 responses



4. I have learnt with this task.

17 responses



5. General comments on the activities.

11 responses

I think it's a great way to learn playing, because we improve feeling good and no bored because of writing all the class.

I work with my mate very good!

We worked really well in pairs and this game was another way to learn playing, I really enjoyed it!

I do the activity alone because JAMES It's appsent

I think is very good for our learn that we make like this tipe of activities in pair/groups because in my opinion we learned more like that than only copy poower points.
-----UwU-----

I like thiese

I like it

3) They will play with their mate's card games and they will assess their games through this rubric.

	4	3	2	1
The pictures are clear and show the historical events.				
The presentation is attractive.				
The dates are correct.				
The selection of historical events is coherent with their importance.				

4: Perfect.

3: Well done.

2: Can improve.

1: Not at all.

IMAGES:

