**DIDACTIC UNIT**

**Subject:TheEnglishCemetery**

**Teacher: Carmen Moreno Montiel**

**Title:Foreign influence on the history of Malaga and the English Cemetery. 4th ESO**

**Number of sessions: 6 /7 Level: B1**

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| **Learning outcomes/Evaluation criteria** | By the end of the unit, the students will be able to:   * Present contents related to history and our legacy in English. * Know quite unknown details of our recent local history. * Visit some historic places linked to those historic facts we are studying about. * Use TIC elements, such as computers, projectors, software…in order to search for information and prepare presentations. |
| **Subject contents** | Spanish History, especially focussed on Malaga, since 1800 to nowadays |
| **Language Contents/ Communication** | Vocabulary:tomb, tombstone, gate, consulate, burial, bury, graves, graveyard ….a lot of words related to death and cemeteries + revision of vocabulary used for historic explanations.  Structures:all the advanced grammar structures: reported speech, perfect tenses, passive, relative clauses…  Discurse type: Expositive/narrative  Language skills: all of them: listening/speaking, reading/writing |
| **Cultural/contextual elements** | We will use a visit to a quite unknown historic monument belonging to our legacy to open, present and study a wide range of topics related to our local history and heritage, such as:   * c * The Civil War and Post-war: Gerald Brenan, Gamel Woolsey. * Generation of 27 and Malaga: Jorge Guillén. * The history of the English Cemetery of Malaga: Past, present and future. * Mary Grice-Hutchinson, “El ingles de la peseta”, Dr. Noble and other “celebrities” in the English Cemetery. * Five mottoes in Malaga´s emblem: link to the English Cemetery. |
| **Tasks and activities** | 1st two sessions:   * Presentation in class of this historic space and its significance as a mirror reflecting the recent history of our city and province * Exploring its web page: <http://cementerioinglesmalaga.org/> * Divission of the class into groups and draw to get a topic to work on.   3rd session:   * Visit to the English Cemetery and other related places in Malaga centre. Gymkana to get to know a bit better that place.   4th session:   * In the classroom: group work to brainstorm and decide the way in which they will carry out their projects * If necessary, the teachers will clarify any doubts about the topic.   5th, 6th and 7th sessions:   * Expositions in class on the topics they have been searching for. They will be oral expositions with the support of ppts. |
| **Methodology** | Organization and class distribution:  The class group will be divided into groups(10-12 groups)  Resources: Internet; a physical visit to the place, with the opportunity to contact with a guide specialised in this monument; the school library; local libraries. |
| **Key competences** | We consider that the key competences involved in our project are:   * **communication in the mother tongue**, when reading and searching for information. Since the topic is related to Spanish history and culture, the information they will find will be recorded mainly in Spanish. * **communication in foreign languages(English)**. We will use English as the communicative vehicle in our classes. The visit to the monument and the documents for the gymkana will be in English, and the students will have to present their expositions in English. * **mathematical competence and basic competences in science and technology**. Sincerely, this is the least involved key competence, though it will not be completely absent, since we will discuss some issues having to do with science and technology (the industrial revolution, the 19th century plagues, facts and figures, statistics….) * **digital competence.** We will use TIC elements in class to present the contents (webpages, videos…), and the students will have to carry out their investigation on the Internet, and then, use programs or applications to finish their presentations, which will be projected in class. * **learning to learn.** The students will organize and select the contents and knowledge they find according to some specified criteria. They will also work in groups, in a collaborative way, so they will have to distribute different tasks according to their likes and preferences. * **social and civic competences**. The students will learn about different systems of government (absolutism, dictatorship, democracy) and the struggle and pain to reach to the present moment through fight, war, revolutions… They will also analyse the different mottoes present in Malaga´s emblem and how they were granted to our city. They will come into contact with values somehow forgotten, as the need for individual sacrifice to achieve a better future for all. * **sense of initiative and entrepreneurship.** The students will manage their own projects in a quite independent way, so they will have to show their creativity and autonomy to fulfil their objectives. * **cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts). |
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