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TAREA PARA LA UNIDAD 3

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Tarea unidad 3

En esta unidad hemos tratado acerca de los recursos y las estrategias TIC en relación con el aprendizaje de lengua y contenidos, y por tanto la tarea final tendrá como objetivo conocer qué recursos hay disponibles en relación con CLIL y cómo diseñar materiales utilizando los mismos y las estrategias basadas en el trabajo por tareas, WebQuests y Webtasks.

Dicha tarea constará de dos partes:

1ª Parte: Seleccionar de 3 a 5 recursos muy concretos pensando en trabajar dos temas determinados del currículo en una materia y nivel educativo determinado, indicando además qué criterios de evaluación se están contemplando.

Esa elección de recursos con la explicación de cómo pensáis que se podrían usar en el aula CLIL debéis enviarla a través del foro, donde yo comentaré y cualquiera de los compañeros puede igualmente ver y opinar.

Recopilación de lo expuesto en el foro del tema 3 (he intentado reagrupar toda la información dispersa en diferentes mensajes)

GEOGRAFIA E HISTORIA TERCERO Y CUARTO DE ESO

CIENCIAS SOCIALES, GEOGRAFÍA E HISTORIA (Tercero y Cuarto de la ESO) - EDUCACIÓN SECUNDARIA OBLIGATORIA (ESO) - MINISTERIO DE EDUCACIÓN Y CIENCIA

REAL DECRETO 1631/2006, de 29 de diciembre, por el que se establecen las enseñanzas mínimas correspondientes a la Educación Secundaria Obligatoria.

Ministerio de Educación y Ciencia (BOE núm. 5, viernes 5 de Enero de 2007)
<http://www.e-torredebabel.com/leyes/Eso-Loe/ciencias-sociales-3-4-Eso.htm>

TEMAS ELEGIDOS:

- Tercer curso ESO

Bloque 2. Actividad económica y espacio geográfico.

Las actividades agrarias y las transformaciones en el mundo rural. La actividad pesquera y la utilización del mar. La actividad y los espacios industriales. Diversidad e importancia de los servicios en la economía actual. Toma de conciencia del carácter agotable de los recursos, de la necesidad de racionalizar su consumo y del impacto de la actividad económica en el espacio.

Criterios de evaluación

Describir las transformaciones que en los campos de las tecnologías, la organización empresarial y la localización se están produciendo en las actividades, espacios y

paisajes industriales, localizando y caracterizando los principales centros de producción en el mundo y en España y analizando las relaciones de intercambio que se establecen entre países y zonas.

Se trata de evaluar que se conocen los principales tipos de industrias, se identifican las actuales formas de producción y los nuevos paisajes industriales y localizan las zonas productoras de energía y bienes industriales más destacados, reconociendo las corrientes de intercambio que genera la producción y el consumo.

Respuesta:

AQUÍ HAY VARIOS RECURSOS QUE ENCONTRÉ EN SLIDESHARE.

El primero contiene un vídeo introductorio y enlaces para actividades. He incluido estos enlaces y algunos otros recursos que sirven para reforzar el conocimiento.

- 1- **Excelente presentación de lección para “Year 11” Farming**
<http://www.slideshare.net/cgeo28/gcse-farming-session-1>

Definición de agricultura.

- **Actividad 1:** Watch vídeo incluido a modo de introducción (incluido en la presentación)
- **Actividad 2:** Esta presentación también incluye: una lectura (The Farming System) en <http://geobytesgcse.blogspot.com/2008/04/farming-introduction-farming-system.html>

□ **Tarea 1:** Estudiar el sistema de agricultura del diagrama (incluido en la presentación) y explicarlo por escrito.

Actividad 3: Watch video “What intensive farming means -- for the animals and for the environment”. (BBC Countryfile) Explica la rentabilidad de una explotación ganadera moderna intensiva, y también sus desventajas.

<http://www.youtube.com/watch?v=tJpxaWR2J-c>

□ **Tarea 2:** Explicar la diferencia entre agricultura intensive y extensive. Busca por tu cuenta y toma nota de lo que encuentres.

□ **Tarea 3:** “Bajar los estudios concretos de “web enquiry”document de word. Seguir las instrucciones y enlaces y completar las hojas de tarea (deben incluir mapas y diagramas) Papeles informativos para que los alumnos puedan usar como ayuda en sus tareas: <https://sites.google.com/a/kings-wton.co.uk/geography/Home/year-11-farming>

- 2- **Repaso:** <http://www.slideshare.net/ajp/farming-system-types-and-decisions-and-distribution-ap-441889> Presentación de Powerpoint en Slideshare.

- Esta presentación trata sobre la agricultura como actividad económica del sector primario.
 - Cómo a partir de la agricultura se genera una industria (alimentaria), se distribuye y comercializa.
 - El paso de una agricultura de subsistencia a una agricultura comercial.
 - Características de la agricultura tradicional. Ventajas y desventajas
 - Características la agricultura de comercio. Ventajas y desventajas.
 - Inversión humana, material y de capital - proceso agrícola - salida al público
- **Actividad:** Ver vídeo **How Earthworks Trains Teenagers to Grow Food**. Este video es una introducción a la agricultura para adolescents.
<http://www.5min.com/Video/How-Earthworks-Trains-Teenagers-to-Grow-Food-303549814>
 - **Test**→ **How much do you remember?**
<http://www.slideshare.net/gceyre/farming-quick-quiz>

3- **Presentación de powerpoint** sobre diferentes sistemas de agricultura siguiendo diferentes criterios. <http://www.slideshare.net/total/lesson-4-farming-systems> La presentación está dividida en secciones. Al final de cada sección el alumno deberá completar una actividad interactiva.

- **Actividad de refuerzo a la primera sección. Actividad interactiva**
 - **Tarea (en Word document)**→ ¿Qué afecta a la distribución de las explotaciones ganaderas en una zona geográfica? (este trabajo se refiere al Reino Unido, sería aplicable a otro país o región)
 - Un caso de estudio: La conversión de una granja de explotación intensiva a la granja orgánica.
 - Quiz - qué etiqueta indica que el producto es orgánico?
- **Actividad:** Ver video “Promoting Sustainable Agriculture” by [the Jane Goodall Institute](#). Como una agricultura sostenible puede ayudar a muchas comunidades rurales salir de la pobreza. <http://vimeo.com/4984433>
 - **Tarea** - Usando la información adquirida del estudio anterior escribir un esquema sobre lo aprendido sobre la granja orgánica.
 - **Trabajo para casa** - investigar sobre cultivo intensivo y cultivo orgánico. Traer la máxima información posible y una lista de páginas web que informen al respecto.

Más recursos:

Videos:

What intensive farming means -- for the animals and for the environment. (BBC Countryfile) Explica la rentabilidad de una explotación ganadera moderna intensiva, y también sus desventajas. <http://www.youtube.com/watch?v=tJpxaWR2J-c>

Promoting Sustainable Agriculture by the Jane Goodall Institute. Como una agricultura sostenible puede ayudar a muchas comunidades rurales salir de la pobreza. <http://vimeo.com/4984433>

How Earthworks Trains Teenagers to Grow Food. Este video es una introducción a la agricultura para adolescentEs. <http://www.5min.com/Video/How-Earthworks-Trains-Teenagers-to-Grow-Food-303549814>

Páginas con otros recursos:

The Agriculture in the Classroom National Resource Directory is an online searchable database that lists hundreds of educational resources designed to help educators locate high quality classroom materials and information to increase agricultural literacy among their Pre-K through 12th grade students. For teachers, you can find lesson plans, games, virtual tours etc: <http://www.agclassroom.org/teacher/index.htm>

For students it depends of age range, there is the kid' section and teens zone: <http://www.agclassroom.org/student/index.htm>

School History. Cómo la agricultura cambió el mundo. Tiene juegos, quizzes, diagramas, recursos etc. <http://www.schoolhistory.co.uk/revision/agriculture.shtml> □

Farming and Countryside Education - <http://face-online.org.uk/join/> Interesante catálogo de recursos para estudiantes de secundaria. Desde diccionarios a cursos de agricultura, ganadería y alimentación, tópicos como globalización y efectos de la agricultura en el paisaje y medioambiente. http://www.face-online.org.uk/index.php?option=com_sobi2&catid=193&Itemid=1185&lang=

[4-H Virtual Farm](#) [] - Online tours of wheat, dairy, fish, beef, and poultry farms.

[Camp Silos](#) [] - Explores the prairie, pioneer farming, the story of corn, and the future of farming.

[CyberSpace Farm](#) [] - A virtual look at Kansas farms from the experts who live and work there.

[Factory Farming](#) [] - Explores the negative side of intensive animal agriculture.

[Farm Life and Farm Animals](#) [] - Students from more than a dozen countries tell about life on the farm.

[Farm Safety 4 Just Kids](#) [] - Includes safety tips, coloring pages, print-and-color brochures, and interactive quiz.

[Farm Service Agency for Kids](#) [] - Coloring, games, puzzles, animal photos and agriculture trivia.

[Food and Agricultures of the World](#) [] - Covers topics such as the history of food, nutrition, and agriculture as well as current farming practices across the globe.

[Harvest of Fear](#) [] - Reports on the risks, benefits, hopes, and fears of genetically modified food crops. Includes interviews with scientists, food industry representatives, farmers, and critics. From PBS.

[Harvest of History](#) [] - Explore a virtual village and see videos about how food production has changed over the last hundred years.

[Healthy Farm Practices](#) [] - Presents facts about organic dairy, cows and milk, as well as instructions for homemade dairy projects.

[MooMilk](#) [] - Learn about cows, milk, and the dairy industry through fun facts, games, recipes, and a virtual tour.

[National Agricultural Library Kids' Science Page](#) [] - Lists of books, articles, and websites on specific agricultural subjects. Also includes related science fair projects, biographies of leading scientists, and 4-H projects.

[Organic Kids' Zone](#) [] - Learn how organic farmers use earth-friendly methods to grow healthy food. Includes an activity book to download, and instructions for building a worm compost bin.

[Science For Kids](#) [] - Offers news about plants, animals, and other agricultural issues. Also includes pop quizzes, and pictures. Site is available in Spanish.

[The Farm](#) [] - Learn about life on the farm by watching videos, taking a short trivia quiz, and a virtual tour of an exhibit at the Museum of Science and Industry in Chicago, Illinois.

[The Great Corn Adventure](#) [] - An animated history about corn, where it came from, how it is grown, what it is used for.

[The Inside Scoop on Farms](#) [] - Thinkquest site offering a look at dairy, livestock, and crop farms, as well as machinery. Includes a glossary and games.

[Tiki's Guide to Food](#) [] - Explains what food is, where it comes from, and how it is made.

[Why Biotech](#) [] - Explains how advances in food biotechnology could help feed a growing population, grow more nutritious foods, and keep the earth productive and healthy.

- Cuarto curso ESO

Bloque 2. Bases históricas de la sociedad actual.

Transformaciones políticas y socioeconómicas en el siglo XIX. Revolución industrial. Revoluciones políticas y cambios sociales. Formas de vida en la ciudad industrial.

Criterios de evaluación

Identificar los rasgos fundamentales de los procesos de industrialización y modernización económica y de las revoluciones liberales burguesas, valorando los cambios económicos, sociales y políticos que supusieron, identificando las peculiaridades de estos procesos en España.

Este criterio pretende evaluar que se reconocen los cambios que la revolución industrial introdujo en la producción y los diferentes ritmos de implantación en el territorio europeo, así como las transformaciones sociales que de ella se derivan. Asimismo, permite comprobar si se conocen las bases políticas de las revoluciones liberales burguesas y si se identifican y sabe explicarse los rasgos propios de estos procesos en España.

Respuesta:

Objetivos:

Que el alumno sea capaz de...

- Identificar los rasgos fundamentales de los procesos de industrialización y modernización económica.
- Conocer los cambios en la producción económica.
- Saber diferenciar cómo la Revolución Industrial afectó de forma diferente a los diversos países europeos.
- Conocer las características de las revoluciones liberales burguesas, valorando los cambios económicos, sociales y políticos que supusieron.

Recursos:

- **Actividad Introdutoria: Introducción general para el tema de la Revolución industrial - Presentación** <http://www.slideshare.net/Gemae/industrial-revolution-6592639>
- **Actividad 1: ¿Qué es lo que llamamos “Revolución Industrial? The Industrial Revolution is a term describing the massive changes in production and**

manufacturing that happened in the 18th and the 19th century. The movement started in Britain and spread to the rest of Europe and North America and led to significant changes in various social institutions. Mining, agriculture and transport were profoundly modified and the way average people lead their everyday lives changes dramatically. It is a significant event in human history. <http://www.teach-nology.com/themes/social/indrev/>

- **Actividad 2:** Watch the following videos
 - History of steam engine. <http://www.youtube.com/watch?v=pZe0cVfKSEE&feature=related>
 - Great Inventors of the Industrial Revolution <http://www.youtube.com/watch?v=12JiYpSiEvY&feature=related>

- **Actividad 3:** read the following links:
 - <http://www.schoolshistory.org.uk/IndustrialRevolution/beforeindustrialisation.htm>
 - <http://www.historyworld.net/wrldhis/PlainTextHistories.asp?HistoryID=aa37&ParagraphID=#>
 - Quizz <http://www.schoolhistory.co.uk/quizzes/industrial/textiles.htm>
 - Quizz <http://www.schoolhistory.co.uk/quizzes/industrial/industrial.htm>

- **Tarea 1:** Hacer un esquema sobre los inventos que marcaron la Revolución Industrial

- **Actividad 4:** ver presentación sobre las consecuencias político-económicas de la Revolución Industrial. http://www.slideshare.net/grieffel/ch12-age-of-industry?src=related_normal&rel=6996
- **Actividad 5:** watch the following videos:
 - http://www.dailymotion.com/video/xd9u2l_a-brief-history-of-the-corporations_news
 - <http://www.youtube.com/watch?v=hl5XY6QpVCc>

- **Actividad 6: Read:** The Nineteenth Century. http://faculty.ucc.edu/eghdamerow/19th_century.htm
- **Actividad 7: Read:** Communism/Socialism vs Capitalism <http://lilt.ilstu.edu/rrpope/rrpopepwd/articles/communism.html>
 - **Tarea 2:** write an essay about the previous readings.

- **Activity 8:** Presentation About the negative effects of the Industrial Revolution. http://www.slideshare.net/eben_cooke/negative-effects-of-the-industrial-revolution

- **Activity 9:** Watch videos: Industrial Revolution: Journey through the Eyes of Children. Children's Working and living conditions during this period of time. Many of these photos come from the United States during the 1920s and 1930s. The industrial revolution began well before the advent of affordable photography, and hence much of it can only be seen in British art.
<http://www.youtube.com/watch?v=IBE7QO1NU-I&feature=related>
<http://www.nettlesworth.durham.sch.uk/time/victorian/vindust.html>
- **Tarea 3:** Watch video (4 parts) **The Children Who Built Victorian Britain**
- <http://www.youtube.com/watch?v=7JPmVBxsTa8&feature=related>
- <http://www.youtube.com/watch?v=vp0fF0ygtAU&feature=related>
- <http://www.youtube.com/watch?v=WCclhz0p1Lo&feature=related>
- <http://www.youtube.com/watch?v=3rV7xNYyUf0&feature=related>
- **Tarea:**
- Write an essay with your thoughts about the video you have watched.
- Quizz general test about the Industrial Revolution:
<http://www.schoolhistory.co.uk/quizzes/industrial/industrial.htm>

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Videos:

History of the steam engine.

<http://www.youtube.com/watch?v=pZe0cVfKSEE&feature=related>

Great Inventors of the Industrial Revolution

<http://www.youtube.com/watch?v=12JiYpSiEvY&feature=related>

US History Project - Inventions of the Industrial Revolution

<http://www.youtube.com/watch?v=o-ljHqiUark>

Industrial Revolution: Journey through the Eyes of Children. Children's Working and living conditions during this period of time. Many of these photos come from the United States during the 1920s and 1930s. The industrial revolution began well before the advent of affordable photography, and hence much of it can only be seen in British art. <http://www.youtube.com/watch?v=IBE7QO1NU-I&feature=related>

We are History - 2x05 The Industrial Revolution: Factory or Friction? - Video muy divertido en dónde se recrea el estilo de vida durante este periodo.

<http://www.youtube.com/watch?v=TFXNld4cxDs&feature=related>

"Mill Times" The Origins and Development of the Mechanized Textile Industry in Documentary and Animation. 6 partes: Contiene también narración en dibujos animados.

1. http://www.youtube.com/watch?v=8H71c_ulUq4&feature=related
2. <http://www.youtube.com/watch?v=CdLeXgaYesQ&feature=related>
3. <http://www.youtube.com/watch?v=aFNIVBOWV3o&feature=related>
4. http://www.youtube.com/watch?v=_ctEVfHeYQs&feature=related
5. <http://www.youtube.com/watch?v=9wsw2h-NJ6A&feature=related>
6. <http://www.youtube.com/watch?v=sDzuaZA-tMc&feature=related>

'History of Britain' clip, Victorian era; industrialization. Working Conditions of Textile Workers. <http://www.youtube.com/watch?v=MllrnSZxTkY&feature=related>

The Industrial Revolution is a term describing the massive changes in production and manufacturing that happened in the 18th and the 19th century. The movement started in Britain and spread to the rest of Europe and North America and led to significant changes in various social institutions. Mining, agriculture and transport were profoundly modified and the way average people lead their everyday lives changes dramatically. It is a significant event in human history.

<http://www.teach-nology.com/themes/social/indrev/>

BBC/OPEN2NET- What the Industrial Revolution Did for Us From boiling a kettle to working in an office, much of the modern world is shaped by the achievements of the Industrial Revolution. This six-part OU/BBC series uncovers the scientific, technological and political changes of the 19th century that continue to impact on our lives today. <http://www.open2.net/industrialrevolution/>

Learn about the History of the Industrial Revolution, Industrial Revolution Trivia, the Key People, Places and Documents Important to the Industrial Revolution, and Key Facts about Immigration to the United States during the Industrial Revolution on KidInfo.com's History of the Industrial Revolution Resource Page. http://www.kidinfo.com/american_history/industrial_revolution.html

The Industrial Revolution Home Page This site was created for a dual purpose: 1 - as an online resource for middle school teachers and as a project for a graduate class at the University of Houston. This site is a collaborative effort between two educators. The uniqueness of this partnership lies in the fact that the educators are sisters, and although live a vast distance apart, were able to complete the project through the use of technology. Lesson Plans of different topics within the Industrial Revolution such as Inventions, Working Conditions, Big Business, Labour, Production. American English is used here. It can be useful but Spanish teachers must contextualise this page as it is made for American teachers/students. http://atlantis.coe.uh.edu/archive/sstudies/sstudies_lessons/ssles5/lessonplans.html

The *Internet Modern History Sourcebook* now contains thousands of sources and the previous *index* pages were so large that they were crashing many browsers.
<http://www.fordham.edu/halsall/mod/modsbook14.html>

Otras páginas útiles para actividades y tests:

- Industrial Revolution Lesson Plans
[Photographs of Lewis Hine: Documentation of Child Labor](#)
A lesson plan from the [National Archives and Records Administration](#) which uses primary sources.
- [Industrial Revolution](#)
A SCORE CyberGuide providing a web-based activity.
- [Industrial Revolution Teaching Theme](#)
Links to lesson plans, worksheets, webquests, and resources.
- [The Industrial Revolution](#)
A middle school unit created by a teacher from the North Pole Middle School, North Pole, Alaska.
- [The Industrial Revolution: A WebQuest](#)
For another WebQuest, see [Industrial Revolution: A WebQuest on the Birth of Modern Times](#).

2ª Parte Una vez comprendido en qué consisten tanto la WebQuest como la Webtask, en esta 2ª parte vais a volver a los temas sobre los que habéis buscado recursos y a diseñar una Webtask, para lo que habrá que:

- Decidir los recursos web que vas a utilizar, posiblemente puedes elegir entre los ya localizados anteriormente.
- Definir la tarea que será el producto de la Webtask,
- Definir la pre-tarea y post-tarea (de haberlas) y las actividades en las que consisten.
- Definir el contexto

Esta página puede darte ideas acerca de la tarea que puedes plantear:

http://isabelperez.com/clil/clil_m_2_1.htm

No es preciso que te extiendas mucho o que la tarea y actividades sean muchas o muy largas, plantéate una tarea que se pueda llevar a cabo en una sesión de clase.

Esta 2ª parte la debes plasmar en un documento y enviarlo a través de la plataforma.

Respuesta:

Esta segunda parte tratará de la sesión introductoria del tema Transformaciones políticas y socioeconómicas en el siglo XIX. Revolución industrial. Revoluciones políticas y cambios sociales. Formas de vida en la ciudad industrial. El cual pertenece al Bloque 2: Bases históricas de la sociedad actual, de cuarto de ESO

Una sesión dura aproximadamente 55 minutos. Ya apunté que la sesión sería introductoria ya que el tema a tratar requiere bastantes más sesiones dada su extensión y complejidad.

Lo alumnos son de cuarto de ESO, eso es que comprenden una edad que oscila entre 14 a los 16 años. Se supone que ya han pasado por 5 años de enseñanza de la lengua inglesa.

Vamos a realizar una webtask. La webtask se puede definir como una actividad que implica la realización de una tarea utilizando recursos de la Web en la lengua objeto, dicha tarea tendrá un **objetivo fundamentalmente comunicativo o reflexivo** y estará más enfocada al **significado** que a la forma, aunque también se puede hacer hincapié en ésta cuando surge la oportunidad y/o al principio o final de la tarea (Isabel Pérez).

La **tarea** es una actividad que requiere que los alumnos usen el lenguaje poniendo la atención no en la forma sino en el significado para conseguir un objetivo”

Las características críticas de una tarea son:

- El estudiante desarrolla un plan de actuación. Es posible que sea modificado en su puesta en práctica pero ha de representar el punto de partida.
- La finalidad última es comunicar. Los estudiantes se comunican entre sí con los recursos que poseen. Las limitaciones y malentendidos se resolverán conforme los alumnos y alumnas aclaran lo que quieren decir (negociación del significado).
- Los procesos implicados en lograr completar una tarea reflejan procesos del mundo real. La tarea en si puede ser una tarea del mundo real ,ej. completar un formulario, o pueda necesitar una destreza que son aplicables en el mundo real, ej. Seleccionar y justificar una elección.
- Una tarea puede implicar cualquier destreza y muchas veces necesitará de varias actuando conjuntamente (leer para resumir por escrito, por ejemplo).
- Una tarea tiene un resultado comunicativo previamente definido. (En la enseñanza de lenguas este se limita a ser lingüístico, pero en AICLE se combinara contenido y lenguaje: un poster, una composición escrita, una exposición,...).

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Title: The Industrial Revolution

Description: This Web-task explores how the Industrial Revolution began in Great Britain, a country that contained just the right mix of raw materials, labourers, and people with money to make the development of the factory system possible. Along with advances in agriculture, the Industrial Revolution played a significant role in modernizing the world and providing it with new economic principles. **This is the introductory lesson (first day), we are going to contextualise the topic “Industrial Revolution”.** The session lasts 55 minutes.

Purpose: This session lesson serves to introduce students to the events and factors leading to the Industrial Revolution in Britain and other countries in North America and Western Europe. It is also meant to give students the tools and facts they need to negotiate with the notion of progress and be critical of the effects, costs and underlying factors of industrialization.

Objectives: The student must be able to

- Identify the fundamental characteristics of the processes of industrialization and economic modernization.
- Learn about the changes in the economic production.
- Know to differentiate how the Industrial Revolution affected differently to various European countries.

- Learn about the characteristics of the bourgeois liberal revolutions, valuing the economic, social and political changes that produced.

Grade Level: 4to ESO

Curriculum: Social Studies (History and Geography)

Keywords: enclosures, inventions, crop rotation, industrialization, textiles, transportation, factors of production, urbanization, living conditions, working conditions, class systems, capitalism, socialism, communism, corporations, laissez faire, entrepreneur, Marxism, unions, strikes.

Context: As a result of the Industrial Revolution, much advancement took place. The steam engine was introduced and there was lot of development in the agricultural methods which required lesser man power as a result of which the people started migrating towards urban areas contributing to the creation of metropolitan centers. Many factories were also set up and there were changes in the political system, institutions, society and economy. The population expanded and there were improvements in living standard. Many factories starting working and they used a lot of labor. One great disadvantage of all these conditions was the poor working conditions of the workers. They were used like machines and the aspect of humanity was completely ignored while making them work. The wages were not enough for them and the health conditions were not good. This continued for many years during the revolution. How are things now? Think about it.

Special needs: As this is a lesson in English and most of the students speak Spanish as a first language, it is recommended to hand out written material and instructions with some anticipation to the sessions. Most of the students are supposed to be in their fifth year of English lessons.

The evaluation of the content area and the language skills: all the materials will be accompanied by some form of evaluation that will be integrated in the initial, continuing and summative, assessment as well as through written and oral tests.

All contents will be evaluated but differently:

- It is warranted and it will be rewarded the effort in the in the use of the English language
- It will be not be penalized the lack of fluency in English language
- The contents of the DNL will have priority over the linguistic content.
- The student will be assessed in the English language always as long it is possible and the used the terminology and speech permit.
- It will be permitted the use of mother tongue insofar as strictly necessary

Type of discourse

- Science and technology (texts and videos)
- Descriptive (texts and videos)

- Narrative (texts and videos)
- Dialogue (during work in a group and in the classroom)

Language communicative skills:

- Summarize information, synthesize.
- Use of compensation strategies conducive to communication: explain through examples, to paraphrase, request clarification, use the immediate context, etc.
- Use of minted words.
- Use of non-linguistic strategies at the oral level: mimes, gestures, etc.

Pretarea

1- **Introduction to the topic**

Introduction Activities:

- a- Watch the video presented by the teacher
- b- Listen/Watch carefully the PowerPoint presentation about the Industrial Revolution.

Resources:

a- Video: Turning Points in History - Industrial Revolution
http://www.youtube.com/watch?v=3Efq-aNBkvc&feature=player_embedded

b- Presentation PowerPoint in SlideShare
<http://www.slideshare.net/grieffel/ch12-age-of-industry>

- 2- **Task: What do you think the Industrial Revolution was?** The students will make pairs and write down on a paper a few lines about what they think about it. Expose later to the classroom.

The Teacher's intervention will clarify in few words what the Industrial Revolution. **¿Qué es lo que llamamos "Revolución Industrial?** The Industrial Revolution is a term describing the massive changes in production and manufacturing that happened in the 18th and the 19th century. The movement started in Britain and spread to the rest of Europe and North America and lead to significant changes in various social institutions. Mining, agriculture and transport were profoundly modified and the way average people lead their everyday lives changes dramatically. It is a significant event in human history.

The “pre-tarea” is used to set the scene and analyse the difficulties that may appear: it ensures that students have the clear fundamental concepts; explain the reason for the task and which is intended to discover; provide and verify understanding of instructions; respond to any questions of the part of students and motivate them to complete the task. Remember in this connection, that all this has to be done in the L2 to ensure contact with the tongue. This phase also covers all the difficulties (primarily lexical and less grammatical to be necessary to perform the task) examples of pre-tarea include a brainstorming (which starts at the individual level and ends at the collective level); a text where you have to order the stages of a process (which itself could serve to introduce the instructions) etc.

Tarea: Planned Tasks for the students

Now we are in the task itself: develop an experiment, write a story, make a demo, deliver a piece of observation of a physical phenomenon, complete a silent map, etc.

These tasks are supposed to be done in the following sessions because the students will need to prepare them with some time beforehand.

1- Work in a group:

- a- In your groups, you are to research and examine an aspect of the Industrial Revolution, and then present your findings to the class. You and your group will provide information to your classmates in a 10 minute presentation during which you may use posters, overheads, pictures, multi-media presentations and/or role-play.
- b- Moreover, you (your group) must provide each person in the class a hand out which contains information related to your topic.

2- Work alone:

- a- Each student must write an essay on the most significant development related to the Industrial Revolution.
- b- In conclusion, write a short paragraph answering the reflection questions below (post-tarea).

❖ Each group will be assigned one of the following topics:

- Agriculture
- Steam Engine. Internal Combustion Engine, and other inventions.

- Communication and Transportation
- Factory System
- Mining, Iron and Steel Industry
- Textiles and Mills
- Growth of Cities
- Child Labour
- Women's Rights
- Economic Systems: Capitalism v. Comunism
- Reforms as a Result of the Industrial Revolution

The Process (what do you have to do?)

Your presentation and hand-out must include the answers to the following questions:

1. When did the Industrial revolution start?
2. Why/How did it start?
3. What innovation/change occurred and how things were done before the Revolution?
4. Mention some of the technological innovations.
5. Who was/were the main people involved in this change?
6. In which country did the innovation/change first take place? What countries followed?
7. How did the innovation/changes in this area affect the Industrial Revolution and/or people as a whole?
8. What social changes did the Industrial Revolution trigger?
9. What consequences did the Industrial bring?
10. How are we affected by the innovation/change today?

Working in a group:

1. Examine various resources available to the group.
2. Answer the questions.

3. Share your answers with the group.
4. Plan how you will present these answers.
5. Create the hand out and provide a copy a block period before the presentation.
6. Let your teacher know at least one day in advance if you need special equipment for your presentation.

Resources for the different topics:

➤ **Here you will find some useful dictionaries and glossaries. (for everybody)**

- a) Word Reference Dictionary (Multilingual)
<http://www.wordreference.com/es/>
- b) Diccionarios.com (Also synonyms and antonyms)
<http://www.diccionarios.com/>
- c) Cambridge Dictionaries Online <http://dictionary.cambridge.org/>
- d) Glossary Cotton times <http://www.cottontimes.co.uk/glosso.html>
- e) Industrial Revolution Glossary
<http://industrialrevolution.sea.ca/glossary.html>

➤ **General Information (for everybody)**

Industrial Revolution: Historyteacher.Net
<http://www.historyteacher.net/APEuroCourse/WebLinks/WebLinks-IndustrialRevolution.htm>

Industrial Revolution: Fordham University
<http://www.fordham.edu/halsall/mod/modsbook14.html>

<http://www.learnhistory.org.uk/1750/>

<http://www.spartacus.schoolnet.co.uk/IndustrialRevolution.htm>

➤ **Agricultural Revolution**

The Agriculture Revolution. School History
<http://www.schoolhistory.org.uk/agriculturalrevolution.htm>

<http://www.schoolhistory.co.uk/gcselinks/industrialrevolution/agricultureworksheets.shtml>

Transformation of the Agrarian Economy http://www.family-ancestry.co.uk/history/england/agricultural_revolution/

BBC History

http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml

➤ *Inventors and Machine Inventions*

Famous Businessmen/Inventors <http://www.neotech.com/businessmen/part6.html>

Famous Businessmen/Inventors <http://www.neotech.com/businessmen/part7.html>

➤ *Transportation and the Industrial Revolution*

Transportation: Clemson University

<http://people.clemson.edu/~pammack/lec122/amtran.htm>

Transportation: Railroads

http://www.raken.com/american_wealth/railroad_barons/railroad_tycoons1.asp

Transportation: Steam Engine and Watt

<http://www.saburchill.com/history/chapters/IR/018.html>

➤ *Factory System and the Industrial Revolution*

Factories: HistoryLearningSite

http://www.historylearningsite.co.uk/great_britain_1700_to_1900.htm

Factories: West Virginia University

<http://www.victorianweb.org/history/workers2.html>

Factories: Sweatshops

<http://americanhistory.si.edu/sweatshops/index.htm>

➤ *Textiles and Mills*

Cotton Mills

<http://narvellstrickland1.tripod.com/cottonmillhistory2/index1.html>

Samuel Slater and Mills <http://www.woonsocket.org/slater.htm>

Textile Mills <http://165.29.91.7/classes/humanities/amstud/97-98/waterpwr/>

➤ *Mining, Iron and Steel Industry*

History.com <http://www.history.com/topics/iron-and-steel-industry>

Encyclopedia.com http://www.encyclopedia.com/topic/Iron_industry.aspx

Coal mining <http://www.cmhrc.pwp.blueyonder.co.uk/>

➤ *Growth of Cities and the Industrial Revolution*

Cities: HistoryLearningSite

http://www.historylearningsite.co.uk/diseases_industrial_revolution.htm

Cities: Migration

<http://www.let.leidenuniv.nl/history/migration/chapter3.html>

➤ *Child Labor and the Industrial Revolution*

Child Labor: Liberty Haven

<http://www.libertyhaven.com/countriesandregions/britain/childlaborbritish.html>

➤ *Women and the Industrial Revolution*

Women in World History

<http://www.womeninworldhistory.com/lesson7.html>

Women Miners

<http://www.fordham.edu/halsall/mod/1842womenminers.html>

Women's Role

<http://www.magistrix.de/texte/Schule/Referate/Geschichte/The-role-of-women-during-the-industrial-revolution.257.html>

➤ *Economic Systems*

Communism Vs Capitalism <http://www.buzzle.com/articles/communism-vs-capitalism.html>

Ideologists. <http://library.thinkquest.org/16500/EconoHistory/page4.html#>

➤ Reforms

Effects of the Industrial revolution <http://www.spiritus-temporis.com/industrial-revolution/effects.html>

The Protest Movements.
<http://www.schoolhistory.org.uk/protestmovements.htm>

Reforms as a Result of the Industrial Revolution.
<http://www.victorianweb.org/history/hist2.html>

Impact of the Industrial Revolution.
<http://industrialrevolution.sea.ca/impact.html>

❖ Individual Tasks

- 1- Essay (This is supposed to be done after the lesson is more advanced, after some sessions)

Write an essay on the following question: What was the most important invention/innovation of the Industrial Revolution and why?

Post-Tarea

The “post-tarea” allow students to submit their results but also to reflect on the process: what worked well? Because? What was more complicated? Why? Also at this stage you can enter metalinguistic activities: think about the mistakes, analyze more appropriate ways to use the L2, debug some of the speeches that have been poor from the linguistic point of view or even exercise some structure concrete that it has been difficult for many students and there are interfered in carrying out the task.

Reflection (This is supposed to be done at the end of the lesson The Industrial Revolution)

Answer the following questions:

1. What was the most interesting item you learned about the Industrial Revolution?

2. What source was the most valuable to you in preparing for this assignment?
3. How would you change this unit to make it more effective?