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| **Language Panda Lesson Plan Worksheet** | | | | | |
| **Title of your project** | **Annotating art with Timeline** | | | | |
| **Keywords for your project:** | **Writing**  **Knightlab timeline**  **Spanish** | | | | |
| **Duration of project:** | **Semester-long** | | | | |
| **Activity URL (if applicable)** | **http://timeline.knightlab.com/** | | | | |
| **Brief description of activity:** | Students create an interactive, digital timeline using a mural featuring scenes from Spanish history. The artistic and analytical extension activity provides an active-learning opportunity through which students not only acquire knowledge, but also create meaning. By applying their knowledge of Spanish history and the process of writing history to create their own historical narrative, students think critically about cultural objects, their purposes, and their construction. | | | | |
| **STANDARDS** | **LESSON OBJECTIVES** | | | | |
| What are the communicative and cultural objectives for the lesson? | **Communication**  *and*  **Cultures** | *Which modes of communication will be addressed?* | **Learners will be able to:**  **Identify key moments in Spain’s history; identify gaps in the representation of Spain’s history; write their own historical narrative** | | |
| 🞏 Interpersonal |
| X Interpretive |
| X Presentational |
| If applicable, indicate how this lesson connects to other standards and skills. | **Connections** | Connections with history classes | | | |
| **Comparisons** |  | | | |
| **Communities** |  | | | |
| **Other Standards and Skills** | **Learning history of Spain and engaging with artwork** | | | |
| **Lesson Sequence** | **Activity/Activities**  What will learners do?  What does the teacher do? | | | **Time\***  How many minutes will this segment take? | **Materials/Resources/ Technology**  What materials will you need? |
| **Step 1:** | Teacher will assign 7 groups a portion of Renau’s mural. Each group will be responsible for identifying the years represented, the importance of the scene, and explaining the figures included in their portion of the mural. Each portion of the mural corresponds to events covered in class. | | | 10 | **Mural, website** |
| **Step 2:** | Students will use texts from class and additional research to identify the required information for their. They will add that information to the timeline using Knightlab’s timeline website. | | | One class period | **website** |
| **Step 3:** | As a review of the material we have seen, students will present their portion of the mural | | | One class period | Website |
| **Extension** | Individually, students will identify an event that has been excluded from this telling of Spanish history. | | | homework |  |
| **Reflections** |  | | | | |

***Modified from: ACTFL Lesson Plan Template***