

 Universidad de los Andes >		Professional Practicum				LESSON PLAN TEMPLATE					
Name:		Elisa Duke		Grade:		5 <sup>th</sup>		Date:		August 26 <sup>th</sup>	
School:				Subject:		Social Science					
Unit's name:		Unidad 3: El período colonial en Chile									
Class Vision											
Unit's OA:		OA 8: Identificar, en su entorno o en fotografías, elementos del patrimonio colonial de Chile que siguen presentes hoy, como edificios, obras de arte y costumbres, entre otros.  Indicadores: <ul style="list-style-type: none"> <li>• Dan ejemplos de manifestaciones en el presente de rasgos culturales de origen colonial y que dan una identidad común al continente americano, tales como idioma, apellidos, comidas, fiestas, religión, arquitectura, etc.</li> <li>• Reconocen en su entorno cercano o en fotografías elementos de la arquitectura, urbanismo (ej., plano de damero) y arte colonial.</li> <li>• Dan ejemplos de continuidad y cambio entre el periodo colonial y la actualidad.</li> </ul>									
Class objective:		Students will be able to identify and reflect about the colonial heritage that we still have now a days in Chile.									
Conceptual knowledge (ideas, definitions, knowing)						Procedural knowledge (steps to develop the ability – knowing how to)					
-Colonial Heritage/patrimony -Colonial period (Organization of the territory, religion, politic organization, society, culture) -Colonial heritage/patrimony and its importance in the past and now a days -Colonial Heritage/patrimony and the importance of taking care of it -What is a heritage/patrimony -What is continuity -What is change						-Identify -Reflect					
End of class assessment											
<ul style="list-style-type: none"> <li>• How can we relate the Damero plane with all the colonial heritage/patrimony?</li> <li>• Why do you think is important to take care and preserve all this heritage/patrimony of the colonial period?</li> <li>• Why do you think it is important to visit the building?</li> </ul>											
Expected answers of End of Class Assessment with possible errors											

<ul style="list-style-type: none"> <li>How can we relate the Damero plane with all the colonial heritage/patrimony?</li> </ul> <p>-We can relate it because many of the buildings of the colonial heritage/patrimony have a special and important place in the Damero plane.</p> <ul style="list-style-type: none"> <li>Why do you think is important to take care and preserve all this heritage/patrimony of the colonial period?</li> </ul> <p>-We have to take care of the colonial heritage/patrimony, so we never forget from where we come from.</p> <p>-We have to take care of the colonial heritage/patrimony so future generations know where they come from.</p> <ul style="list-style-type: none"> <li>Why do you think it is important to visit the building?</li> </ul> <p>-Is important to visit this building to culturize ourselves because they are part of our history.</p> <p>-Is important to visit this building to understand better how the colonial period function.</p> <p>-Is important to visit this building to understand better what we learn in school, and to relate what we learn with real life.</p> <p>Expected errors:</p> <p>-Not remembering the Damero plane.</p> <p>-Not knowing how to relate de Damero plane with the colonial heritage/patrimony.</p> <p>-Not understanding and reflecting about the importance of taking care of the heritage/patrimony.</p> <p>-Not understanding the importance of visiting the colonial heritage/patrimony.</p> <p>-Not understanding why visiting the colonial heritage will help us learn better and relate the content with real life.</p>	
ULD principle:	<b>Recruiting Interest</b> (Optimize individual choice and autonomy (7.1)), <b>Perception</b> (Offer alternatives for visual information (1.3)), <b>Executive Functions</b> (Facilitate managing information and resources (6.3))
Collaborative work strategy:	<ul style="list-style-type: none"> <li><b>Positive interdependence:</b> The activity has common goals for a pair or group of students. The outcomes depend on the work of all the team members.</li> </ul>

Class script			
CLASS MOMENTS		Time	Rationale
	<ul style="list-style-type: none"> <li>Written in first person</li> <li>Strategies</li> <li>Teacher and students' key actions</li> <li>Questions, exercises and expected answers (packets should be included as Annexes)</li> <li>Always consider: <b>motivation strategy</b> (highlight in yellow), <b>UDL strategy</b> (highlight in light blue) and <b>collaborative culture strategy</b> (highlight in green)</li> </ul>	90 minutes	
<b>ENTRANCE ROUTINE</b> <ul style="list-style-type: none"> <li>Establish a procedure for entering the classroom in an orderly manner.</li> </ul>	<p>The teacher asks the students to take out their pencil case and sit down in silence so the lesson can start.</p> <p>The teacher says to the students that she will wait until there are in complete silence to start the lesson.</p>	5 minutes	

<ul style="list-style-type: none"> <li>- Get the attention of all students and greet them.</li> <li>- Ensure that students have the necessary resources for the class (spaces, materials, organization, supports).</li> </ul>			
<b>ANTICIPATORY SET</b>	<ul style="list-style-type: none"> <li>-The teacher shows the menu of the class in the PPT to the students, and they read it all together.</li> <li>-WALT (class objective), they create the class objective altogether and write it on the whiteboard. The teacher explains that is important to know about colonial heritage because almost all the buildings and pieces of art are still alive in our country.</li> <li>- After the WALT students must reflect about the question (What comes to your mind when you read the word heritage/patrimony?) discuss in two minutes with a partner and then share with the whole class to activate prior knowledge.</li> </ul>	15 minut es	I choose that question to activate prior knowledge to know if students know something about heritage/patrimony and start digging in the content. And I did think, pair, share so students can interact with other classmates and learn for each other.
<b>DEVELOPMENT</b>	<p>-The teacher motivates the students by telling them that in this lesson they will be tourists (this strategy motivates students because they must be participates of their learning and they will have a specific role and “character”) and gives each students a worksheet (tourist guide) (Optimize individual choice and autonomy (7.1))8 this activity optimizes individual choice and autonomy because it depends on each students if they fill in the worksheet, no one else can complete the worksheet form them), each students has a worksheet.</p>	40 minut es	The main activity is based on independent practice and inquiry because this way students will be responsible of their learning. They have been doing inquiry during all the second semester, so they know how to achieve it. Also, I made the students present for making them responsible of their own learning

## Tourist Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What is Heritage/Patrimony?

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- Monument: \_\_\_\_\_
- Location: \_\_\_\_\_
- Characteristics: \_\_\_\_\_

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- Monument: \_\_\_\_\_
- Location: \_\_\_\_\_
- Characteristics: \_\_\_\_\_

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- Monument: \_\_\_\_\_
- Location: \_\_\_\_\_
- Characteristics: \_\_\_\_\_

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- Monument: \_\_\_\_\_
- Location: \_\_\_\_\_
- Characteristics: \_\_\_\_\_

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- Monument: \_\_\_\_\_
- Location: \_\_\_\_\_
- Characteristics: \_\_\_\_\_

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-The first part of the worksheet is discussed with all the class; the teacher shows it on the PPT (Offer alternatives for visual information (1.3)), (Facilitate managing information and resources (6.3))(the PPT and the worksheets with the information about each colonial heritage/patrimony give students the opportunity to look at the content in many different ways and gives them the chance of having many resources from where they manage the information), and students must complete the first question of the worksheet (center 1: What is heritage/patrimony?), the idea is to get an answer from the students but if they need help the teacher can show the definition that is part of the PPT.

and make them active learners.

The teacher checks the work of the students meanwhile students are presenting, and the rest of the class is completing the information in the tourist guide, because if students are committing errors the teacher can fix them and student will have the right information to study and understand the content.

*Colonial  
Heritage/ Patrimony*

**Menu of the class**

- 1 WALT
- 2 PREVIOUS KNOWLEDGE
- 3 WHAT IS A HERITAGE/ PATRIMONY?
- 4 GROUP ACTIVITY
- 5 EXPERTS PRESENTATION
- 6 CLOSURE QUESTIONS

**WALT:**

WHAT COMES TO YOUR MIND WHEN  
YOU READ THE WORD  
HERITAGE/ PATRIMONY?

Discuss with a  
partner in 2  
minutes and be  
prepared to share.

**WHAT IS HERITAGE/ PATRIMONY?  
CENTER STATION 1**

The heritage/patrimony is the  
legacy we receive from the  
past, what we live in the present  
and what we transmit to the  
future generations. The cultural  
patrimony is part of our  
identity.

Naciones Unidas para la Educación, la Ciencia y la Cultura  
(UNESCO)

**SOME COLONIAL HERITAGE/ PATRIMONY  
CENTERS ACTIVITY, STATION 2-6**

**SOME COLONIAL HERITAGE/ PATRIMONY  
CENTERS ACTIVITY, STATION 2-6**

**Let's Check with  
the experts**

**HOW CAN WE RELATE THE DAMERO PLANE WITH  
ALL THE COLONIAL HERITAGE/ PATRIMONY?**

Why do you think it is important to take care  
and preserve all this heritage/patrimony of  
the colonial period?

Why do you think it is important to visit the  
building and know the creations?

*¡Motivate yourself and go  
visit this wonderful places  
with your family or friends!*

-After answering question 1 the teacher explains the steps to complete the rest of the worksheet:

1. For the rest of the worksheet, we are going to work in groups.

2. Today you are going to learn about 5 different colonial heritage/patrimony.

3. So I will give two groups a worksheet with information of the same colonial heritage/patrimony (Offer alternatives for visual information (1.3)), (Facilitate managing information and resources (6.3)) (the PPT and the worksheets with the information about each colonial heritage/patrimony give students the opportunity to look at the content in many different ways and gives them the chance of having many resources from where manage the information). Group 1 and 6= Casa

Colorada, Group 2 and 7= Iglesia San Francisco, Group 3 and 8=Niebla castle, Group 4 and 9=Saint Francis Renounces His Worldly Goods, Group 5 and 10=Catedral de Santiago.



- Monument: Niebla Caste, also known as Fort Niebla
- Location: Niebla, Los Rios Region.
- Construction: 17th Century.
- Characteristics: This was built by the navy that Antonio de Toledo, the Viceroy of Peru, sent to rebuild the city of Valdivia and protect the area against pirate attacks. The fort was rebuilt after the earthquake of 1737. It was declared a historical monument in 1991.



- Monument: Church of San Francisco
- Location: La Serena, Coquimbo Region.
- Construction: 16th-17th Century.
- Characteristics: This church represents the dominant architectural style in 16th century America. The church is still standing despite constant pirate attacks on the city. However, parts of the building had to be reconstructed after earthquake damage. It was declared a historical monument in 1978.



- Monument: Casa Colorada.
- Location: Merced, Santiago, Metropolitan Region.
- Construction: 16th Century.
- Characteristics: This house was built for the president Mateo Toro de Zambrano of the first "junta de gobierno". It is built out of brick, and it has patios interiors. After the earthquake of 2010 the house suffer a lot of damage. It was declared historical monument in 1977.



- Monument: Saint Francis Renounces His Worldly Goods
- Location: Colonial Museum of San Francisco, Santiago, Metropolitan Region.
- Characteristics: Attributed to Juan Zapata Inga. This is a baroque style oil painting made in Cuzco. It is part of 54 paintings made between 1668 and 1684 commissioned by the Franciscan religious order.



- Monument: Catedral de Santiago.
- Location: Plaza de Armas, Santiago, Metropolitan Region.
- Construction: 16th-17th Century.
- Characteristics: It was the first religious temple constructed in Santiago after Pedro de Valdivia founded the city and it follows the neoclassic style. It was declared historical monument in 1951.

4. Each group will have 5 minutes to read their information and study it (this part develops a collaborative strategy because all the members of the group have a common goal and the outcome depend on the work of each member). The teacher puts a timer in the board so students can manage their time.

5. The groups that have the same colonial heritage/patrimony must get together and discuss the content in 10 minutes (this part develops a collaborative strategy because all the members of the group have a common goal and the outcome depend on the work of each member). The teacher puts a timer in the board so students can manage their time.

6. The communicator of the two groups with the same colonial heritage/patrimony must present the colonial heritage/patrimony to the rest of the class as if they were experts and the rest of the class must complete their tourist guide with the information given by their classmates. The five groups must present. This is also the moment for the teacher to check if the information given by the groups is correct and solve misconceptions. (The teacher asks if they have any question or doubt and asks a student to explain using their own word what they must do).

-Meanwhile the students are working the teacher goes group by group giving feedback and scaffolding their learning by asking questions.



CLOSURE

- The students reflect about the three final questions (How can we relate the Damero plane with all the colonial heritage/patrimony? Why do you think is important to take care and preserve all this heritage/patrimony of the colonial period? Why do you think it is important to visit the building?) of the PPT and share their ideas with the whole class.
- The teacher invites students to visit the different building that are still in our city.
- The students evaluate how they feel with colonial heritage/patrimony by using the thermometer (metacognitive activity).



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minut  
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The teacher asks these three final questions to the students to make them reflect about the importance of all the colonial heritage/patrimony and make them know that these monuments and pieces of art are part of our history so we must take care of them and know about them. That is why the teacher also invites students to visit these different places and pieces of art, to make the content and class real for them.

The teacher asks students to evaluate their learning with the thermometer as a way of making students think about their learning process and see how they are doing with the content and class, to see if they need another explanation or if they are ok.