Research Best Practices

*Instrumental Language and ICT Resources*

Content and Language Integrated Learning
RESEARCH BEST PRACTICES

INSTRUMENTAL LANGUAGE AND ICT RESOURCES

FOR

CONTENT AND INTEGRATED LANGUAGE LEARNING

An Educational Proposal by Rita Lucia Escamilla Brunet

CONTENT History and Geography

LEVEL Secondary Education
The history of Valencia through its maps and buildings

BASIC DESCRIPTORS ................................................................. 6
UNIT DESCRIPTORS ................................................................... 6
ABSTRACT .................................................................................. 8
CONTENT ................................................................................... 9
GLOSSARY (A – Z) ..................................................................... 15
INDEX ....................................................................................... 17

SELF-ASSESSMENT .................................................................. 21
DOUBLE BLIND PEER REVIEW .................................................. 22
   FIRST REVIEWER ................................................................... 22
   SECOND REVIEWER ................................................................ 22

QUESTIONNAIRE ....................................................................... 24
BASIC DESCRIPTORS

UNIT DESCRIPTORS

The main features are as follows: Teaching Objectives, Key competences, Materials-resources and Assessment Criteria.

a) The Teaching Objectives are as follows: firstly, from the point of view of academic objectives, students have to learn geography features of the city by taking as an example Valencia —this unit is for the Geography-History subject—; and the evolution of the cities over the history, and their current situation in a global world. Secondly, linguistic objectives, students have to practise, and increase their skills, in both the oral, the listening about specific subjects and writing different types of literary genres (academic, historical fiction, science fiction). Thirdly, cognitive objectives, they are going to practise how create interpretations, comparisons and predictions. Finally, cultural objectives, this unit works on the history of Valencia. Students will be able to recognise the main buildings of their city and their style and time of constructions; besides, they will have more knowledge about their own community and more respectful for the different ways to live.

b) In this unit, I am working on the following competences:
   - Linguistic communication.
   - Learn learning.
   - Civic-social competences.
   - Cultural aware.

c) Materials-Resources. The main material is photos and maps.

d) Assessment Criteria. Regarding the Assessment Criteria is as follows:
   At the beginning, I am going to ask questions to students in order to check their level of knowledge about the subject. For example, I could ask to them those questions:
   - Could you tell me parts of Valencia City? Please, name them and make a short description.
   - How was the Medieval City? Please, give me some features of the Medieval City.
   This first assessment is going to give me criteria to adjust my explanation to the level of students. Besides, it lets know what level base they have, and what level they are going to acquire at the end the session.
   During the sessions, I am going to check the material that students are doing in order to check if they understand the explanations and they are improving their level of knowledge.
   At the end of the sessions, I am going to do another assessment. That assessment let us to check if students have acquired the Learning Outcomes,
the Linguistic Competences, the development of their cognitive skills and cultural elements.

e) The Student Learning Outcomes are as follows:
First of all, Contents: the unit reviews the main historical-aesthetic periods from the Roman times to the current days. Students are going to work on the key features of each historical period at class by giving them some historical dates and analysing the art in each period in the city of Valencia, which is taken as an example of the general situation.
Secondly, Cognition, students have to practise how to interpret the past, make comparisons between past and present, and create predictions about the future.
Thirdly, Culture: students are going to be capable to identify the main building in their city (style, historical time, meaning...).
Fourthly, Communication. This unit lets students work on two main branches:
a) Language for the topic:
    -Vocabulary. Students will be capable to define properly the vocabulary: Gentrification, Industrial City, Commuter town...
b) Language for interaction:
    -Practise the reading skills by analysing the texts.
    -Practise the listening skills by listening the teacher and the other students.
    -Practise the writing skills (historical fiction, sci-fi fiction and academic texts).
ABSTRACT

This unit is for teaching the history of Valencia since its foundation to the present day. It lasts four days, and is structured in two main parts: firstly, three days of work at class; secondly, the last day —the fourth day—, a trip to the history museum of the city. And, as well it is ready for the CLIL teaching.

The goal of this practice is to allow the students to know how the city of Valencia evolved from the first roman settlement, through the later Islamic city, and on to the medieval city.

The roman period in the city can be studied by analysing the archaeological sites, which, in this city, are important because the Romans were the founders of the city. In this section of the lesson, students are going to learn about how to study the past. Thanks to different sources, historians can rebuild the past: archaeological sites, texts (private letters, legal documents...), topographic maps, etc. The reconstruction is not easy, and always is made from a point of view. We are going to work on why the reconstruction of the past is important. Which techniques we have? E.g., Could students rebuild how Romans lived by seeing the archaeological remains? What elements of Roman heritage do we have in our society?

By studying the Islamic city, students can be introduced to the topic of ‘respect the difference’. In this part of the lesson, they are going to work on what features define a community, how they feel as a part of a group, and how to balance the community heritage with the globality. Above all, we are going to prioritize the learning of how to respect the difference of others. Currently Valencia does not have any important remains from the Islamic period; however, it remains some small parts of the city wall. Recently, there is a project of the renovation of that wall. The students will have to look for information about it in the newspapers.

The medieval Valencia: consequences of not preserving and not protecting the past. Even though Valencia has some important medieval remains, those one which should have more architectural value has been destroyed. The city lost the Royal Palace, from where Maria de Castile ruled the Aragonese-Catalan Crown, in the first half of the XV century, while her husband was in Naples. And, the city lost the Franciscan convent, where, in one of its cells, Eiximenis wrote part of the ‘Lo Crestià’; it may have been as splendid as the typical Franciscan convents in the rest of Europe. It is time, in this part of the lesson, students are going to think about how the different urban politics affects the future of the city. E.g., recently, the city nearly lost the idiosyncratic neighbourhood of Malvarrosa. Students have to work on ‘How to balance the current needs of the city with the preservation/conservation of the past?’, and, ‘How our current
actions can affect the future?’, and, finally, to think about which the student’s role is in the entire mechanism both as an individual and as a citizen.

2nd Lesson. Day 2. The Renaissance, the Baroque and the Enlightenment in Valencia.

Periodization by Llopis Alonso, Amando; i, Perdigón Fernández, Luis:
- The city of around the Renaissance (1521-1609).
- The city of the Baroque (1609-1707).
- The city of the Enlightenment (1707-1808).

During this period of time, from 1521 to 1808, the city remained inside the walls. The different aesthetic movements affect the city: its buildings were built or renovated using the diverse styles. By studying the different buildings in each different period, students will be able to recreate the different cities: the renaissance one, the baroque one and the enlightenment one.

During the Renaissance, especially the first period, Valencia had an important role. It is told the city was the peninsular centre from where the Renaissance penetrated into the territory. The leitmotiv of this part of the lesson is ‘historical fiction’. Students have to recreate the Valencia during the XV century. Maria of Castile, Queen of Aragon, had her court in the royal palace in Valencia, which was demolished at the beginning of the XIX century. It was a splendid court life. For sure, and more than once, it was visited by the great writers in catalan language: Joanot Martorell or Ausiàs March. Next to the royal palace was the convent of Trinitat, where Isabel of Villena, the authoress of ‘Vita Christi’, lived as a nun.

Students have to practice their writing: how do they imagine this rich city of the fifteenth century was?

During the Baroque, people disliked the medieval style. The insides of old medieval churches were renovated in baroque style. Students can visualise the valencian baroque style by seen the Pictures number 5. They have to analyse them.

During the Enlightenment, the first administrative buildings were built in Valencia like the old Casa de Aduana Real, which today it is the Palace of Justice; or like the Casa Vestuario, near the Cathedral of Valencia, where the judges of the Tribunal de les Agües got ready before starting the weekly judgment in front the gothic door of the cathedral. These functional buildings mean a modern pre-state is setting up; and, as well, the modern conception about what it is to be a citizen. A new socio-economic and political form of organization of a community of human beings is taking shape. In this part of the lesson, students have to
think about themselves as a part of a community. How is their community organized? Do they know of other ways of organization there were in the past? They have to be capable of looking back in the history other kind of organizations (Feudalism...) or in their current world (tribes in Amazon), being critical and making predictions about the future where the globalization is increased and where space journeys are being planned. They have to write a short story using science fiction (or not).


The aim of this practice is to get students to realise how the development of the city was in the last two centuries after the Industrial Revolution. The main factories were located around the city, particularly in the northern part. The rural population emigrates to the city. The industrialization affects, firstly, the Valencia city, and, later, all the coast line. There is an emigration from inner mountains to the coast and to Valencia city. The city expands over the nearby villages (Benimaclet, Campanar, Benicalap, Malvarossa...).

Firstly, students have to analyse the two maps of Valencia: Map number 3, Valencia in 1811, Map number 4, Valencia and its surroundings in 1808.

Periodization by Llopis Alonso, Amando; i, Perdigón Fernández, Luis:

- The beginnings of modern Valencia (1808-1874).
- The restauration period (1874-1902) [or ‘Renaixença valenciana’].
- The exhaustion of the bourgeois city (1902-1929).
- A scattered and unfinished town (1929-1944).

The analysis is finished in 1944, we could add a final period:
- The city of the second half of the XX century.

The city of the 19th Century. An important date in the topography of the city is the demolition of the medieval city walls in 1865-1866. The last vestiges of the walled city that we can currently see are the two big gates: the tower of Serrano and the tower of Quart. Task:

- Compare the old maps of Valencia to the newer maps, and make conclusions about what happened and why the city grew that much.
- Compare the photos of the other parts of the lesson to the photos of this part. Before the most important investments where in churches now most important buildings are functional: a market, a train station. Why?
The city of the first half of the 20th century: the beginning of functional architecture and a commuter town. In this part, students have to think how their society is organised; e.g., what type of house they live in? How is our society organised? Think about how human beings are organised as a community.

The city of the second half of the 20th century. Students have to analyse and do predictions in groups:
- How is the city now? Its influence expands to the nearby villages by setting up a hierarchical structure.
- How is the current city? How are the facilities? A bigger number of habitants need more hospitals, schools…
- What about the green areas? Does the city enough parks? The old bed of river has become a big park, is it enough?
- The city has a ring of rural space. Its growth destroys the rural spaces. How could there be a balance between growth and respect of the rural environment?

7th day. A trip to the local museum.

The last practice consists of visiting the city. It will start by visiting the Museu d’Història de València in order to give students a visual view of the history of the city by seeing reconstructions in scale and objects from each period.

http://www.lovevalencia.com/museo-de-historia-de-valencia.html
The visit to the Museu d’Història de València brings us to the end of the lesson, in which our students have studied the history of their city through the maps and the buildings during the different historical periods by analysing the dates trying to make interpretations and predictions. And, from the point of view of language, they have worked different skills: oral (working in groups), listening (teacher and classmates) and writing in different types of texts (fiction, academic...). And, finally, they have worked on other competences (the respect of difference, the value of the past culture...).
baroque

decorative

1. of or pertaining to the style or period in art, music, and architecture prevailing in Europe following the Renaissance, from about 1550 to about 1750, characterized by bold and elaborate forms of ornamentation.
2. ornately or extravagantly ornamented, especially verging on grotesque; flamboyant.
   synonyms: flamboyant, florid, ornate, overwrought
3. shaped irregularly.
   synonyms: irregular

citizen

dweller

1. a person belonging by birth or naturalization to a political and geographic entity, especially a nation. (Cf. alien).
2. a resident of a town or city, especially one entitled to civic privileges such as voting.
   synonyms: freeman, voter

community

aggregation

1. a well-defined area, such as a town or area of a town, where people live together under one government.
2. a group of people living close together or having shared interests and concerns.
   synonyms: folk, group, people, society
3. the state of being joined together by having shared interests and concerns.
   synonyms: association, fellowship
4. in ecology, all the plants and animals occupying a particular area.
   synonyms: population
5. the general public; society (preceded by the).
   synonyms: folk, populace, public, society

enlightenment

clarification

1. the act of enlightening, or the condition of being enlightened.
2. (capitalized) an eighteenth century philosophical movement that emphasized the use of reason.

feudalism

system

a system of economic and political organization, as in Europe in the Middle Ages, in which landholding lords granted lands to vassals in return for service and homage.

globalization

phenomenon

a process of increasing interconnectedness and interdependence among countries and regions, facilitated by advances in transportation, communication, and technology.
the process or idea of the world becoming more like that of a single nation with one shared economy and culture rather than separate, distinct countries.

idiosyncrasy (idiosyncratic)
noun

1. a characteristic of temperament, habit, or physical structure particular to a given individual or group; peculiarity.

2. a particular aspect of an individual's physiology, especially an allergy or susceptibility to a drug.

industrialize (industrialization)
transitive verb

to introduce industry into (a country, region, or the like); make industrial. intransitive verb
to become a place with many industries.

medieval (mediaeval)
adjective

of, pertaining to, or characteristic of the Middle Ages.

renaissance
noun

1. a rebirth, renewal, or revival.
2. (capitalized) a cultural movement in Europe, dating from the fourteenth to the seventeenth century, that begin with a revival of interest in classical Greek and Roman culture and learning and gave rise to the development of new forms and ideas in science, art, architecture, and literature (preceded by the).
3. (capitalized) this period in European history, which marks the end of the medieval period and the beginning of the modern period (preceded by the).

adjective

1. (capitalized) pertaining to the artistic, intellectual, and architectural styles of ancient Greece and Rome which were revived in Europe primarily during the fifteenth and sixteenth centuries.
2. (capitalized) relating to the cultural manifestations of the Renaissance.

style
noun

1. the manner in which something is said or done.
   synonyms: manner, mode, way

2. the collection of distinctive features that characterizes a type of thing.
   synonyms: fashion, model, pattern

3. the design or crafted appearance of a particular thing.
   synonyms: design

4. a mode or way of living, especially one that is luxurious.
   synonyms: luxury
# INDEX

<table>
<thead>
<tr>
<th>Term</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baroque</td>
<td>10</td>
</tr>
<tr>
<td>bourgeois</td>
<td>11</td>
</tr>
<tr>
<td>citizen</td>
<td>10, 14</td>
</tr>
<tr>
<td>community</td>
<td>6, 9, 10, 12, 14</td>
</tr>
<tr>
<td>commuter</td>
<td>12</td>
</tr>
<tr>
<td>Eiximenis</td>
<td>9</td>
</tr>
<tr>
<td>emigration</td>
<td>11</td>
</tr>
<tr>
<td>Enlightenment</td>
<td>10</td>
</tr>
<tr>
<td>environment</td>
<td>12</td>
</tr>
<tr>
<td>Feudalism</td>
<td>11</td>
</tr>
<tr>
<td>Franciscan</td>
<td>9</td>
</tr>
<tr>
<td>globality</td>
<td>9</td>
</tr>
<tr>
<td>gothic</td>
<td>10</td>
</tr>
<tr>
<td>heritage</td>
<td>9</td>
</tr>
<tr>
<td>idiosyncratic</td>
<td>9, 15</td>
</tr>
<tr>
<td>individual</td>
<td>10, 15</td>
</tr>
<tr>
<td>Islamic</td>
<td>9</td>
</tr>
<tr>
<td>Lo Crestià</td>
<td>9</td>
</tr>
<tr>
<td>Malvarrosa</td>
<td>9</td>
</tr>
<tr>
<td>market</td>
<td>11</td>
</tr>
<tr>
<td>medieval</td>
<td>9, 10, 11, 15</td>
</tr>
<tr>
<td>remains</td>
<td>9</td>
</tr>
<tr>
<td>Renaissance</td>
<td>10, 14, 15</td>
</tr>
<tr>
<td>Renaixença</td>
<td>11</td>
</tr>
<tr>
<td>restauration</td>
<td>11</td>
</tr>
<tr>
<td>Revolution</td>
<td>11</td>
</tr>
<tr>
<td>Romans</td>
<td>9</td>
</tr>
<tr>
<td>rural</td>
<td>11, 12</td>
</tr>
<tr>
<td>story</td>
<td>11</td>
</tr>
<tr>
<td>structure</td>
<td>12, 15</td>
</tr>
<tr>
<td>tower</td>
<td>11</td>
</tr>
<tr>
<td>train</td>
<td>11</td>
</tr>
<tr>
<td>walls</td>
<td>10, 11</td>
</tr>
</tbody>
</table>
APPENDIXES
**SELF-ASSESSMENT**

In this unit, I tried to give some key ideas about how to teach students history from the Romans to the current days by focusing on a place they know, their city — Valencia —, and as a vehicle to their thinking about their self-undertanding and the understanding of the others, with an extra plus, because in class, we are going to use a foreign language, in this case, English — maybe, in the future, it could be another one (?) —, as a way to make it an integral learning experience. Instead of giving just the dates to the students, the dates are the excuse to exercise thinking by making relationships between the past and the present, and making predictions about the future. The respect of the past, and the knowledge of what they are, as a person and as a community, could lead them to act more respectfully towards others, and about their own culture. This idealistic goal — or, reality, hopefully — is in the skeleton of the unit. And, as well by using a foreign language the understanding of other cultures increases, as the language shows how a group of human beings see their world. However, it is a short unit for that much information.
DOUBLE BLIND PEER REVIEW

FIRST REVIEWER

SECOND REVIEWER
THE HISTORY OF VALENCIA

Answer the following questionnaire:

1) Who found Valencia?

☐ The Romans.
☐ The Iberians.
☐ The Phoenicians.

2) When was the wall city demolished?

☐ 1905-1906.
☐ 1865-1866.