

Europeana Learning Scenario

Title

WHO WAS DON QUIXOTE DE LA MANCHA?

Author(s)

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Summary

The main axis of the project is the literary work Don Quixote de La Mancha by Miguel de Cervantes Saavedra, starting with short and simple videos from the YouTube platform and complementing with graphic and written resources that can be found on the Europeana (<https://www.europeana.eu/portal/es>) website.

This will allow our students to read the existing adapted works of Don Quixote de La Mancha, spread the Spanish language and culture in the schools, starting from Don Quixote, the knowledge of Spanish cultural heritage through literary, architectural and pictorial works, integrate Spanish culture with other cultures present in the schools, respecting them and considering them as a source of personal enrichment, awaken in the students interest in Spanish culture, to know, value and respect our own and others' basic cultural and historical aspects, our historical and cultural heritage, project Spanish culture in educational and cultural spheres in Spain and abroad and encourage interest in it, encourage reading habits in students, use ICTs as support to develop our activities and establish a first contact with the Europeana website in order to introduce it in the following projects that are carried out.

Table of summary

Subject	<ul style="list-style-type: none"> • Spanish Language • Spanish Literature. • Spanish Art. • Social Sciences.
Topic	<ul style="list-style-type: none"> • Miguel de Cervantes Saavedra and Don Quijote de la Mancha.
Age of students	<ul style="list-style-type: none"> • 7 – 8 years old.
Preparation time	7 sessions of one hour each. We will carry the project in Spanish, Social Science, and ICT lessons. Teacher has to prepare some materials (jigsaws, worksheets, white cardboards and the eTwinning project) before and evaluate all the process taking into account the benefits for his practice and students' process of learning.
Teaching time	1 st session: View YouTube presentation of the work (adaptation to students' level: https://www.youtube.com/embed/O5co4w-bPLw) and the author



	<p>(https://www.youtube.com/embed/HAXjVeqKH_8), and then create comments on Padlet.</p> <p>2nd session: Review the contents of the previous session and check what the students have learnt with a Kahoot! (https://kahoot.it/) Print several images of the work obtained from Europeana and convert them to puzzle (https://www.jigsawplanet.com/) to create the story from the vignettes of Pedro de Rojas (https://www.europeana.eu/portal/es/search?q=who%3A%28Pedro+de+ROJAS%29).</p> <p>3rd session: Viewing the videos of the first session and commenting on the puzzles of the second session to create a brief summary of the work and the author in the "Forum" section of the etwinning (https://twinspace.etwinning.net) project created for this purpose in Spanish language.</p> <p>4th session: Reading of the 48 vignettes with text at the foot, based on the life and adventures of Don Quixote de la Mancha and giving him colour to create a poster of A3 size by teams and to know the literary work of Miguel de Cervantes Saavedra.</p> <p>5th session: To write a biography of the author and curious data of his work or that have caught the attention of the students in the commemorative card of the III centenary of Don Quixote de La Mancha (https://www.europeana.eu/portal/es/record/2022711/urn_repos_ist_utl_pt_MH_42549.html?q=DON+QUIJOTE+DE+LA+MANCHA). The final task will be displayed in the hallway of the centre, on the school's website and in the eTwinning project diary to publicise all the activities carried out.</p>
Online teaching material	<ul style="list-style-type: none"> • YouTube • https://www.jigsawplanet.com/ • Padlet • Kahoot • Europeana • ETwinning
Offline teaching material	<ul style="list-style-type: none"> • Worksheets done by the teacher. • White cardboards. • Pencils. • Rubber. • Scissors. • Glue. • Coloured pencils. • Printed pictures.
Europeana resources used	<p>List here links ALL of the Europeana resources used for this learning scenario.</p> <p>https://www.europeana.eu/portal/es/search?q=who%3A%28Pedro+de+ROJAS%29 https://www.europeana.eu/portal/es/record/2022711/urn_repos_ist_utl_pt_MH_42549.html?q=DON+QUIJOTE+DE+LA+MANCHA</p>

[42549.html?q=DON+QUIJOTE+DE+LA+MANCHA](#)

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Integration into the curriculum

According to my national curriculum, the topic of the learning scenario will fit properly with the main goal of the education at this level because it develops students' key competences as shown in the Educational Law and we can cover all of them with the activities carried mainly in Spanish Language and Social Sciences among the other subjects (i.e. Art or Social Values).

Spanish Language:

- Produces texts with different communicative intentions with coherence, respecting their structure and applying elementary orthographic rules, taking care of calligraphy, order and presentation.
- Writes personal texts with coherence and appropriate vocabulary in which thoughts, desires, feelings are expressed and creativity is developed.
- Uses ICT for own productions following models.
- Reads texts from children's literature.
- Reads guided readings of narrative texts from oral tradition and works or fragments of children's literature appropriate to their age.

Social Sciences:

- Uses, with the help of the adult, the Information and Communication Technologies (Internet, blogs, social networks...) to elaborate works with the appropriate terminology to the treated subjects.
- Uses rigorously and accurately the vocabulary acquired to develop work with terminology appropriate to the topics covered.

- Makes simple work and presentations, individually and in groups that involve the search, selection and organization of texts of a geographical, social and historical nature.
- Participates in group activities adopting a responsible, constructive and supportive behaviour and respects the basic principles of democratic functioning.
- Shows attitudes of self-confidence, critical sense, personal initiative, curiosity, interest, creativity in learning and entrepreneurial spirit that make him active in the circumstances that surround him.
- Recognizes the changes produced by the passage of time in people, things, landscapes and customs.
- Identifies people and events from the past and shows interest in their study.
- Shows interest in past events and historical figures by doing simple research on them.

Aim of the lesson

As I have written before, by the end of the lesson, my students will wide their the knowledge of Spanish cultural heritage through literary works and use ICTs as support to develop our activities and establish a first contact with the Europeana website in order to introduce it in the following projects that are carried out.

Trends

- ▶ Project-Based Learning
- ▶ Collaborative Learning
- ▶ Mobile Learning
- ▶ Peer Learning
- ▶ Open Source Learning.
- ▶ Visual Search & Learning.
- ▶ Learning materials.
- ▶ Social Media Learning.

21st century skills

Learning and innovation skills: creativity and innovation. Students have to collect information and share among them in order to create a final task. They share and support different ideas and belongings by means of collaborating together.

Digital literacy skills: information literacy, media literacy, Information and communication technologies (ICT) literacy. They have to develop the language skill in order to complete the task by

reading and watching online texts and videos about an author and his work. We will not use the book itself, but online support.

Activities

Name of activity	Procedure	Time
1ST SESSION		
Warm up	Teacher will ask students if they know something about this masterpiece. Maybe, they have watched in cartoons, in some displays, their parents told them something... Do a brainstorming.	5 minutes
YouTube	Videos about the author and his work are watched in class. Then, create a summary of the main ideas in a Padlet.	55 minutes
2ND SESSION		
Remember	Review the contents of the previous session in order to check what they remember or if they have been investigating at home.	5 minutes
Let's play Kahoot!	This is a funny way for students to check if they pay attention in the classroom. The questions will be easy in order to ensure all the students can reach a good punctuation. We can attend to diversity through the organization of the groups.	15 minutes
Jigsaw	The teacher will print several images of the work obtained from Europeana and convert them to puzzle to create the story from the vignettes of Pedro de Rojas*. We can do the same picture with three different levels for that fast finishers. Students love this kind of activity and they can discover the story through the pictures.	40 minutes
3RD SESSION		
Remember	Review the contents of the previous session in order to check what they remember or if they have been investigating at home. Play the videos again if it is necessary.	5 minutes
Let's go forum	Once they have watched the videos and make some comments on the puzzles of the second session, they have to create a brief summary of the work and the author in the "Forum" section of the etwinning project created for this purpose in Spanish language taking into account the Spanish grammar.	55 minutes
4TH SESSION		
Tell me a story	Reading of the 48 vignettes with text at the foot, based on the life and adventures of Don Quixote de la Mancha* and giving him colour to create a poster of A3 size by teams and to know the literary work of Miguel de Cervantes Saavedra.	1 hour
5TH SESSION		
What did you learn?	To write a biography of the author and curious data of his work or that have caught the attention of the students in the commemorative card of the III	1 hour

centenary of Don Quixote de La Mancha*. The final task will be displayed in the hallway of the centre, on the school's website and in the eTwinning project diary to publicise all the activities carried out.

*2nd session:

<https://www.europeana.eu/portal/es/search?q=who%3A%28Pedro+de+ROJAS%29>

*4th session:

https://www.europeana.eu/portal/es/record/2022708/pandora_0000323021.html?q=DON+QUIJOTE+D+E+LA+MANCHA#dcId=1547428676286&p=1

*5th session:

https://www.europeana.eu/portal/es/record/2022711/urn_repos_ist_utl_pt_MH_42549.html?q=DON+QUIJOTE+DE+LA+MANCHA

Assessment

	Excellent 9 – 10	Good 7-8	Adequate 5 - 6	Improvable 1 -4
Exhibition of ideas	Exposes ideas with good mastery, facts and experiences with clarity, coherence and correctness.	Expresses his/her ideas clearly and in an organized way.	The main ideas are clear.	With the help of some support (text written, outline, script...) makes a reading of the main ideas before the group.
Contents	Demonstrates a complete mastery of the the subject under discussion, clearly highlighting the important aspects, and responding adequately to the questions from the group.	Demonstrates good command of the topic and normally uses a vocabulary specific to this one, responding adequately to the questions of the group.	Demonstrates a majority domain of the parts of the topic and uses a basic vocabulary of this, although is not accurate in the answers to the questions from the group.	It integrates a basic knowledge that is highlighted in a script or outline that he uses for exposure.

Interactions with the group	He / She is looking at the whole group and actively participates in the conversation replying to questions and comments related to the theme of the conversation.	Generally dominates the situation, although something else is shown unsafe in conversation.	The mastery of the situation is intermittent and, depending on what moments, the gaze is dominated and the conversation is raised with security.	He / She manages to carry out the exhibition although his introversion or the uncertainty of the situation make it difficult to keep an eye on you, or to face conversations with security.
Understanding	The student can accurately answer almost all the questions posed on the subject by his classmates.	The student can accurately answer most of the questions posed on the topic by his/her classmates.	The student can accurately answer a few questions posed on the topic by classmates.	The student cannot answer the questions posed on the topic by classmates.
Presentation	Respects all the elements of established presentation (title, margins, spelling, legibility, cleanliness, use of images and order).	Respects almost all the elements of established presentation (title, margins, spelling, legibility, cleanliness, use of images and order).	Respects the elements of basic presentation established (title, spelling, legibility, cleanliness and order).	He / She needs help to respect the basic presentation elements (title, orthography, legibility, cleanliness and tidiness), including with some mistake.
Think about the story read.	The student describes with precision what that happened in the story and tries to predict what will happen next.	The student accurately describes that has happened in the book.	The student accurately describes the major part of what has in the book.	The student has difficulty in to tell the book.

***** AFTER IMPLEMENTATION *****

Student feedback

I will be able to collect information about the learning process of my students through digital activities (QuijoteTwining project, Twinspace, Kahoot!, etc.), as well as oral (abstracts and trivial questions) and written activities (preparation of a forum post, use of the project padlet, etc.).

SELF-ASSESSMENT

PROJECT

"WHO WAS DON QUIXOTE?"



1 ST SESSION	2 ND SESSION	3 RD SESSION	4 TH SESSION	5 TH SESSION
VIDEOS ABOUT THE AUTHOR AND HIS WORK ARE WATCHED IN CLASS. THEN, CREATE A SUMMARY OF THE MAIN IDEAS IN A PADLET. 	KAHOOT! AND JIGSAW PUZZLES 	CREATE A BRIEF SUMMARY OF THE WORK AND THE AUTHOR IN THE "FORUM" SECTION OF THE ETWINNING PROJECT. 	READING OF THE 48 VIGNETTES WITH TEXT AT THE FOOT, BASED ON THE LIFE AND ADVENTURES OF DON QUIXOTE DE LA MANCHA* AND GIVING HIM COLOUR TO CREATE A POSTER OF A3 SIZE 	TO WRITE A BIOGRAPHY OF THE AUTHOR AND CURIOUS DATA OF HIS WORK
STUDENT FEEDBACK (COMMENTS):				

In addition, I will be able to assess their digital competence through activities that will be carried out in class and the use of materials from the Europeana website that will be visited during the learning scenario.

At the end of the learning scenario I gave my students a self-evaluation sheet and these were their assessments. I also copy their comments (I remember they are in Key Stage 1).

SELF-ASSESSMENT PROJECT "WHO WAS DON QUIXOTE?" 15 STUDENTS			
1 ST SESSION: VIDEOS ABOUT THE AUTHOR AND HIS WORK ARE WATCHED IN CLASS. THEN, CREATE A SUMMARY OF THE MAIN IDEAS IN A PADLET.	8	5	2
2 ND SESSION: KAHOOT! AND JIGSAW PUZZLES	14	1	0
3 RD SESSION: CREATE A BRIEF SUMMARY OF THE WORK AND THE AUTHOR IN THE "FORUM" SECTION OF THE ETWINNING PROJECT.	5	8	2
4 TH SESSION: READING OF THE 48 VIGNETTES WITH TEXT AT THE FOOT, BASED ON THE LIFE AND ADVENTURES OF DON QUIXOTE DE LA MANCHA* AND GIVING HIM COLOUR TO CREATE A POSTER OF A3 SIZE	15	0	0
5 TH SESSION: TO WRITE A BIOGRAPHY OF THE AUTHOR AND CURIOUS DATA OF HIS WORK	3	5	7

- I liked the materials.
- I liked making groups and games because they were fun.
- I liked making the groups, the materials and the games! I didn't like doing the eTwinning project very much.
- I liked the project a lot, but the videos were very boring and making the summaries too. What I liked the most was the 2nd session.
- I really liked doing the groups and the materials we've been using.
- I liked working with the blog.
- I liked the Kahoot!, putting ourselves in groups and the Don Quixote puzzles. I also liked colouring in groups.
- I liked sending messages and writing to my friends in the forum.
- I really liked doing the groups, the book, the videos and the puzzles of Don Quixote.
- I liked putting us in a group and the website. I loved the drawings. What I liked the most is one thing: asking questions.
- liked some of them and I didn't like others. I liked doing groups and painting.
- I like games and the puzzles and I liked writing things about Miguel de Cervantes. I liked the adventures of Don Quixote.
- We have done something of Don Quixote on the computer, we were writing many things about Don Quixote, watching movies and drawing a lot.

Teacher's remarks

After watching videos, talking about the author and his work, about the characters and having worked in class at the centre of interest, I see that the students have acquired the objectives that were intended at the beginning of the project, since they have worked on the description of what happens in the story, description of characters, individual oral presentations and / or in group, interaction with the group to develop the key competence referring to initiative and entrepreneurial spirit, development of linguistic competence and digital competence at the same time, as well as valuing the cultural and artistic competence of Spanish heritage, initiation into scientific activity and cultural awareness and expressions.

I must confess that the materials are very valuable and have to be adapted to the age of the students. Moreover, as it is a work of literature, the images, music... are the most striking for the level at which it has been put into practice. What has been most beneficial has been the part of the 48 cartoons, as it tells the story with rhymes and I think that has been what they liked the most. Doing a self-evaluation, the computer activities (Kahoot!, puzzles and videos) are the ones they liked the most, since they receive information, share knowledge with their peers, etc.

What could have been less beneficial have been the activities of creating (writing), since they have written in a foreign language, since a large part of the students have English as their mother tongue. For such young pupils I would extend the project sessions and continue to look for activities more adapted to the age at which it is aimed.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.