

Title: The colonization of the Inca Empire	
Authors: Almudena Ruiz, Andrés Albert, Marta Valera	
Tale: "Cacheuta and the magic waters"	
Method used: Content Language Integrated Learning (C.L.I.L.)	
Brief description: This is a cross-curricular unit which involves the subject of History through English language in order to work out the main factors that triggered Pizarro's occupation of the Inca Empire in 1532.	
Age group:	
<input type="checkbox"/> From 3-6 years old <input type="checkbox"/> From 7-10 years old <input checked="" type="checkbox"/> From 11-14 years old	
Time: 3 sessions (45 minutes per each)	
Key Words: C.L.I.L., English language, History, Spain, Latin-America, Inca Empire, Colonization	
Basic competences: X Communicative competence in L1 X Communicative competence in L2 <input type="checkbox"/> Mathematic, technical and scientific competence X Digital competence X Learning to learn X Civic and social competence <input type="checkbox"/> Entrepreneur sense and initiative (professional competences) X Cultural sense and expression	Cognitive Competences: <ul style="list-style-type: none"> - Develop critical opinions of what happened in that historical episode: causes, consequences, pros and cons... - Discuss each student his/her ideas/thoughts in pairs/groups. - Hypothesise what could have happened if Pizarro (or anybody else) wouldn't have colonized Latin-America. - Hypothesise about what could have happened if the Incas would have come to Spain first than us to their country.
	Strategic and instrumental competences: <ul style="list-style-type: none"> -Predicting and/or solving problems -Organize time according to the tasks in order to reach the goal expected by the teacher - Working in teams
	Attitudinal competences: <ul style="list-style-type: none"> - Motivation and optimism -Creativity - Effort -Resilience (ability to overcome periods of emotional distress)
	Communication <p style="margin-left: 40px;">a. Language of learning:</p> <ul style="list-style-type: none"> - Language of describing, defining, explaining and hypothesizing - Effective use of past and conditional tenses for cause/consequence,

suggestions...

- Learning new vocabulary

b. Language for learning:

- In pairs/groups: asking and answering questions
- Language to build arguments and disagreements
- Language for project work
- Writing notes
- Designing a poster with short descriptions

c. Language through learning:

- Reading and comprehension of a text (tale)
- Dictionary skills
- Searching, selecting and underlying information
- Speaking skills
- Oral interaction

Culture:

- Cultural differences and similarities among Spanish and Latin-Americans nowadays. Which of them have their origin in the Inca's Empire and which of them were brought by the Spanish
- Religions and gods; music, traditions...
- Languages implied in this historical moment (Spanish and Quechua)
- How is this historical episode being explained nowadays in the Spanish schools? Why? What is the general opinion about that?
- How is this historical episode being explained nowadays in the Latin-American schools? Why? What is the main opinion about that?

Expected Results (content objectives)

- Students are to learn the main facts which characterized the Spanish conquest of Latin-America, specifically the episode which appears in the tale related to the Inca Empire and Pizarro's occupation (1532).
- Students have to recognize the main dates of Pizarro's colonization chronologically organized.
- Students must know the main historical characters that were implied in that historical moment.
- Students are to be capable to identify in a map the countries implied in that historical episode:

the old countries and the new ones nowadays.

Action protocol:

First Session (45 minutes)

Warming-up (pre-activity): ask students whether they know or not about the Spanish colonization of Latin-America and if they can recognize any episode which happened there.

Activity: Reading and comprehension of the tale “Cacheuta and the magic waters”

Give the students a copy of the tale about Pizarro’s colonization. Ask the students to read the text individually and underline the words which they don’t understand. They can look them up in the dictionary and make a vocabulary list.

After doing that, students have to try to answer the questions given by discussing them in pairs. These questions are not only supposed to be asked for the comprehension of the tale. They are also designed to make student think and reflect their previous knowledge about the topic they are studying at that moment.

Questionnaire:

- Who were the white men which the text makes reference to? Where they were from? Which language did they speak?
- Who was Francisco Pizarro? Where was he from? What did he do?
- Who was Atahualpa? Where was he from? What did he do?
- Who were the Incas? Where the Inca Empire was located? Which countries are nowadays in these territories? Which language did they speak?
- Who is Cacheuta? What did he do?
- Who is Inti? Is it a person or another kind of being? What did he do?
- Why the waters were magic? What the waters achieved? What have these hot waters become nowadays?
- What is the moral of this legend?

Post-activity: General debate

Students have to write down their answers and put them in common with the rest of the class with the help of the teacher (moderator of the debate). Students have to raise their hands when they want to speak.

Homework

Ask the students to start searching for information about the Inca Empire and Pizarro’s conquest. Recommend them to follow the questionnaire about the tale for them not to get lost and search the

Group 2: Andrés Albert, Marta Valera, Almudena Ruiz

proper information. Encourage them to use different resources such as books, the Internet... Tell them to bring their computers or books into class for the next session.

Second Session (45 minutes)

Pre-activity: ask the students if they have found any interesting information about the topic and let them speak and share their findings.

Activity: Designing a poster

Divide the classroom in groups. For example, a class of 30 students can be divided in five groups of five people. The groups are organized according to different topics. They have to design a poster per group by using different materials such as paperboard, colour pencils, printed images... As far as they are supposed to have previous knowledge and information about the topic, it's not necessary for them to take that much time in searching for new things, but more to organize everything in a coherent way in the poster. Anyway, they will have their devices and/or books in the class in case they need to look for extra information. During the course of the activity, the teacher has to be monitoring that all students are working properly; provide them with the information they need if they can't find it. The teacher also has to give the students feedback about their posters; for example, what they could do to improve it. Possible topics to work on:

- Francisco Pizarro
- Carlos the Emperor: External Affairs in Latin-America – the Inca Empire
- Atahualpa
- The Inca Empire: territories (Cuzco, Machu Picchu...) and language in the past and countries and language nowadays
- The Inca Empire: gods (such as Inti), dresses, music, food and traditions

Post-activity: ask the students for a self-evaluation about their classroom work (speaking): was it productive? What have you (as student) learned?...

Homework: finish the posters for the next session

Third session (45 minutes)

Warming-up (pre-activity): play the students a typical/traditional song from the region of Latin-America they are studying at the moment for them to relax before their presentations.

Activity 1: posters presentation (preparation)

Give the students instructions of how to do a proper oral presentation. In order not to do it difficult, they will just have to read all what they have written on their posters; no more, no less. Every student in a group has to speak at least once. They will have 10 minutes to practice it.

Activity 2: posters presentation

After the rehearsal, each group has to present their poster in front of the rest of the class. The duration of each presentation has to be approximately five minutes.

Post-activity: Conceptual map

After all the presentations, make a collaborative conceptual map between all the students and the teacher by using all the information and characters presented. Questions needed to be asked:

- Did Pizarro and Carlos meet in person or not? What about Pizarro and Atahualpa? Did Atahualpa and Carlos meet?
- Where they friend or enemies?
- Did they get on well with each other? Why?
- Order their encounters and the story happened chronologically

Materials:

- * Worksheets about the tale and the questionnaires.
- * Coloured cardboards
- * Coloured pencils and markers
- * Printed images
- * Stickers
- * Scissors
- * Glue sticks
- * A camera to record the students work in progress

Variations of the activity

This unit and the activities can be adapted in order to work through different historical periods.

Instead of doing a poster and then a presentation of it, students could make a storytelling and a recording of it.

Evaluation of the activity

The evaluation of this activity will be done through a video recording of the three sessions and the oral presentation. The aspects evaluated will be centred on the accomplishment of the **4Cs Framework**, specially centred on the **content and cognitive competences**. As much objectives each student or group achieves, as higher punctuation they will receive. The language aspects will be evaluated as a 25% out of 100% of the mark for not to put students under pressure.