

LESSON PLAN FORMAT

SUBJECT	Social Studies	GRADE	7A
TOPIC	Nicknames of Barranquilla	LENGTH	100 minutes
AIMS			
MAIN AIMS			
<i>(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)</i>			
<p>MAIN AIM: By the end of the lesson, learners will compare and contrast the nicknames given to Barranquilla through its history and how they could contribute to build own their sense of identity, belonging and love to their small homeland</p> <p>SUBSIDIARY AIM: Learners will also be able to...</p> <ul style="list-style-type: none"> · Evaluate and discuss ideas, events, and information about the reading. · Apply and extend these ideas to other texts in real life. · Determine and remember the most important points in the text. · Understand underlying words and phrases and their meanings. · Appreciate how the names of Barranquilla contribute to sense of identity and belonging 			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ul style="list-style-type: none"> · Talk about the nicknames of Barranquilla. · Justify points of view about the different nicknames of Barranquilla · ask and answer questions on nicknames of Barranquilla 	<ul style="list-style-type: none"> ● Giving information about the different nicknames of Barranquilla ● Linking words with a pictures ● Selecting the best option, exercise of false or true ● Showing illustrations that are embedded in the text 	<ul style="list-style-type: none"> ● Respond appropriately to comments and questions, using language respectful ● Listen to others and understand their perspectives ● Create visual image for particular nicknames of Barranquilla 	
Communication <i>(What and how)</i>			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – contenny)</i>	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	Language through learning <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
Nicknames first villagers cattle Golden Gate The Sandy City of the Open Arms Lighthouse of America	<ul style="list-style-type: none"> ● To answer questions ● To complete chart using sentences ● Match lexical words of the text. ● Ask and/ or discuss with the classmate questions 	<ul style="list-style-type: none"> ● To work in a group and do exercises. ● To explain the names of Barranquilla and its impact on the culture and Barranquillera society by using pictures. 	
CRITERIA FOR ASSESSMENT			
<i>(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)</i>			
Formative Assessment Rubric and checklist Dog assessment		Summative Assessment	

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
15 minutes	Activate prior knowledge	<ol style="list-style-type: none"> 1. Teacher introduces the topic before explaining the objectives and the criteria of evaluation for the class (Appendix 1). 2. Teacher shows different photos of Barranquilla and asks the pupils to identify the places. 3. Students label the pictures with words from the Word Bank (Appendix 2). 	Teaching Aids: Photos
10 minutes	Lead in	<ol style="list-style-type: none"> 1. Students watch a video about Barranquilla and answer questions deciding if the statements are true or false. (Appendix 3). 2. Teacher presents key words related to reading and students discuss in groups what they know about words and their meaning. 3. Teacher asks students to guess the topic of the lesson based on the photos shown and the key words. 	Video https://www.youtube.com/watch?v=NkYAEzxm2NM Key words Photos of Barranquilla. Team work
20 minutes	Task. Inferring meaning from context and prediction Task. Scanning	<ol style="list-style-type: none"> 1. Teacher hands in worksheets with the reading Nicknames of Barranquilla (Appendix 4). 2. Teacher asks, what is the meaning of the title? Do you know other names of Barranquilla and why? 3. Teacher creates a brainstorming on board with the answers of students. 	Worksheets Infographic Graphic organizer
10 minutes	Task. Skimming-Detail, Intertextuality connection with writing	<ol style="list-style-type: none"> 1. Teacher asks students to sit together in groups of three. 2. Teacher gives another worksheet containing several questions. 3. Teacher asks students to use the phrases to form a complete paragraph according to the text. 	Teaching Aids: Fill-in-the-blanks worksheets Complete-the-paragraph worksheets Graphic organizer Team work
10 minutes	Task. Skimming	<ol style="list-style-type: none"> 1. Teacher asks questions using a graphic organizer. 2. Teacher asks students to make a short paragraph about their experience in simple past tense and with the guidance of their graphic organizer. 	worksheets Graphic organizer Team work

15 minutes	Discussion task	<p>1. Teacher assigns each corner of the classroom a nickname. Then have the class stand up in the classroom. Pose an open-ended question to the class and give them possible answers. Each answer corresponds to nicknames of Barranquilla. For example, T might ask “Did you agree with Golden gate?” then state if you agree then go to the corner labeled Golden gate if student are disagree then go to the corner labeled with other name, if the student does not have a strong opinion about these name go to the corner labeled Sabanitas de Camacho.</p> <p>Teacher lets students know that once they reach their destination they must share why they selected that location with the group. Students walk around and listen to these discussions.</p>	Team work dogs assessment
10 minutes	Practical Task	<ol style="list-style-type: none"> 1. Teacher asks students to match columns with appropriate words related to the text. (Appendix 5) 2. Teacher hands in the photocopies and explains how to fill it out in order to verify the knowledge acquired in the lesson. (Appendix 6) Self-assessment 	worksheets Check list.
10 minutes	Wrap up	<ol style="list-style-type: none"> 1. Students make short paragraphs justifying what name is more appropriate for Barranquilla and sharing their opinion to the classmate 	

APPENDIX SECTION

[Appendix 1](#) Rubric for grading the activity

Criteria	Level 1	Level 2	Level 3	Level 4
<i>Making connections prior Knowledge</i>	Does not make connections to the text through using images.	Talks about what text reminds them of, but cannot explain how the mages relates to the text	Relates background knowledge/experience to text and the image	Links background knowledge and examples from the text and images to enhance comprehension and/or interpretation
<i>The answers from the picture are related to</i>	The answers are not related to the picture.	The answers have some of the vocabulary learned.	The answers are clear and well managed.	Accurate and clear answers and they are related to the picture
<i>Questioning</i>	Unable to ask or answer questions; give inappropriate off topic responses	Beginning to ask and answer questions; unable to support with evidence from the text	Can ask and answer questions and begin to provide evidence from the text	Asks and answers different types of questions: and finds evidence in the text to support questions and answer

<p>Inferring</p>	<p>Does not make predictions, interpretations or draw conclusions</p>	<p>Makes predictions, interpretations, and/or draws conclusions, but does not justify response with information from the text</p>	<p>Makes predictions, interpretations, and/or draws conclusions, but does not justify response with information from the text; some teacher prompting may be necessary</p>	<p>Independently makes predictions, interpretations, and/or draws conclusions, and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs</p>
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Appendix 2


Write the names of each picture with the words and phrases of word bank



WORD BANK
 Shopping mall Buenavista
 Paseo de Bolívar
 Custom Square
 Peace Square.
 The great Malecón
 The window to the world

(Appendix 3)

After watching a video, in the space provide, write T if the sentence is true and F if the sentence is false, based on the video

- _____ 1. Barranquilla is located in the north of Colombia where the Magdalena River flows into Caribbean ocean
- _____ 2. Barranquilla is not emerging neither cultural nor economically
- _____ 3. Barranquilla has a significant role in develop economic for neighbor countries
- _____ 4.  This big slogan means progress and develop for Barranquilla
- _____ 5. Its strategic position makes of Barranquilla unique place to live and exciting place to do business

(Appendix 4)

Nicknames (Other names given to Barranquilla along its history)

Sabanitas de Camacho

This was the first name that Barranquilla received during the Colony. A group of people arrived at the place known as savanna of Camacho, they were first villagers. They were looking for their lost cattle that came here due to the drought. At that time, there was an intense summer. The cattle was looking for grass. It left from Galapa and arrived here, the villagers settled up. That was the start of the existence of this place called Sabanitas de Camacho.

Therefore in its history, Barranquilla has had different names, the initial was Sabanitas de Camacho, then Barrancas de Camacho and Barrancas de San Nicolás. Others are well-known as San Nicolás de Tolentino de Camacho and Barranquilla de Camacho. The last were Barrancas de San Nicolás and San Nicolás de Barranquilla.

Golden Gate

Barranquilla was an important place because the industrial and commercial sectors in Colombia were developed there. It was a pioneer in the air and commercial navigation, in public enterprises, air mail, and other technological advances. When the president Marco Fidel Suárez visited it, he called it the Golden **Gate of the Republic** in recognition of its economic importance. At the same time during the opening of the 5th Central American and Caribbean Games, President Mariano Ospino Pérez reaffirmed the nickname of the city as the "**Golden Gate**". In 1921

The Sandy

This name has two versions, an official version and one that is more popular. It was named by president of New Granada, Tomás Cipriano de Mosquera during his stay in Barranquilla in 1849. During his stay in the city, this important person enjoyed various walks in the city. So he got to know several important sites first-hand. One of the things that caught his attention was that the streets were always covered by sand. During his walks, he noticed the dusty streets with a breeze that lifted the sand. This led him to call it the Sandy and, since then, until today, it is known that way. This is the official version, the other is more popular. However, the difference in the popular history is that it is said that this happens because of the streams the city had when it rained, the streets were always dirty of mud and sand. So the same inhabitants began to call it by the name of Sandy.

Curramba, la Bella

Curramba, la Bella: inverse pronunciation of the syllables of the abbreviation Barranq. (q-rran-ba) used by Juan Eugenio Cañavera in Bogotá in the middle of the 20th century. A person who is born here is called currambero, derived from the adjective "currambero"

City of the Open Arms

The thinker Agustin Nieto Caballero called Barranquilla "City of the Open Arms" because Barranquilla is as an open city, its people are friendly and hospitable with a bubbly sense of humor, but more than highlighting the kindness of its people, it is the joy that is breathed in the environment, the hospitality of barranquilleros makes the visitors want to stay in this land.

Beacon/Lighthouse of America

Enrique Ancizar, president of the Colombian Society of Agriculture, called it "Faro de América" ("Beacon/Lighthouse of America.").

This name is combined with the history of the Second Brigade, which itself and like the lighthouse that guides the sailor, there is a soldier of the Second Brigade, proudly wearing his emblem on the chest and always vigilant in favor of safety, the happiness and tranquility of the barranquillero man.

By Nancy Camargo Rodelo

After reading the first paragraph of the text nicknames of Barranquilla match the underline words or phrases with the lexical terms listed A-G. There is one extra option which you do not need to use.

Sabanitas de Camacho




This was the first **name (1)** that Barranquilla **received (2)** during the Colony. A group of people arrived the place known as savanna of Camacho, they **were (3)** first villagers. They were looking for their lost cattle what came here by drought. In this time there was an **intense summer (4)**. The cattle was looking for grass to feed itself. It left from Galapa and arrived there, the villagers **set up (5)** here. That was the start of the existence of this place called Sabanitas de Camacho.

Therefore Barranquilla in its history has had different names, the initial was Sabanitas de Camacho, then Barrancas de Camacho and Barrancas de San Nicolás. Other are **well-known (6)** as San Nicolás de Tolentino de Camacho and Barranquilla de Camacho. The last were Barrancas de San Nicolás and San Nicolás de Barranquilla.

- A phrasal verb
- B compound adjective.....
- C Past verb to be.....
- D word family.....
- E adjective and noun collocation.....
- F Verb with the suffix of past ED.....

Appendix 6

Checklist t a s k s

criteria			
I can participate in discussions with my classmate			
I can infer meaning of the text			
I can answer to question in different levels			
I can complete sentences			
I can label pictures according to a key words			
I can respect the opinions of my classmate			
I can understand the names of Barranquilla and their meanings			

Questions

1. What is the meaning of the nicknames.....?



2. What is the first name that Barranquilla received during the colony?
3. Why did villagers set up here?
4. Could you explain the nicknames of Barranquilla?
5. Why is the golden gate named?
6. What is the name more important for you and why?