

# LESSON PLAN FORMAT

<b>SUBJECT</b>	Citizenship	<b>GRADE</b>	9th
<b>TOPIC</b>	Colombia as a multiethnic and pluricultural nation.	<b>LENGTH</b>	120 minutes
<b>AIMS</b>			
<b>MAIN AIMS</b>			
<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><b>By the end of the lesson, students will be able to evaluate the importance of living in a multiethnic and pluricultural nation.</b></p>			
<b>SUBSIDIARY AIMS:</b>			
<ul style="list-style-type: none"> <li>● <b>Identify examples of multiethnicity and pluriculturalism in his/her country and town.</b></li> <li>● <b>Recognize the importance of multiethnicity and pluriculturalism for a country like Colombia.</b></li> </ul>			
<b>TEACHING OBJECTIVES</b>			
<b>Content</b> <i>(New knowledge, skills and understanding)</i>	<b>Cognition</b> <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	<b>Culture</b> <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ul style="list-style-type: none"> <li>● Revision of vocabulary related to ethnicity and culture.</li> <li>● Revision of some aspects related to culture such as religious beliefs, organization of societies and relationship with the environment.</li> <li>● Historical events that influenced multiethnicity and pluriculturalism in Colombia.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing himself/herself as part of a country where diversity is not the exception, but the rule.</li> <li>● Explaining the value of ethnic groups in Colombia.</li> <li>● Defending his/her conclusions about the advantages of living in a multiethnic and pluricultural country.</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding the cultural diversity in his/her town or country as the result of multiple historical events.</li> <li>● Being able to identify the presence of multiethnicity and pluriculturalism in his/her surroundings.</li> </ul>	
<b>Communication <i>(What and how)</i></b>			
<b>Language of Learning</b> <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</i>	<b>Language for Learning</b> <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	<b>Language through learning</b> <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
<ul style="list-style-type: none"> <li>● Ethnic groups</li> <li>● Culture</li> <li>● History</li> <li>● Multiethnicity</li> <li>● Multiculturalism</li> </ul>	<ul style="list-style-type: none"> <li>● Culture includes aspects such as...</li> <li>● In our history, multiethnicity is the result of...</li> <li>● Multiculturalism means...</li> <li>● In my country/hometown multiethnicity and pluriculturalism can be found in...</li> <li>● Multiethnicity and pluriculturalism make our country/town richer because.</li> </ul>	<p>Teacher will monitor students work when doing individual/pair/group work and feedback on language problems that could affect communication or sound repetitive.</p> <p>Teacher will also board any useful and well-used language for language extension.</p>	



**CRITERIA FOR ASSESSMENT**

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

**Formative Assessment**

- Comparison his/her findings about culture and history of multiethnicity with his/her peers'.
- Peer feedback about the language and content in each of the stages of the lesson (oral and written).
- Monitoring of the teacher about the language and content used during the lesson.

**Summative Assessment**

- Checklist with elements to consider when assessing a draft for an infographic (language, content).

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
12 minutes	<b>Activate prior knowledge</b>	<p>T shows Ss a collage of photos of colombian people with different ethnic origins and ask either of the following questions:</p> <p><i>Have you interacted with people like the ones in the collage? Where? When?</i></p> <p><i>Have you seen people like the ones in the collage? Where? When?</i></p> <p>T tells Ss the lesson aims</p> <p>T tell Ss to work in pairs to choose words to relate to different ethnic groups whose names were used to label different bond papers posted on the wall (Indigenous people, afro colombian, white from Bogotá, country people from the Andes region).</p> <p>SS write their words and post them on the bond papers; in plenary, 4 volunteers read the words posted on each paper.</p> <p>Ss and T give feedback about the language usage.</p>	<p>Collage of photos of Colombian people with different ethnic origins (Appendix 1).</p> <p>Sharpie markers</p> <p>Sticky notes</p> <p>Bond papers</p>
12 minutes	<b>Lead in</b>	<p>T gives Ss a copy with a graphic showing the origins of different ethnicities that inhabit Colombia (Arabs, Palenqueros, indigenous, Boyacenses, white from Bogota, Jewish) nowadays.</p> <p>Ss read the graphic and revise the origin of the different ethnicities mentioned. T monitors Ss work while they read and discuss, whilst he listens to them asking questions to verify comprehension and give feedback on the answers (content and language).</p> <p>Then, they take turns so one member per group can tell the class the origin of one the groups studied. Other members of the group can support the spokesperson in case he/she misses something important.</p>	<p>Graphic showing the origins of different ethnicities that inhabit Colombia (1 copy per group of 5) (Appendix 2).</p>
12 minutes	<b>Recognition and classification of different aspects of culture in chart.</b>	<p>T draws a chart topped with different aspects of culture such as: music, religion, food, social organization and relationship with the environment and nature.</p> <p>Ss take words from a box randomly, each one of which matches to one of the categories on the board (cumbia, coconut rice, catholicism, shamanism, matriarchy, cities, fried fish, sancocho, kibbe, nature as a mother, tribes, judaism, sweets, mapalé, build big cities) and paste it in the</p>	<p>Box with words related to different aspects of culture written in pieces of paper.</p>

		<p>correspondent column.</p> <p>T asks students to participate voluntarily in order to verify the classification of the words.</p>	
12 minutes	<b>Description of different aspects of culture.</b>	<p>The groups are assigned with one of the categories on the chart, so they can talk about it by telling other examples of it in Colombia.</p> <p>For example: “Culture includes aspects like music and Colombia is rich in this because we have Vallenato, Salsa...”.</p> <p>Everyone in each group gives an example, in case somebody does not know any, other students can help.</p> <p>In order to enrich the process of sharing examples, T gives each group a copy of the text <i>The top five customs and traditions in Colombian culture</i>, which they will read before adding examples to the different categories.</p> <p>T monitors Ss work while they read and discuss, whilst he listens to them asking questions to verify comprehension and give feedback on the answers (content and language).</p>	Copy with the text <i>The top five customs and traditions in Colombian culture</i> (Appendix 3).
15 minutes	<b>Identification of multiethnicity and pluriculturalism in his/her surroundings.</b>	<p>In order to make Ss expand the information about Colombian culture, T shares a video with a description of Colombian culture.</p> <p>Then, Ss are asked to discuss in their groups the following questions:</p> <ul style="list-style-type: none"> <li>● <i>What do you like the most about the carnival of Barranquilla? why?</i></li> <li>● <i>Have you been to a sweets festival during the Holy week? What is your favorite sweet?</i></li> <li>● <i>Do you think it is good that indigenous have their own territories? why?</i></li> <li>● <i>What are some venezualan foods that are popular in Barranquilla? Have you tried one of them? Did you like it? why?</i></li> <li>● <i>What are some ways to make afro colombian people participate more in society?</i></li> </ul> <p>T monitors Ss work while they discuss, whilst he listens to them asking questions to verify comprehension and give feedback on the answers (content and language).</p>	<p>Video with information about colombian culture:</p> <p><a href="https://www.youtube.com/watch?v=6YVI-aixyfs">https://www.youtube.com/watch?v=6YVI-aixyfs</a></p> <p>Laptop</p> <p>Projector</p>

10 minutes	<b>Plenary</b>	<p>Ss per shares with the class their findings and their answers to the questions in the previous exercise.</p> <p>Ss from other groups take notes of the most important ideas provided by their peers with other questions.</p>	
20 minutes	<b>Infographic draft making</b>	<p>Ss work on the design of an infographic in which they present the following aspects:</p> <ul style="list-style-type: none"> <li>• 2 Historical events that influenced multiethnicity and pluriculturalism in Colombia.</li> <li>• 3 Samples of cultural diversity in Colombia (including music, food, religious beliefs, among others revised during the lesson).</li> <li>• 4 Conclusions in which they present the advantages of living in a multiethnic and pluricultural country.</li> </ul> <p>T monitors Ss work while they re-read the text and discuss, whilst he listens to them asking questions to verify comprehension and give feedback on the answers (content and language).</p> <p>In case Ss need to obtain some extra information, they can re-watch the video on the laptop available in the classroom.</p>	<p>Collage of photos of Colombian people with different ethnic origins (Appendix 1).</p> <p>Graphic showing the origins of different ethnicities that inhabit Colombia (1 copy per group of 5) (Appendix 2).</p> <p>Copy with the text <i>The top five customs and traditions in Colombian culture</i>. (Appendix 3).</p> <p>Cardboard</p> <p>Sharpies</p> <p>Color pen/pencils</p> <p>Video with information about colombian culture:</p> <p><a href="https://www.youtube.com/watch?v=6YVI-aixyfs">https://www.youtube.com/watch?v=6YVI-aixyfs</a></p>
15 minutes	<b>Gallery walk</b>	<p>Once the groups have finished their infographics, Ss will share them alternating turns. First, half of the groups will present simultaneously, while the others rotate among stations to listen to the presenters. Then, the groups swap positions and the ones who listened will present and the ones who presented will listen.</p> <p>Whilst listening, Ss will complete a checklist per group, giving feedback on the missing aspects and the strong points to highlight as well.</p> <p>T monitors Ss work while they discuss, whilst he listens to them asking questions to verify comprehension and give feedback on the answers (content and language).</p>	<p>Checklist (Appendix 4)</p> <p>Infographics done by Ss</p>
12 minutes	<b>Wrap up</b>	<p>In plenary, Ss share what they think are the best arguments found in their peers' presentations about the advantages of living in a multiethnic and pluricultural country.</p> <p>T takes notes on the board about the reasons highlighted by Ss.</p> <p>Feedback in content and language.</p>	Infographics done by Ss

APPENDIXES

Appendix 1 (Collage)



Images retrieved from:

<https://www.eluniversal.com.co/suplementos/facetas/las-palenqueras-no-mantenemos-ningun-marido-287093-PUEU404193>

[https://www.google.com/search?q=judios&tbm=isch&ved=2ahUKewjgh\\_f13LL4AhVFBd8KHQyUAIQQ2-cCegQIABAA&og=judios&gs\\_lcp=CgNpbWcQAZlICAAQgAQQsQMvBQgAEIAEMgUIABCABDIFCAAQgAQvBQgAEIAEMgUIABCABDIFCAAQgAQvBQgAEIAEMgUIABCABDIFCAAQgAQ6BAgiECc6BwgjEOoCECc6CwgAEIAEELEDEIMBOggIABCxAXCDAToECAAQA1CNBlIDF2C2GmgBcAB4BIABqQGIAeYmkgEEMC4xMpgBAKABAaoBC2d3cy13aXotaW1nsAEGwAEB&scient=img&ei=AlerYuCHOMWK\\_AaMqlqgBQ&bih=625&biw=1366&hl=es#imgrc=kSjCUPbjpcEBWM](https://www.google.com/search?q=judios&tbm=isch&ved=2ahUKewjgh_f13LL4AhVFBd8KHQyUAIQQ2-cCegQIABAA&og=judios&gs_lcp=CgNpbWcQAZlICAAQgAQQsQMvBQgAEIAEMgUIABCABDIFCAAQgAQvBQgAEIAEMgUIABCABDIFCAAQgAQvBQgAEIAEMgUIABCABDIFCAAQgAQ6BAgiECc6BwgjEOoCECc6CwgAEIAEELEDEIMBOggIABCxAXCDAToECAAQA1CNBlIDF2C2GmgBcAB4BIABqQGIAeYmkgEEMC4xMpgBAKABAaoBC2d3cy13aXotaW1nsAEGwAEB&scient=img&ei=AlerYuCHOMWK_AaMqlqgBQ&bih=625&biw=1366&hl=es#imgrc=kSjCUPbjpcEBWM)

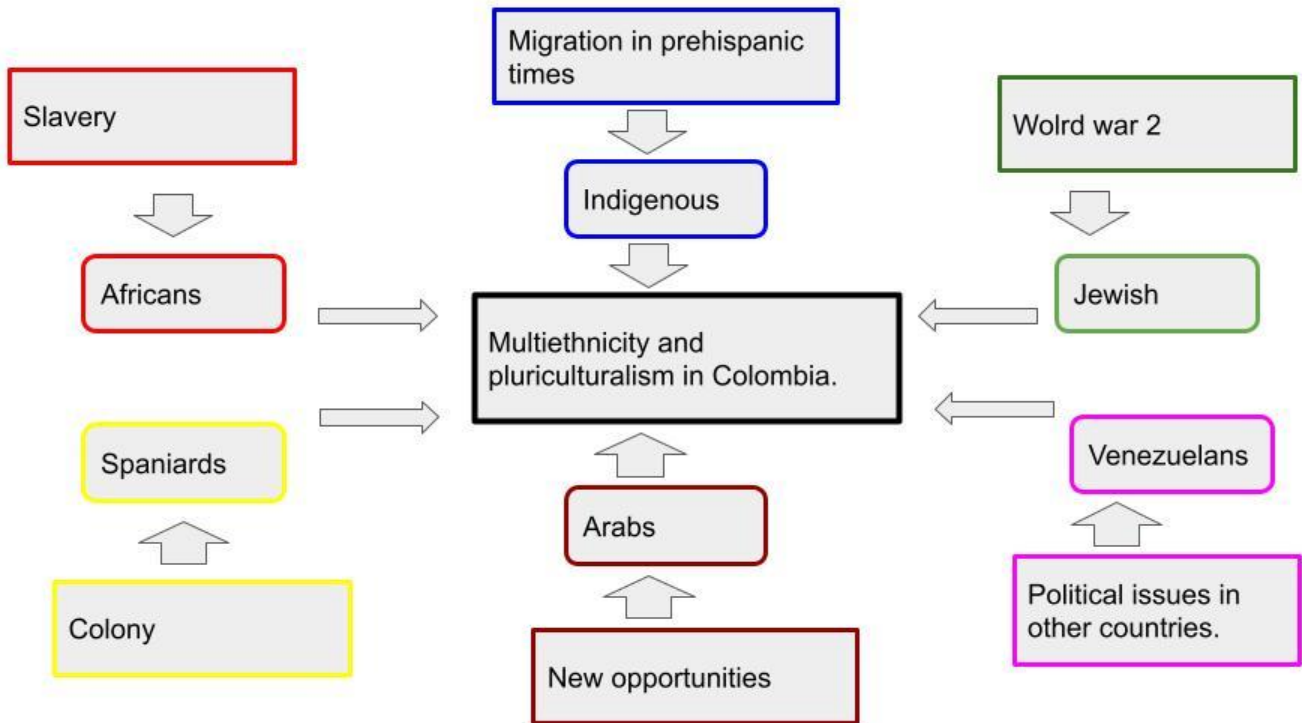
[https://caracol.com.co/emisora/2020/07/11/tunja/1594475430\\_734293.html](https://caracol.com.co/emisora/2020/07/11/tunja/1594475430_734293.html)

<https://expotur-eco.com/costumbres-wayuu-que-te-sorprenderan/>

<https://www.colombiaaprende.edu.co/agenda/actualidad/raizales-en-colombia-la-historia-del-archipelago-de-san-andres>

<https://www.elheraldo.co/barranquilla/que-es-ser-barranquillero-345471>

Appendix 2 (Graphic with some origins of multiethnicity and pluriculturalism in Colombia)



## Appendix 3 (text)

### *The top five customs and traditions in Colombian culture*

*Colombian culture is a blend of its many and varied roots and there are many aspects to its customs and traditions that are unique to its shores, and which captivate the thousands of visitors who travel to Colombia every year.*

#### *1. A country with plenty of parties and festivals:*

*Colombia enjoys up to 18 long weekends every year, an incredible number of holiday Mondays offering residents and visitors the chance to travel, party and celebrate whatever Saint or historical event the long weekend commemorates. More often than not, a long weekend or 'holiday Monday' will coincide with a legendary Colombian festival and no trip to Colombia would be complete without sampling one of those. Visitors can pick between the colorful Barranquilla Carnival, the , the Vallenato Legend Festival, the Cali Fair, Pasto's Black and White Carnival, Huila's Bambuco Pageant and Folkloric Festival, Cartagena's Hay literary festival and many more.*

#### *2. The colombian culture enjoy a Pot Gathering (El Paseo de Olla):*

*One important custom or tradition in Colombian culture, which is particularly popular in rural areas is the 'Pot Gathering'. This much-loved ritual encourages Colombian families to gather beside their local river, and share the traditional Colombian dish: sancocho This typical stew mixes chicken, pork or beef rib with plantain, potato, corn-on-the-con, cassava, tomato and cilantro, served with rice and avocado. The purpose of the 'Pot Gathering' picnic is to reunite family and friends to share their successes, celebrate special occasions or just have an excuse to bring everyone together.*

#### *3. Always have a traditional 'grandmother' remedy:*

*Colombian culture dictates that there is a cure for every ailment and visitors will often be offered a traditional ' if they suffer any woes. These timeless customs include hierbabuena or spearmint teas for aches and pains, and a chamomile concoction when you cannot sleep. Another favorite is the gel from aloe vera, a plant which grows across Colombia, for scrapes, sunburn and even dandruff and boiled calendula for inflammation, wounds and scarring. The best-loved Colombian custom of all is aguapanela (made from concentrated cane syrup) which is every Colombian grandmother's favorite tradition when it comes to curing a cold, sore throat or a bad attack of the blues.*

#### *4. Colombia celebrates Christmas and holidays:*

*Colombian culture's customs and traditions will always ensure a very festive season. The most typical Colombian Christmas traditions include eating natilla (a custard dish resembling a flan) and buñuelos (fried dough balls) and attending a Novena de Aguinaldos, when families come together to eat, sing carols (villancicos) and recite a set of prayers. The novena is prayed and hosted in a different home of a family member or friend on each of the nine nights before Christmas, in honor of the Virgin Mary, St Joseph, the Wise Men and Baby Jesus who sought shelter in a different place each night.*

#### *5. One rithm for every occasion:*

*Colombians are famous for expressing their emotions through dance and . Visitors to the country will discover a rhythm for every occasion, from family gatherings to the moments when the national soccer team exceeds expectations on the global stage. Those on holiday or vacation in Colombia should definitely , anything from a few steps of Colombia's world beating salsa or cheeky cumbia to a quick vallenato or even joropo, because Colombian culture really does provide a beat for every moment.*

*Immerse yourself in Colombia's customs and traditions in your next visit.*

Retrieved from: <https://www.colombia.co/en/colombia-culture/dance/customs-traditions-colombian-culture/>



**Appendix 4 (checklist)**

Criteria	Yes	No	Comments
The infographic presents, at least, 2 historical events that influenced multiethnicity and pluriculturalism in Colombia.			
The infographic shows, at least, 3 samples of cultural diversity in Colombia (including music, food, religious beliefs, among others revised during the lesson).			
Draws , at least, 4 conclusions in which they present the advantages of living in a multiethnic and pluricultural country.			
The information on the infographic is clear and concise.			
The visuals of the infographic help readers to understand the content; the titles, subtitles, graphics and the hierarchy of the ideas presented are well structured.			