

MANCHESTER COLLEGE
Department of Education

LESSON PLAN by: Stephanie Hofer, Emily Katona, and Cliff Hannon

Lesson: Poster Session on Learning Disabilities: Project-Based Learning

Lesson Focus: Don Quijote in Today's Society

Length: one week of class periods, lasting 70 minutes each

Age or Grade Intended: Spanish III students, English Grade 11 students, and World History and Civilization Students

Academic Standard(s):

World History and Civilization:

- WH.9.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past.
- WH.9.4 Explain issues and problems of the past by analyzing the interests and viewpoints of those involved.
- WH.9.6 Formulate and present a position or course of action on an issue by examining the underlying factors contributing to that issue.

English 11:

11.3.5 Analyze or evaluate works of literary or cultural significance in history (American, English, or world) that:

- reflect a variety of genres in each of the respective historical periods.
- were written by important authors in the respective major historical periods.
- reveal contrasts in major themes, styles, and trends.
- reflect or shed light on the seminal philosophical, religious, social, political, or ethical ideas of their time.

World Language: Spanish:

- MH 11.2.2 Demonstrate comprehension of both authentic and non-authentic written and spoken language through developmentally appropriate tasks.
- MH 11.3.2 Present prepared material and student-created material on a variety of topics.
- MH 11.3.4 Compose simple cohesive written information using appropriate formats with greater detail and independence.

Performance Objectives:

During the group activity:

1. Given an English copy of the Don Quijote text, students will read the first eight chapters of the story, verified by participation.
2. Given the attached Reading Guide for chapters 1-8 of Don Quijote, students will record answers to the questions while reading the story, verified by the teacher for completion.

During the group projects:

*(Not every student will meet each of these objectives; it depends on the project that is chosen.)

1. Given one of the three project topics, students will research about their topic, verified by the teacher during the project evaluation.
2. Given one of the three project topics, students will create a presentation that displays key information about their topic, verified by the teacher on the project evaluation.
3. Given one of the three project topics, students will create a project that relates to their topic, bringing in new ideas that are based on research, verified by the teacher on the project evaluation.
4. Given one of the three project topics, students will use basic concepts from English, history, or Spanish class in an integrative manner, verified by the teacher on the project evaluation.

Assessment: The project's overall goal is to have students work together in a project-based learning environment. The goal of the project is to introduce students to the classic literary concept of Don Quijote, read the first eight chapters of the story, complete a reading guide, and choose one of the three outlined projects. Students may choose any of the three projects, but they must follow the guidelines described in the project evaluation.

Advanced Preparation by Teacher:

1. Create and copy for each student the Reading Guide for Chapters 1-8 of Don Quijote

Procedure:

Introduction/Motivation: ¡Hola, clase! (Hello, class!) Our next project will use fun aspects of your History class, English class, and Spanish class. We will be concentrating on the fun and entertaining story of Don Quijote, written by Miguel de Cervantes. We will read together the first eight chapters of the story in English and answer the questions to help you understand the story. After we read the story, you will have three different options for a project to complete in a group. The story of Don Quijote is very funny and entertaining. You will really enjoy this project.

Step-by-Step Plan:

Each group will consist of about four students. Each group will:

1. Read chapters 1-8 of Don Quijote
2. Record the main ideas of each chapter, while answering the questions on attached Reading Guide for Chapters 1-8 of Don Quijote sheet.
(Gardner: Intrapersonal, Interpersonal, Visual/Spatial, Verbal/Linguistic)
(Bloom's: Summarize each chapter. – Comprehension)
(Bloom's: Which chapter was your favorite and why? Justify your reasoning. – Evaluation)
(Bloom's: Who were the main characters? – Knowledge)

For the project, each group will have a choice of one of the following:

1. Research and report about the historical context of Don Quijote. This project must include the era in which Don Quijote was living in his head versus the era in which he was living in reality, as they differ greatly historically. This project requires initial research, a presentation over the findings, and a PowerPoint supporting the findings.
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)

- (Bloom's: Analyze the historical context in which Don Quijote lived. – Analysis)
2. Read, summarize, and compare different pieces of literature that pertain to chivalry and knighthood. This project must include at least five different stories, legends, or other great literature works that relate to chivalry and knighthood. This group must read at least five literary works, summarize the work in sufficient detail, and compare the works. To present the information, this group must create a new short story that centers on the chivalry and knighthood theme, but references parts of the researched five literary works. The short story will be typed and printed.
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic)
(Bloom's: Create your own short story that relates to chivalry and knighthood. – Synthesis)
 3. Choose a scene from a chapter that shows a central part to the Don Quijote story. Write a dialogue in Spanish that represents this scene. Write the dialogue so that it represents modern times, instead of recreating the story as written. For example, one of the most famous scenes in Don Quijote is the scene with the wind mills where Don Quijote is determined to fight what he sees as giants. How would you recreate that to represent a modern situation? This project must be in the form of a written dialogue and will be recorded and turned in as a video with a coordinating script/dialogue.
(Gardner: Interpersonal, Visual/Spatial, Verbal/Linguistic, Bodily-Kinesthetic)
(Bloom's: Create a short video that outlines one of the important scenes in a chapter of your choosing. – Synthesis)

Closure: I hope that everyone enjoyed reading the Don Quijote story and that you had fun doing your projects. I am happy to see that you all put so much effort into your projects. Each group did an excellent job. Tomorrow, I should have your projects graded and we can discuss your favorite parts of the story. ¡Hasta mañana chicos!

Adaptations/Enrichment:

Student with a learning disability:

A student with a learning disability in listening

A student with a disability in reading

A student with a disability in writing

Self-Reflection:

- Was the lesson successful?
- Were students engaged in each of the lesson's activities?
- Did this activity make sense to the students?
- Did the students understand my directions for each activity?
- Was this type of assessment appropriate?
- What would I do differently next time to improve the lesson?
- Which activity needs the most adjustment for next time?

Lesson Specific:

- Was each group on task during the reading?
- Did each student complete the reading guide?
- Did students make good use of time?
- Were projects completed to expectations?

- Were projects done well and sufficiently?
- Did students rush through the project?
- Did students work well in their groups?
- Were the projects fun?
- Was there a specific project that needed revising?
- Was there a project that did not work according to plan?

Reading Guide for Chapters 1-8 of Don Quijote

Capítulo 1:

1. ¿De dónde era don Quijote? (Where was Don Quijote from?)
2. ¿Cómo era don Quijote? (How was Don Quijote – personality-wise?)
3. ¿Qué hacía don Quijote? (What did Don Quijote do?)
4. ¿Qué podía hacer el caballero de la ardiente espada? (What could the gentleman of the burning sword do?)
5. ¿Qué efecto tuvieron los libros de caballerías en don Quijote? (What affect did the books of chivalry and knighthood have on Don Quijote?)
6. ¿Qué decidió hacerse don Quijote? (What did Don Quijote decide to do –to himself?)
7. ¿Conoce usted a alguna persona como don Quijote? (Do you know someone like Don Quijote?)

Capítulo 2:

1. ¿Qué hizo don Quijote cierta mañana? (What did Don Quijote do in the early morning?)
2. ¿Cómo llamó a su caballo? (What did he name his horse?)
3. ¿Qué es esencial en don Quijote? (What is essential in Don Quijote?)
4. ¿Quién era Dulcinea del Toboso? (Who was Dulcinea del Toboso?)
5. ¿Dónde mandará don Quijote un gigante como Caraculiambro? (What will Don Quijote mandate as a giant like Caraculiambro?)

Capítulo 3:

1. ¿Qué terrible pensamiento tuvo don Quijote? (What terrible thought did Don Quijote find?)
2. ¿Qué vio? ¿Qué creyó? (What did he see? What did he create?)
3. ¿Por qué no pudieron contener la risa las mozas? (Why couldn't the mozas contain/maintain a smile?)
4. ¿Qué dijo don Quijote cuando se rieron? (What did Don Quijote say when they laughed?)
5. ¿Conoce usted a personas que se ríen por leve causa? (Do you know people that smile for small reasons?)
6. ¿Qué dijo el ventero? (What did the innkeeper say?)
7. ¿Por qué le llamó don Quijote “Castellano” al ventero? (Why did the innkeeper call Don Quijote castellano?)
8. ¿Cuál era el descanso de don Quijote? (What was Don Quijote's dream/rest?)
9. ¿Por qué cree usted que dijo el ventero que don Quijote no podría dormir en un año en esa venta? (Why do you think the innkeeper said he couldn't sleep a year in the inn?)
10. ¿Don Quijote cree que Rocinante es mejor a quién? (Don Quijote thinks that Rocinante is better than who?)
11. ¿Cómo debe tratar el ventero a Rocinante? (How should the innkeeper treat Rocinante?)
12. ¿Qué cenó don Quijote esa noche? (What did Don Quijote eat for dinner this night?)
13. ¿Cuándo se levantó don Quijote? (How did Don Quijote wake up?)
14. ¿Qué hizo esa misma noche don Quijote? (What did Don Quijote do this same night?)

Capítulo 4:

1. ¿Qué respondió a don Quijote el ventero? (How did the innkeeper respond to Don Quijote?)
2. ¿Qué pasó cuando don Quijote rezaba en el corral? (What happened when Don Quijote prayed in the yard?)
3. ¿Qué dijo don Quijote? (What did Don Quijote say?)
4. ¿Qué dijo el arriero? (What did the muleteer say?)
5. ¿Qué hizo entonces don Quijote? ¿Qué creyó don Quijote? (What did Don Quijote do instead? What did Don Quijote think?)
6. ¿Qué les hizo don Quijote a los otros arrieros? (What did Don Quijote do to the other muleteers?)
7. ¿Qué les dijo el ventero a los arrieros? (What did the innkeeper say to the muleteers?)
8. ¿Qué dijo, furioso, don Quijote? (What did the furious Don Quijote say?)

Capítulo 5:

1. ¿Al ver tanto problema, ¿qué se decidió el ventero? (At seeing such a problema, what did the innkeeper decide to do?)
2. ¿Qué haría usted en esa situación? (What would you do in this situation?)
3. ¿Qué hizo don Quijote al despuntar el alba? (What did Don Quijote do at the point of dawn?)
4. ¿Para qué regresaron a su aldea don Quijote y Rocinante? (For what did Don Quijote and Rocinante return to the village?)

Capítulo 6:

1. ¿Qué hacía Juan Faldudo? (What was Juan Faldudo doing?)

2. ¿Qué hizo don Quijote? (What did Don Quijote do?)
3. ¿Cree usted que don Quijote liberó en realidad a Andrés? (Do you think that Don Quijote really liberated Andres?)
4. ¿Qué habría hecho usted? (What would you have done?)
5. ¿Qué hizo entonces el Faldudo? (What did Faldudo do then?)
6. ¿Cree usted que don Quijote dejó las cosas mejor o peor? (Do you think that Don Quijote left things better or worse?)

Capítulo 7:

1. ¿Qué vio don Quijote después de dos millas? (What did Don Quijote see after two miles?)
2. ¿Qué dijo don Quijote a la gente? (What did Don Quijote say to the people?)
3. ¿Quiénes eran las personas? (Who were the people?)
4. ¿Qué le pidió a don Quijote el vendedor socarrón? (What did the crafty seller ask of Don Quijote?)
5. ¿Por qué le puso furioso el vendedor socarrón a don Quijote? (Why did the seller get furious at Don Quijote?)
6. ¿Qué les pasó a don Quijote y Rocinante? (What did Don Quijote and Rocinante pass by?)
7. ¿A quién culpa don Quijote? (Who points fault at Don Quijote?)
8. ¿Qué le hizo al caído un criado furioso? (What did the fallen do to the furious caretaker?)

Capítulo 8:

1. ¿Quién le llevó de vuelta a su casa al pobre caído? (Who carried the por fallen to his house?)
2. ¿A quién culpó don Quijote? (Who did Don Quijote blame?)
3. ¿Quién quería don Quijote que lo cure? (Who did Don Quijote want to cure him?)
4. ¿Qué opinó la mujer sobre los libros? (What was the woman's opinion about thebooks?)
5. ¿Cómo solucionó el problema el cura? (How did the priest solve the problem?)
6. ¿Cómo solucionaría usted ese problema? (How would you solve this problem?)

CATEGORY	1	2	3	4	Score
Required Elements	Several required elements were missing.	Some of the required elements are not included on the Project.	Required elements are met.	The project was done by the student. Pertains to the time frame studied. Requirements are exceeded.	
Use of Time	Did not take time to do the project with thought and concern.	Could tell time was not used well. Project either looks hurried and unfinished or student claimed minimal time used.	Used time ok. Focused on getting the project done and not especially concerned about attractiveness of project.	Good use of time. Could tell student took time to ensure project was professional and attractive.	
Content - Accuracy	Facts are not accurately displayed on/in the project.	Some facts are accurate others are not.	Accurate facts are displayed on/in project.	Many details and facts are accurate and displayed on/in the project.	
Mechanics/neatness	There are more than 5 errors in capitalization or punctuation. Project was thrown together	There are several errors in capitalization or punctuation. Project needs to be neater.	There are 1-2 errors in capitalization or punctuation. Project could use some cleaning up.	The project is exceptionally neat. Capitalization and punctuation are correct throughout.	
Reading Guide	Reading Guide was not completed, but started. (If the reading guide was not turned in or was not started, student receives a 0.)	X	X	Reading guide was fully completed.	

Final Score: ____ / 20

Teacher comments: