A DIDACTIC PROPOSAL TO INTRODUCE YOUNG ADULT LITERATURE (YAL) IN THE ENGLISH AS A FOREIGN LANGUAGE (EFL) CLASSROOM: *JEFFERSON'S SONS* (2011) BY KIMBERLY BRUBAKER BRADLEY

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ABSTRACT

Some English teachers are still reluctant about introducing Young Adult Literature (YAL) in the English as a Foreign Language (EFL) classroom. However, many scholars have suggested that, if teachers select literary passages according to their students' English level and interests, literature can be really powerful material that deals with grammar contents, allows students to learn about the cultural and historical background of the target language and develops their personal growth. Bearing this in mind, this project, which is based on an educational improvement, includes a didactic unit on Young Adult Literature that has been implemented in a Spanish high school in order to check the advantages of using literature in the EFL classroom. The development of the teaching sessions has demonstrated that, contrary to what is generally believed, students can perfectly deal with real literature in the EFL classroom under the teacher's guidance.

Keywords: Young Adult Literature (YAL), English as a Foreign Language (EFL), reading, teaching.

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1. INTRODUCTION

The present paper deals with the introduction of young adult literature in the EFL classroom. By means of the literary passages selected for the didactic unit included in this project, which have been extracted from the novel *Jefferson's Sons* by Kimberly Brubaker Bradley, the students will learn about some events and personalities belonging to the historical background of slavery in the United States. Moreover, they will study the defining and non-defining relative clauses and they will reflect on the concepts of racism and discrimination and how they are present in our society.

The first part of this project corresponds to the theoretical framework. It consists of five different sections which deal with the contents that I describe in the following lines. Firstly, I will define the concept of reading using the information provided by some scholars. Secondly, I will explain the characteristics of two common types of reading, intensive and extensive, and how they differ from each other. Then, I will focus on the introduction of literature in the classroom. I will expose the benefits of using literary texts in the EFL teaching sessions according to some researchers, as well as three suggested approaches to do it (cultural, linguistic and personal growth models). The last section of the theoretical framework deals with the situation in Spain regarding the use of literature when teaching English.

The second part of this dissertation is based on the teaching implementation. First, I will describe the context, both the characteristics of the high school and the group of students where I carried out the teaching sessions, and I will expose the reasons that justify the didactic proposal, the selected materials, the group of students that I have chosen for the implementation as well as their way of working in the different activities. Then, I will attach the entire didactic unit that I have created and I will describe the development of the teaching sessions that I carried out in the high school. After this, I will reflect on some suggestions for improvement, which are based on my tutor's feedback and my observation of the students' reactions.

Finally, I will expose the conclusions that I have reached, I will enumerate the bibliographic references and I will include some appendixes with the materials used in the sessions.

2. THEORETICAL FRAMEWORK

2.1. The concept of reading

As we all know, reading is one of the four skills that constitutes the learning of a foreign language. Regarding its meaning, many scholars, such as Smith (2004), Urquhart & Weir (1998) and Grabe (2009), have tried to give an accurate definition of this term.

Traditionally, it has been believed that reading is an ability that needs to be taught to us, that is to say, we cannot learn how to read on our own; moreover, it is thought that the skill of reading makes reference to written language when we pronounce it aloud.

However, Smith (2004) states that the concept of reading is related to interpretation. According to him, we do not only read written words, but everything that we encounter in the world; thus, “”reading”, when employed to refer to interpretation of a piece of writing, is just a special use of the term. We have been reading-interpreting experience-constantly since birth and we all continue to do so” (p. 2).

For their part, Urquhart & Weir (1998) take into account the definition given by Widdowson, who claims that reading is “the process of getting linguistic information via print” (p. 20). Nevertheless, they modify some aspects of it. In their view, the idea of “getting linguistic information” does not entail any process of interpretation; moreover, they consider that not only linguistic information can be read, but any kind of encoded information in language. Consequently, they define reading as “the process of receiving and interpreting information encoded in language form via the medium of print” (p. 22).

Finally, according to Grabe (2009), reading fluently involves several processes, which are described in his handbook (pp. 14-16) and summarised in the following statements:

1. Reading fluently is understood as “a rapid and efficient process” that implies a rapid and automatic coordination of “word recognition, syntactic parsing, meaning formation, text-comprehension building, inferencing, critical evaluation, and linkages to prior knowledge resources” (p. 14).

2. Reading is related to comprehension, since the reader aims to understand the writer's message.
3. Reading is an interactive process between the writer and the reader. The former transmits a message that the second one tries to comprehend by decoding it and using her or his background knowledge.
4. Reading is a strategic process in which the reader uses many skills and carries out a lot of processes "to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals" (p. 15).
5. Reading is also a flexible and purposeful process. When the reader faces some difficulties, he or she modifies the reading processes in order to achieve his or her goals.
6. Reading is an evaluative process. The readers reflect on how well they are reading. They assess the text according to their feelings and emotions when reading it.
7. Reading is a learning process. The evaluations to which I have referred in the previous paragraph involve themselves a learning process.
8. Reading is a linguistic process. No matter how much background knowledge the reader has on the topic of the text, it is essential to know the language in which it is written to comprehend the message.

2.2. Intensive and extensive reading

Intensive and extensive reading are two reading approaches that can be used in the EFL classroom. According to Brown (2000), both of them belong to the category of silent reading. In the following paragraphs I aim to explain their characteristics and how they differ from each other.

On the one hand, intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like"(Brown, 2000, p. 312). This type of reading usually takes place in the classroom and, as it has been pointed out, it focuses on analysing linguistic features from the text in order to acquire knowledge of the target language. The appropriate materials for intensive reading are short passages

with no more than 500 words, which the teacher selects according to the level of his or her students (McLeod, 2013). Some activities that can be devised to deal with intensive reading are identifying the subject and the object of a construction, separating the main clause from the subordinate ones, distinguishing cohesive elements and discourse markers, recognising the main ideas from the text, finding synonyms and antonyms, guessing the meaning of a word by paying attention to its context in the text, etc. Finally, regarding the assessment, intensive reading is mainly evaluated by means of multiple-choice and free-response tests and quizzes (McLeod, 2013).

On the other hand, extensive reading deals with long texts and consists in reading pleasurably as many books as possible without the pressure of tests and marks. Its aim is to let students improve their reading skill instead of working on the language from the text. Extensive reading is usually carried out as "extra-curricular activity where students read out of class" (McLeod, 2013).

This type of reading has many benefits, which are summarised in the following statements:

- It fosters the learning of spelling, grammar, text structure and vocabulary.
- It increases the knowledge of the target language and its culture.
- It improves the writing and reading skills.
- It develops a reading habit among students.

There exist different kinds of extensive reading. In the Sustained Silent Reading (SSR) or Drop Everything and Read (DEAR) programmes, although the teacher helps students choose appropriate materials in relation to their level, they are allowed to select their own books according to their preferences. Most of the times this extensive reading takes places outside school hours, but it can also be performed in the classroom silently. However, sometimes it is the teacher who picks a single book for the entire group of students, who read it all together in class during several sessions or outside of class time as a home task (Extensive Reading Foundation, n.d.)

As post-reading activities, traditional tasks such as writing plot summaries or book reviews should be avoided. Instead, the students can design bookmarks, role-play the story, create posters to advertise the books, write letters to the author, share their

feelings about the book with other classmates, etc. These activities are not formally assessed, since the objective of extensive reading is reading for pleasure.

The didactic implementation included in the second section of this dissertation is based on intensive reading, which aims to encourage the students to carry out extensive reading on their own.

2.3. The use of literature in the EFL classroom

The term "literature" makes reference "to one of the school subjects studied by students or a university discipline" (Ihejirika, 2014, p. 86). In that sense, several scholars have provided definitions of it. According to Onuekwusi (2013), "literature is any imaginative and beautiful creation in words whether oral or written, which explores man as he struggles to survive in his existential position and which provides entertainment, information, education and excitement to its audience" (p. 5); in the same vein, McFadden (1978) defines literature as "a canon, which consists of those works in language by which a community defines itself through the course of its history. It includes works primarily artistic and also those whose aesthetic qualities are only secondary" (p. 56). Regarding the kind of texts, Hirsch (1978) considers that literature should take into account any text that is worthy to be known by students and that teachers from other subjects and departments do not include in their syllabus.

Traditionally, literature has not been integrated in the EFL classroom, since there has been reluctance to it for several reasons. As Ortells (2013) mentions, some teachers consider that the students' level of English is not high enough to deal with literary texts; moreover, working with literature in the classroom is thought to be time consuming and teachers are forced to cover the established syllabus.

However, many scholars have pointed out the benefits of introducing literature in the EFL classroom. Lazar (1993), for her part, offers several arguments in support of the use of literature, which are summarised in the following statements:

1st. Literary texts are highly motivating materials that develop a "real sense of achievement" (Lazar, 1993, p. 15) in students due to their social value.

2nd. Literature allows students to get to know "the social, political and historical events" (Lazar, 1993, p. 17) that belong to the cultural background of the studied language.

3rd. Literary texts foster students' language acquisition by means of the process and interpretation of new vocabulary and structures. Moreover, by dealing with literature, students are encouraged to reflect on the rules of the English language.

4th. Apart from having linguistic benefits, introducing literature in the classroom develops personal abilities too. Literary passages help "to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness" (Lazar, 1993, p. 19). In addition, those activities based on literary texts promote interaction among students, who exchange their feelings and opinions about certain topics.

In turn, McKay (2001) gives some reasons to support the introduction of literature in the classroom too. She considers that literary texts let teachers design different activities with which students are able to practise and develop the four skills. For instance, dealing with literature allows them to develop their extensive reading skill and encourages them to keep on reading in English. Moreover, when reading literary passages aloud, students are able to improve their listening abilities. Regarding the speaking and writing skills, activities based on literary passages make students reflect on their personal interpretations and feelings all together both orally and in writing. According to McKay (2001), and in the same vein as Lazar (1993), using literature in the classroom entails English language and cultural awareness development.

Van (2009), on her part, believes that the use of literary pieces in the classroom promotes collaborative group work among students, who, consequently adopt an active attitude in the teaching sessions that leads to their autonomous learning. When it comes to ensuring the success of a session based on literature, teachers have a very important role to play. They should guide students when dealing with literature, "encourage them to express their viewpoints" (p. 9), plan the sessions carefully, and possess the necessary knowledge about the different literary works used in the classroom.

Paran (2008) is against the current trend that considers language foreign teaching as a utilitarian business. Therefore, he supports the use of literature in the EFL classroom on

the basis of our human condition by claiming that literature texts are appropriate for language teaching "because language is learned by human beings, and the interest and love of literature for its various qualities is a human characteristic" (p. 469).

As it has been said in the previous paragraphs, introducing literature in the EFL classroom has a lot of benefits for students. If teachers take advantage of literary texts appropriately, that is to say, if they choose literary pieces according to their students' interests and English level, they will be able to create powerful alternative materials dealing with a wide range of aspects that do not tend to be included in students' textbooks.

2.4. Approaches to teach literature in the EFL classroom

Scholars have suggested different approaches to teach literature in an EFL context, which will allow teachers to take as much advantage as possible of literary pieces.

Ghouti & Mohammed (2014), Yüksel (2013) and McKay (1982), among others, refer to an integrated teaching approach that was firstly suggested by Carter & Long (1991). It includes three different categories:

- **The language model:** It is a learner-centred model that "basically focuses on the study of the language of the literary text" (Ghouti & Mohammed, 2014, p. 116). On the basis of literary passages, teachers are able to devise activities that foster the enrichment and development of students' language abilities (Ghouti & Mohammed, 2014). However, some researchers dislike this model, such as McKay (1982), who considers that it may discourage people to keep on reading due to its monotony.
- **The cultural model:** It is generally a teacher-centred model. In this case, the text provides readers with information about the cultural background of the target language. According to Ghouti & Mohammed (2014), literary pieces that deal with aspects of the cultural context are a good source of information for those students who cannot afford a linguistic stay in the country of the target language.
- **The personal growth model:** It is basically a learner-centred model. Carter & Long point out that it allows students "to achieve an engagement with the reading of literary text...and helping them to grow as individuals" (p. 3). This

> model promotes an interaction between the text and the student, who takes an active role in his or her learning process. Thus, the personal growth model enables students to reflect on their own feelings, opinions and personal experiences, fostering their critical thinking. Finally, as Yüksel (2013) mentions, "this model has the potential to meet the aims of the first two models, i.e. furthering language learning and cultural awareness" (p. 5).

Many researchers have pointed out the advantages of this integrated approach. Firstly, Langa & Yost (2007) assert that it allows students to establish connections. Adeyami (2010) states that this teaching methodology makes students' learning process more interesting, which influences positively in the class environment. Finally, Knowles & Smith (2001) claim that these three models "can facilitate collaborative learning as well as help students become independent problem solvers" (p. 77)

In order to prove the benefits of the integrated approach, Yimwilai (2015) carried out a study at two Thai universities, Bangkok and Pathum Thani. The participants were 78 English language students from Thailand, who were divided into two different groups: the experimental group and the control group. On the one hand, the teaching sessions in the experimental group were based on an integrated approach, dealing with linguistic, cultural and personal enrichment aspects; on the other hand, a conventional teaching method was used in the control group.

This experiment consisted of two parts. The first one was developed in Bangkok (UB), whereas the second phase was carried out in Pathum Thani (UP). The students received two and a half hours literature teaching sessions for eight weeks. At the beginning of this period, the students took a pre-test about critical thinking skills; at the end, they carried out an achievement test and a critical thinking test and answered a set of questions about their attitudes toward reading literature. The experimental group obtained better results than the control group in all the tests, which proves the powerful effectiveness of the integrated approach.

2.5. Situation in Spain

English language teaching sessions in Spain are mainly based on students' textbooks, which include activities to work the four linguistic skills. These tasks allow students to learn and practise both the lexical and the grammatical contents of a unit. Regarding the reading skill, the students mainly do intensive reading activities from their textbooks. The extensive reading that they carry out is totally unsuitable, since they are not able to select the books and they do not read for pleasure, but for passing an exam. Moreover, most of times these books are not neither the original versions of literary works nor graded readers, but very short young adult stories that are written exclusively for teenage students, which shows that in the classroom "literature is relegated to a virtual non-presence" (Ortells, 2013, p. 91-92). This situation is generally caused by teachers' refusal to use literary texts in their sessions.

In order to reflect the current situation in relation to the use of literature in the EFL classroom, Ortells (2013) carried out a study in five Spanish secondary schools. She surveyed 20 teachers about their reading habits and their attitudes towards the use of literary pieces in the classroom. Just two teachers emphatically opposed to it by stating that 1) "the students don't know enough English", 2) "it is time consuming", 3) "there is a syllabus to be covered" (p. 93); moreover, they claimed not to be confident enough to deal with literature in their teaching sessions. However, the rest of the teachers showed a positive attitude to this idea, "since they considered literature as 'real language' that could contribute to the acquisition of grammar, vocabulary and general language skills as well as to the enrichment of the students' literary and cultural repertoires" (p. 93). Regarding the students, only 48 per cent had the habit of reading habitually; nevertheless, around 85 per cent of them would like to work with literary texts in the classroom.

In this paper, Ortells describes the development of the session that she carried out, which consisted of three exercises. Regarding the students' attitude to the tasks, they were really involved in them. This proves that, if the passages are well selected in terms of the students' English level and interests, literature is powerful material to use in the EFL classroom due to its many benefits. As Ortells expresses, what really needs to be altered "is the reluctance of some English teachers to modify their modus operandi" (p. 97), since every improvement entails a change.

3. CONTEXT

In this section, I am going to provide the necessary information related to the high school and the group of students in which I have carried out the didactic unit.

3.1. The high school: The I.E.S. Matilde Salvador

The place where the following didactic unit has been implemented is the I.E.S. Matilde Salvador, in the city of Castellón de la Plana. Regarding its academic offerings, this high school offers secondary education, both scientific and humanistic Baccalaureate and a great amount of Training Cycles of different areas.

The I.E.S. Matilde Salvador is located in the southern area of Castellón de la Plana, in a neighbourhood whose main inhabitants are lower-middle class families. This area, which has all kind of consolidated services currently, emerged due to the expansion of the city and the growth of its population in the 70s and 80s. As a consequence, in order to face this situation new public institutions were built, such as this high school, which started its teaching activity in the academic year 1995/1996.

The I.E.S Matilde Salvador has 120 teachers and around 1500 students, the majority of whom, 900, belong to health care Training Cycles. Most of the students from secondary education and Baccalaureate come from the C.E.P.I. Isidoro Andrés, which is located just in front of the high school. However, in the past few years this educational centre has received some students from different schools, such as CEIP Estepar, Lope de Vega and Colegio Sagrado Corazón de Jesús Madre Vedruna. In relation to the students from the Training Cycles, not only do they come from the province of Castellón, but also from the bordering ones, Tarragona and Valencia. I would like to point out that most students are Spanish, specifically from the Valencian Community, meaning that they know the two official languages of the region, Valencian and Spanish. The other most common origins are Eastern European nationalities.

3.2. The group of students: 4th ESO C

This group is just composed by 12 students. Except two, all of them are repeaters; some of them have even repeated two years, which means that they are eighteen years old.

All the members of this group aim to obtain the Secondary Education Certificate in order to study a Training Cycle of Middle Grade. However, in spite of their goal, most of them show great disinterest towards their studies, since they hardly ever do their homework and study for their exams. But, despite their attitude, they strongly believe that they will pass the course. It is worth pointing out that, according to them, the teachers should prepare exams easier for them due to the fact that they want to study a Training Cycle instead of Baccalaureate.

In general, the students' level of English is low. Nevertheless, if they had more interest in their studies and worked harder, they could improve their academic performance easily, not only in English, but also in the rest of the subjects.

Regarding their behaviour, these students get distracted easily; thus, the teacher has to call their attention very often. However, in comparison to other groups, they are not excessively talkative and each of them respects the teacher and the rest of the classmates, meaning that they are not a difficult group and, consequently, they do not hamper the development of the teaching sessions.

4. JUSTIFICATION OF THE DIDACTIC PROPOSAL

In this section, I am going to explain the reasons why I have selected the themes of slavery and racism for the didactic unit and the group of 4th of ESO to implement it, as well as the criteria on which I have based to pick the materials.

Firstly, I would like to point out that I was very surprised when I knew that students do not learn anything about slavery in the United States in the subject of history, since, from my point of view, it is one of the most important historical events that has ever happened; so, I thought that it would be interesting for them to get the most basic knowledge about it. Moreover, I am really interested in this topic since I studied it in the literature lessons of my degree; as a consequence, I thought that having a teacher who is passionate about the topic that she is explaining would be motivating for the students.

Secondly, I was interested in dealing with the concepts of racism and discrimination to make the students realise to what extent they are present in society, although we are not fully aware, and how people who suffer them may feel. With the implementation of this didactic unit, I aim the students to develop inclusive attitudes and condemn any discriminatory behaviour.

One of the reasons why I decided to carry out the implementation in this group was because, in my view, it was the most appropriate one, since the students from 2nd of ESO were very young to deal with these issues, whereas 2nd of Baccalaureate was mainly focused on *PAU (Pruebas de Acceso a la Universidad).* Apart from this, I knew that in 4th of ESO the students learn about Imperialism; therefore, I believed that they would find easier to understand slavery and its social consequences if they could relate them to some theme with which they previously dealt, Imperialism in this case, since they have some common aspects. Likewise, I wanted to reflect on racism and discrimination with this group because, during my first internship period, I perceived little empathy towards immigrants and a sense of moral superiority over those who they considered different regarding their origins.

Regarding the materials included in my didactic proposal, all of them have been selected in order to deal with the three models explained previously (cultural, linguistic and personal growth).

Apart from this, I have prepared Power Point presentations for all the sessions, except for those dedicated to the final project. I thought that the students would find them attractive, since most of the teachers do not use visual presentations as support to their explanations; instead, they keep using the textbook and the blackboard.

These presentations, in turn, include, instead of theoretical contents, a great amount of different visual materials, such as images, screenshots from social networking sites, videos, advertisements, etc., with which I aim to catch and keep the students' attention. Moreover, in this didactic proposal I have introduced the use of different ICTs tools (Padlet, Kahoot!, Movie Maker) in order to adapt its contents to the students' personal interests and, therefore, to foster their motivation during the sessions.

Concerning the passages, they have all been extracted from children's and young adult literature, particularly from *Henry's Freedom Box: A True Story from the Underground Railroad* and *Jefferson's Sons: A Founding Father's Secret Children*. The reason why I have chosen these books is because their protagonists are slave children and teenagers and, in my view, the students will be more empathic towards people with whom they may feel easily identified.

Finally, in relation to the students' way of working, they will carry out all the activities as a whole group, in pairs or in groups of three, except the worksheet on relative clauses, in which they will work individually, since its aim is to allow the teacher to know to what extent the students have understood this grammar point. Working in groups will let the students discuss and reflect on some aspects all together; thus, they will be able to exchange their ideas and to get to know and understand other points of view.

5. DIDACTIC UNIT

LEVEL: 4th ESO	SUBJECT: ENGLISH	NUMBER OF SESSIONS: 7 x 55min.

Introduction: This didactic unit will be carried out in a group of 4th of ESO composed by 12 students throughout seven sessions of 55 minutes.

Description of the task: Throughout the seven sessions, the students will deal with young adult literature about African American slavery, in particular, with one passage extracted from *Henry's Freedom Box,* which will serve as the initial hook to catch the students' attention, and three other extracts from *Jefferson's Sons*. Regarding the sessions, the first one will be an introduction to the topic; the following three sessions will focus on the cultural, linguistic and personal growth models respectively. So, in analysing the excerpts, the students will work on cultural aspects related to the history of slavery in the United States and the racial discrimination suffered by black people recently in this country. In the same way, the students, once the teacher has explained to them the difference between defining and non-defining relative clauses, will have the opportunity to practise this grammar point in another passage by identifying the relative clauses and their relative pronouns, classifying them into defining and non-defining and establishing the reference of the pronouns. In the fourth session, the students, working the personal growth model, will reflect on the presence of racial discrimination in our society and the consequences that it may have in those people who suffer it. The final project of this didactic unit will consist in the development, in groups of three, of an advertising spot to fight racism, which the students will create during the last three sessions. This didactic unit does not include any attention to diversity rubric, since no student in this group requires a special adaptation in his or her learning process.

TASK STRUCTURE		LEARNING MANAGEMENT IN THE CLASSROOM				
ACTIVITIES	**EXERCISES**	**CLASSROOM ACTIONS**		**SESSIONS (55 MIN)**	**DIDACTIC MATERIALS AND DIGITAL RESOURCES**	**GROUPING/PLACE**
1. Introduction to the topic (Appendix 1)		**STUDENT**	**TEACHER**			
The students, together with the teacher, will answer the question "How old are you?", and they will speculate about the age of the child from the picture on the projector. Then, the students, taking into account the quotation from *Henry's Freedom Box* read by the teacher previously and the images that she will show them, will try to guess the topic of this didactic unit **(Activity 1).** Immediately, the students, in groups of three people, will think about the reasons why slaves were not allowed to know their age; they will write their answers on a Padlet wall **(Activity 2).** Finally, the students will reflect on their capacity to read real literature in English, will watch a book trailer about the novel from which the passages of this didactic unit have been extracted, *Jefferson's Sons*, and will predict the end of this story **(Activity 3).**	1.1. Answering to questions orally. 1.2. Speaking about speculations and predictions related to class material. 1.3. Reading and understanding the plot of the novel.	Answers Speculates Guesses Thinks Writes Comments Reflects Predicts	Guides the class development Asks questions Encourages the students to participate Promotes interaction between the students Corrects pronunciation and/or intonation if necessary Provides support to the students	1 session	Projector Internet connection One computer for the teacher One electronic device per group of students Power Point slides Padlet wall Book trailer video	As a whole group In groups of three people Ordinary classroom

2. Cultural model (Appendix 2)						
Firstly, the students will read and will try to guess the use of the three documents on the projector (two slave passes and one freedom paper) **(Activity 4).** Secondly, they will read the passage individually. Then, some students will read it aloud and they will be required to underline those sentences that make reference to the documents from the previous activity **(Activity 5).** Next, the students will learn about some of the most important historical events and personalities of slavery in the United States. During this explanation, they will watch and comment a recreation of a slave auction **(Activity 6).** Finally, in pairs, they will answer a Kahoot! about some recent racist events in the United States **(Activity 7).**	2.1. Reflecting on the nature and the use of the documents shown on the projector. 2.2. Reading the passage from the novel. 2.3. Identifying the main ideas from the extract. 2.4. Relating the main ideas from the excerpt to the slave passes and the freedom paper. 2.5. Knowing the most important aspects of slavery in the United States. 2.6. Being aware of racial discrimination towards black people currently in the United States.	Speculates Reflects Reads Identifies Underlines Relates Listens Learns Watches Comments Answers Becomes aware of racism	Guides the class development Encourages the students to participate Corrects pronunciation and/or intonation if necessary Provides support to the students Explains the historical events of slavery in the United States briefly Asks questions Promotes interaction between the students Provides the correct answers of the Kahoot! questions	1 session	Projector Internet connection One computer for the teacher One mobile phone per group of students Pen or pencil A piece of paper with the passage Power Point slides Slave auction video	As a whole group Individually In pairs Ordinary classroom

3. Linguistic model (Appendix 3)						
First, the students will listen to the teacher's explanation on defining and non-defining relative clauses and will answer all the questions asked by her **(Activity 8).** Secondly, they will read the passage individually; then, some students will read it aloud and, in pairs, they will be required to underline all the relative clauses in the extract, classify them into defining and non-defining and establish the reference of their relative pronouns **(Activity 9).** Finally, the students, individually, will do two exercises on this grammar point, which will be corrected and marked at the end of the session; the students will exchange their worksheets and each of them will check another student's worksheet on the basis of the correct answers provided by the teacher **(Activity 10).**	3.1. Reading the passage from the novel. 3.1. Identifying a relative clause. 3.2. Distinguishing between defining and non-defining relative clauses. 3.3. Identifying a relative pronoun. 3.4. Establishing the reference of a relative pronoun.	Listens Answers Reads Identifies Underlines Classifies Relates	Guides the development of the classroom Encourages the students to participate Corrects pronunciation and/or intonation if necessary Provides support to the students Asks questions Corrects the grammar mistakes Provides the correct answers of the two exercises	1 session	Projector One computer for the teacher Pen or pencil Power Point slides A piece of paper with the passage Worksheet on defining and non-defining relative clauses	As a whole group Individually In pairs Ordinary classroom

4. Personal growth model (Appendix 4)						
Firstly, the students will play a kind of game, in which the teacher will put on their forehead a sticker with a particular form and colour and they will have to group together however they want to through gestures and without talking to each other **(Activity 11).** Secondly, they will read the passage individually and, then, some students will read it aloud. Thirdly, they will be required to underline the most powerful sentences in the extract **(Activity 12).** Immediately after this, the students will watch and analyse a doll test video **(Activity 13).** Then, they will see and comment some controversial advertisements in which black people appear **(Activity 14).** Next, the students will be requested to say some typical stereotypes of Spanish people; then, they will read some extracts from the article "How to be Spanish?" by Chris Haslam and they will think about the adjectives that correspond to each of the passages from the article **(Activity 15).** Finally, the students will reflect on the sentence *I'm not racist but*, will read six racist tweets extracted from the Twitter account 'Not racist but' and will say more common examples with this expression **(Activity 16).**	4.1. Grouping together following certain criteria. 4.2. Reading the passage from the novel. 4.3. Identifying the main ideas from the extract. 4.4. Reflecting on racial prejudices. 4.5. Becoming aware of the presence of racial discrimination in society. 4.6. Becoming aware of the necessity of fighting racism.	Groups together Reads Comments Identifies Underlines Watches Reflects on Defines Becomes aware	Guides the development of the classroom Encourages the students to participate Promotes interaction between the students Corrects pronunciation and/or intonation if necessary Provides support to the students Asks questions	1 session	Projector Internet connection One computer for the teacher Pen or pencil A piece of paper with the passage Stickers Power Point slides Doll test video	As a whole group Individually Ordinary classroom

5. Final project development (Appendix 5)						
Firstly, the teacher will explain what the final project will consist in and will show the students some advertising spots on racism. Then, in groups of three people, they will start working on the creation of their spot. At the end of the last session, each group will show its spot to the other ones.	5.1. Searching for material: images, music, etc. 5.2. Writing powerful messages. 5.3. Editing digital material with Windows Movie Maker. 5.4. Working in groups.	Creates Develops Searches for material Writes Edits Works in group	Encourages the students to participate actively in the project development Oversees the students' work Provides support to the students Clarifies doubts Corrects pronunciation and/or intonation if necessary	3 sessions	Projector Internet connection One computer per group of students	In groups of three people ICT classroom

TASK CURRICULAR CONCRETION					ASSESSMENT	
CONTENTS	**ASSESSMENT CRITERIA**	**INDICATORS OF ACHIEVEMENT**	**CCLV**	**ACTIVITIES**	**TESTS / INSTRUMENTS**	**GRADE**
Iniciativa e innovación. Autorregulación de emociones, control de la ansiedad e incertidumbre y capacidad de automotivación. Resiliencia, superar obstáculos y fracasos. Perseverancia, flexibilidad.	4ºLE.BL5.4 Realizar de forma eficaz tareas o proyectos, tener iniciativa para emprender y proponer acciones siendo consciente de sus fortalezas y debilidades, mostrar curiosidad e interés durante su desarrollo y actuar con flexibilidad buscando soluciones alternativas.	4ºLE.BL5.4.2 Tiene iniciativa para emprender y proponer acciones cuando realiza tareas o proyectos del nivel educativo y actúa con flexibilidad buscando soluciones alternativas a las dificultades encontradas durante su desarrollo. 4ºLE.BL5.4.3 Muestra curiosidad e interés durante la planificación y el desarrollo de tareas o proyectos del nivel educativo en los que participa.	SIEE SIEE	Activity 1 Activity 2 Activity 3 Activity 4 Activity 5 Activity 6 Activity 7 Activity 8 Activity 9 Activity 10 Activity 11 Activity 12 Activity 13 Activity 14 Activity 15 Activity 16 Final project	**Test:** The teacher values the students' initiative, flexibility, curiosity and interest in the activities and the final project during their development. **Procedure:** The teacher observes the students' attitude in the classroom. **Instrument:** Rubrics 1 and 2	These two indicators of achievement are both included in the Rubrics 1 (20%) and 2 (60%).

Responsabilidad y eficacia en la resolución de tareas. Asunción de distintos roles en equipos de trabajo. Pensamiento de perspectiva Solidaridad, tolerancia, respeto y amabilidad. Técnicas de escucha activa Diálogo igualitario.	4ºLE.BL5.7 Participar en equipos de trabajo para conseguir metas comunes asumiendo diversos roles con eficacia y responsabilidad, apoyar a compañeros y compañeras demostrando empatía y reconociendo sus aportaciones y utilizar el diálogo igualitario para resolver conflictos y discrepancias.	4ºLE.BL5.7.1 Colabora en la organización de un equipo de trabajo asignando roles y gestionando recursos con eficacia y responsabilidad cuando participa en equipos de trabajo para conseguir metas comunes. 4ºLE.BL5.7.2 Apoya por propia iniciativa a sus compañeros y compañeras influyendo positivamente en el grupo y generando implicación en la tarea cuando participa en equipos de trabajo para conseguir metas comunes. 4ºLE.BL5.7.3 Actúa de manera informal como mediador en los conflictos y discrepancias habituales que aparecen en la interacción con sus compañeros y compañeras mientras participa en equipos de trabajo utilizando el diálogo igualitario.	SIEE CAA SIEE CAA SIEE CAA	Activity 1 Activity 2 Activity 3 Activity 4 Activity 5 Activity 6 Activity 7 Activity 8 Activity 9 Activity 11 Activity 12 Activity 13 Activity 14 Activity 15 Activity 16 Final project	**Test:** The teacher values the respect and tolerance that the students show as well as their participation in the working group and their conflict resolution capacity. **Procedure:** The teacher observes the students' attitude and behaviour in the classroom. **Instruments:** Rubrics 1 and 2	These three indicators of achievement are included in the Rubrics 1 (20%) and 2 (60%).
Lectura expresiva en voz alta para mejorar la pronunciación, la entonación y el ritmo necesarios para la comprensión del texto. Estrategias de comprensión Comprensión automatizada de palabras comunes en diferentes	4ºLE.BL3.2 Leer en voz alta textos literarios y no literarios de longitud media con precisión, fluidez y expresividad. 4ºLE.BL3.1 Identificar, aplicando estrategias de comprensión escrita, la información esencial, las ideas principales y los detalles	4ºLE.BL3.2.1 Lee en voz alta textos de longitud media con precisión, fluidez y expresividad. 4ºLE.BL3.1.1 Identifica la información esencial en textos escritos de longitud media, en diferentes soportes,	CCLI CCLI CD CAA	Activity 1 Activity 2 Activity 3 Activity 4 Activity 5	**Test:** The teacher values the students' pronunciation, fluency and expressivity when reading literary texts, as well as their capacity to identify the main ideas in a text and to make critical reflections on racism orally.	20% A, B, C, D

contextos. Distinción de tipos de comprensión. Sentido general, información esencial, puntos principales, detalles relevantes en una variedad de textos más complejos. Resumen y explicación de las ideas más importantes y de los detalles de interés. Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos. Inferir del contexto y del cotexto los significados de palabras y expresiones de uso menos frecuente o más específico. Desarrollo de interpretaciones utilizando ideas explícitas e implícitas para apoyar dichas interpretaciones. Reformulación de hipótesis a partir de la comprensión de nuevos elementos. Formulación de preguntas para clarificar hipótesis. Utilización de diccionarios, monolingües y bilingües tanto en formato impreso como digital.	más relevantes en textos de longitud media, continuos y discontinuos, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos en los ámbitos personal, público, educativo y ocupacional.	aplicando estrategias de comprensión escrita tales como el uso de diccionarios monolingües y bilingües.		Activity 6 Activity 7 Activity 8 Activity 9 Activity 10 Activity 12 Activity 13 Activity 14 Activity 15 Activity 16	**Procedure:** The teacher pays attention to the accuracy in which the students carry out the tasks, as well as to the maturity of their contributions. **Instrument:** Rubric 1	
Aspectos socioculturales y sociolingüísticos Relaciones interpersonales e interculturales como reconocer los tabúes propios de las diferentes culturas.	4ºLE.BL2.2 Incorporar, con sentido crítico, en los textos orales, los aspectos socioculturales y sociolingüísticos, relativos a la vida cotidiana, al comportamiento, a las relaciones	4ºLE.BL2.2.2 Incorpora, con sentido crítico, a la producción y la interacción, las convenciones sociales tales como las costumbres y tradiciones más específicas de las diferentes culturas	CCLI CEC			

Convenciones sociales: rituales, costumbres y tradiciones más específicas de las diferentes culturas. Manifestaciones culturales y artísticas tales como los medios de comunicación, acontecimientos históricos, contrastes interculturales, etc.	interpersonales e interculturales, a las convenciones sociales y a las manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor y evitando estereotipos y prejuicios.	mostrando actitudes inclusivas.				
Estrategias de producción e interacción escrita Planificación Movilización y coordinación de las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (generar ideas sobre un tema y seleccionar los recursos adecuados). Localización y uso adecuado de recursos lingüísticos o temáticos. Selección crítica de la información para apoyar las ideas de la producción escrita. Ejecución Expresión del mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto: cuestionarios, textos informativos, descriptivos y narrativos; argumentativos; correspondencia personal; correspondencia formal.	4ºLE.BL4.1 Producir o coproducir textos escritos de longitud media, continuos o discontinuos, coherentes y estructurados, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos, en los ámbitos personal, público, educativo y ocupacional, aplicando estrategias de planificación, ejecución y revisión con creatividad y sentido estético.	4ºLE.BL4.1.1 Produce o coproduce de forma autónoma textos continuos o discontinuos de varias tipologías, coherentes y estructurados, en diferentes soportes, aunque cometa algunos errores gramaticales, utilizando las estrategias de producción escrita.	CCLI CMCT CAA	Final project	**Test:** The teacher values the students' capacity to produce coherent and structured texts independently, the maturity of the message on the spot, as well as the relevance of the selected materials and the correct and appropriate use of the ICTs tools. **Procedure:** The teacher observes the students' work in the classroom and takes into account the final result of the students' spots. **Instrument:** Rubric 2	60% A, B, C, D

Utilización de oraciones de diferente longitud y estructura y de mayor complejidad para organizar el texto con la suficiente cohesión interna y coherencia. Revisión.						
Convenciones sociales: rituales, costumbres y tradiciones más específicas de las diferentes culturas. Manifestaciones culturales y artísticas tales como los medios de comunicación, acontecimientos históricos, contrastes interculturales, etc.	4ºLE.BL4.2 Incorporar a la producción escrita los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, al comportamiento, a las relaciones interpersonales e interculturales, a las convenciones sociales y a las manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor y evitando estereotipos y prejuicios.	4ºLE.BL4.2.2 Incorpora con sentido crítico a la producción y la interacción, convenciones sociales propias de costumbres y tradiciones específicas de diferentes culturas, mostrando actitudes inclusivas	CCLI CEC			
Búsqueda, selección y organización de la información en medios digitales. Herramientas digitales de búsqueda y visualización: búsqueda en blogs, wikis, foros, banco de sonidos, páginas web especializadas, diccionarios y enciclopedias virtuales, bases de datos especializadas. Estrategias de filtrado en la búsqueda de la información. Organización de la información siguiendo diferentes criterios.	4ºLE.BL5.1 Buscar y seleccionar información, documentos de texto, imágenes, bandas sonoras y vídeos a partir de una estrategia de filtrado y de forma contrastada en medios digitales como banco de sonidos, páginas web especializadas, diccionarios y enciclopedias virtuales o bases de datos especializadas, registrándola en papel de forma cuidadosa o almacenándola digitalmente en dispositivos informáticos y servicios de la red.	4ºLE.BL5.1.1 Busca y selecciona información en medios digitales diversos, adecuada al nivel educativo, utilizando estrategias de filtrado y contrastándola en diferentes medios digitales.	CD			

Creación de contenidos digitales. Realización, formateado sencillo e impresión de documentos de texto. Diseño de presentaciones multimedia. Escalado, rotación y recorte de imágenes.	4ºLE.BL5.3 Crear y editar contenidos digitales como documentos de texto o presentaciones multimedia con sentido estético, utilizando aplicaciones informáticas de escritorio para incluirlos en sus propios proyectos y tareas, conociendo cómo aplicar los diferentes tipos de licencias.	4ºLE.BL5.3.1 Crea y edita documentos de texto y presentaciones multimedia con sentido estético que incluye en sus propios proyectos y tareas, utlizando aplicaciones informáticas de escritorio y aplicando los diferentes tipos de licencias.	CD			
Identification of a relative clause. Identification of relative pronouns. Distinction between defining and non-defining relative clauses. Establishment of the reference of a relative pronoun. Identification and correction of mistakes related to relative clauses and relative pronouns. Use of relative pronouns. Union of two clauses.	Identifying relative clauses and their corresponding relative pronouns. Distinguishing between defining and non-defining relative clauses. Establishing the reference of a relative pronoun. Identifying and correcting mistakes related to relative clauses and relative pronouns. Using relative pronouns correctly. Joining two clauses.	Identifies relative clauses and their corresponding relative pronouns. Distinguishes between defining and non-defining relative clauses. Establishes the reference of a relative pronoun. Identifies and corrects mistakes related to relative clauses and relative pronouns. Uses relative pronouns correctly. Joins two clauses.	CCLI	Activity 10[1]	**Test:** The teacher values the students' capacity to identify relative clauses and relative pronouns, classify the relative clauses into defining and non-defining, establish the references of relative pronouns, correct mistakes and join two clauses by means of a relative pronoun. **Procedure:** The students exchange their worksheets and each of them checks another student's worksheet on the basis of the correct answers provided by the teacher. Each correct answer adds one point, whereas each wrong answer neither adds nor subtracts points. The final result will be multiplied by 0.2 to obtain the percentage corresponding to each student.	20 %

[1] As the *Documento Puente* does not include any information related to activities based on grammar contents, I have described the contents, assessment criteria and indicators of achievement of this activity by myself.

5.1. Assessment

- **Rubric 1: Assessment of tasks carried out in the classroom (20%)**

4ºLE.BL5.4 Realizar de forma eficaz tareas o proyectos, tener iniciativa para emprender y proponer acciones siendo consciente de sus fortalezas y debilidades, mostrar curiosidad e interés durante su desarrollo y actuar con flexibilidad buscando soluciones alternativas.
- 4ºLE.BL5.4.2 Tiene iniciativa para emprender y proponer acciones cuando realiza tareas o proyectos del nivel educativo y actúa con flexibilidad buscando soluciones alternativas a las dificultades encontradas durante su desarrollo. **SIEE**
- 4ºLE.BL5.4.3 Muestra curiosidad e interés durante la planificación y el desarrollo de tareas o proyectos del nivel educativo en los que participa. **SIEE**
4ºLE.BL5.7 Participar en equipos de trabajo para conseguir metas comunes asumiendo diversos roles con eficacia y responsabilidad, apoyar a compañeros y compañeras demostrando empatía y reconociendo sus aportaciones y utilizar el diálogo igualitario para resolver conflictos y discrepancias.
- 4ºLE.BL5.7.1 Colabora en la organización de un equipo de trabajo asignando roles y gestionando recursos con eficacia y responsabilidad cuando participa en equipos de trabajo para conseguir metas comunes. **SIEE CAA**
- 4ºLE.BL5.7.2 Apoya por propia iniciativa a sus compañeros y compañeras influyendo positivamente en el grupo y generando implicación en la tarea cuando participa en equipos de trabajo para conseguir metas comunes. **SIEE CAA**
- 4ºLE.BL5.7.3 Actúa de manera informal como mediador en los conflictos y discrepancias habituales que aparecen en la interacción con sus compañeros y compañeras mientras participa en equipos de trabajo utilizando el diálogo igualitario. **SIEE CAA**
4ºLE.BL3.2 Leer en voz alta textos literarios y no literarios de longitud media con precisión, fluidez y expresividad**.**
- 4ºLE.BL3.2.1 Lee en voz alta textos de longitud media con precisión, fluidez y expresividad. **CCLI**
4ºLE.BL3.1 Identificar, aplicando estrategias de comprensión escrita, la información esencial, las ideas principales y los detalles más relevantes en textos de longitud media, continuos y discontinuos, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos en los ámbitos personal, público, educativo y ocupacional.
- 4ºLE.BL3.1.1 Identifica la información esencial en textos escritos de longitud media, en diferentes soportes, aplicando estrategias de comprensión escrita tales como el uso de diccionarios monolingües y bilingües. **CCLI CD CAA**
4ºLE.BL2.2 Incorporar, con sentido crítico, en los textos orales, los aspectos socioculturales y sociolingüísticos, relativos a la vida cotidiana, al comportamiento, a las relaciones interpersonales e interculturales, a las convenciones sociales y a las manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor y evitando estereotipos y prejuicios.
4ºLE.BL2.2.2 Incorpora, con sentido crítico, a la producción y la interacción, las convenciones sociales tales como las costumbres y tradiciones más específicas de las diferentes culturas mostrando actitudes inclusivas. **CCLI CEC**

What do I asses?	+A	A	B	C	D	-D
Involvement in the tasks		Shows a highly noticeable initiative, flexibility, curiosity and interest in the tasks during their development.	Shows noticeable initiative, flexibility, curiosity and interest in the tasks during their development.	Shows slight initiative, flexibility, curiosity and interest in the tasks during their development.	Does not show any initiative, flexibility, curiosity and interest in the tasks during their development.	
Attitude towards the classmates		Shows a highly respectful and tolerant attitude towards his/her classmates. Resolves a conflict independently throughout egalitarian dialogue.	Shows a respectful and tolerant attitude towards his/her classmates. Resolves a conflict independently throughout egalitarian dialogue.	Shows a slight respectful and tolerant attitude towards his/her classmates. Resolves a conflict, with the teacher's involvement in it, throughout egalitarian dialogue.	Does not show a respectful and tolerant attitude towards his/her classmates. Does not resolve a conflict in spite of the teacher's involvement in it.	
Text reading		Reads aloud literary texts with a very good pronunciation, fluency and expressivity.	Reads aloud literary texts with a correct pronunciation, fluency and expressivity.	Reads aloud literary texts with an acceptable pronunciation, fluency and expressivity.	Reads aloud literary texts with a wrong pronunciation, fluency and expressivity.	
Identification of the main ideas		Identifies, applying reading comprehension strategies, the main ideas in the text and formulates hypotheses independently.	Identifies the main ideas in the text and formulates hypotheses independently.	Identifies the main ideas in the text and formulates hypotheses with the teacher's help.	Is incapable of identifying the main ideas in the text and formulating hypotheses even with the teacher's help.	
Critical reflection on racism		Carries out an independent critical reflection on racism, in which a high awareness of its presence in society and its harmful effects are clearly present.	Carries out an independent critical reflection on racism, in which an awareness of its presence in society and its harmful effects are present.	Carries out, with some help, a critical reflection on racism, in which a certain awareness of its presence in society and its harmful effects are present.	Carries out, with help, a critical reflection on racism, in which an awareness of its presence in society and its harmful effects are completely missing.	

+A: Excellent A: Very good (20%) B: Good (15%) C: Acceptable (10%) D: Deficient (5%) -D: Not presented (0%)

- **Rubric 2: Final project assessment (60%)**

4ºLE.BL4.1 Producir o coproducir textos escritos de longitud media, continuos o discontinuos, coherentes y estructurados, en diferentes soportes, en un registro formal, informal o neutro, sobre temas generales o más específicos, en los ámbitos personal, público, educativo y ocupacional, aplicando estrategias de planificación, ejecución y revisión con creatividad y sentido estético.
- 4ºLE.BL4.1.1 Produce o coproduce de forma autónoma textos continuos o discontinuos de varias tipologías, coherentes y estructurados, en diferentes soportes, aunque cometa algunos errores gramaticales, utilizando las estrategias de producción escrita. **CCLI CMCT CAA**
4ºLE.BL4.2 Incorporar a la producción escrita los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, al comportamiento, a las relaciones interpersonales e interculturales, a las convenciones sociales y a las manifestaciones culturales y artísticas, considerando la diversidad y las diferencias en el aula desde una perspectiva inclusiva, como elemento enriquecedor y evitando estereotipos y prejuicios.
- 4ºLE.BL4.2.2 Incorpora con sentido crítico a la producción y la interacción, convenciones sociales propias de costumbres y tradiciones específicas de diferentes culturas, mostrando actitudes inclusivas. **CCLI CEC**
4ºLE.BL5.1 Buscar y seleccionar información, documentos de texto, imágenes, bandas sonoras y vídeos a partir de una estrategia de filtrado y de forma contrastada en medios digitales como banco de sonidos, páginas web especializadas, diccionarios y enciclopedias virtuales o bases de datos especializadas, registrándola en papel de forma cuidadosa o almacenándola digitalmente en dispositivos informáticos y servicios de la red.
- 4ºLE.BL5.1.1 Busca y selecciona información en medios digitales diversos, adecuada al nivel educativo, utilizando estrategias de filtrado y contrastándola en diferentes medios digitales. **CD**
4ºLE.BL5.3 Crear y editar contenidos digitales como documentos de texto o presentaciones multimedia con sentido estético, utilizando aplicaciones informáticas de escritorio para incluirlos en sus propios proyectos y tareas, conociendo cómo aplicar los diferentes tipos de licencias.
- 4ºLE.BL5.3.1 Crea y edita documentos de texto y presentaciones multimedia con sentido estético que incluye en sus propios proyectos y tareas, utlizando aplicaciones informáticas de escritorio y aplicando los diferentes tipos de licencias. **CD**
4ºLE.BL5.4 Realizar de forma eficaz tareas o proyectos, tener iniciativa para emprender y proponer acciones siendo consciente de sus fortalezas y debilidades, mostrar curiosidad e interés durante su desarrollo y actuar con flexibilidad buscando soluciones alternativas.
- 4ºLE.BL5.4.2 Tiene iniciativa para emprender y proponer acciones cuando realiza tareas o proyectos del nivel educativo y actúa con flexibilidad buscando soluciones alternativas a las dificultades encontradas durante su desarrollo. **SIEE**
- 4ºLE.BL5.4.3 Muestra curiosidad e interés durante la planificación y el desarrollo de tareas o proyectos del nivel educativo en los que participa. **SIEE**
4ºLE.BL5.7 Participar en equipos de trabajo para conseguir metas comunes asumiendo diversos roles con eficacia y responsabilidad, apoyar a compañeros y compañeras demostrando empatía y reconociendo sus aportaciones y utilizar el diálogo igualitario para resolver conflictos y discrepancias.
- 4ºLE.BL5.7.1 Colabora en la organización de un equipo de trabajo asignando roles y gestionando recursos con eficacia y responsabilidad cuando participa en equipos de trabajo para conseguir metas comunes. **SIEE CAA**
- 4ºLE.BL5.7.2 Apoya por propia iniciativa a sus compañeros y compañeras influyendo positivamente en el grupo y generando implicación en la tarea cuando participa en equipos de trabajo para conseguir metas comunes. **SIEE CAA**
- 4ºLE.BL5.7.3 Actúa de manera informal como mediador en los conflictos y discrepancias habituales que aparecen en la interacción con sus compañeros y compañeras mientras participa en equipos de trabajo utilizando el diálogo igualitario. **SIEE CAA**

What do I assess?	+ A	A	B	C	D	-D
Text production		Produces, independently, a coherent and structured text in a suitable register, in which all the information is relevant. Very few grammar and vocabulary mistakes.	Produces, independently, a coherent and structured text in a suitable register, in which all the information is relevant. Few grammar and vocabulary mistakes.	Produces, with some help, a coherent and structured text in a suitable register, in which only part of the information is relevant. Some grammar and vocabulary mistakes.	Produces, with help, a non-coherent and non-structured text in a non-suitable register, in which only part of the information is relevant. Many grammar and vocabulary mistakes.	
Critical reflexion on racism		Carries out an independent critical reflection on racism, in which a high awareness of its presence in society and its harmful effects are clearly present.	Carries out an independent critical reflection on racism, in which an awareness of its presence in society and its harmful effects are present.	Carries out, with some help, a critical reflection on racism, in which a certain awareness of its presence in society and its harmful effects are present.	Carries out, with help, a critical reflection on racism, in which an awareness of its presence in society and its harmful effects are completely missing.	
Material selection		Searches, compares and selects very suitable materials online independently.	Searches, compares and selects suitable materials online independently.	Searches and selects suitable materials online with some help.	Searches and selects non-suitable materials online with some help.	
ICT use		Creates and edits independently digital contents with a highly aesthetic sense using the required computer programme perfectly.	Creates and edits independently digital contents with an aesthetic sense using the required computer programme.	Creates and edits with some help digital contents with some aesthetic sense using the required computer programme.	Creates and edits with help digital contents with no aesthetic sense and without using the required computer programme.	
Involvement in the task		Shows highly noticeable initiative, flexibility, curiosity and interest in the task during its development.	Shows noticeable initiative, flexibility, curiosity and interest in the task during its development.	Shows slight initiative, flexibility, curiosity and interest in the task during its development.	Does not show any initiative, flexibility, curiosity and interest in the task during its development.	

Participation in the working group		Shows a highly active participation in the work group, a highly noticeable support to his/her classmates and a highly favourable attitude to conflict resolution.	Shows an active participation in the work group, a noticeable support to his/her classmates and a favourable attitude to conflict resolution.	Shows a slight active participation in the work group, a slight noticeable support to his/her classmates and a slight favourable attitude to conflict resolution.	Does not show any active participation in the work group, any noticeable support to his/her classmates and any favourable attitude to conflict resolution.	

+A: Excellent **A: Very good (60%)** **B: Good (45%)** **C: Acceptable (30%)** **D: Deficient (15%)** **-D: Not presented (0%)**

6. DEVELOPMENT OF THE TEACHING SESSIONS

Although my didactic unit consists of seven sessions, I only implemented three of them during my internship period, which means that I was not able to carry out all the activities that I had designed. This was because my tutor needed the rest of the sessions to finish the syllabus of the subject before the final exam. The three sessions that I implemented were the ones corresponding to the cultural, linguistic and personal growth models; the main reason why I chose them is because they deal with the three categories of the integrated approach suggested by scholars and, therefore, with literary passages. Two activities from the first session, whose aim is to introduce the topic, were developed at the beginning of the cultural model session. Regarding the final project, the students were not able to do it due to lack of time. The rest of the activities from the didactic unit, although with some differences, were all implemented.

6.1. Session 1: Cultural model

This session took place on Monday 14 May throughout 55 minutes.

Activity 1 / Activity 2 (Appendix 1)
Description: Firstly, we started with an activity whose aim was to catch the students' attention and introduce them to the topic of the didactic unit. In this activity, I together with the students said our age and, then, they were requested to guess how many years old Henry, the boy in the picture and the protagonist of *Henry's Freedom Box*, was. Once they have guessed about it, I showed them the quotation from the book that says: "Henry wasn't sure how old he was. Henry was a slave. And slaves weren't allowed to know their birthdays". It is worth pointing out that they were surprised in knowing this fact and, when I asked them about the reason why slaves were not allowed to know their age, they did not know what to answer. So, I made them reflect about it with questions such as the following ones: "Do you think that owners saw slaves as beings of their same condition?", "If slaves were considered inferior people by their owners, do you think that they had the same rights as other people?", "So, do you think that, according to the slaves' owners, they deserved the right of knowing their birthdays?", etc. In this case, instead of working in groups of three people and writing their answers on a Padlet wall, the students worked as a whole group and answered the questions orally in order to make this activity shorter. Next, I showed them some shocking images of black slaves

and I asked them to predict the topic about which we would be talking, taking into account the quotation from *Henry's Freedom Box* and the images on the projector; first, they did not seem to be sure about the right answer, but when I asked them "Will we be talking about birthdays throughout these three sessions?", one student said with an interrogative tone "No… Slavery, discrimination?", to which I replied "Yes, sure!". Regarding my motivation to carry out this first activity, I would like to say that I thought it would be an interesting activity for them, since teenagers give great importance to their age, so I thought that they would find surprising that some people were deprived of this right.
Timing: 10 minutes
Required materials: Projector, Power Point slides

Activity 4 (Appendix 2)
Description: This activity was based on two slave passes and one freedom paper, which were shown on the projector. I helped three different students read them because their calligraphy was a little unintelligible, there were some spelling mistakes and some words in the freedom paper belonged to Old English, such as *doth* and *hath*, whereas others are only used in a formal register, such as *hereof* and *hereunto*, whose meaning I explained to the students. They were able to translate these documents without my help, except those words to which I referred previously. However, when they were required to speculate about their use, they had no ideas; so I thought it would be better to read the passage extracted from *Jefferson's Sons* so that they were able to relate the main ideas of it to the documents.
Timing: 10 minutes
Required materials: Projector, Power Point slides

Activity 5 (Appendix 2)
Description: Firstly, the students read the passage on their own and, then, three different students read it aloud; they told me that they had found the passage a little

difficult, so, although I did not intend to, I selected three students to translate it with my help. Next, I asked them to summarise the main ideas of it and, as I checked that they had understood them perfectly, I required the students to underline those sentences that made reference to the previous slave passes and freedom paper, which they were able to do with no problem.
Timing: 15 minutes
Required materials: A piece of paper containing the passage

Activity 6 (Appendix 2)
Description: I explained some of the most important historical aspects, events and personalities related to slavery in the United States, such as the legal duration of slavery, the slave living conditions, the American Civil War, Abraham Lincoln, the 13th Amendment, etc. I tried to encourage the students to participate in the explanation, asking them questions such as "What do you know about slavery in the United States?", "Do you know how slaves travelled from Africa to America?", "How did slaves live?", etc. At the beginning of the explanation, the students asked me if I could speak Spanish as much as possible because it was difficult for them to follow an entire discourse in English. First, I doubted about it, but my tutor recommended me to do so, and I have to say that it was the best decision, since the students were really involved and interested in the explanation, answering my questions and making speculations about the history; moreover, the aim of this activity was not to train their oral comprehension skill, but to get to know some historical facts of slavery in the United States. Concerning the slave auction video, I was not able to show it to the students because I did not have enough time.
Timing: 20 minutes
Required materials: Power Point slides

As a final activity, I had prepared a Kahoot! quiz about some recent racist events in the United States so that the students became aware of the fact that racial discrimination towards black people is still present in this country. However, it was not possible to

answer it in this session, since, in translating the passage, the duration of this activity was longer than I had expected.

6.2. Session 2: Linguistic model

This second session took place on Wednesday 16 May throughout the first 55 minutes of the school schedule.

Activity 8 (Appendix 3)
Description: I started this session with an explanation on defining and non-defining relative clauses and relative pronouns, in which I used a Power Point presentation that I had prepared. Although this presentation was based on the content from the students' textbook, I used in it my own example sentences, which were the following ones: *Abraham Lincoln is the man who abolished slavery* and *Abraham Lincoln, who was murdered, abolished slavery.*
Timing: 15 minutes
Required materials: Projector, Power Point slides

Then, as I thought that it had been a mistake on my part not to explain the day before the plot of the novel with which we are dealing, I did it in this second session. I would like to say that one student seemed particularly interested in it, as she asked me to tell the end of the story; I said to her that she could read the novel although it was in Spanish, to which she replied: "Can you tell me the name of the book in Spanish?".

Activity 9 (Appendix 3)
Description: Next, we started working on the passage from *Jefferson's Sons*. Unlike the previous session, in order to have more time for the following activities, the students did not read the extract in silence on their own. Six students read and translated with my help different parts of the excerpt; moreover, they were required to identify any relative clause in the passage that they had read and classify them into defining or non-defining. I would like to mention that one student, who was particularly attentive, warned me that I had forgotten to point out a relative clause that the student who was reading at that moment was not able to identify.
Timing: 15 minutes

Required materials: A piece of paper with the passage

Activity 10 (Appendix 3)
Description: We did the first exercise of the worksheet on relative clauses that I had given them at the beginning of the session, in which four students were requested to read the sentences and decide whether they contain mistakes; in case that a sentence was wrong, the corresponding student was required to correct it. If a student was not able to identify a mistake, I and the rest of the students helped him or her. Regarding the second exercise, I finally decided not to do it because, apart from the fact that there was no much time until the end of the session, the students were a little swamped with defining and non-defining relative clauses; so, I thought that it would be more motivating for them to answer the Kahoot! that I had prepared for the first session.
Timing: 10 minutes
Required materials: Worksheet on relative clauses

Activity 7 (Appendix 2)
Description: This Kahoot! contained five questions in which the students had to decide when some racist events happened in the United States. Before starting playing, I read the questions and the students, with my help, translated them so that they did not waste time in thinking about their meaning when replying the questions. The students were really surprised by the answers, since they did not think that there still exists so much discrimination towards black people.
Timing: 10 minutes
Required material: Projector, Internet connection, Kahoot! questions, mobile phones

6.3. Session 3: Personal growth model

Activity 11 (Appendix 4)
Description: The first activity [2] that we did was a kind of game, in which I put on the students' forehead a sticker; the stickers were characterised by its colour (blue, red, yellow and green) and its form (circle, triangle and square). In this game, the students had to group together through gestures and without talking to each other; I did not establish any criteria to follow, but they could group themselves however they want to. As I expected, each student looked for those people with an identical sticker in order to create homogeneous groups; one student, whose sticker was different from any other one, was rejected by all the members of the groups that had just been created. My aim with this game was to make the students realise that society always tends to exclude those who are different, with which they agreed.
Timing: 10 minutes
Required materials: Stickers

Activity 12 (Appendix 4)
Description: Six different students read and translated the passage that I had selected for this session with my help, although some of them barely needed it. After this, we reflected on the reason why some people are excluded and marginalised by others; one student said: "they are black", to which I replied: "Does it mean that all black people must be marginalised?", "Are only black people the ones who suffer discrimination?", "Do these people who suffer discrimination have any innate characteristic which determines that they must be excluded?". Finally, they reached the conclusion that this discrimination does not depend on people who suffer them, but on those ones who feel superior and think they have the right to marginalise others who, according to them, deserve it.
Timing: 15 minutes
Required materials: A piece of paper containing the passage

[2] I carried out this activity, as a student, in one subject of the Master's Degree, and I thought that it would be interesting to work the concepts of discrimination and racism.

Activity 13 (Appendix 4)
Description: This activity consisted in watching a doll test video. First of all, the students were requested to think about the prejudices that society may have towards black people and, then, I asked them if children are susceptible to believe these stereotypes, to which they replied with an emphatic yes. Next, I explained to the students what a doll test is and I asked them to predict the children answers; one of them said that they would attribute the positive qualities to the white doll and the bad ones to the black doll. Once we watched the video, I asked the students about their impressions, and one girl claimed that these children felt ashamed of being black, which they recognised that is very sad.
Timing: 10 minutes
Required materials: Projector, Internet connection, doll test video

Activity 14 (Appendix 4)
Description: I showed the students some racist advertisements, in which black people appeared. They were really surprised, first, because these advertisements had been created by very well-known brands and, secondly, because they were very recent. Then, we reflected on the impact that the media may have on people, reaching the conclusion that these advertisements encourage racism, which people adopt unconsciously due to the great influence that the media has on us.
Timing: 5 minutes
Required materials: Projector, Power Point slides

Activity 15 (Appendix 4)
Description: The objective of this exercise is that the students empathize with those people who tend to be marginalised, becoming aware of the fact that Spaniards very often suffer discrimination in other countries, such as Great Britain, some of whose inhabitants do not have a good concept of Spanish people. The students were required to think about those stereotypes that are attributed to Spaniards abroad. They came up with the most typical ones: we are always throwing parties, we do not work, we are lazy, etc. Straightaway, three students read and translated some passages from a newspaper article, “How to be Spanish”, which was

published by *The Sunday Times* in January 2018 and describes Spanish people behaviour and attitude in a satirical and sarcastic way. To finish this activity, the whole class had to find the adjectives that correspond to each of the descriptions in the extracts.
Timing: 10 minutes
Required materials: Projector, Power Point slides and passages from the article "How to be Spanish"

Activity 16 (Appendix 4)
Description: To finish this session, in order to make the students realise that racism is still present in society, I showed them six tweets extracted from the Twitter account "Not Racist But…", which retweets people who write comments containing this expression; regarding the students' reaction, they were so surprised by these messages that they even thought that they were a joke. Finally, I asked them to think about comments with the expression *not racist but* that they had said or listened to recently, and they came up with some related to Gabriel's case, the child who disappeared and was murdered in Almeria in February 2018, and the terrorist attacks in Barcelona and Cambrils in August 2017.
Timing: 5 minutes
Required materials: Projector, Power Point slides containing screenshots of the tweets

I would like to mention that, although with some differences, I carried out this session with the two classes of 2nd of Baccalaureate. Instead of starting the class with the sticker activity, I showed them three images (Appendix 4) in which two men, one white and one black, have a conversation about prejudices; then, we made a reflection on racial prejudices and to what extent they are present in society. Regarding the text, the students did not read the passage from *Jefferson's Sons*, but the whole "How to be Spanish" article (Appendix 4), which they found really interesting and shocking; some students got really angry with the words in it. The other activities were the same ones and, concerning the development of the sessions, it did not differ significantly from the one described previously.

7. TEACHING ACTION ASSESSMENT: SUGGESTIONS FOR IMPROVEMENT

In general, both I and my tutor were satisfied with the development of the sessions that I carried out. According to her, my sessions were very well prepared and organised and the activities were very elaborate. She really valued that I had paid more attention to those positive things that the students did than to the negative ones, and that I had introduced some ICT tools in the activities that I had prepared. Regarding me, I felt really comfortable with the students when carrying out the sessions; although they sometimes got distracted, they showed an active and interesting attitude in all the activities they did, which, from my point of view, is a good sign. However, my tutor gave me some pieces of advice that could have improved the implementation and that will be helpful for my future sessions as a teacher.

Firstly, she recommended me to emphasise the most important aspects of my speech, as, according to her, my tone of voice was quite even. She also considered that, regarding the students, I should have combined the use of different organisations (work in groups, in pairs, individually), since most of the time they worked as a whole group, and, furthermore, they should have reflected on their learning process more deeply. I would like to point out that I found high school lessons really brief, so, due to lack of time, I had to carry out the activities faster than I had intended, especially in the personal growth session. On some occasions, as I am not their official teacher, the students, who did not see me as a real authority, adopted a talkative and distracted attitude more easily and, consequently, it was difficult for me to make them focus on the activities; my tutor advised me not to be afraid of calling their attention or separating those groups of students who obstructed the development of the session.

Moreover, I would like to make some comments about those aspects that, in my view, may have improved the implementation and that I consider important to take into account, in spite of the fact that my tutor did not mention them.

Regarding the personal growth session, I think that it had been better to carry it out in two lessons. In that way, we would not have done the different activities quickly and, as a consequence, the students would have been able to reflect on their learning process more deeply. I also realised, while they were reading it, that the passage that I had selected was too long for the students; they were not capable of identifying the main

ideas on their own, which were at the end of the extract, because they had diverted their attention from it. Therefore, I should have cut some parts of this excerpt in order to make its reading more effective.

As I have mentioned previously, from my point of view, explaining the plot of *Jefferson's Sons* to the students in the second session was a mistake on my part. I should have done it before reading the passage corresponding to the cultural model session so that they were able to put the extract in context and, therefore, get hooked on the story from the beginning of the implementation.

Another problem that I had to face when carrying out the sessions was the use of the English language. The students showed a reluctant attitude to it because, according to them, they get lost when trying to follow a class in English, so I was forced to speak Spanish more than I had expected. In my opinion, it is important both to encourage the students to make an effort to understand English, since, in believing that they are incapable, they do not even try it, and to make the students comprehend that they do not need to know the meaning of every single word from the teacher's speech to get the general idea. Therefore, one possible solution would have been to introduce English progressively so that the students got used to it without panicking.

Finally, I was not able to assess all the parts of this didactic unit. Concerning the final project, the students could not carry it out due to lack of time; my tutor did not lend me more sessions because she needed to move on in the textbook to complete the syllabus before the final exam. I could not assess the worksheet on defining and non-defining relative clauses because we did not have enough time to do the second exercise; instead, as I have said previously, they played Kahoot!, which I thought would be more motivating and entertaining for the students. The only part of the didactic unit that I was able to assess was the students' attitude and behaviour in class, which my tutor will take into account in the final grade. With regard to the assessment, I do not come up with any possible suggestion for improving it, since the implementation of the didactic unit is conditioned by the dates of the internship period, the official calendar of the high school and the planned development of the course, which make carrying out all the activities really difficult.

8. CONCLUSIONS

After carrying out this project, I have reached some conclusions that I am going to summarise in the following paragraphs.

Firstly, there exists a close relationship between language and literature, since it is possible to learn a language through literary texts. However, currently English teachers in Spanish high schools do not take as much advantage as they could of literature. Generally, students do not deal with real literary pieces; they mainly carry out intensive readings from their textbooks. Moreover, students are forced to do extensive readings in order to pass a test, which discourage them to read for pleasure. Therefore, teachers should abandon this traditional methodology and introduce literature in the classroom from an integrated approach to arouse students' interest in readings without any academic purpose.

Secondly, as many scholars have pointed out, working with literature in the classroom has many benefits. The three models included in the integrated approach suggested by researchers allow students to work on different aspects simultaneously, unlike their textbooks, since not only do they deal with grammar contents, but also students learn about the cultural and historical background of the target language and develop their personal growth. Regarding my personal experience during my implementation, I perceived an enthusiastic attitude among them about the fact of doing something different, something that they had never done before. Secondly, working with literature in the teaching sessions allowed me to create a wide range of activities with a lot of different resources (ICTs, images, videos, film extracts, etc.). These activities encouraged the students to reflect on certain aspects about which they do not tend to think and share their viewpoints, fostering their critical thinking and their collaborative work. Furthermore, it is worth mentioning that my students were really pleased when they saw that, although with my help, they were capable of dealing with real literary passages, which increased their motivation and self-confidence. As a consequence of all the aspects to which I have just referred, using literature in the EFL classroom is very gratifying both for teachers and for students.

Finally, some teachers from the high school where I did my internship did not rely on the success of my implementation due to the characteristics of this group of students; so, when knowing the results of it, they were surprised. Many teachers consider that the use

of literature in the EFL classroom is really unsuitable due to the low English level that students generally have, but if they are able to select passages taking into account students' English level and create interesting activities for them, literature turns to be a powerful material. In short, with this project and my positive experience, I aim to encourage English teachers to use real literary pieces in their sessions.

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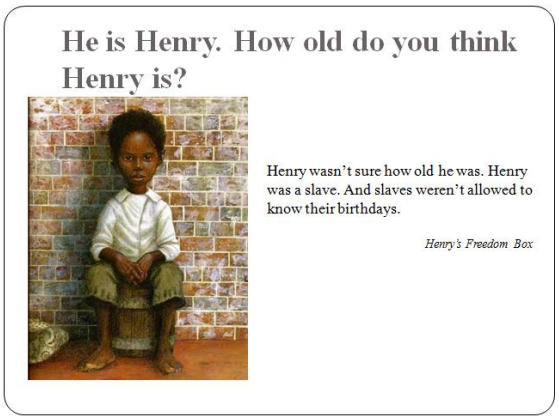
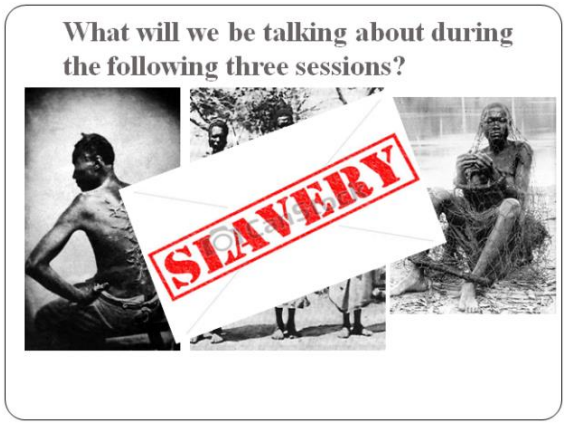
10. APPENDICES

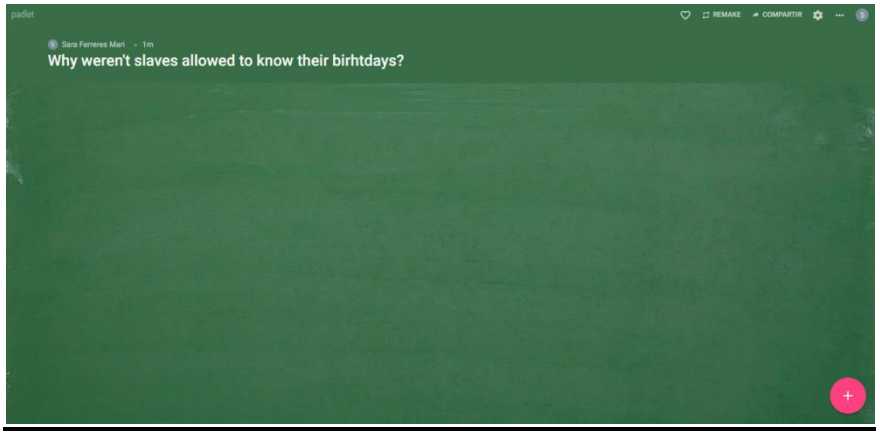
10.1. Appendix 1

Activity 1





Activity 2



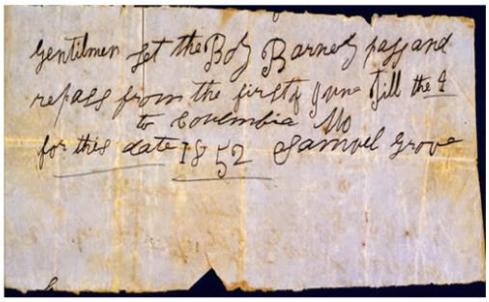
Activity 3

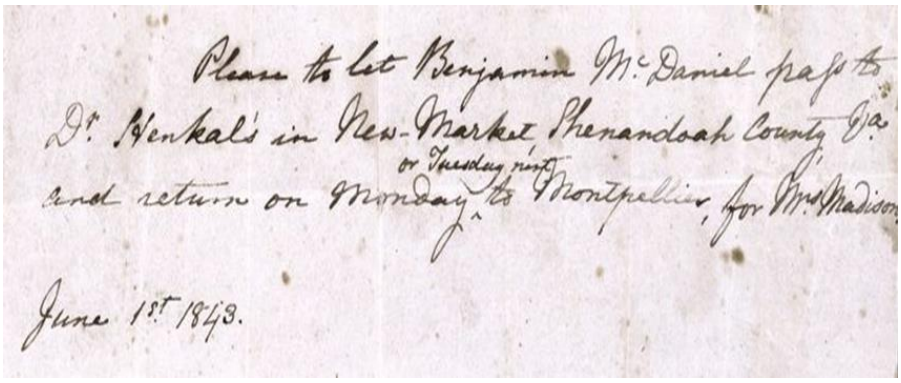
https://www.youtube.com/watch?v=0JSoi6tB7Y8

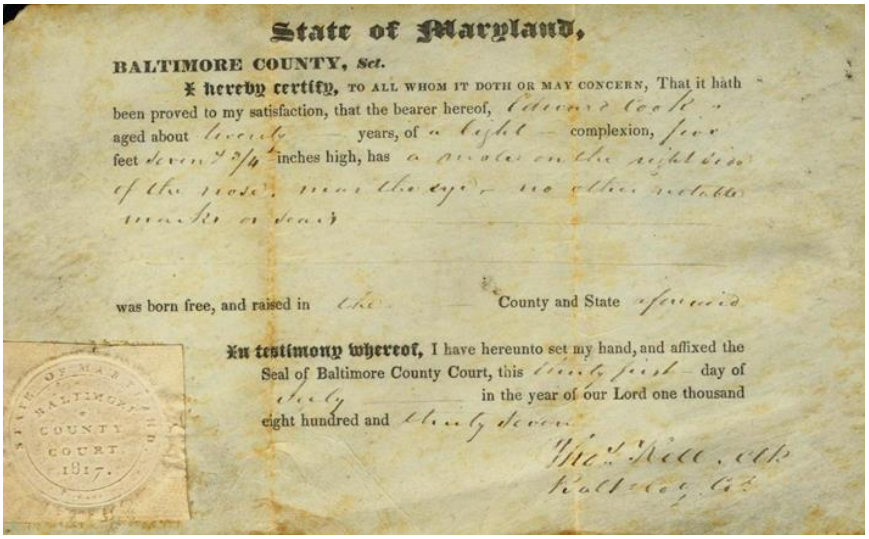
10.2. Appendix 2

Activity 4

CULTURAL MODEL







Activity 5

Five dollars! A year of cleaning out privies earned six. Beverly imagined working that hard for a piece of paper the overseer could just crumple in his hand. He didn't know anything about passes. He'd never heard of them before.

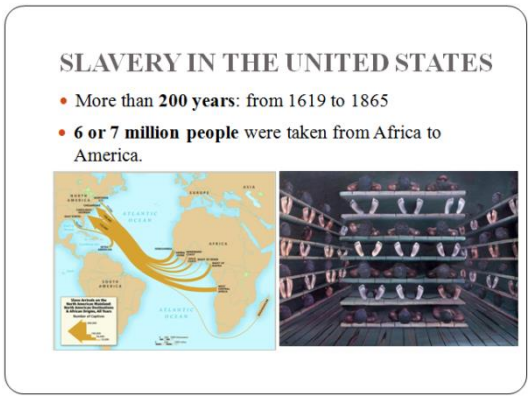
Mama explained in the cabin that night. If you were a slave, you were not supposed to travel anywhere without either a white person or a pass. When Davy Hern went by himself to Washington, he carried a pass signed by Master Jefferson that said who he was and what he was doing. "What about in Charlottesville?" Beverly asked.

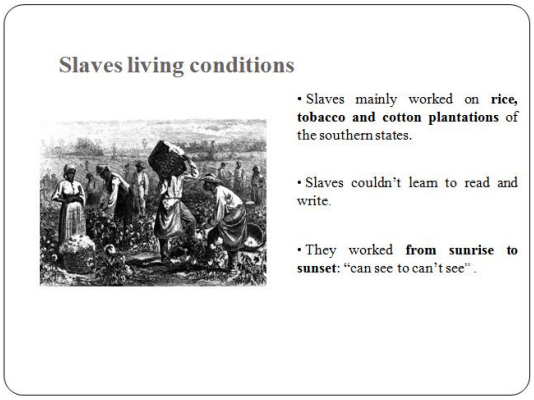
"In Charlottesville everyone knows Davy Hern", Mama said. "They won't bother him. Anywhere else he goes, he'd better have a pass".

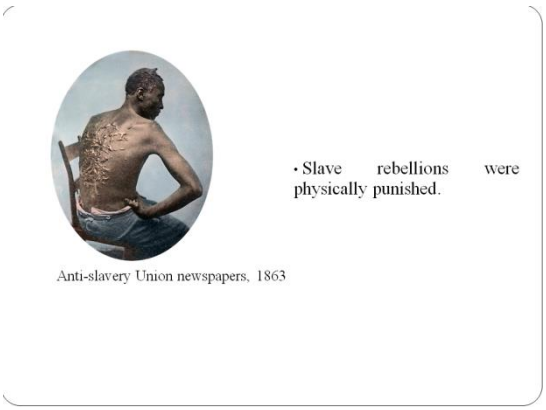
A slave caught without a pass was thrown in jail. Black people who weren't slaves had to carry papers saying they were free.

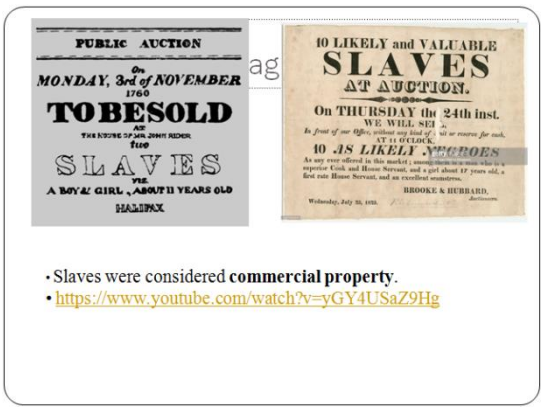
Jefferson's Sons, p.32

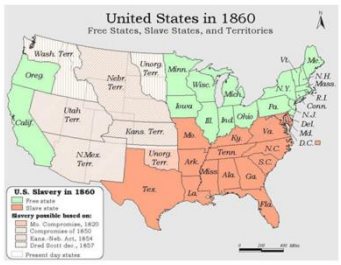
Activity 6



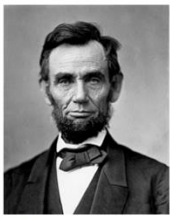








1861-1865

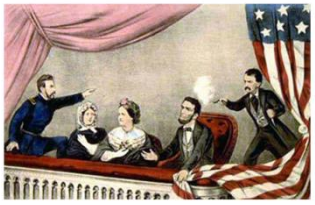


Abraham Lincoln

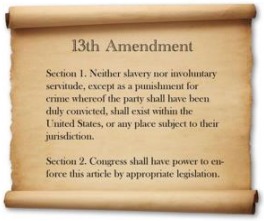
The Confederate States of America

Civil War

The Union (the North) won the war.



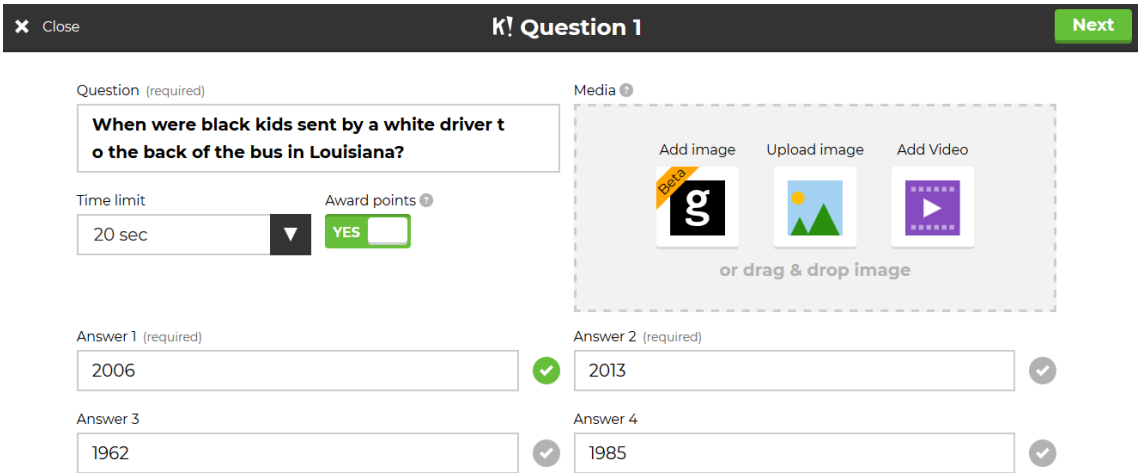
Abraham Lincoln was murdered by a supporter of slavery on April 14, 1865.

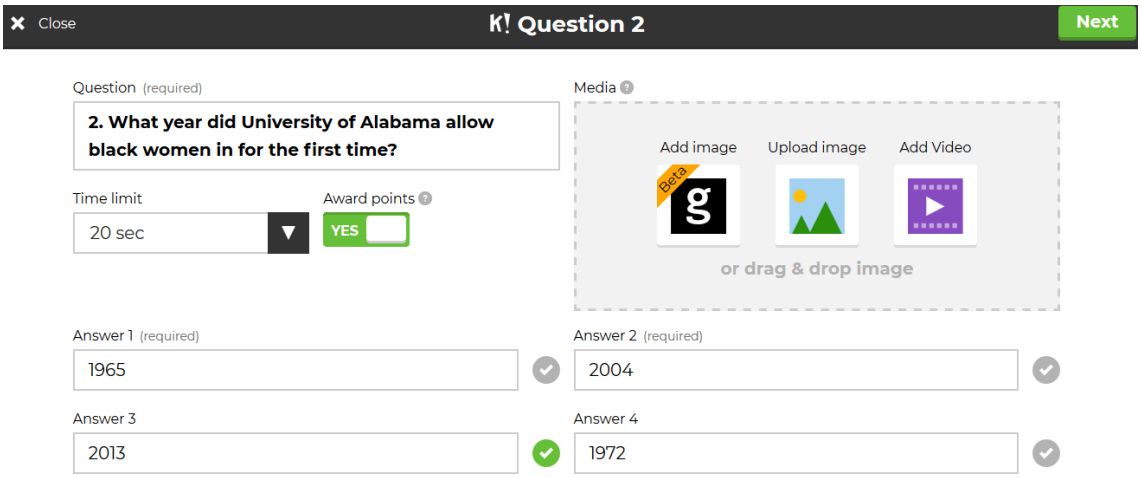


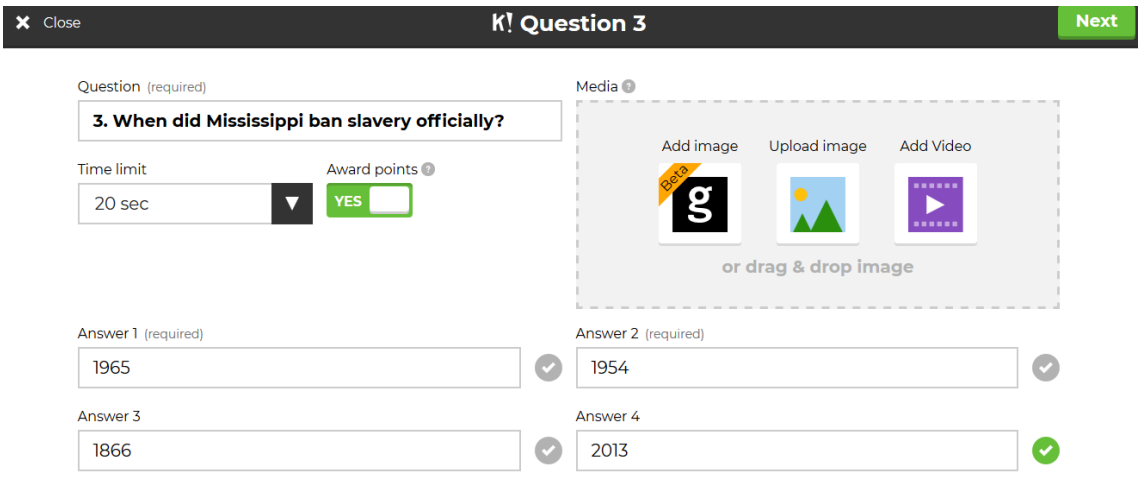
The 13th Amendment, which abolished slavery, was passed on December 6, 1865.

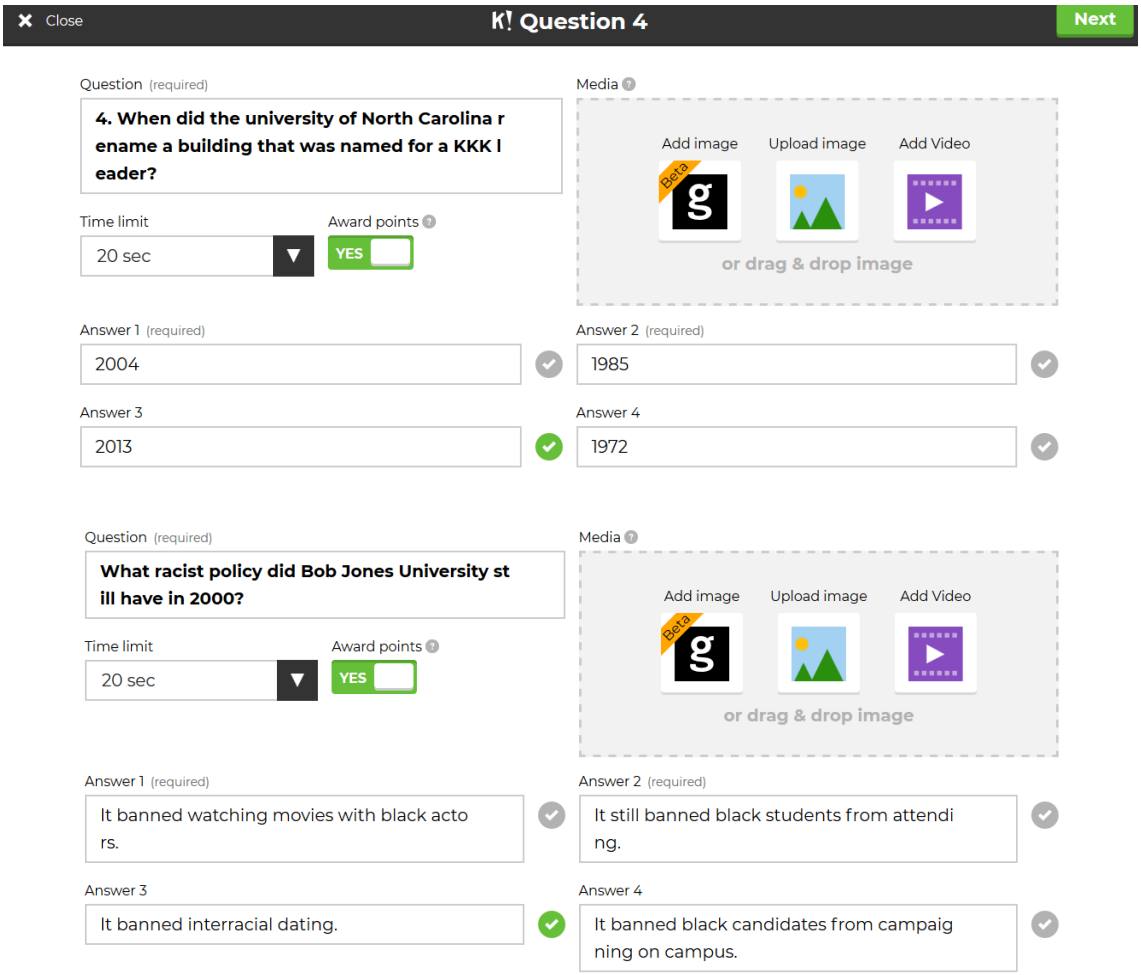
https://www.youtube.com/watch?v=yGY4USaZ9Hg

Activity 7


Close
Question 1
Next
Question (required)
When were black kids sent by a white driver t o the back of the bus in Louisiana?
Time limit
20 sec
Award points
YES
Media
Add image
Upload image
Add Video
Beta
or drag & drop image
Answer 1 (required)
2006
Answer 2 (required)
2013
Answer 3
1962
Answer 4
1985

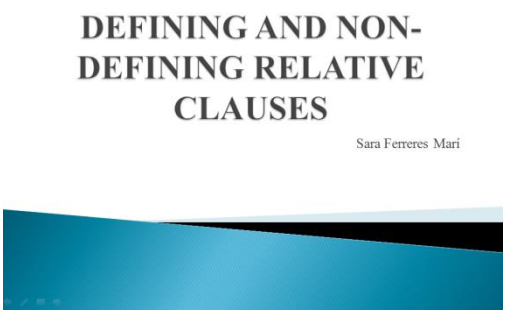

Close
Question 2
Next
Question (required)
2. What year did University of Alabama allow black women in for the first time?
Time limit
20 sec
Award points
YES
Media
Add image
Upload image
Add Video
Beta
or drag & drop image
Answer 1 (required)
1965
Answer 2 (required)
2004
Answer 3
2013
Answer 4
1972

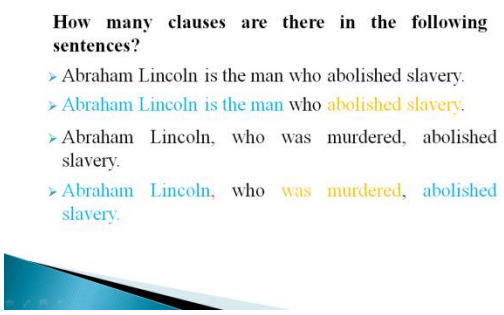

Close
Question 3
Next
Question (required)
3. When did Mississippi ban slavery officially?
Time limit
20 sec
Award points
YES
Media
Add image
Upload image
Add Video
Beta
or drag & drop image
Answer 1 (required)
1965
Answer 2 (required)
1954
Answer 3
1866
Answer 4
2013



10.3. Appendix 3

Activity 8





- A **defining relative clause** gives us the necessary information to identify exactly what we are referring to.
  - Abraham Lincoln is the man who abolished slavery.
  - Abraham Lincoln, who was murdered, abolished slavery.

- A non-defining relative clause adds extra information, which is not needed to identify what we are talking about. The extra information comes between or after commas.
  - Abraham Lincoln is the man who abolished slavery.
  - Abraham Lincoln, who was murdered, abolished slavery.

- **Relative pronouns** link the relative clause with the main clause.
  - Abraham Lincoln is the man who abolished slavery.
  - Abraham Lincoln, who was murdered, abolished slavery.

- **Relative pronouns:**
  - People: *Who*
  - Places: *Where*
  - Things: *Which*
  - Possessions: *Whose*
  - Time: *When*

- *Who* and *which* can be replaced by *that* in defining relative clauses.

Abraham Lincoln, that was murdered, abolished slavery. **WRONG**

Abraham Lincoln is the man that abolished slavery. **RIGHT**

Activity 9

"Just look at that last line of eight. How many white, how many black?"

Beverly counted. "Seven white", he said. "One black".

Mama nodded. "The law says that any slave's children are always slaves, but it also says that any person who has seven out of eight white great-grandparents is legally white. So you and Harriet and Maddy are white people. You're slaves, but you're white". [...] Someday you won't be a slave. You'll be a free white man".

[...] "I don't want to be white", he said. "White people are mean".

"Not all of them", Mama said. "And the ones that are mean to black people aren't always mean to other white people". [...] "It's easier to be white", she said. "It's safer".

[...] “So when I change into a free man, I just change into a white man?” he asked Mama. “I just tell everybody, look at these seven-eights? I want to be called a white man now?”

Mama laughed [...] “If you go down to Charlottesville, where people know you and know your family, and you tell them you used to be black but now you’re white, what do you think they’ll say?”

[...] “They’ll tell me to get out of town”, he said.

[...] “That’s right”, Mama said. [...] “You won’t stay in Charlottesville”, she said. “You’ll go where nobody knows you. And they’ll see you, and say to themselves, ‘That looks like a white man’.

Jefferson’s Sons, p.82-83

Activity 10

Student’s name:

DEFINING AND NON-DEFINING RELATIVE CLAUSES

1. **Read the following sentences and decide if they are right or wrong. Correct the mistakes in those wrong sentences. All the mistakes are related to relative clauses and relative pronouns.**

   1) Those slaves which were caught without passes were punished.

   2) Henry was a slave child who didn’t know his age.

   3) The 13th Amendment, that was passed in 1865, abolished slavery.

   4) The plantations when slaves worked were mainly located in the South of the country.

2. **Match the following clauses using the correct relative pronoun and commas where necessary.**

   1) Slaves were carried in ships. Ships travelled from Africa to America.

   2) Slaves couldn’t learn to read and write. Slaves worked from sunrise to sunset.

   3) The man is Abraham Lincoln. The man won the elections in 1861.

   4) Beverly is a slave boy. Beverly’s father is Thomas Jefferson.

   5) The Confederate States of America lost the Civil War. Slavery was very important in the Confederate States of America.

10.4. Appendix 4

Activity 11

Activity 12

"Mama", Harriet said, "why are we slaves?"

[...] "Look at Maddy", Mama said, "both of you, and tell me, does he look like a free baby or a slave baby?"

Beverly looked at Maddy, then back at Mama. "A slave baby", he said. [...]

Harriet nodded. "Slave baby".

"How do you know?" Mama asked.

"'Cause he is one", Beverly said.

"But how can you tell?" Mama persisted. "Look at him. What do you see?"

"He's a boy", Harriet said, after a pause.

Mama pounced on that. [...] "So. Since he's a boy, he must be a slave, right? Because all boys are slaves?".

"No", Beverly said. "Plenty of boys aren't slaves. Miss Martha's boys aren't".

"Ah" said Mama. "Then why would this boy be a slave?"

[...] "He's kind of dark", Beverly said. [...]

"So, dark skin is what makes you a slave?" Mama said. "Everyone with dark skin is a slave".

Well, that wasn't right. "No", Beverly said. "Jesse Scott's got dark skin, and he is not a slave".

"That's right", Mama said. "So [...] why do you say he's a slave?".

"Because we just know", Harriet said.

"Pretend you don't know", Mama said. [...] How would you know whether or not he was a slave?".

Beverly looked at Mama. She waited. "You wouldn't know", he said, thinking it out. "You couldn't ask the baby. He can't talk. So you wouldn't know until somebody else came along and told you".

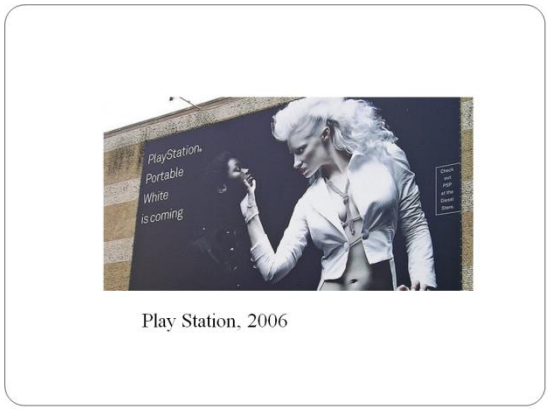
"That's right", Mama said. [...] "You remember that, both of you. Nobody is a slave on their own. There is nothing inside either one of you, or anyone else-Joe Fossett or Uncle John or me or anyone-that *makes* you a slave, that says you have to be one, that says you're different from somebody who isn't a slave. The difference is other people-people who make laws and put other people into slavery and work to keep them there".

Jefferson's Sons, p.32, 33, 35

Activity 13

https://www.youtube.com/watch?v=QRZPw-9sJtQ

Activity 14

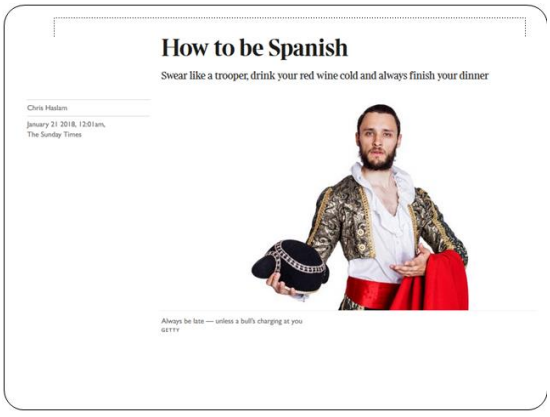


London underground, 2017

Dove, 2017

Nivea, 2017

Activity 15



"Being Spanish involves walking into a bar, kissing and hugging complete strangers, shouting "oiga" at the waiter and chucking anything you can't eat or drink on the floor". **SHAMELESS and DIRTY**

"You can drop the please and thank yous. They are so unnecessary".

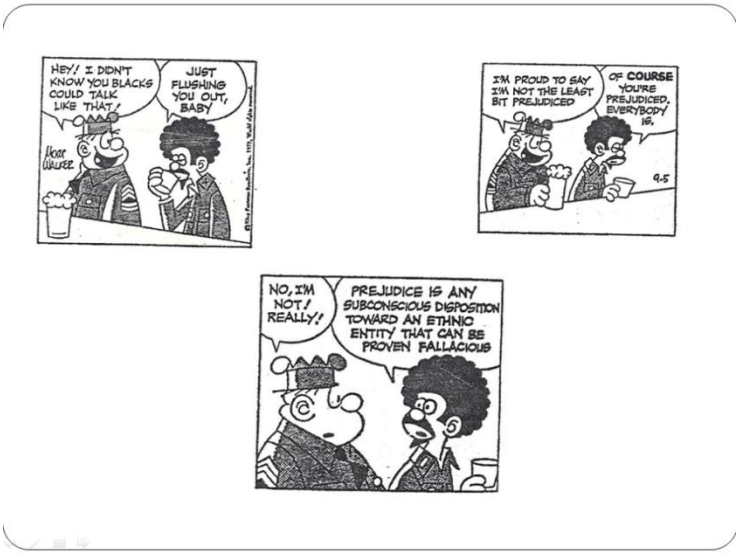
RUDE

"Arriving anywhere 30 minutes late is actually considered quite early".

LATE

Activity 16

2nd of Baccalaureate



"HOW TO BE SPANISH"

Learning the language is only the first step to becoming Spanish. Getting a tan and knowing your *tapas* from your *pintxos* are steps two and three, but there's still a long way to go before you can pass yourself off as anything other than a *guiri*. There are some shortcuts, though.

First, forget Anglo-Saxon notions of politeness, discretion and decorum. Being Spanish involves walking into a bar, kissing and hugging complete strangers, shouting "*oiga*" at the waiter and chucking anything you can't eat or drink on the floor. Except glasses. That's too much. But you can drop the please and thank yous. They're so unnecessary.

If you're a lady, carry a fan. Over here, it's a tool, not a souvenir, and regardless of gender, do try to develop the uncanny Spanish skill of knowing instinctively where the coolness is. Not hipster coolness. The ambient one.

You also need to unlock that potty mouth. Spoken — or, rather, shouted — Spanish is shot through with obscenities of astonishing inventiveness and anatomical awareness, and it doesn't matter who you're talking to. In Salamanca, I heard a teacher on a school trip tell his pupils to "**** off for lunch", and that "any ****er" who wasn't back at 3.30 sharp would be "****ing left behind for social services". The kids seemed cool with that, even though being Spanish requires utter disdain for punctuality. Arriving anywhere 30 minutes late is actually considered quite early and quite rude.

You need to learn food etiquette, too. Start with a breakfast of *tostada, sobrasada* and a *cortado*, and don't ask for butter. This is olive-oil country. Stop whatever you're doing at 11am and nip out for a beer and a sandwich. That should keep you going until lunchtime, at 2pm. You'll be going for a three-course *menu del dia,* and it will take between two and three hours. Then have a kip.

Next, tapas. You can always spot the Brits. They're the ones who walk into a crowded tapas bar and can't believe there's a table free. That's because the Spanish

sneer at tables. Tapas are eaten at the bar, while yelling at the waiter and throwing stuff on the floor. Except the glasses. Remember that.

Then go home and watch telly. Got Talent España and Sabado Deluxe — a sort of Jeremy Kyle for celebrities — are good choices. They're probably on the TV in the bar, but with all that shouting, you won't be able to hear a thing.

Ten o'clock is dinnertime. Start with beer or ice-cold red wine, because cocktails are for after dinner, and make sure you eat everything you've ordered. Countries that have suffered famine are funny about that. Don't go overboard on tips (it's not done here), be ambivalent about bulls and, finally, always take your phone to the toilet. This is a) so you can check for messages from your secret lover, and b) because every motion-activated toilet light on the Iberian peninsula is programmed to go out after four seconds.

10.5. Appendix 5

https://www.youtube.com/watch?v=htEtTra7rdw

https://www.youtube.com/watch?v=d4oj5b67m04

https://www.youtube.com/watch?v=7wr3ujTt89A