

Conocimiento del medio natural, social y cultural

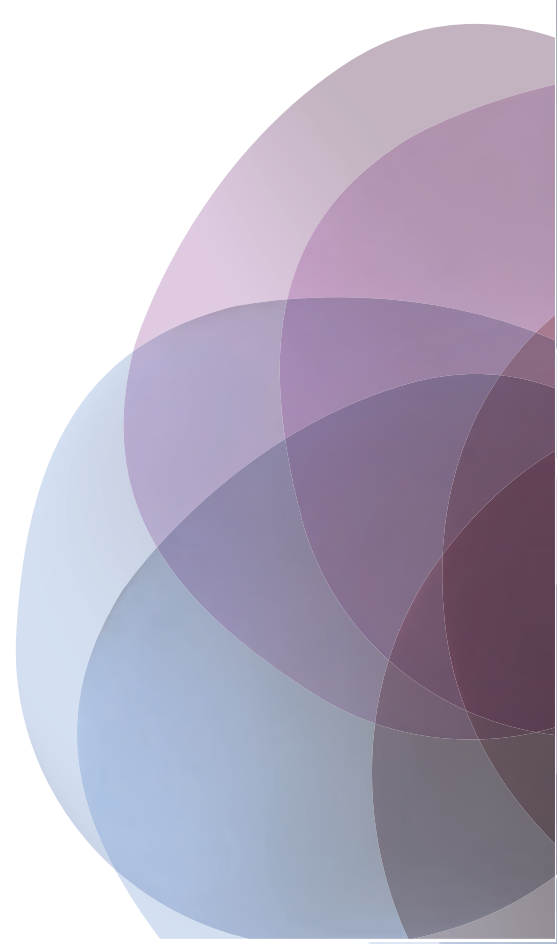
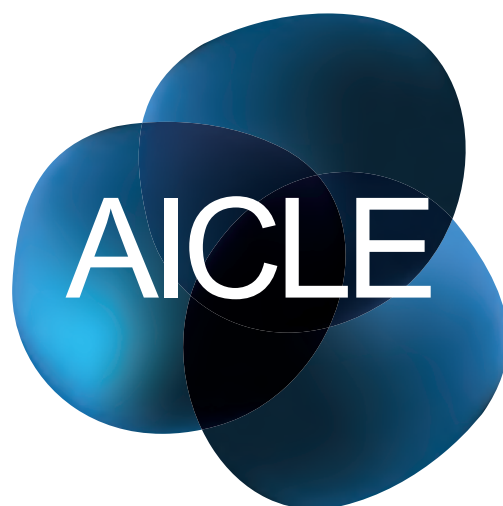


Primaria



JUNTA DE ANDALUCÍA

Inglés



Identificación del material AICLE

TÍTULO	History Through the Ages
NIVEL LINGÜÍSTICO SEGÚN MCER	A1.3
IDIOMA	Inglés
ÁREA / MATERIA	Conocimiento del Medio Natural, Social y Cultural
NÚCLEO TEMÁTICO	Historia
GUIÓN TEMÁTICO	Esta secuencia didáctica se estudiarán las etapas básicas en las que se divide la historia: prehistoria, edad antigua, edad media, edad moderna y edad contemporánea.
FORMATO	PDF
CORRESPONDENCIA CURRICULAR	5º de Educación Primaria
AUTORÍA	Eufemia Rosso Delgado
TEMPORALIZACIÓN APROXIMADA	De 8 a 10 sesiones
COMPETENCIAS BÁSICAS	<p>Conocimiento e interacción con el mundo físico: saber cómo se estudia la Historia y cuáles son sus fuentes y sus edades. Conocer cómo se dividen las diferentes etapas de la historia y los hechos más relevantes de cada una de ellas.</p> <p>Comunicación lingüística: ampliar el vocabulario con términos propios del estudio de la historia y de las diferentes edades en las que se divide. Escribir textos breves sobre algunas de estas edades y producirlos de forma oral.</p> <p>Matemática: trabajar con las unidades de tiempo para ubicar y ordenar acontecimientos históricos.</p> <p>Social y ciudadana: Ser respetuoso con nuestra historia y con personajes importantes. Apreciar y respetar el trabajo de los historiadores.</p> <p>Tratamiento de la información y competencia digital: visitar páginas web para encontrar información sobre diferentes personajes históricos. Obtener información sobre Stonehenge.</p> <p>Aprender a aprender: organizar la información sobre las diferentes edades de la historia. Observar imágenes que representen escenas de la vida en el Paleolítico y en el Neolítico e interpretar el cambio que supusieron para los seres humanos algunos descubrimientos.</p> <p>Autonomía e iniciativa personal y competencia emocional: valorar la importancia de recopilar información para ampliar de forma autónoma los conocimientos. Apreciar la contribución de los personajes históricos en la evolución de la cultura, la tecnología y la organización de las sociedades.</p>

Tabla de programación AICLE

OBJETIVOS	<ul style="list-style-type: none"> - Comprender qué es la historia, qué son y cuáles son las principales fuentes históricas - Conocer las edades en las que dividimos la historia y los períodos de la Prehistoria - Conocer cuándo empieza y cuándo termina cada una de las edades históricas - Conocer los hechos más relevantes de cada una de las edades de la Historia - Conocer algunas de las manifestaciones culturales de los habitantes del Paleolítico y del Neolítico en España y en la comunidad - Conocer y situar en el tiempo y el espacio las grandes civilizaciones de la Edad Antigua y conocer la aportaciones culturales de una de ellas - Favorecer el desarrollo de técnicas para memorizar, organizar y relacionar la información, y para autoevaluar el avance en el aprendizaje 		
CONTENIDOS DE CURSO / CICLO	<ul style="list-style-type: none"> - La historia y sus fuentes - Las edades históricas, su duración y los hechos que las separan - Características más destacadas del Paleolítico y del Neolítico - Características y hechos fundamentales de cada etapa histórica 		
TEMA	<ul style="list-style-type: none"> - La Historia - La Prehistoria: Paleolítico y Neolítico - La Edad Antigua - La Edad Media - La Edad Moderna - La Edad Contemporánea 		
MODELOS DISCURSIVOS	<ul style="list-style-type: none"> - Ordenar cronológicamente las edades de la historia - Describir qué acontecimientos marcan el principio y el final de una edad histórica - Comparar formas de vida entre una edad histórica y otra - Enumerar y explicar hechos históricos significativos en cada edad histórica - Explicar las aportaciones culturales del Imperio Romano - Comparar la vida en el Paleolítico con la vida en el Neolítico - Informar sobre datos biográficos de personajes famosos en la historia 		
TAREAS	<ul style="list-style-type: none"> -Presentación oral -Charts -Project work: writing a biography 		
CONTENIDOS LINGÜÍSTICOS	FUNCIONES: <ul style="list-style-type: none"> - Predecir el tema de estudio usando imágenes. - Expresar diferencias. - Comparar diferentes formas de vida. - Ordenar hechos cronológicamente. - Reformular frases. - Expresar hechos pasados. - Transformar tiempos verbales según la situación comunicativa. 	ESTRUCTURAS: <ul style="list-style-type: none"> - Was – were - Happened – appeared – lived – remembered – hunted – fished .. - Made – grew – built – got – began – wrote - had - could 	LÉXICO: <p>Vocabulario relacionado con las Edades de la Historia: event, sources, inventions, fall, discovery, revolution, sedentary, nomad, livestock farming, agriculture, steam engine, coal, free people, slaves, factories, working class ...</p>
CRITERIOS DE EVALUACIÓN	<ul style="list-style-type: none"> - Indica qué es la historia y cuáles son las principales fuentes históricas - Indica cuáles son las edades históricas y en que períodos se divide la Prehistoria - Conoce cuándo empieza y cuándo termina cada una de las edades históricas - Señala las principales características de cada una de las etapas de la historia - Desarrolla técnicas para memorizar, organizar y relacionar la información, y para autoevaluar el avance en el aprendizaje 		



HISTORY THROUGH THE AGES



Activity 1. Organize the flashcards



Let's look at some pictures.

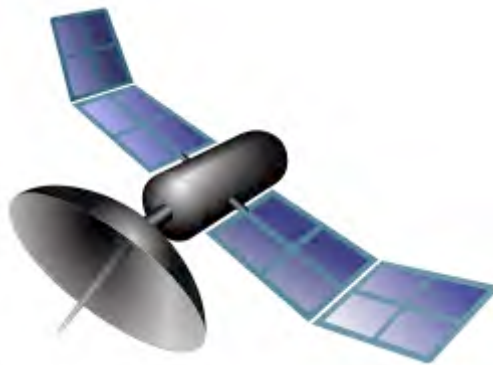
What do you see in these flashcards? Are they from the past or the present? Let's try to organize them in two columns. You should stand up, come to the blackboard, choose one flashcard and put it into one of the columns.

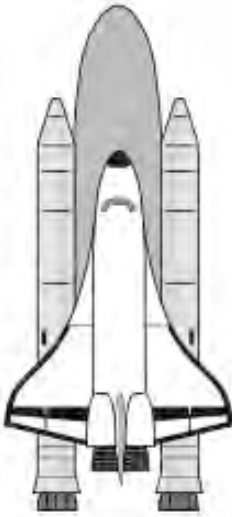
What do you think?
Is it past or present?

I think this image is
from the present.

I think it's from the past
because ...

PAST	PRESENT

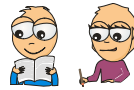








Activity 2. Read and complete the chart



Read the following text about History and historical sources and complete the chart.

WHAT IS HISTORY?

History is all of the events that happened in the past that we should remember. People who study History are called **historians**.

The main historical **sources** that historians use to study the past events are:

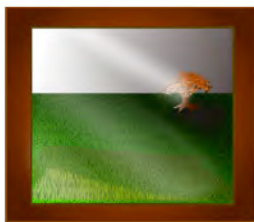
1. **Oral sources:** Songs, sayings, etc.



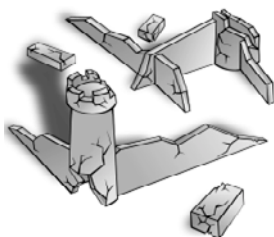
2. **Written sources:** Books, plays, poems, letters, newspapers, etc.

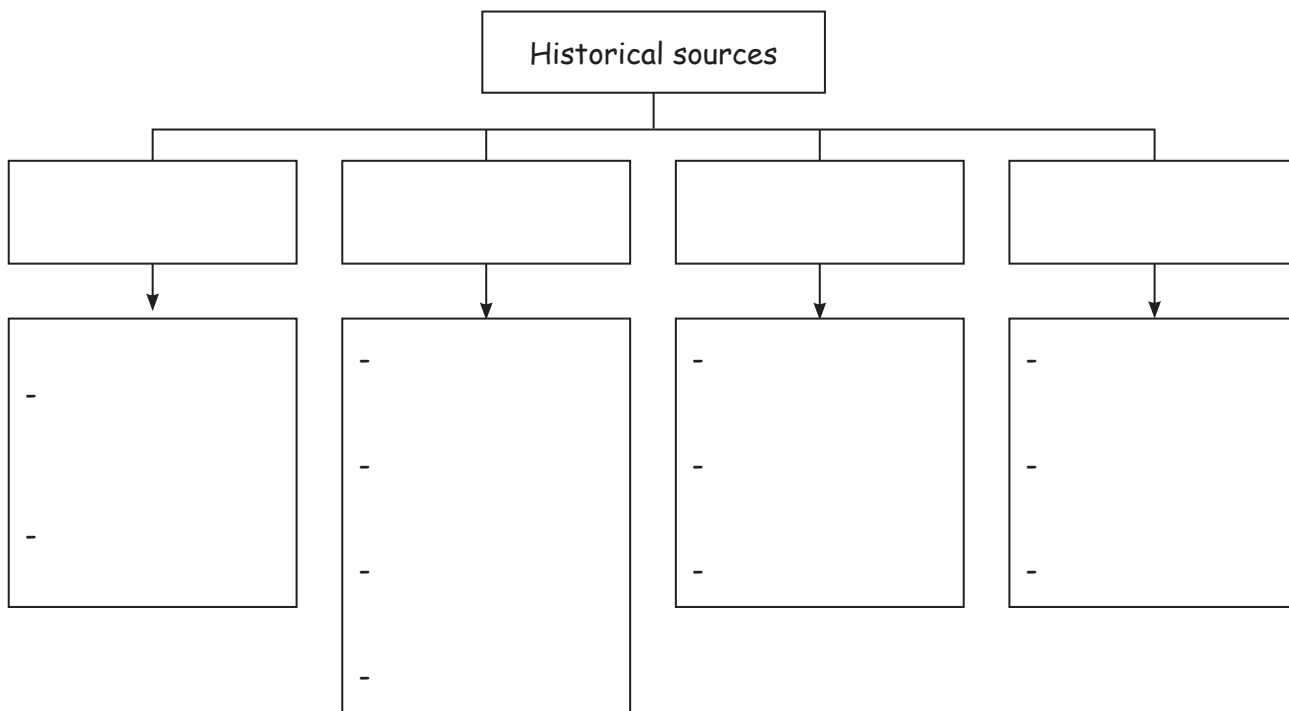


3. **Graphic sources:** Paintings, maps, photos, films, etc.



4. **Material sources:** Ruins, monuments, graves, coins, etc.

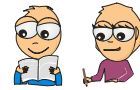




MAIN VOCABULARY

Source: reference
 Saying: proverb
 Ruins: remains
 Grave: tomb

Activity 3. Match the historical sources with the related words and the images



Oral sources

Paintings



Books



Songs



Written sources

Monuments



Plays



Maps



Graphic sources

Graves



Ruins

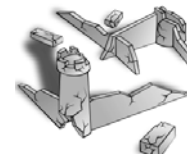


Films



Material sources

Newspapers



Coins



REMEMBER

History is all of the events that happened in the past and that we should remember. People who study History are called historians.

The main historical sources that historians use to study past events are: oral sources, written sources, graphic sources and material sources.

Activity 4. Read the timeline carefully. Then listen and complete the text below



PREHISTORY		ANCIENT HISTORY	MIDDLE AGES	MODERN AGE	CONTEMPORARY AGE
Palaeolithic	Neolithic	The fall of the Roman Empire	The discovery of the Americas	The French Revolution	Present Day

The first human beings appeared	The development of livestock farming and agriculture	The invention of writing
---------------------------------	--	--------------------------

AGES OF HISTORY

History is divided in five different ages: Prehistory, _____ History, the Middle Ages, the _____ Age and the Contemporary _____.

_____ extended from the time the first human beings _____ until the invention of _____.

ANCIENT _____ extended from the invention of writing until the _____ of the _____ Empire.

The _____ AGE extended from the fall of the _____ Empire until the _____ of the Americas.

The MODERN _____ extended from the _____ of the Americas until the _____ Revolution.

The _____ AGE extended from the _____ Revolution until _____ day.

Activity 5. Read and order the following historical events



	The invention of writing
	The French Revolution
	The discovery of the Americas
	The fall of the Roman Empire
	Present day
	The first human beings appeared

REMEMBER

History is divided in five different ages: Prehistory, Antiquity or Ancient History, the Middle Ages, the Modern Age and the Contemporary Age.

PREHISTORY		ANCIENT HISTORY	MIDDLE AGES	MODERN AGE	CONTEMPORARY AGE
Palaeolithic	Neolithic	The fall of the Roman Empire	The discovery of the Americas	The French Revolution	Present Day

The first human beings appeared	The development of livestock farming and agriculture	The invention of writing
---------------------------------	--	--------------------------

Activity 6. Read the following text about Prehistory. Then choose the correct answers



PREHISTORY

Prehistory is divided in two periods: the **Palaeolithic** and the **Neolithic**. **The PALAEOOLITHIC Age** extended from the time the first human beings appeared until the development of livestock farming and agriculture.

About one million years ago, the first human beings appeared. They lived in **groups**. They hunted, fished and picked wild berries to live. They were **nomads** and they lived in **caves** or small **huts** made of branches or animal skin. They used **fire**. They made dresses with animal skin or vegetable fiber. Their tools were made of **stone, wood, bones or shells**. They painted animals or people on the walls of caves.

The NEOLITHIC Age extended from the development of livestock farming and agriculture until the invention of writing.

Seven thousand years ago, they grew plants and tamed animals and became **sedentary**. They lived in **villages** with many inhabitants. They weaved cotton or wool and invented **pottery**. They got **metals** such as copper, bronze or iron and sculpted stones.

At the end of the Neolithic Age they built monuments with big stones called **megaliths**. With the invention of writing a new age began.

MAIN VOCABULARY

Livestock farming: raising animals

Nomad: itinerant, traveller

Hut: a small house made of mud or sticks

Shell: the outside of some sea animals such as oysters or clams

Cave: a hole in a mountain

Tame: domesticate

Sedentary: seated, still

Weave: knit

Pottery: ceramics

Choose the correct answers:

1. Prehistory is divided into:

- a) Two periods: The Palaeolithic Age and the Neolithic Age.
- b) Prehistory, Antiquity or Ancient History, the Middle Ages, the Modern Age and the Contemporary Age.

2. The Palaeolithic Age extended:

- a) From the development of livestock farming and agriculture until the invention of writing.
- b) From the time the first human beings appeared until the development of livestock farming and agriculture.

3. During the Palaeolithic Age people were:

- a) Nomads.
- b) Sedentary.

4. During the Palaeolithic Age people:

- a) Hunted, fished and picked wild berries.
- b) Grew plants and tamed animals.

5. During the Palaeolithic Age:

- a) They had tools made of metals such as copper, bronze or iron.
- b) They had tools made of stone, wood, bones or shells.

6. The Neolithic Age extended:

- a) From the development of livestock farming and agriculture until the invention of writing.
- b) From the time the first human beings appeared until the development of livestock farming and agriculture.

7. During the Neolithic Age people were:

- a) Nomads
- b) Sedentary

8. During the Neolithic Age people:

- a) Hunted, fished and picked wild berries
- b) Grew plants and tamed animals

9. In the Neolithic Age:

- a) They made dresses with animal skin or vegetable fiber
- b) They made dresses with cotton or wool

10. Megaliths were build during:

- a) The Palaeolithic Age
- b) The Neolithic Age

Activity nº 7. Listen to the following sentences and say if they are facts about the Palaeolithic Age or the Neolithic Age



1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Activity nº 8. Look at these images carefully. Work in pairs and write what you see. Decide if the picture is from the Palaeolithic Age or the Neolithic Age. Then, tell your classmates about your opinion



What do you think about the first picture?

I think this image is from the Palaeolithic Age because

I think this picture is from the Neolithic Age because

I think the first picture is from the _____ because:

1. _____
2. _____
3. _____

I think the second picture is from the _____ because:

1. _____
2. _____
3. _____

REMEMBER

Prehistory is divided in two periods: the Palaeolithic Age and the Neolithic Age.

The **PALAEOLITHIC** Age extended from the time the first human beings appeared until the development of livestock farming and agriculture. They hunted, fished and picked wild berries to live. They were nomads and they lived in caves. They used fire. They made dresses with animal skin or vegetable fiber. Their tools were made of stone, wood, bones or shells. They painted animals or people on the walls of caves.

The **NEOLITHIC** Age extended from the development of livestock farming and agriculture until the invention of writing. They grew plants and tamed animals, so they became sedentary. They lived in villages with many inhabitants. They weaved cotton or wool and invented pottery. They got metals such as copper, bronze or iron and sculpted stones. They built megaliths.

Activity 9. Read the following text and complete the scheme



ANCIENT HISTORY

In **Ancient History** the first important **civilizations** appeared: Mesopotamia, Egypt, Greece and Rome.

One of the most important was the **Roman Empire**. Roman civilization began in Italy. They dominated the Greeks, Carthaginians, Celts and Iberians.

The Romans conquered the Iberian Peninsula and called it **Hispania**. The population adopted the language and customs of the Romans. Their language was Latin and the Spanish language comes from Latin. This process was called "Romanisation".

Here are some important facts:

- o They founded a lot of cities.
- o They wrote the first laws: there were slaves and free people. Free people had rights. They could be part of the government, vote and have lands. Slaves had no rights. They were the property of free people. A woman could be free but she did not have the same rights as a man. She always had to depend on a man, that could have been her father, brother or later, her husband.
- o The Romans built different structures: theatres, circuses, amphitheatres, thermal bath houses, triumphal arches, columns, bridges, aqueducts ...
- o They invented the wheel, so transport and trade were developed.
- o They created a system of stone roads.
- o Culture was developed: architecture, mosaics, sculptures, literature, mythology

MAIN VOCABULARY

Law: rules, regulations

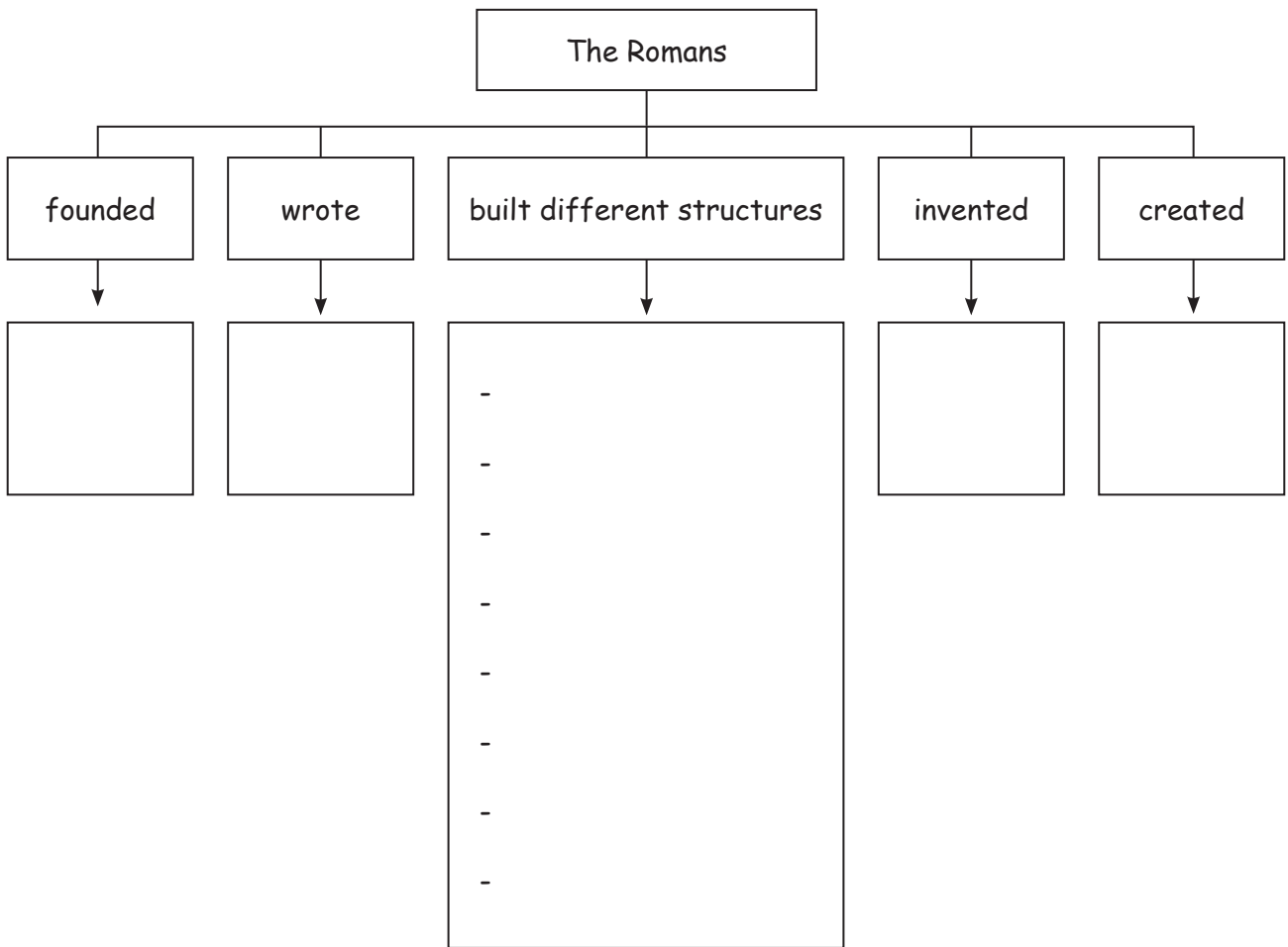
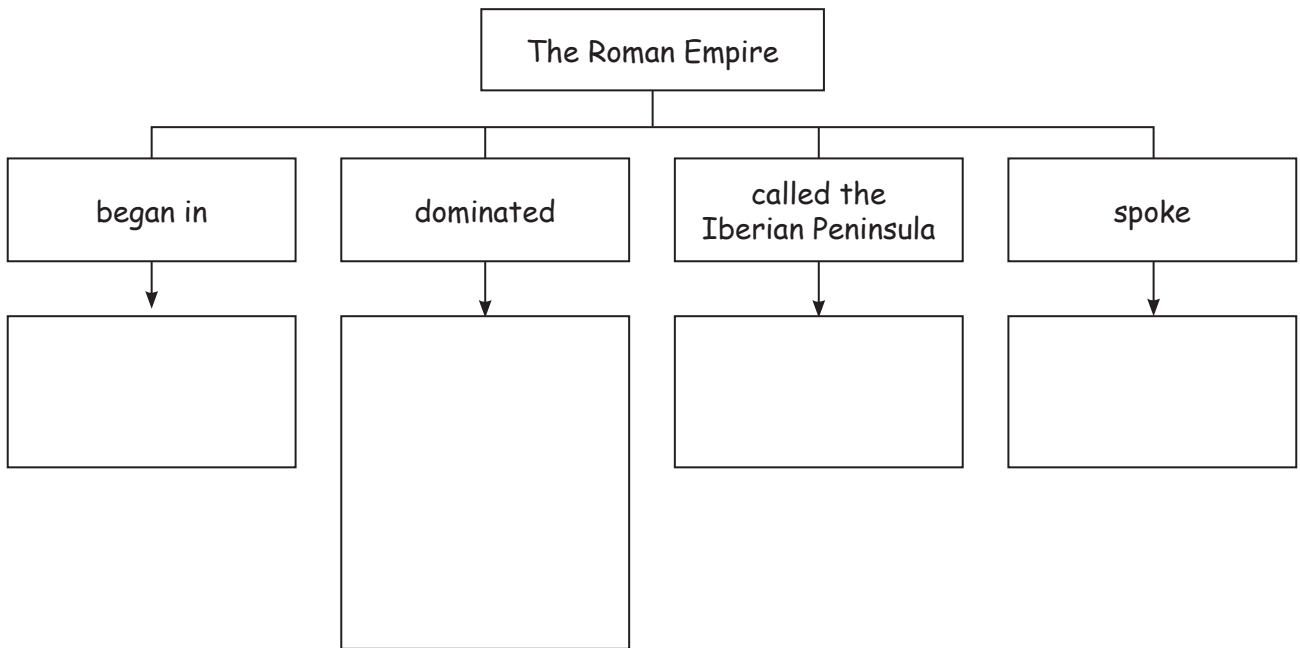
Slave: servant with no rights

Free: with liberty

Rights: privileges

Wheel: circle, ring

Stone road: a path made of stone



Activity 10. Answer the following questions. Use the text and the charts in activity number 9. Work in pairs and try to find the right answer



What do you think about question number one?

I am not sure. I think the answer could be....

I am sure the answer is..
I have no idea
Let's check the text

1. Name four important civilizations that appeared in Ancient History

2. Where did the Roman Empire begin? _____

3. What did the the Romans call the Iberian Peninsula? _____

4. What language did the Romans speak? _____

5. What do historians call the process by which people adopted the language and customs of the Romans? _____

6. Name two types of people you could find in the Roman Empire _____

7. Write five different structures that the Romans built _____

8. What did they invent? _____

9. Why were transport and trade developed? _____

10. What did they create? _____

Activity 11. Write a composition about the Romans. Use the charts from activity 9. Then, talk to your classmates about the Roman Empire using your composition as a guide



REMEMBER

In Ancient History the first important civilizations appeared: Mesopotamia, Egypt, Greece and Rome were the most important ones. Roman civilization began in Italy. They called the Iberian Peninsula Hispania. Their language was Latin and the Spanish language comes from Latin. This process was called "Romanisation".

Some important things to remember: there were slaves and free people, they founded a lot of cities, wrote the first laws, built different structures such as theatres, circuses, amphitheatres, thermal bath houses, triumphal arches, columns, bridges and aqueducts. They invented the wheel and created a system of stone roads.

Activity 12. Read the following text. Match the words in bold with the definitions in the chart below



MIDDLE AGES

The MIDDLE AGES extend from the fall of the Roman Empire until the discovery of the Americas.

After the fall of the Roman Empire, the Middle Ages began. There were small kingdoms governed by kings. The population was organised into different social groups:

The **nobility**: They owned and governed parts of the kingdom. They lived in castles and had armies made up of knights and **soldiers**. They defended the kingdom during wars.

The **clergy**: They were religious people who prayed and studied. They lived in monasteries and owned lands and cattle.

Craftsmen and traders: They lived in cities and they were grouped by their jobs. Squares and markets were built and cities were developed thanks to them.

Farmers: They were the biggest group. They worked the land and took care of the cattle for the nobility and the clergy. They got protection and part of the products they grew.

Some important facts:

- The German invasions happened
- The Carlomagno Empire
- Feudalism appeared
- Islam appeared
- Cities were developed. They had traders, craftsmen, markets, cathedrals and universities.
- The printing press helped spread culture: First, books were hand-copied. Then, in 1450, **Johannes Gutenberg** invented the printing press.
- **Christopher Columbus** discovered America in 1492.

Words	Definitions
	Social group that owned and governed parts of the kingdom.
	People who defended the kingdom during wars.
	They were religious people who prayed and studied.
	They lived in cities and they were grouped by their jobs.
	They worked the land and took care of the cattle for the nobility and the clergy.
	He invented the printing press.
	He discovered America in 1492.

MAIN VOCABULARY

Kingdom: domain, country
 Knight: horseman, lord
 Cattle: cows, bovines, bulls, livestock
 Craftsmen: artisan
 Trader: merchant
 Farmers: people who work on farms

Activity 13. Read and match



Farmers
Craftmen and traders
Soldiers
Johannes Gutemberg
The nobility
Christopher Columbus
Clergy

They owned and governed parts of the kingdom. They lived in castles and had armies made up of knights and soldiers.
He discovered America.
They lived in monasteries and owned lands and cattle.
They lived in cities and they were grouped by their jobs.
They got protection and part of the products they grew.
In 1450 he invented the printing press.
They defended the kingdom during wars.

Activity 14. Listen and copy the sentences. Say if they are true or false. Try to correct the false sentences



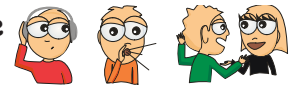
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

REMEMBER

The MIDDLE AGES extend from the fall of the Roman Empire until the discovery of the Americas.

The population was organised in different social groups: the nobility, clergy, craftsmen and traders and farmers. Some things to remember: in 1450 Johannes Gutenberg invented the printing press and in 1492 Christopher Columbus discovered America.

Activitiy n° 15. All of these pictures represent social groups from the Middle Ages. Choose one. With a partner, describe what the person/people in the picture did. Your partner has to guess which social group you are talking about



I live in a castle. I have knights and soldiers working with me in the wars. I own and govern lands. I defend my kingdom in the wars.



Activity 16. Read the following text. Then, choose the correct answer



THE MODERN AGE

THE MODERN AGE extended from the **discovery of the Americas** to the **French Revolution**.

During the Modern Age small kingdoms joined into nations. Every nation had a king, ministers and nobility. There were lots of wars between the nations because they wanted to look for the wealth and lands.

The advances which allowed for the exploration of the world were that: ships and navigation were improved, and new maps were made.

Some important facts:

- **New products** came from different parts of the world: gold, silver, potatoes, cocoa and tomatoes came from America.



GOLD

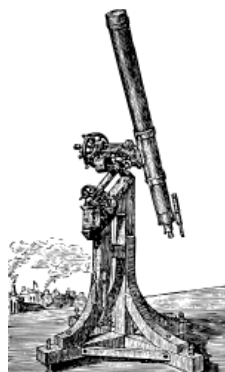
SILVER COINS

POTATOES

COCOA

TOMATO

- **Banking** was created. Bankers appeared and they kept the money, they negotiated with it or lent it to earn interest.
- Science was developed thanks to inventions such as the microscope and telescope.



- The **French Revolution** began. The population was hungry while the kings and nobility had lots of wealth.

MAIN VOCABULARY

Minister: member of the government

Wealth: having lots of something, especially money

To improve: to make something better

Choose the correct answers:

1. The Modern Age extended from:

- a) The invention of writing until the fall of the Roman Empire.
- b) The discovery of the Americas until the French Revolution.
- c) The fall of the Roman Empire until the discovery of the Americas.

2. During the Modern Age:

- a) There were a lot of small kingdoms governed by kings.
- b) There were nations with kings, ministers and nobility.

3. During the Modern Age:

- a) There were a lot of wars.
- b) There were not any war.
- c) There were some wars.

4. People could explore far lands because of:

- a) The wealth they got in wars.
- b) The improvements in ships, navigation and maps.

5. We could have chocolate in Europe after 1492 because:

- a) A woman discovered it in 1495.
- b) A man found it during a war in the Middle Ages.
- c) Chocolate is made of cocoa and we got cocoa after the discovery of Americas.

6. The revolution began because:

- a) Kings wanted to share their wealth.
- b) People wanted kings to share their wealth.

Activity 17. Work in pairs. Look for answers to the following questions in the text about the Modern Age



What do you think about question number one?

I'm not sure. I think the answer could be

I have no idea
Let's check the text

1. What were the most important advances during the Modern Age?

2. Who governed the nations? _____

3. Which new products did we find in America? _____

4. Why did the French Revolution begin? _____

5. What did bankers do with the money they got? _____

6. Write two important inventions in science _____

REMEMBER

THE MODERN AGE extended from the discovery of the Americas until the French Revolution.

There were nations with kings, ministers and nobility. There were lots of advances in ships, navigation and maps which allowed for the exploration of the world.

Some important facts:

- New products came from different parts of the world.
- Banking was created.
- Science was developed: the microscope and telescope were invented.
- The French Revolution finished the reign of kings in France.

Activity 18. Work in pairs. Read and complete the text



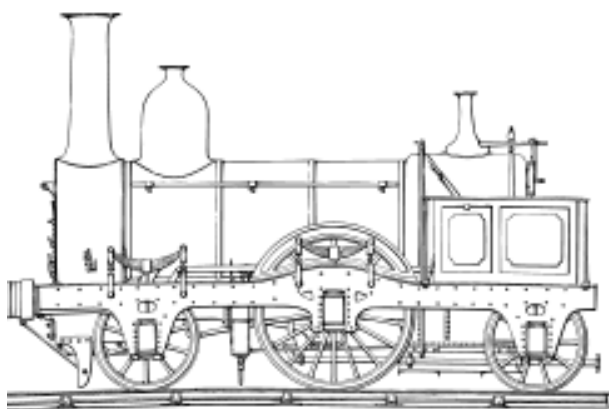
In pairs, read and complete the text about the Contemporary Age.

THE CONTEMPORARY AGE

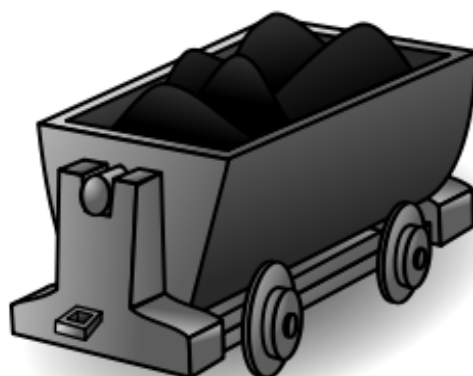
THE CONTEMPORARY AGE extended from the French Revolution until present day.

During the Contemporary Age there were important social changes:

- The French Revolution: It brought **freedom** and **equality** to all people. Most countries adopted democracy as their form of government.
- **The Industrial Revolution** was what came with the invention of the steam engine and coal as an energy source.



STEAM TRAIN ENGINE



COAL LORRY

- Scientific and Technical progress improved the quality of life.

Some important facts:

- Factories with machines substituted the old craft workshops.
- The working class appeared as many farmers moved from the countryside to work in factories in the cities.
- The population increased.
- New inventions appeared in medicine, transport and communication.
- New sources of energy appeared such as petroleum and electricity.
- Communication improved with inventions such as the phone, radio, television and internet.



TELEPHONE



RADIO



TELEVISION



INTERNET

The Contemporary Age extended from the _____ until present day. The most important social changes were:

- The French Revolution caused most _____ to adopt _____ as their form of government.
- The _____ Revolution was really important. The most important inventions were the _____ and _____ as energy _____.

Some important facts:

- _____ substituted the old craft workshops.
- The _____ class appeared.
- New inventions appeared in _____, _____, _____ ...
- New sources of energy appeared such as _____ and _____.
- Communications improved with inventions such as the _____, the _____, _____, and _____.

Activity 19. Listen to some historical facts. Put a cross in the age you think they are related to



PREHISTORY		ANCIENT HISTORY	MIDDLE AGES	MODERN AGES	CONTEMPORARY AGES
Palaeolithic	Neolithic				

Activity 20. Read this list of historical facts. Then, ask your classmate what age the fact is related to. Use the chart above to check your partners' answers



What do you think about number one?

Did number one happen during Prehistory/Ancient history/the Middle Ages ...?

I have no idea
Let's check the chart!

1. Johannes Gutemberg invented the printing press.
2. New sources of energy such as petroleum and electricity appeared.
3. Democracy was adopted as a form of government.
4. They used fire.
5. The working class appeared.
6. The social groups were: the nobility, clergy, craftsmen and traders and farmers.
7. They grew plants and tamed animals.
8. They conquered the Iberian Peninsula and called it Hispania.
9. The first civilizations appeared.
10. Communication improved with inventions such as the phone, the radio, the television and the internet.
11. Their tools were made of stone, wood, bones and shells.
12. The clergy lived in monasteries.
13. There were lots of wars.
14. New products such as gold, silver, potatoes, cocoa and tomatoes came from different parts of the world.
15. The first laws were written.
16. They built monuments with big stones called megaliths.
17. They got metals such as copper, bronze and iron.
18. The microscope and telescope were invented.
19. The steam engine and coal were invented.
20. They were nomads and they lived in caves.

Activity 21. Wordsearch



In pairs, look for the words below and don't forget to use the sentences in the boxes to interact with your classmates. When you finish, write one sentence using each word.

Did you find Prehistory?

Where's Ancient History?

I can't find "Modern Age" Look, "Prehistory" is here, next to

THE AGES OF HISTORY

PREHISTORY
ANCIENT HISTORY
MIDDLE AGES
MODERN AGE
CONTEMPORARY AGE

C	S	T	K	O	H	B	W	F	J	F	S	F	H	B	P	J	I	H	Y
R	O	E	O	M	E	A	B	T	G	G	Z	I	W	R	J	O	G	L	N
C	V	N	G	L	N	H	S	L	Y	C	O	I	V	S	Y	U	C	C	J
A	Z	E	T	A	I	V	S	X	B	R	D	X	C	O	X	N	Q	Y	U
S	X	D	R	E	N	D	V	Z	L	J	V	G	G	G	I	F	Z	P	F
H	V	W	V	D	M	R	L	R	S	X	A	U	M	S	Q	Z	S	L	F
A	N	U	I	N	W	P	E	M	J	O	Q	T	A	G	P	A	O	F	D
Q	P	V	K	U	M	D	O	D	S	I	Q	U	R	R	W	N	C	K	D
B	A	J	H	R	D	I	U	R	O	B	O	Q	E	H	Q	C	A	B	A
X	A	T	W	P	O	U	N	Z	A	M	T	H	H	W	O	I	E	M	V
A	B	R	G	E	T	J	A	O	U	R	I	Y	Q	Z	T	E	H	W	H
U	Z	U	I	A	I	T	N	M	D	S	Y	C	K	D	H	N	S	R	F
U	C	F	X	C	J	V	Y	Q	T	Y	Q	A	Y	M	D	T	D	O	M
A	G	C	J	V	S	M	L	O	G	R	B	H	G	E	U	H	F	S	S
C	S	B	H	Q	S	U	R	E	V	R	E	E	R	E	Y	I	I	N	S
Y	J	F	I	K	F	Y	G	Q	E	B	Q	E	R	L	S	S	B	E	J
U	F	T	S	L	F	W	E	X	K	W	P	N	E	X	R	T	Y	G	E
X	M	B	O	P	C	N	Q	G	C	A	Q	Z	U	M	A	O	Q	P	Z
A	P	D	G	S	E	G	A	E	L	D	D	I	M	N	G	R	C	X	F
M	N	J	A	R	H	M	T	N	Y	F	W	P	R	M	U	Y	T	P	O

REMEMBER

THE CONTEMPORARY AGE extended from the French Revolution until present day. Some things to remember:

- After the French Revolution, democracy was adopted as a form of government.
- Some important inventions were: the steam engine and coal as energy sources and also petroleum and electricity.
- Factories substituted craft workshops.
- The working class appeared.
- Communications improved with inventions such as the phone, the radio, the television, and the internet.

Activity 22. Final project



We are going to write biographies of some important historical figures.

Here are some examples of people. You can find information about them by going to the links below. If you want you can search the web and choose any other famous historical figure.

1. ANCIENT AGE: Plato, Cleopatra, Aristotle, Hypatia
2. THE MIDDLE AGES: Marco Polo, Joan of Arc, Richard the Lionheart, Catherine of Aragon
3. THE MODERN AGE: Napoleon, Mother Teresa, Sir Isaac Newton, Mary Tudor
4. THE CONTEMPORARY AGE: Virginia Woolf, Albert Einstein, Mary Curie, Gandhi

Since we don't know about any famous people from Prehistory, you can do a report on Stonehenge. Look at the official web-site for Stonehenge to help you find information.

You can also choose anyone from the following web-sites.

300 women who changed the world
Famous people in Great Britain

Activity 23. SELF ASSESSMENT



Read the following statements and write a cross.

	I can recognise words and expressions related to History			
	I can read texts about History and understand the important information			
	I can talk about History			
	I can talk to my classmates about History			
	I can write about History and historical figures			

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WEBSITES

<http://en.wikipedia.org/wiki/Plato>
<http://en.wikipedia.org/wiki/Cleopatra>
<http://en.wikipedia.org/wiki/Aristotle>
http://en.wikipedia.org/wiki/Hipatia_of_Alexandria
http://en.wikipedia.org/wiki/Marco_Polo
<http://www.yesnet.yk.ca/schools/projects/middleages2000/famouspeople/famouspeople.html>
<http://en.wikipedia.org/wiki/Napoleon>
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http://en.wikipedia.org/wiki/Isaac_Newton
http://en.wikipedia.org/wiki/Mary_I_of_England
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<http://www.britannica.com/women/browse?browseId=248524>
<http://en.wikipedia.org/wiki/Gandhi>
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<http://www.stonehenge.co.uk/>