



**SESSION 2: TIME AND SPACE**  
**DEVELOPING A TECHNIQUE: TIMELINES**

**Age: 13**

**Year 1, 1st term**

**ROMANESQUE and**  
**GOTHIC ART**

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**AULAS EUROPEAS 2018-19**



# IMPACT OF ROMANESQUE AND GOTHIC ART IN MEDIEVAL SOCIETY

## SCAFFOLDING THE UNIT

STAGE	KNOWLEDGE	ACTIVITY AND PROCEDURES	DEVELOPING HOTS	ASSESSMENT
LESSON 1	GENERAL UNDERSTANDING	KWL PP LECTURE	WHAT	KWL AND ORAL CHECKING
LESSON 2	PLACE AND TIME	MAP ANALYSIS TIMELINE	WHERE AND WHEN	EVALUATING MAPS AND TIMELINES
LESSON 3	SPECIFIC FEATURES	READING ACT VENN DIAG	HOW	WRITING ESSAY
LESSON 4	FUNCTION AND SIGNIFICANCE	MIND MAP PW CONTEST	WHO AND WHY	EVALUATING MIND MAPS

5

FINAL ASSESSMENT

**ORAL PRESENTATION THROUGH A:**

- VIDEO PROJECT: "SELLING A CATHEDRAL"**
- CARDBOARD LEAFLET or INFOGRAPHIC**

**RUBRIC**

ACCORDING TO YOUR NEEDS ASSESSMENT AND YOUR INTERESTS TAKEN FROM YOUR MEDIEVAL ART **KWL** CHART

PLACE

**where**

**READING  
MAPS**

TIME

**when**

**TIMELINE**

VOCABULARY

CHARACTERISTICS

FUNCTION AND  
SIGNIFICANCE



# TIME AND PLACE ACTIVITY

## OBJECTIVES

### CONTENT

By the end of the lesson *swbat* to design and create a timeline where they will be able to identify and locate with accuracy the 6 best examples of Gothic and Romanesque architecture.

### LANGUAGE

By the end of the session *swbat* use and explain chronological parameters by discussing the location of buildings.

**ROMANESQUE AND GOTHIC TIMELINE**

11TH 12TH 13TH 14TH

2

5

4

6

**CONGRAT**

**ROMANESQUE EUROPE**

**OUTCOME**

OCEANO ATLANTICO

Mar del Norte

Mar Mediter

Map labels: Durham, York, Lincoln, Gloucester, Wells, Amiens, Colonia, Magdeburgo, Chartres, Paris, Reims, Worms, Bamberg, Spira, Estrasburgo, Angers, Bourges, Milan, Pavia, Génova, Assisi, Orvieto, Oviedo, Orense, León, Burgos, Marbruela, Alcobaca, Segovia, Toledo, Veruela, Lérida, Poblet, Tarragona, Gerona, Barcelona.

# TIME AND SPACE ACTIVITY STAGES



## STAGE OF ACTIVITY

## STEPS OF ACTIVITY

1

### WARM UP PREREADING

Ss refresh the previous activity (KWL activity) by discussing their interests on the topic with the teacher and the assistant.



2

### GRAMMAR & VOCABULARY

Specific vocabulary: Chronology/AD/BC/BCE/timeline/Roman numerals/century. Adverbs: Accurately/chronologically. Prepositions: After/Before. Language structures of sequencing and ordering: First,... second...Previously... Following this event...



3

### TIMELINE DESIGN & ORAL DISCUSSION

1) Ss individually will draw a timeline modeled by the teacher and helped by the assistant. 2) In pairs ss will discuss the characteristics of the buildings to locate them in place and time (organizing and summarizing information).



4

### ASSESSMENT

Teacher collects their timelines and maps to check their fully understanding and accuracy (length of chronological periods, accurate events location, correct distribution of cultural periods).



# MAP

A geographic map that displays the spatial pattern of a theme or series of attributes. (by "Your Dictionary")

## ROMANESQUE EUROPE



1

**IDENTIFY**

2

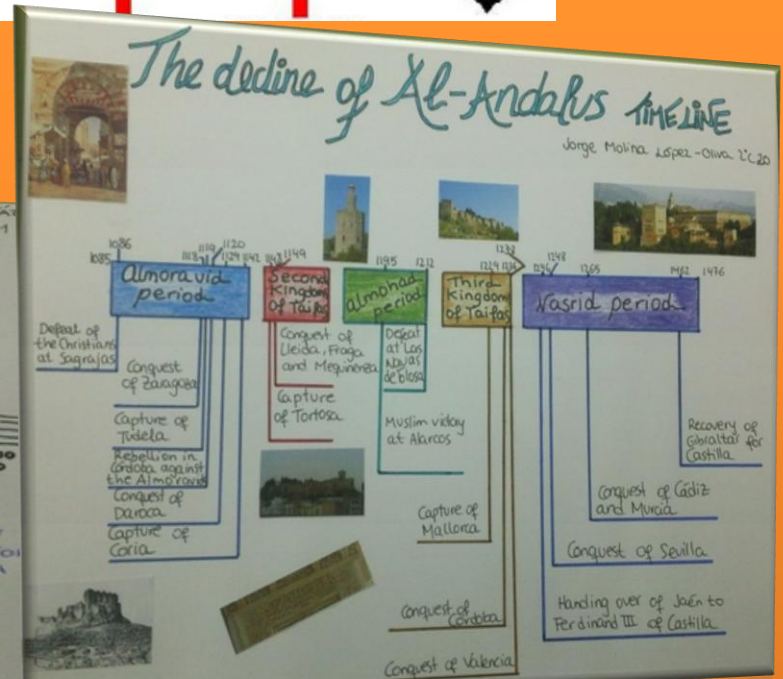
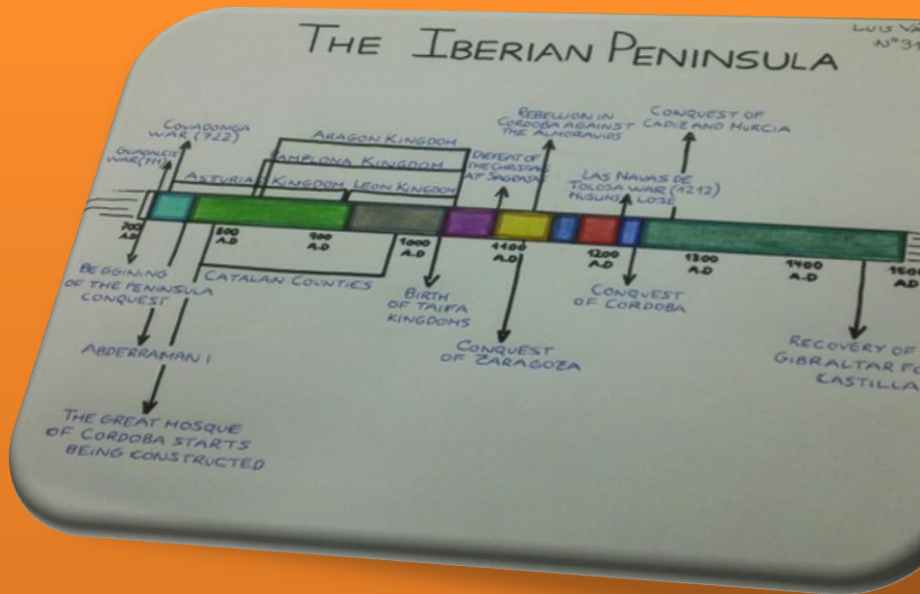
**DESCRIBE**

3

**ANALYSE**

# TIMELINE

A graphical representation of a period of time, on which important events are marked. (Oxford Advanced Learner's Dictionary)





# HANDOUT

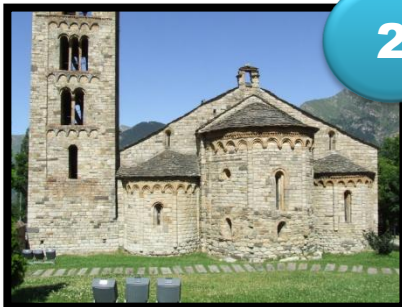
1



1416

KING'S COLLEGE  
CAMBRIDGE

2



1123

SAN CLEMENTE  
DE TAHUL

3



1389

CATHEDRAL OF  
MILANO

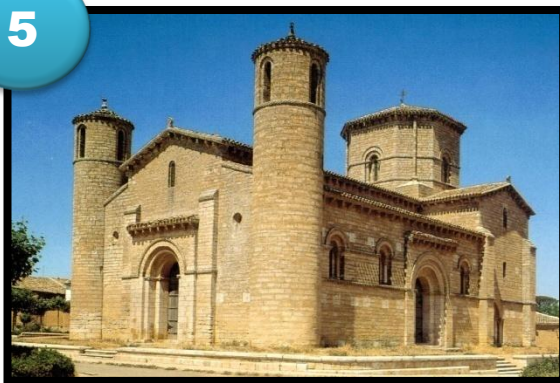
4



1163

NÔTRE DAME  
PARIS

5



1066

SAN MARTÍN DE  
FROMISTTA, PALENCIA

6



1225

CATHEDRAL  
OF LEÓN



## HOW TO DO IT

### STEPS TO FOLLOW

Doing by  
learning...

1

**TAKE A PIECE OF PAPER ( IN YOUR NOTEBOOK), A PENCIL AND A RULER** (HORIZONTAL)

2

**GIVE IT A TITLE: ROMANESQUE AND GOTHIC ART TIMELINE** (TOP OF THE PAGE)

3

**DECIDE UNIT OF MESURE, ACCORDING TO THE LENGHT OF THE PERIOD: YEARS, DECADES OR CENTURIES** (CENTURIES)

4

**DRAW TWO PARALLEL LINES IN THE MIDDLE OF THE PAGE and CLOSE THEM IN THEIR ENDS AS IT IS MODELED**

**5** **WRITE THE FIRST AND LATE DATES IN THE RIGHT AND LEFT ENDS**

**6** **DIVIDE IT INTO EQUAL SEGMENTS CORRESPONDING TO THE CENTURIES REPRESENTED:  
BE ACCURATE!! AND WRITE THE DATES IN BETWEEN**

**7** **COLOUR THE TIMELINE CORRESPONDING TO THE ROMANESQUE PERIOD**

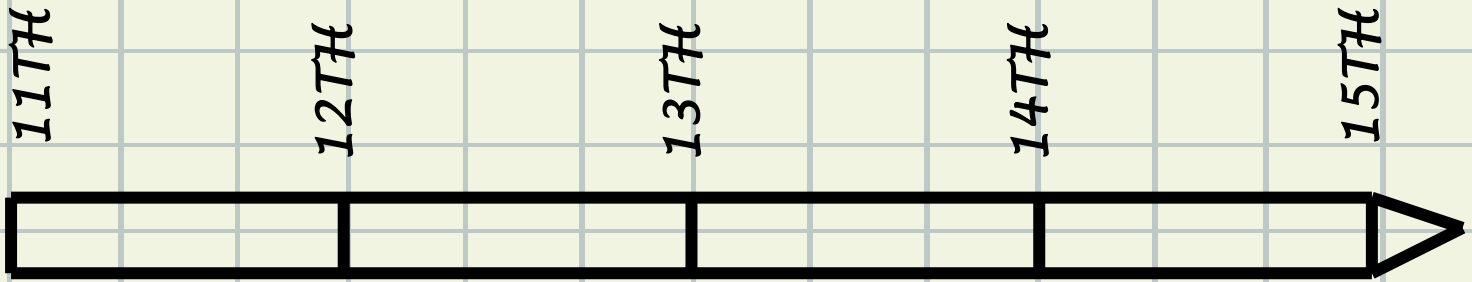
**8** **TAKE ANOTHER COLOUR FOR THE PERIOD CORRESPONDING TO GOTHIC**



# ROMANESQUE AND GOTHIC TIMELINE

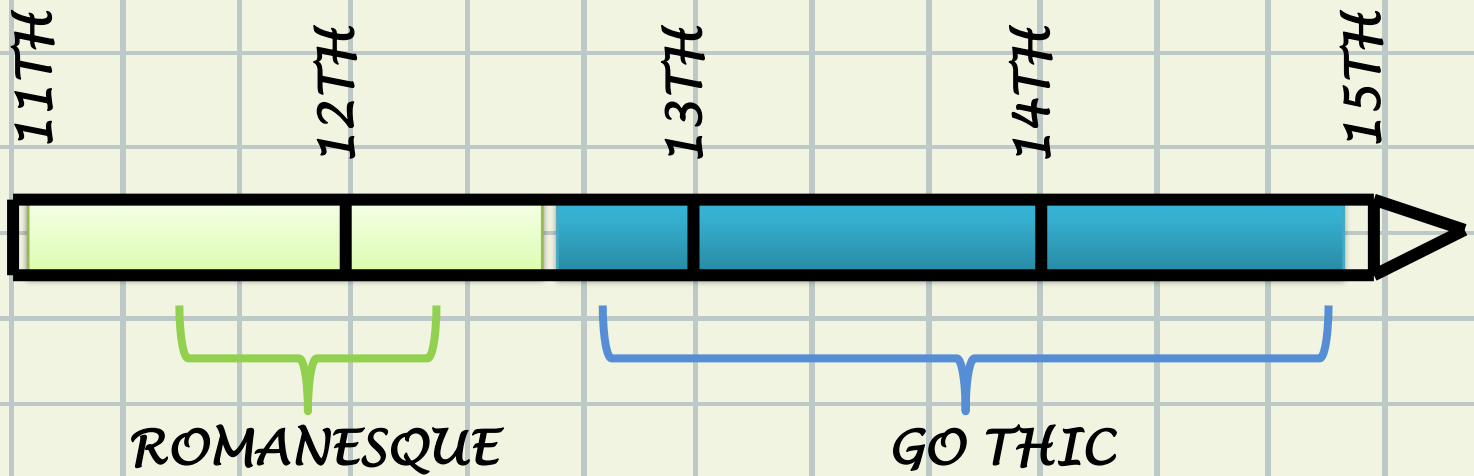


# ROMANESQUE AND GOTHIC TIMELINE





# ROMANESQUE AND GOTHIC TIMELINE



**WORK IN PAIRS  
(2')**

**1**

**LOCATE THE BUILDINGS CORRESPONDING TO A DIFFERENT PERIODS INTO THE CORRECT DATE/PLACE OF THE TIMELINE**

**2**

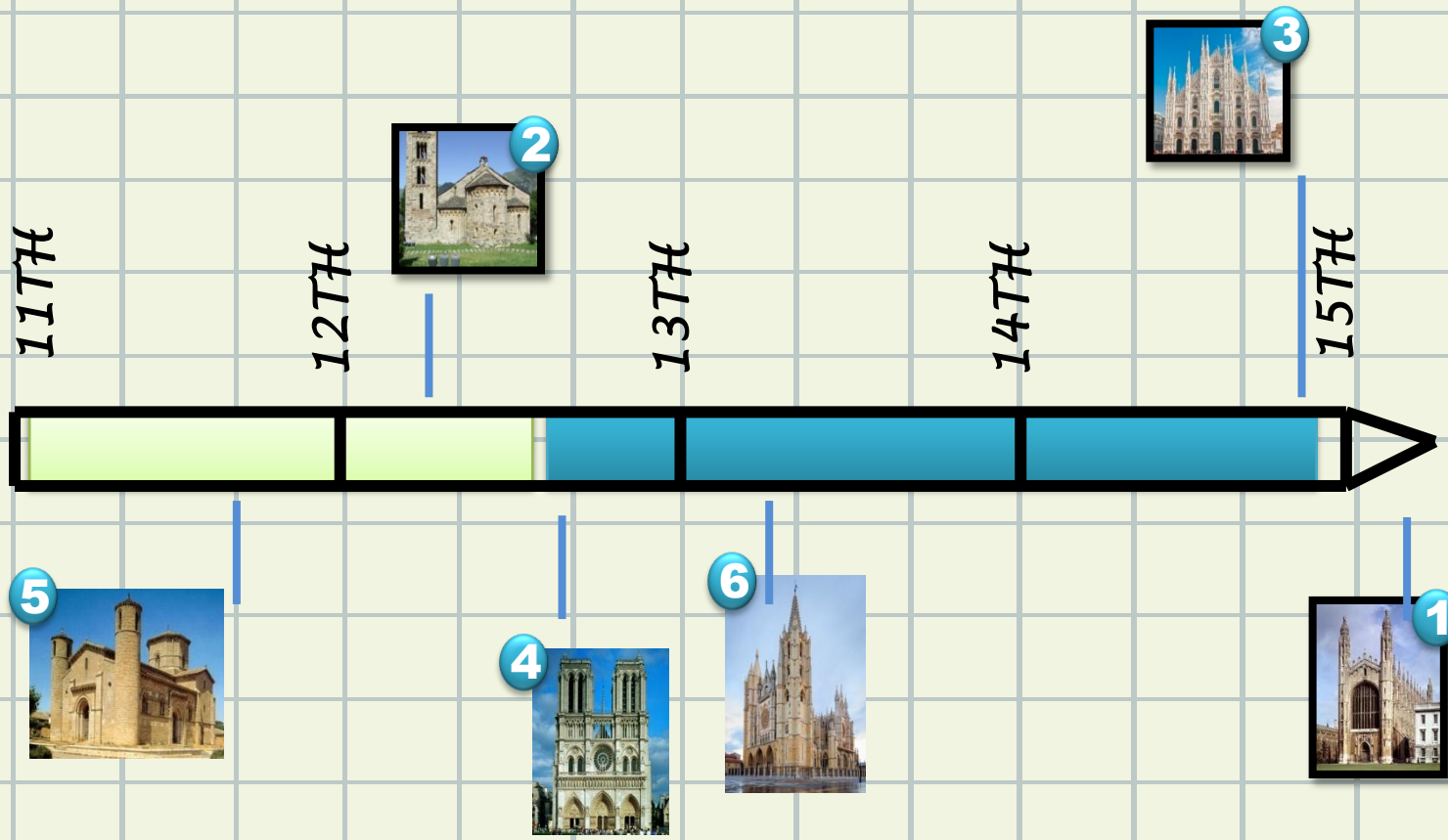
**ASSIGN THE CORRECT STYLE TO EACH BUILDING (EITHER GOTHIC OR ROMANESQUE)  
WRITE THE NAMES IF YOU IDENTIFY THEM**

**IN THIS CASE YOU WILL BE LOCATING NUMBERS, CORRESPONDING TO EACH BUILDING AND PERIOD, MAKE SURE YOU PLACE THEM IN THE CORRECT DATE!!**



OUTCOME

# ROMANESQUE AND GOTHIC TIMELINE



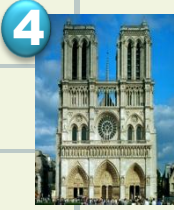
11TH

12TH

13TH

14TH

15TH



CONGRATULATIONS!!!

ANY QUESTIONS ?

