

Pontificia Universidad Católica de Valparaíso

Facultad de Filosofía y Educación

Instituto de Literatura y Ciencias del Lenguaje



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**Meeting Cultures through Heritage Sites:
An Elective Workshop for Sophomore Students**

*Trabajo de Titulación para optar al Grado de Licenciado en Educación y al
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Profesor guía:

Ricardo Benítez Figari

Alumno:

Nicolás Cereceda Lira

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Meeting Cultures through Heritage Sites: an elective workshop for sophomores

People often simplify culture by likening it to an iceberg, because only a small part is visible above the surface while most of its mass is hidden below. Anthropologists constantly struggle to define culture; however, it is not possible to say that one definition is right and the others are wrong, since culture is known to be a dynamic social phenomenon which is constantly moving and evolving. Most of the time, the word “culture” is perceived as what gives people “a sense of who they are, of belonging, of how they should behave, and of what they should be doing” (Moran, Harris & Moran; 2011 p. 10). In its broadest meaning, culture is behavior through social learning. We learn about our own culture by living in a community.

Thanks to the work of historians, we can see how cultures have evolved throughout human history. Everything within a culture has been changing and will continue to change forever. All communities feel, speak think and act differently from others, and their different cultures reflect this. However, these cultures are continually evolving, and other cultures impact the speed of this evolution. Today, making an impact and influencing another culture can simply be done by the click of a mouse. Today, we are living in the “communication era” and it is easy to contact someone regardless of where he or she is or the community to which he or she belongs.

Nevertheless, this reality has not always been as it is today. It has come to us through new technologies and the internet. It is estimated that there are more than 100,000 international flights a day. In the previous centuries, it took much longer for

cultures to communicate with and influence each other because members of a community had to travel long distances to meet a new culture, and this was mostly done with the intention of conquest. Thus, a culture's evolution and change was occurring at a very slow pace.

It is possible to say that this process of exchanging cultures has always been part of human history. Globalization is occurring whenever one culture mixes with another on any level. The exchange of ideas, beliefs, languages, and any other cultural product or action at today's high speed rate appears to be leading the world towards the inevitable unification of a single culture. Some people refer to this process as a worrying mass extinction of cultures. Others call it globalization.

The term globalization refers to the process of international integration resulting from the exchange of ideas, products, beliefs and other aspects of culture (Rodhan, Nayef & Stoudmann; 2006).

The Cambridge Dictionary defines globalization as "a situation in which available goods and services, or social and cultural influences, gradually become similar in all parts of the world". Globalization represents a global system, and it is impossible to teach culture without bringing the concept of globalization into the classroom. This century's students must be prepared to become global citizens. It must be a target for every school on the planet. Preparing our students for a globalized world and charge them with competences that are necessary to become cosmopolitan people, or world citizens who can strive to preserve nature, recognize the importance of heritage and maintain mutual respect for other cultures must be transversal targets of educators. The education system must prepare students to

become more aware of their environment and more accepting of other cultures in order to create better global citizens.

By the end of this workshop, students will be able to comprehend, respect and appreciate the importance of the cultural heritage left by some of the most representative landmarks of the English culture. Students will read, listen, and watch information on five different landmarks that are going to take them on a journey from perceiving and comparing differences between cultural heritages to the evaluation and reflection on the importance of the landmarks studied. Finally, they will reflect on the importance of preserving our own cultural heritage.

Literature Review

World Heritage Sites

“Heritage site” is defined by the Oxford Dictionary as “a natural or man-made site, area or structure recognized as being of outstanding international importance and therefore as deserving special protection” This is a definition provided by the Oxford Dictionary and the one considered for this workshop.

Commonly, these sort of places or monuments receive a status for being recognized as a cultural heritage site. This special status is given by an authorized organization such as national culture departments or the United Nations Educational, Scientific and Cultural Organization (UNESCO) when the importance of the place is considered to be of world relevance. UNESCO “seeks to encourage the identification, protection and preservation of cultural and natural heritage around the world considered to be of outstanding value to humanity” (UNESCO; World Heritage Centre), and to achieve this purpose, this organization has created the World Heritage List.

According to UNESCO, to be included in the World Heritage List the applying sites must meet at least one out of the following ten selection criteria:

1. to represent a masterpiece of human creative genius;
2. to exhibit an important interchange of human values, over a span of time or within a cultural area of the world, on developments in architecture or technology, monumental arts, town-planning or landscape design;

3. to bear a unique or at least exceptional testimony to a cultural tradition or to a civilization which is living or which has disappeared;
4. to be an outstanding example of a type of building, architectural or technological ensemble or landscape which illustrates (a) significant stage(s) in human history;
5. to be an outstanding example of a traditional human settlement, land-use, or sea-use which is representative of a culture (or cultures), or human interaction with the environment especially when it has become vulnerable under the impact of irreversible change;
6. to be directly or tangibly associated with events or living traditions, with ideas, or with beliefs, with artistic and literary works of outstanding universal significance. (The Committee considers that this criterion should preferably be used in conjunction with other criteria);
7. to contain superlative natural phenomena or areas of exceptional natural beauty and aesthetic importance;
8. to be outstanding examples representing major stages of earth's history, including the record of life, significant on-going geological processes in the development of landforms, or significant geomorphic or physiographic features;
9. to be outstanding examples representing significant on-going ecological and biological processes in the evolution and development of terrestrial, fresh water, coastal and marine ecosystems and communities of plants and animals;
10. to contain the most important and significant natural habitats for in-situ conservation of biological diversity, including those containing threatened

species of outstanding universal value from the point of view of science or conservation.

Wherever there is a heritage site, there exist both history and tales around it. A heritage site can also be a physical representative of a culture's ideals or beliefs. Every site around the world carries with it a full cultural package, which brings a new cultural experience to its visitors. It is important for every city or town to have their own heritage sites because they will provide the host city with an identity that can be described by visitors or displayed in pictures that will be part of the cultural heritage for future generations.

Teaching Culture

Teaching culture has become a real necessity these days when we can see how racism, discrimination, wars and other effects resulting from intercultural encounters are part of the daily routine. Audrey Osler, director of the Centre for Citizenship and Human Rights Education, from the University of Leeds, asserts that "Education for living together in an interdependent world is not an optional extra, but an essential foundation." School teachers must address culture as part of the curricula and try as hard as possible to make their students aware of what culture is and the importance of its understanding.

Bearing that in mind, teaching culture in the EFL classroom represents a challenge for teachers and demands that they have a proper method in order to achieve the expected outcomes at the end of a course or a unit on culture without leaving language teaching aside. To communicate with members of other communities will necessary involve an intercultural communication as well, because language is part of culture and culture is part of language (Cakir, 2006). Both are

intrinsically interwoven, so that one cannot separate them two without losing the significance of the either language or culture (Brown 1994:164).

Teaching culture consists in guiding learners through the cultural experience to develop cultural knowings and the key to teaching the unique experience of facing a new culture is self-awareness (Moran, 2001). It is imperative for learners to truly know themselves, so the teachers can help them bring their personal experiences about their own culture to the surface and compare it to a new one in order to become completely aware of the differences and similarities between them. This learning process will lead to a students' increased understanding and respect other cultures, fostering appreciation and empathy towards others. The process of teaching culture will also provide learners with cultural understanding, cultural awareness, cultural adaptation, assimilation, identity transformation and intercultural competence, among others (Moran, 2001).

In short, teachers must expose their students to new encounters with differences between their own culture and the target culture, fostering students' participation in activities that will lead them to comprehend and respect those differences. At the same time, every student must end school with an understanding of the importance of his or her own culture and the others'. Therefore, culture learning outcomes will be evident by the end of a unit or a course on culture as long as the teacher is able to have students think and reflect on how important it is to recognize cultures and their heritage.

By the end of this workshop, students will become better global citizens able to understand, appreciate and protect the cultural heritage that some of the most representative landmarks of the English culture have. Likewise, the workshop will

emphasize the preservation of these landmarks as well as other sites that might not be covered but that carry a cultural heritage at a local or international level. These citizens of the world will ultimately have their own point of view on the importance of world heritage.

Target Group Level

The importance of using the target language as an instrument to access new information, realities and new cultures in the EFL classroom appears to be one of the main targets in the Chilean National Curricula for sophomore students, and the Chilean Department of Education aims to this target by providing students with intercultural competences for the future and, to do so, it suggests topics such as “cultural manifestations” and “other realities” as cross-curricular objectives since they will foster respect for diversity and contribute to the promotion of interest for new information among students (2015 MINEDUC program for sophomores)

The most remarkable characteristic of students at this level is that they are adolescents who are likely to have reached the inevitable stage in their life in which they are looking for an identity and a place in society. Identity development can be a difficult task for students of this age, and a failure in accomplishing this task is associated with psychological stress and anti-social behavior (Wires, Barocas & Hollenbeck, 1994); therefore, providing students with activities in which they have to reflect on themselves, their culture and their experiences can be a useful manner to guide them towards the accomplishment of this process of becoming adults that know how to treat differences.

Apart from the students’ biological and psychological characteristics mentioned, they must be capable of accomplishing academic tasks which are

equivalent to their age and level in an EFL classroom. Therefore, every tenth grader must be able understand general and specific information about the topics selected by their teachers in the target language. Besides, the students should also be capable of reacting to different points of view and developing a receptive and analytical attitude towards those differences valuing the diversity of languages, as well as appreciating their mother tongue.

In this workshop, students will be asked to reflect on themselves and their personal experiences with culture in order to subsequently relate these reflection to the cultural topics. They should also be prepared to classify information, design illustrations and diagrams, fill in informative charts, and provide solutions to the issues that will be presented in written or spoken texts. According to the Chilean National Curricula for the EFL lessons, students at this school level must be capable of accomplishing all the aforementioned tasks.

In concordance with the general and specific objectives set for this workshop, it is imperative that teachers manage to select topics and texts that are appealing to the students and that are representative of cultural manifestations or cultural, emblematic landmarks that hold permanent value for the world heritage.

Critical Thinking

Critical thinking is not a term that everyone uses or understands. Among other contexts, it is commonly used in places where policy makers, philosophers, psychologists, politicians and educators work. Nevertheless, and considering its importance, society should know and apply it as an important thinking process that may lead the thinker to make better decisions and have more accurate opinions.

Even though the ability to think critically has been part of human beings for centuries and has led those thinkers to great assumptions and theories, the roots of critical thinking, as known today, can be found in the mid-late 20th century when hundreds of experts dared to define it. In 1987, for example, and while working at the National Council for Excellence in Critical Thinking (an organization that promotes critical thinking in the US), Scriven and Paul (1987) define critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”.

In an educational context, students that are guided through a critical thinking process develop valuable skills that will help them not only to draw better conclusions about a specific topic or situation, but also to develop skills that will help them to make better decisions in their everyday life. Activities that best foster critical thinking among students are those in which they comprehend, explain, analyze, compare and reflect on every information that they get to know. The number of valuable benefits that thinking critically gives to the learners has demonstrated that including these classroom activities must be an essential factor to consider when planning an educational course.

Based on the mentioned assumptions on critical thinking, this workshop includes critical thinking activities as part of the process that learners will experience in order to achieve the general and specific objectives of this course.

Task-based and Process-Oriented Syllabus

This workshop's objectives and topics suggest a method oriented to the process rather than to the products, since leading the students through a learning process where they will become aware of both their own culture and the world's culture diversity should provide the desired outcomes: respect for diversity, higher cultural awareness and value world heritage sites more.

This workshop will be based on both a content-based syllabus and a task-based one at the same time. According to Nunan (1988), a content-based syllabus employs the target language as the code that students will use to treat and learn the new contents. As a result, the language itself will not be the subject of study and it will be used for communicative purposes only. Therefore, the students' level of English must be as proficient as to allow them to participate as interlocutors in a conversation. This use of the target language as a means of communication during a lesson leads to merging it with another type of syllabus that has students to complete tasks in order to achieve the objectives. Richards, J.C. & Rodgers T.S (1986, p. 175) assert that a task-based syllabus designed for the learners will help them to "perceive the language subconsciously whilst consciously concentrating on meaning behind the tasks."

The particular syllabus designed for this pedagogical proposal is beneficial for sophomore students in this workshop since the target language will be used to communicate with others and to perform the activities in each lesson without focusing on specific elements of the target language.

Syllabus

Needs and Wants Analysis

A Needs and Wants Analysis was carried out to gather information about sophomore students and create a suitable syllabus for this workshop (See Appendix 1). This analysis was conducted through a survey that was answered by 22 sophomore students from two different private schools of Valparaíso, Chile and it was focused on questions related to the students' interests, their relationship with the English language and the use of technology.

Students' answers (See appendix 2) provided valuable information which served as the basis to support this pedagogical proposal.

It is important to mention that none of the schools where the survey was conducted offer any elective workshops in English. However, 100% of the surveyed students declared that they would like to take an elective workshop in English.

The most valuable information was gathered after analyzing some of the answers on questions 3 (*"Mark the topics that you would like to find in an elective workshop in English?"*) and 4 (*"which of the following topics you would like to study in a workshop about culture?"*) of the needs analysis because fifteen out of twenty-two students chose *"Touristic attractions of the world"* as the alternative that better represented their interests (See Graph 2). This information is relevant since evidences that the characteristics of this elective workshop match the students' wants. Thanks to this information it is possible to say that more than a half of the students surveyed would take an elective course like the one proposed in this pedagogical project.

In relation to the heritage sites and their importance, fourteen students declared that they would like to visit a heritage site in another country and ten of the students think that every heritage site should be preserved. Nevertheless, it is also important to notice that only four students believe that heritage sites are important for humanity. This information drives us to the conclusion that raising cultural awareness among Chilean students is accurate and necessary.

Considering that in this workshop students will be asked to use computers to perform some activities (such as surfing the internet to do research, watching videos online, explore websites and write e-mails to ask for information, among others), by the end of the survey they were asked to mention the most common activities they perform when using a computer. Regarding the mention activities proposed in this workshop, it is important to state that 85.5% of the students use computers to watch videos and 75% of them declared to use computers to send e-mail; however, only 25% of them use the computers to read articles (See Graph 4 in Appendix 2).

Course Description

<i>Name of the workshop:</i>	Meeting Cultural Heritage through Landmarks
<i>Type of workshop:</i>	Elective
<i>Area:</i>	English
<i>Subarea:</i>	Culture
<i>Audience:</i>	Sophomore students
<i>English level:</i>	Intermediate and upper-intermediate
<i>Duration:</i>	Semester
<i>Sessions per week:</i>	1 (90 minutes each)
<i>Teacher</i>	Nicolás Cereceda Lira
<i>e-mail</i>	nico.cere@gmail.com

Rationale

Meeting Cultures through Heritage Sites is an elective workshop designed for raising cultural awareness and respect for other cultures in sophomore students. This workshop has been planned to last one semester in which students will learn about the history of some of the most representative heritage sites that are located in English speaking countries and that are part of the World Heritage List of the UNESCO. Using cultural heritage sites as subjects of study will help students to recognize the value of foreign cultures and their own, which is one of the most important objectives specified in the Chilean National Curricula for students at this school level. Therefore, in this workshop students will also be asked to analyze and compare foreign realities to their own and reflect on the differences. To do so, every unit is divided into three lessons that follow a similar pattern: knowing the site (Lesson 1), analyzing a problem that threatens the cultural heritage of the site (Lesson 2), and composing a written response after performing discussion and reflection activities (Lesson 3). Finally, by the end of this workshop students will create a bulletin as a final project where they will collect all of the written reflections on each of the previous units. This final project will evidence the students' raise of awareness and will serve as a written product resulting of this course and that is available for everyone else to read it.

Course organization

This elective course consists of six units that will lead the students through a process in which they will raise their cultural awareness and respect for other cultures. To do so, the course has been divided into six units that are organized in an increasing level of difficulty. The first unit consists in an introduction to the course where the students will check the course's objectives as well as the heritage sites that will be studied in the following sessions.

In the following units, students will learn about the history and the surrounding culture of four heritage sites that are part of the UNESCO Heritage Site List. To do so, learners will perform the following sort of activities: analyzing written texts, watching videos, surfing the internet to do research and contact someone via e-mail to ask for information.

In the final unit, students will be asked to create a bulletin to be donated to the school library. This bulletin will be evaluated and it must collect all of the previous evaluations in the course.

Evaluation Criteria

Considering that the students' self-awareness is one of the main objectives of the course, the core of the evaluation criteria will be based on the students' demonstration of this cultural awareness through written compositions at the end of every unit. In this written evaluations the students must evidence that they are thinking critically and are aware of the importance of the heritage that cultural sites covered have. To do so, a rubric has been designed and attached to the appendixes of this proposal (Appendix 4).

However, the process of becoming aware is also an important part of the course; therefore, students' participation and commitment to the course will be evaluated at the end of this workshop with another rubric (Appendix 3).

Another important evaluation in this workshop will be applied to gauge the accomplishment of the Final Project's objective (See Appendix 5).

Finally, and with the intention of having the students to reflect on their work and be aware of their learning, a self-assessment will be applied at the end of the workshop (See Appendix 6)

Grading Plan

- | | |
|--------------------------------|-----|
| - Classwork and participation: | 20% |
| - Reactions papers: | 30% |
| - Final Project: | 40% |
| - Self-evaluation: | 10% |

General Objective

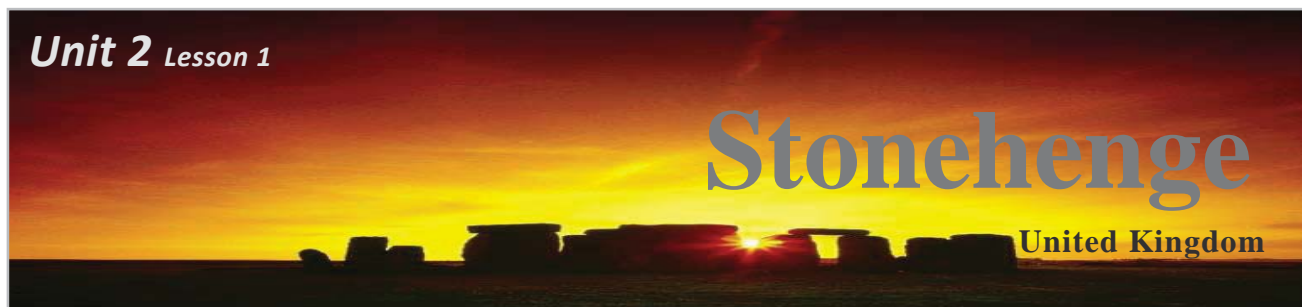
By the end of this workshop, students will have a higher cultural awareness and demonstrate respect for all the Heritage Sites studied.

Specific objectives

UNITS	LESSONS	SPECIFIC OBJECTIVES	ACTIVITIES
1. Introduction	Lesson 1	<ul style="list-style-type: none"> Understand the course's objectives. Explain ideas about culture and the course. Share opinions and expectations about the course. 	<ul style="list-style-type: none"> - What is culture? Analyze and discuss some definitions. - Observe a PPT presentation to see the heritage sites that will be studied in the workshop. - Group discussion to share opinions and mention your expectations with the course.
2. Stonehenge (United Kingdom)	Lesson 1	<ul style="list-style-type: none"> Read about Stonehenge's history and its surrounding culture. Discriminate facts and inferences. Explain ideas to demonstrate comprehension. 	<ul style="list-style-type: none"> - Reading: "Stonehenge" - Use a chart to classify information. - Reflection on the new information. - Propose your own theory to explain how this site was built.
	Lesson 2	<ul style="list-style-type: none"> Identify and analyze problems. Do research to find information. Express ideas to demonstrate comprehension. 	<ul style="list-style-type: none"> - Reading: "Stonehenge on 'most threatened' world wonders list." - Group discussion. - Surf the internet to find how this problem is being treated.
	Lesson 3	<ul style="list-style-type: none"> Analyze a written text. Compare information to draw conclusions. Compose a written reaction. 	<ul style="list-style-type: none"> - Expose the findings of your research. - Compare information using a chart. - Write a reaction paper to share your opinion.
3. Yosemite (United States)	Lesson 1	<ul style="list-style-type: none"> Analyze a video Yosemite's history and its surrounding culture. Explain ideas to demonstrate comprehension. Organize information. 	<ul style="list-style-type: none"> - Video: "Yosemite National Park." - Share opinions and experiences. - Use a sequence graphic organizer to order the events chronologically.
	Lesson 2	<ul style="list-style-type: none"> Identify problems that are threatening Yosemite and its cultural heritage. Do research to find information about an issue. Guess possible solutions. Reflect on the importance of heritage sites. 	<ul style="list-style-type: none"> - Video: "The Rim Fire" - Explore the Yosemite National Park's official website to do research. - Write an e-mail to ask for information about how fires are being prevented.

			- Reflecting: Why preserving heritage sites is necessary.
	Lesson 3	<ul style="list-style-type: none"> Analyze a written response. Apply new information to your own experience. Compare two realities to draw conclusions. Reflect and write a reaction paper. 	<ul style="list-style-type: none"> Analyze a written response. Compare Yosemite's protocols against fires to the ones we have in Chile. Write a reaction paper to share your conclusions.
4. Yellowstone (United States)	Lesson 1	<ul style="list-style-type: none"> Learn about Yellowstone's history and its culture. Discuss questions to clarify understanding of new information. 	<ul style="list-style-type: none"> Video: "Yellowstone National Park from above." Use a chart to classify information. Discuss with a partner to clarify ideas.
	Lesson 2	<ul style="list-style-type: none"> Identify problems and propose solutions. Do a research to find new information about the problem. 	<ul style="list-style-type: none"> Video: "Yellowstone is melting" Do research to find out how global warming is affecting Yellowstone and expose your findings to the class. Reflecting: Group discussion.
	Lesson 3	<ul style="list-style-type: none"> Explain ideas to demonstrate comprehension of a written text. Do research about global warming effects. Hypothesize what you would do if your job was to preserve a national park. Provide ideas to soften the effects of global warming in a Chilean national park. 	<ul style="list-style-type: none"> "Sustainable Practices" from the Yellowstone National Park's official website. Explore the COP21 annual conference's website to learn about the event. Discuss about how global warming can affect a Chilean heritage site. Take action: Make a Preservation Plan to protect a Chilean park from global warming effects.
5. Uluru – Ayers Rock (Australia)	Lesson 1	<ul style="list-style-type: none"> Analyze Uluru's history and its surrounding culture. Explain ideas to demonstrate comprehension. Reflect on the cultural importance of this heritage site. 	<ul style="list-style-type: none"> Video: "Uluru / Ayers Rock, Australia." Observe photographs to guess information. Reflecting: Group discussion.
	Lesson 2	<ul style="list-style-type: none"> Identify and analyze a problem brought about by tourism. Do research to find new 	- Video: "Why are people still climbing Uluru?"

		information. <ul style="list-style-type: none"> • Select important information from a website. 	<ul style="list-style-type: none"> - Visit the Uluru's official website and find information about the problem and the solutions proposed. - Create a word file with the information you find important.
	Lesson 3	<ul style="list-style-type: none"> • Apply new information to your own experience. • Compare realities to draw conclusions • Analyze problems and propose solutions. 	<ul style="list-style-type: none"> - Expose the findings of your research. - Read about and analyze a national issue which is similar - Group discussion to share points of view - Write a reaction paper to share why this heritage site is important and why we should preserve its cultural heritage.
6. Final Project	Lesson 1	<ul style="list-style-type: none"> • Create a bulletin that will show your reflections on the issues addressed in this workshop 	<ul style="list-style-type: none"> - In groups of four, choose the name of the bulletin. - Decide the role of each member of the group. - Discuss about the design of the bulletin. - Collect your reflections on the previous units and include them in the bulletin according to the decisions made by the group.
	Lesson 2	<ul style="list-style-type: none"> • Present your creation to the class 	Oral Presentations

SAMPLE ACTIVITIES**Objectives:**

- ✓ Read about Stonehenge's history and its surrounding culture.
- ✓ Reflect on the importance of this place and its cultural heritage.
- ✓ Make inferences based on the information of the text.
- ✓ Explain ideas to demonstrate comprehension

Predicting...**Before you read, answer the following questions:**

1. Have you ever heard about Stonehenge?
2. If so, what do you know about it? Location/age/origins
3. What clues does the picture give you about what the reading is about?
4. What clues do the key words give you about the reading?

KEY WORDS

- | | |
|-----------------|------------|
| - Slopes | - Relics |
| - Archeologists | - Pottery |
| - Structure | - Antlers |
| - Historians | - Tomb |
| - Theories | - Cemetery |
| - Legendary | - Solstice |

Reading...

Stonehenge

By Gary Van Hoose

Imagine it!

A school bus weighs more than twelve tons, or 24,000 pounds. School buses are very heavy, but they are easy to move because they have wheels. Imagine a school bus without wheels. It would be very difficult to move bus. You would need heavy machine and the help of many people to do it.

Now imagine that you must move a school bus without wheel or machine to help you. Could you and your classmates lift a school bus off the ground? If you had enough people, could you move it across a parking lot? How could you do it?



The mystery of Stonehenge

Thousands of year ago, people moved something even bigger and heavier than a school bus. They moved rocks. They made a circle of enormous rocks in a large field in Southern England. The circle is called Stonehenge. Some of these rocks weighed as much as forty tons, or 80,000 ponds. That is the weight of three buses. The rocks are almost thirty feet tall, as tall as a three-story house. The ground slopes in places, but the tops of the rocks from a straight line. So the people who

placed them were able to align the tops of all of the rocks. Large holes in the ground keep the rocks in place.

Many of the rocks stand perfectly upright. A few rocks were placed sideways on top of the other rocks.

Stonehenge is one of the world's greatest mysteries. Archeologists believe that ancient people moved the rocks there almost 5,000 years ago. It is clear that plenty of work went into building Stonehenge. Who were these workers? Why did they build this incredible structure? How did they machines? These questions are still unanswered.

Who built Stonehenge?

Archaeologist and historians developed theories about the builders. One is that Merlin, the court wizard for the legendary King Arthur, built Stonehenge. Another is that the ancient Romans built the structure. A third is that a group of ancient people called the Druids built it.

These experts now know when Stonehenge was built. This has helped them eliminate some theories. They know that Stonehenge was built around 2600 BC, during the Neolithic era. Sometimes this period in history is called the Stone Age. This was certainly long before the time of King Arthur. The Romans, and the Druids. It is hard to know what the people were like in those times. There are no written record from that period. The houses where the people lived disappeared long ago. Their farms are now modern buildings and roads. All that is left are relics, Such as pieces of pottery, human bones, and some tools.

Among the relics are deer antlers. Archaeologists think that the people who built Stonehenge many have used the antlers to dig holes in the ground for the stones. They can never be certain.

Archeologists now know that most of the rocks in Stonehenge came from an area about twenty-five miles away.

How Was Stonehenge Built?

There are two major theories to explain how the rocks were brought to Stonehenge. One is that people moved the rocks on tree trunks. They lined up tree trunks along the ground and rolled the rocks over them. Some scientists disagree with this theory. They believe that the rocks were too heavy for the roller system to work.

Another idea is that the people moved the rocks on a kind of track. They could have placed tree trunks parallel to each other on the ground. This might have created a sort of railroad track. The builders could have put animal fat on the track to grease it and make it slippery. They could have slid the rocks along the track. These theories explain how the builders got the rocks to Stonehenge. They don't explain how the builders lifted the rocks into position. Some of the rocks rest on top of other, high on the air. How was or possible to lift those rocks? That would be like lifting six school buses thirty feet above the ground!

Some scientists believe that hundreds of people used a pulley system to lift the rocks,

They also believe Stonehenge was built in stages. It may have taken many years to complete the final structure. It is impossible to tell exactly how the builders moved and placed the rocks. This is part of the mystery of Stonehenge.

Why Was Stonehenge Built?

Another great mystery is why Stonehenge was built. Among the relics that archaeologists have found at Stonehenge are human bones and skulls. Some people think that Stonehenge was a tomb or a giant cemetery. Perhaps Stonehenge was built to honor the dead.

Stonehenge might have been a kind of calendar. The sun rises directly over the top of one of the rocks on the summer solstice. This is the longest day of the year. The sun sets on the opposite side of the rocks on the winter solstice. This is the shortest day on the year. Maybe Stonehenge was used to keep track of the time of year. The structure may have helped farmers know when to plant and harvest crops.

Other people believe that Stonehenge was a place of worship. The people who built Stonehenge might have worshiped the sun. This may explain why the rocks are aligned with the sun on the solstices. Archeologists have recently found some animal bones. They now think that the Neolithic people may have held ceremonies and celebrations at Stonehenge at special times of the year.

Stonehenge Today

Stonehenge is thousands of years old, but it is not well preserved. Some rocks have fallen over. They have all been weathered by thousands of years of wind and rain. Modern life is also to blame. Many people have traveled to Stonehenge to admire it. Some local businesses have taken advantage of the tourist trade. There is an ice cream store and gift shop nearby.

A large parking lot and highway lie a few hundred feet from the stone. The area is not at all what it was when Stonehenge was built.

English heritage is an organization working to preserve Stonehenge. Workers will move the road away from the historic area so that cars and trucks will not speed by the rocks. There are efforts to turn the surrounding area into grasslands.

English heritage is also building a visitor center a few miles away from the rocks. The roof will be planted with grass to blend in with the fields. People can learn about Stonehenge without damaging the ancient structure.

Scientists are constantly searching for more information about Stonehenge.

They want to know how ancient people could accomplish such an incredible task. They may never fully understand Stonehenge, however. It may always remain one of the world's great mysteries.

Checking...

A) Choose the correct answers:

1. Why may archeologists never really know exactly how Stonehenge was built?
 - a. There are no written records
 - b. Modern life destroyed the records.
 - c. Nothing remains of Stonehenge.
 - d. Scientists disagree on how Stonehenge was used.
2. What do scientists know about Stonehenge?
 - a. They know why the stones are so large.
 - b. They know where the stones were quarried
 - c. They know how the stones were transported
 - d. They know when the stones were placed
3. How do scientists think the Neolithic people moved the huge stones?
 - a. They used oxen to move the stones
 - b. They used horses to pull the stones on carts
 - c. They made primitive trains to carry the stones
 - d. They roll them on tree trunks
4. What can the relics found at Stonehenge tell archeologists?
 - a. They can tell how the holes were dug to place the stones upright.
 - b. They can tell how the Neolithic people used Stonehenge.
 - c. They can tell how the people lived at the time Stonehenge was built.
 - d. They can tell how people of Stonehenge celebrated birthdays.

B) Answer the following questions in complete sentences:

1. Why will Stonehenge always remain a mystery?

2. How has the modern age put Stonehenge in danger?

3. Do we have a similar heritage site in Chile? Or a monument that remains a mystery?

Summarizing...

Use the inference graphic organizer. List at least three facts from the reading. Then, write what you know based on the facts, and what you can infer from those facts.

FACTS	WHAT I KNOW	WHAT I INFER
<i>Scientists have found deer antlers at Stonehenge</i>	<i>Deer antlers are long, hard and pointed.</i>	<i>The Neolithic people may have used the antlers as digging tools</i>

Reflecting...

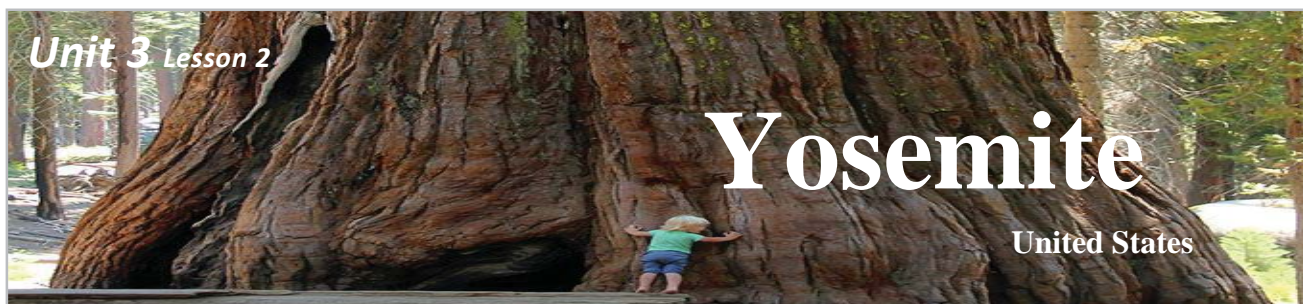
Get in groups of four and answer the following questions.

- A. What do you think of Stonehenge? Who built it?
- B. Would you like to visit this heritage site? Explain why or why not.

You just read some theories about Stonehenge. Discuss with your group and create your own theory about Stonehenge. Why do you think Stonehenge was built? How did the Neolithic people move the rocks to Stonehenge? Check what you wrote in your graphic organizer to help you develop your theory. Share your theories with the class!

Activities adapted from:

<http://santillanausa.com/spotlightonenglish/images/stories/SamplePDF/level5/SOE-L5-SB-U2.pdf>



Objectives:

- ✓ Identify problems and explain ideas to demonstrate comprehension.
- ✓ Do research to find possible solutions to the problems.
- ✓ Guess possible solutions.
- ✓ Reflect on the importance of heritage sites.

Video: "The Rim Fire" <https://www.youtube.com/watch?v=1rFD6WkprYM>

Before watching...

Answer the following questions:

1. What do you think the video will be about?
2. What would be a situation that puts the Yosemite National Park in danger?
3. Do you know any places similar to the Yosemite National Park in Chile?
4. Do we have posters like the ones on the right in Chile?



Checking...

B) After you watch the video, answer the following questions:

1. How was this fire described by the reportage?

2. What was in danger at the Yosemite National Park when the fire was in full swing?

3. What is a “prescribed burn”? Explain why it is useful.

4. According to Lisa Murphy, one of the park rangers at the Yosemite National Park, which is the biggest lesson learnt after the Rim Fire?

5. According to Gus Smith, a fire ecologist, which are the two main goals that they have at the Yosemite National Park?

6. Do you know a Chilean heritage site that has been in danger because of fires?

Taking action...

1. Form groups of four.
2. Visit the Yosemite National Park’s official website (www.yosemitepark.com) and click the “Explore Yosemite” link. Now, explore the park virtually!
3. Find out how to contact the Chief Operating Officer (COO), and write an e-mail to ask him for information about the Rim Fire in Yosemite and the methods they apply to preserve this National Park.
4. Discuss with your group and try to guess the possible answers that you might get.
5. Share your predictions with the class.

Reflecting...

Answer the following questions:

- What did you learn from this Unit?
- Why do you think it is necessary to preserve national parks?
- Would you take action to prevent situations like the one presented in the reportage? If so, what would you do?



Objectives:

- ✓ Read a text from the Yellowstone's official website.
- ✓ Reflect on the possible effects of global warming in Chile.
- ✓ Propose a plan to preserve a heritage site in your country.

1. **Use a computer to visit the following webpage:**

<http://www.nps.gov/yell/getinvolved/sustainability.htm>

2. **Read the text: Sustainable Practices**

Before you read...

1. Read the title of the article and guess the information you will find in the text.
2. What do you understand by sustainability?
3. Do you think sustainable practices are necessary? Explain why or why not.
4. Can you name other places that might need better preservation practices?

Checking...

A) Answer the following questions in complete sentences:

1. What happened in Yellowstone in 2013?

2. How has climate change affected Yellowstone National Park?

3. Explain the Yellowstone's Strategic Plan for Sustainability in your own words. Which is its main objective? Which are some the efforts that Yellowstone has made to become a greener park?

4. Read about the events that the park has held to promote environmental stewardship. Which are the most important for you? Classify them in order of importance.

5. What does the park recycle? How much a year?

Discussing...

Get in groups of four and discuss the following questions:

- a. Why do you think the Yellowstone National Park make these efforts to maintain sustainability?
- b. Do you know a Chilean natural park that should prevent global warming effects?
- c. Do you think that national parks are important? Discuss and explain why or why not.
- d. Do you think that we should make similar efforts to preserve national parks in Chile?
- e. Do you know if we have Chief Operating Officers in the Chilean parks?
- f. Do you know any governmental institutions that preserve national parks in Chile?

Did you know?

Global warming is a worldwide issue that affects everyone in the planet. Therefore, there is an important international conference to create an agreement that keeps global warming under 2°C. The event is taking place in Paris, France in December 2015 and there are more than 190 countries participating. Visit the official conference's website to find out more about the United Nations Conference on Climate Change (COP21): <http://www.cop21.gouv.fr/en/page-daccueil-v2/>

Complete the following chart...

Preservation Plan for _____	
Main objective: _____ _____	
Ideas for preservation: (list them)	
Responsible Tourists:	Prevent global warming effects:
-	-
-	-
Education:	Waste reduction:
-	-
-	-
Animal protection:	Raise social awareness:
-	-
-	-

Taking Action (1)

In groups of four, imagine that your job is to preserve a national park. Create your own Strategic Plan for Sustainability in order to preserve an important Chilean site of your choice. (Torres del Paine, Atacama Desert, Easter Island, etcetera).

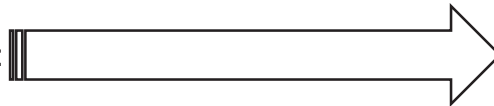
These questions might help you to organize your ideas:

- Which is the main objective of your Preservation Plan?
- Which environmental problems are you going to attack with your plan?
- Why is it important to preserve this site?
- Who is going to participate in the preservation of this site?
- Will you need support from the government / a private entity / an NGO? What kind of support will you need?

Taking action (2)

Create a poster as part of a campaign to support your Preservation Plan and promote the preservation of the place you chose.

Here is an example:



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ACTIVITIES:

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Appendix

APPENDIX 1

Needs and Wants Analysis

:

This Needs and Wants Analysis is being conducted as part of a research process for a graduation project based on heritage sites and their cultural importance of their heritage.

The purpose of this analysis is to learn about you, your interests, your relationship with the English language, and the reasons you have to use computers. Therefore, the analysis is divided in three different items:

1. ESL Classroom:
 - a) interests
 - b) culture
2. Heritage Sites:
 - a) what are they?
 - b) are they important?
3. Technology:
 - a) frequency of use
 - b) purposes

GENERAL INSTRUCTIONS

Please, answer all the questions honestly. There are no right or wrong answers. If you have problems to understand any question, you can always ask the teacher.

1. ESL Classroom

Mark the options that apply.

1. Can you communicate in English?

Yes ____

No ____

I can comprehend but I cannot provide answers. ____

2. Would you like to take a workshop in English?

Yes ____

No ____

3. If your answer was “yes”, mark the following topics that you would like to find in an English workshop.

- | | |
|--|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Touristic attractions of the world |
| <input type="checkbox"/> Sports | <input type="checkbox"/> History |
| <input type="checkbox"/> Science | <input type="checkbox"/> Nature |
| <input type="checkbox"/> Others: _____ | |

4. If you were to take a course on Culture, which of the following topics you would like to study?

- | | |
|--|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Touristic attractions of the world |
| <input type="checkbox"/> Sports | <input type="checkbox"/> History |
| <input type="checkbox"/> Science | <input type="checkbox"/> Nature |
| <input type="checkbox"/> Others: _____ | |

2. Heritage Sites

5. If the Statue of Liberty, in New York, is a “heritage site” of an English speaking country, can you name other landmarks like that one?

6. Can you name a Chilean heritage site?

7. Mark the alternatives that represent your opinion:

- ☐ I think landmarks are important for the humanity
- ☐ I don't think landmarks are important for the humanity
- ☐ I think it is important to have a landmark that represents our culture
- ☐ I don't think we need to have cultural sites in Chile
- ☐ I would like to visit a famous landmark in another country
- ☐ I think that every landmark should be protected

3. Technology

8. How often do you use a computer?

- ☐ every day ☐ more than 10 times a week
☐ more than two times a day ☐ only when I have homework to do
☐ once a week ☐ I don't use computers

9. When you use a computer, what do you use it for?

- ☐ to chat with friends or family ☐ to read or post entries in a blog
☐ to read articles ☐ to do homework
☐ to watch videos/movies ☐ to play video games online
☐ to send e-mails ☐ to download music
☐ to write to a pen-friend Other: _____

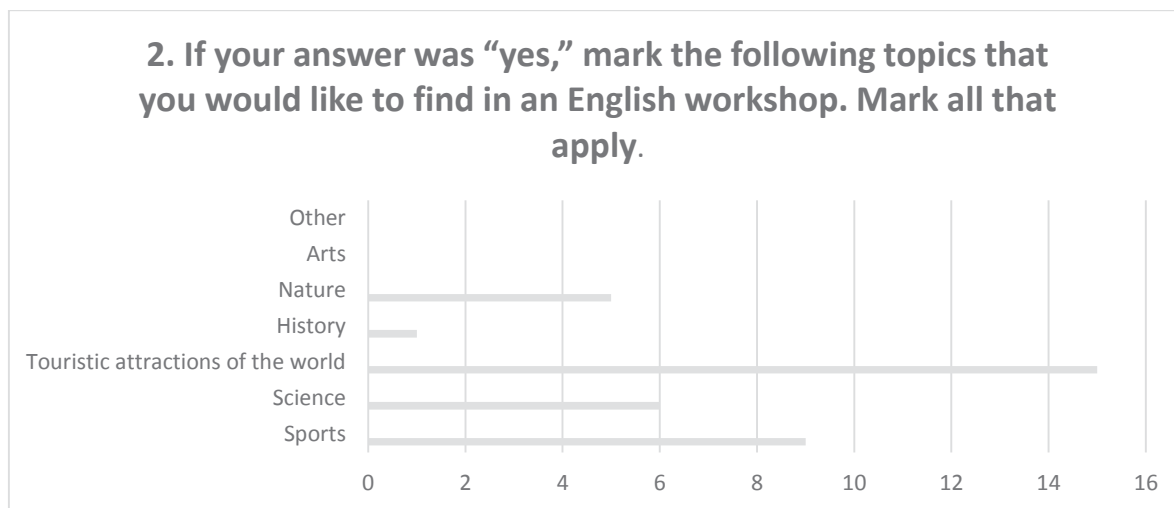
APPENDIX 2:

Needs and Wants Analysis (results)

Graph 1



Graph 2



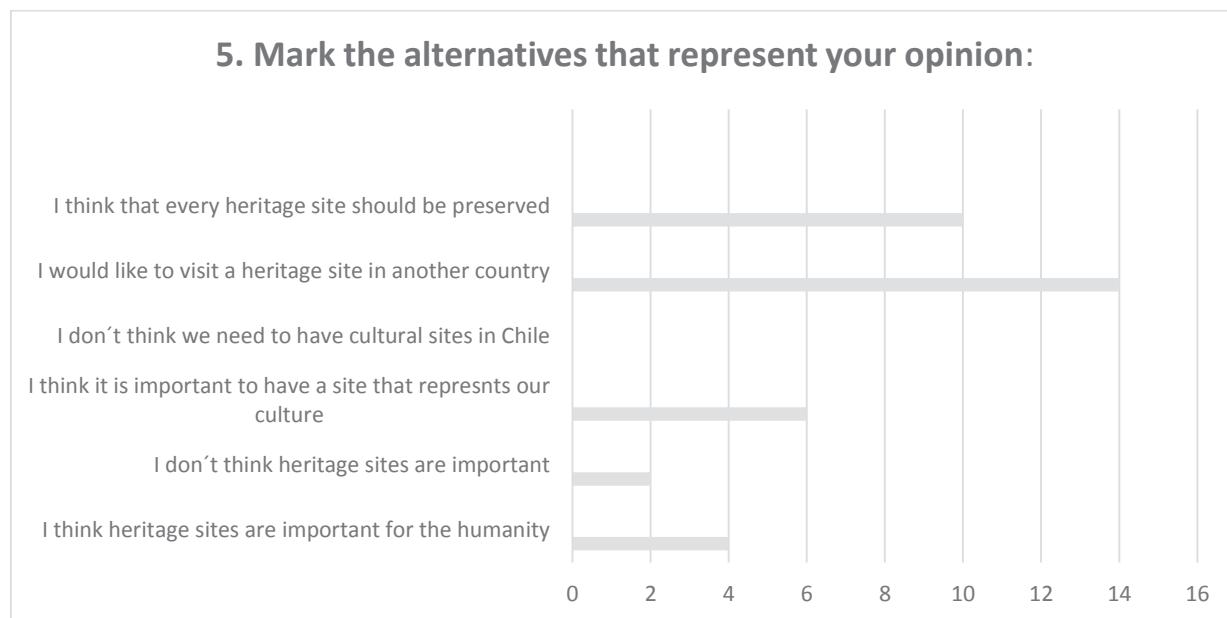
3. If the Statue of Liberty, in New York, is a “heritage site” in an English speaking country, can you name other sites like that one? Name as many places as you want.

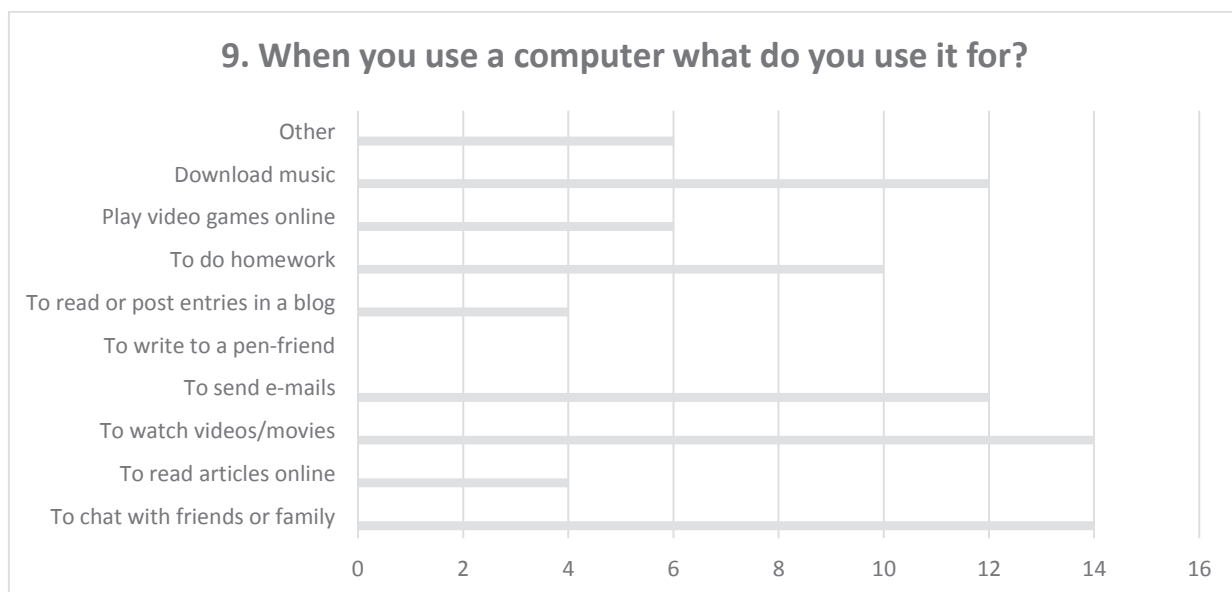
Stonehenge
Big ban
London Bridge
Muralla china

4. Can you name any Chilean heritage sites? Name as many as you want.

Moais
Mapuches, sur
Reloj de Flores, Viña del Mar
Rapa Nui Island
Isla de pascua (X2)
Gabriela Mistral Museum, in vicuña

Graph 3





APPENDIX 3

Classwork and Participation Rubric

Category	Excellent	Good	Satisfactory	Needs Improvement
Attitude	Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work.	Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect.	Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner.	Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.
Focus on Class Work	Consistently stays focused on in-class work and what needs to be done. Very self-directed.	Focuses on in-class work and what needs to be done most of the time.	Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done.	Rarely focuses on class work and what needs to be done.
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Students	Usually listens to, shares with, and supports the efforts of others.	Often listens to, shares with, and supports the efforts of others, but sometimes is	Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others'

	can feel safe volunteering in this student's presence.		not actively listening or responding.	attempts to participate.
Behavior	Student is awake and engaged in class on a daily basis, and shows no disruptive behavior.	Student is awake and engaged in class nearly every day, and shows no disruptive behavior.	Student is awake most of the time but has fallen asleep or done nothing for a few classes. Show no disruptive behavior.	Student frequently sleeps and/or disrupts class.

Adapted from: <http://www.is234.com/Page/3155>

APPENDIX 4

Reactions Papers' Grading Rubric

Introduction: 1 2 3

- Clear thesis statement and purpose
- Objectives and main points are clear
- Relevant to topic

Content: 1 2 3

- Accurate information
- Analysis of data
- Explanation and illustration of concepts

Reaction: 1 2 3

- Clear opinions and reactions
- Well-developed arguments

Style and Organization: 1 2 3

- Clear and helpful transitions from idea to idea
- Well-developed paragraphs
- Appropriate language

Conclusion: 1 2 3

-Logical progression to ending

-Summary of analysis

-Reiteration of thesis statement

Total Points: _____

Comments:

Adapted from: <http://www.gcc.mass.edu/faculty-support/files/2010/10/Sample-Grading-Rubric-for-Reaction-Papers-Rev-F-11.pdf>

APPENDIX 5

Final Project's Rubric

Design:

- Clear and helpful transitions from text to text	1	2	3
- Well-presented / attractive design	1	2	3
- Appropriate Tittle	1	2	3
- Include appropriate images related to the texts	1	2	3

Organization:

- Clear and helpful transitions from text to text	1	2	3
- Present all the elements required in a bulletin	1	2	3

Elements included:

- Include all the written works of the course	1	2	3
- Include a first page and a table of contents	1	2	3
- The main objective is included	1	2	3

Total Points: _____

Comments:

APPENDIX 6

Self-evaluation Rubric

CRITERIOS	5	4	3	2 - 1	TOTAL
ASISTENCIA Y PUNTUALIDAD	Mi asistencia a clases fue perfecta (no perdí clases por cualquier motivo) y siempre llegué a tiempo	En algunas ocasiones no llegué a tiempo aunque presente siempre una justificación.	En más de tres ocasiones llegué tarde a clase y no presente ninguna justificación	Tuve más de dos inasistencias o evasiones sin justificar y/o llegué más de cuatro veces tarde a clase	
PARTICIPACIÓN EN CLASES	Fui un participante muy activo en los trabajos grupales y utilicé dichas discusiones para examinar mi propio pensamiento acerca de los asuntos tratados	Participo en las clases bajo presión del profesor y/o compañeros, presentando los trabajos diarios requeridos.	Algunas veces participé en los trabajos de clase, y mis compañeros frecuentemente me presionaron o me permitieron que copiará el trabajo realizado por ellos.	No participé en los trabajos grupales y siempre esperé que los compañeros los hicieran por mí.	
COMPROMISO CON EL APRENDIZAJE	Siempre manifesté una actitud responsable y de respeto por los contenidos y me empecé en aprender y alcanzar los objetivos del curso	La mayoría de las veces manifesté una actitud responsable y de respeto por los contenidos y me empecé en aprender y alcanzar los objetivos del curso	Solo en un par de ocasiones demostré una actitud de respeto por los contenidos y me empecé por alcanzar los objetivos del curso	Con frecuencia me llamaron la atención por mostrar una actitud irresponsable e irrespetuosa por los contenidos. No me empecé en alcanzar los objetivos del curso.	
PRESENTACION DE TAREAS Y TRABAJOS	Realice todas las tareas y trabajos asignados presentándolos oportunamente y con la firma de mis padres. Mi nota en tareas fue de 60 o más	Algunas veces realice las actividades de forma organizada. Sólo algunas veces presenté la firma de mis padres. Mi nota en tareas fue entre 50 y 59	Pocas veces me interesé por presentar organizados mis trabajos teniendo en cuenta los criterios sugeridos. Mi nota en tareas fue entre 40 y 49.	No me interesé en absoluto por presentar mis tareas. Mi nota fue inferior a 39.	
COMPRESION	Logré avanzar en la comprensión de las propiedades generales de la materia, realizando cálculos sencillos para relacionar masa con volumen y hallar densidades. Mi nota en la evaluación final fue superior a 60	Logré comprender la mayoría de los conceptos sobre las propiedades de la materia. Mi nota en la evaluación final fue entre 4 y 5.	Sólo logré comprender algunos conceptos relacionados con las propiedades de la materia. Mi nota final fue entre 3 y 4	No logré comprender ninguno de los temas y asuntos tratados en clase. Mis notas fueron inferiores a 3.	
TRABAJO EN EQUIPO	Mejoré mi trabajo en equipo valorando el trabajo de mis compañeros logrando presentarlos en el tiempo requerido y obteniendo una nota grupal superior a 60	Presenté de manera creativa la mayoría de los trabajos en equipo. Algunas veces valoré el trabajo de mi equipo obteniendo una nota entre 50 y 5.9	Pocas veces me interesé por el trabajo de mi equipo. No realicé mis trabajos individuales ni participe en las actividades propuestas. obtuve una nota grupal entre 40 y 4.9	No me interesé por los compañeros de equipo. No presenté tareas y no colaboré con las actividades propuestas. Nuestra nota grupal fue inferior a 3.9	
PROMEDIO TOTAL					

OBSERVACIONES

Adapted from: <http://materia6laa.blogspot.cl/p/rubricas-de-autoevaluacion.html>