**AGRUPAMENTO DE ESCOLAS DE RIO TINTO**

**Erasmus project:**

**“Unification in Diversity”**

**KA229– Cooperation for innovation and the exchange of good practices**

**2020-1-PL01-KA229-081615**

**Teaching English and cultural identity through stories**

**Lesson plan**

1. **Escola Básica de Rio Tinto**
2. **E10125717**

**Title of the lesson plan:** The Legend of the Barcelos Rooster

**Short description:** This lesson is about the story of one of the most well-known symbols of our country.

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| **Table of summary** | |
| **Learning objectives** | * Understand how to analyse a book cover * Acquire new vocabulary * Identify specific cities in a map * Recognize religious symbols and Pilgrimage paths * Predict possible ends to a story * Be able to identify plot and characters * Learn how to do a summary of a story * Identify the moral of a story * Find different ends to the original script |
| **Resources and tools** | The story book; youtube video; oxford learner’s dictionary online; Map of the Iberian Peninsula; template design of Barcelos Rooster; kahoot game |
| **Expected results** | *Students will have understood the importance of this story for the Portuguese people, the meaning of the Rooster as a symbol for positive values* |

1. **procedure**

**Work process and activities**

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| 1. Students are asked to join a member of each country team, thus creating transnational groups. 2. Each group is handed the story book and a mini questionnaire that will have to be answered in 10 minutes. The speaker will then present the results to the class. 3. The city of Barcelos is then identified by the class members in a world map, the Iberian Peninsula and Portugal. 4. After reading the short story, the groups have to write the meaning of several words in the text. They can use the mobile phone or computer to access Oxford online dictionary. 5. Then, students must identify the characters in the story and write down their characterization. 6. The meaning of *Camiño de Santiago* and *Pilgrimage* are discussed in large group to reach a consensus and compare traditions in the different countries present in the class, naming other similar situations. 7. At this moment, each group is going to write down the Moral of the Story, then compare with the other teams. The result should be that the Rooster represents the rebirth of faith (for the rooster sings at each sun rise), good values, positiveness, honesty, and good fortune. That is why every Portuguese family has one of the famous Barcelos Roosters at home. 8. A Rooster template is handed out to each student to be decorated with these values, representing their interpretation of the story. 9. As a final activity, each group is going to write a different ending to the story starting from the sentence: “*And the day came for the Pilgrim to be hung…”* |

1. **Assessment**
2. To check understanding of the story, a Kahoot takes place, to be played in teams.<https://play.kahoot.it/v2/?quizId=85adf992-5e4a-406c-b5e6-b66c03be521a>

**NOTE:** all participants will receive a keychain with the Barcelos rooster, as a souvenir from this lesson.