



FACULTAD DE HUMANIDADES Y EDUCACIÓN

Building Bridges and Understanding: An A2 Level Third-Grade Resource for Exploring Uruguayan History, Culture, and Language.

por

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Trabajo final de carrera presentado para optar al título de
Magister en Lengua Inglesa y Educación Intercultural Bilingüe

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BUILDING BRIDGES AND UNDERSTANDING: AN A2 LEVEL THIRD-GRADE RESOURCE FOR EXPLORING URUGUAYAN HISTORY, CULTURE, AND LANGUAGE

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Abstract

"Building Bridges and Understanding: An A2 Level Third-Grade Resource for Exploring Uruguayan History, Culture, and Language" emerges as a bilingual educational resource, designed to analyse Uruguay's historical, cultural, and linguistic heritage within the context of A2 level students in their third-grade year of primary (8–9-year-olds). Through a series of tasks and exercises, students are guided through Uruguay's past, specifically the early years of its history, fostering the understanding of cultural basis while simultaneously working on linguistic skills.

These units of work begin with the Charrúas, Uruguay's indigenous people. By engaging with their heritage, students develop a deeper understanding of their own culture.

Building Bridges and Understanding: An A2 Level Third-Grade Resource for Exploring Uruguayan History, Culture and Language also seeks to develop 21st-century skills. Students are exposed to activities which cater for critical thinking, communication, collaboration, and creativity through its activities, empowering them to become global individuals in an increasingly interconnected world.

This resource also recognises the different learning profiles present in any classroom, as it offers differentiated instruction strategies, as well as activities. This ensures that all students, regardless of their individual needs and preferences, have the same access to a learning experience.

This project also serves as a resource for educators, offering a structured approach to integrating Uruguayan history and language learning into the classroom, as it also includes a teachers 'companion. This companion provides instructional guidance, supplementary materials, and assessment tools. It offers lesson plans, multimedia resources, and assessment options aligned with learning objectives, with tailored strategies and resources.

Uruguayan history; Language integration; Cultural exploration; Charrúas; Bilingual education; Critical thinking; Collaboration; 21st-century learning; Inclusive education; Teacher empowerment

Resumen

"Construyendo Puentes y Comprensión: Un Recurso para Tercer Grado (A2) para Explorar la Historia, Cultura e Idioma de Uruguay" surge como un recurso educativo diseñado para analizar el patrimonio histórico, cultural y lingüístico de Uruguay en el contexto de estudiantes de tercer grado (8-9 años). A través de una serie de tareas y ejercicios, se guía a los estudiantes a través del pasado de Uruguay, específicamente los primeros años de su historia, fomentando la comprensión de las bases culturales mientras se trabajan simultáneamente las habilidades lingüísticas.

Estas unidades de trabajo comienzan con los Charrúas, el pueblo indígena de Uruguay. Al interactuar con su herencia, los estudiantes desarrollan una comprensión más profunda de su propia cultura.

"Construyendo Puentes y Comprensión: Un Recurso para Tercer Grado (A2) para Explorar la Historia, Cultura e Idioma de Uruguay" también busca desarrollar las habilidades del siglo XXI. Los estudiantes se exponen a actividades que fomentan el pensamiento crítico, la comunicación, la colaboración y la creatividad a través de sus ejercicios, empoderándolos para convertirse en individuos globales en un mundo cada vez más interconectado.

Este recurso también reconoce los diferentes perfiles de aprendizaje presentes en cualquier aula, ya que ofrece estrategias de instrucción diferenciadas, así como actividades. Esto asegura que todos los estudiantes, independientemente de sus necesidades y preferencias individuales, tengan el mismo acceso a una experiencia de aprendizaje enriquecedora.

A su vez, este proyecto sirve como un recurso para docentes, ofreciendo un enfoque estructurado para integrar la historia y el aprendizaje del idioma inglés en el aula ya que también incluye una guía para el docente que proporciona orientación didáctica, materiales complementarios y herramientas de evaluación. Ofrece planes de lección, recursos multimedia y opciones de evaluación alineadas con los objetivos de aprendizaje, con estrategias y recursos adaptados.

Historia de Uruguay; Integración del idioma; Exploración cultural; Charrúas; Educación bilingüe; Pensamiento crítico; Colaboración; Aprendizaje del siglo XXI; Educación inclusiva; Fortalecimiento docente

Introduction and Justification of the Project

Within the framework of the final task for the Master's in English Language and Bilingual Intercultural Education (MELBE) degree, I aim at creating two units of work intended for third-grade students in a history book and a teacher's companion.

At the core of the project lies the first component, consisting of the two units of work, mentioned before, for children aged between eight and nine who study at a bilingual school in Montevideo. By a bilingual school I mean that the learning environment is a school where students are taught in two languages. In this case, these students learn both English and Spanish, being the latter their mother tongue. They are exposed to these languages for the same amount of time, 4 hours each daily. The creation of this product will be for students currently at an A2 course, according to the Common European Framework of Reference for Languages (CEFR) (Cambridge English, n.d.)¹. An A2 level of proficiency means that learners can understand simple sentences and expressions related to areas of most immediate relevance (e.g., personal and family information, local geography, employment).

Emphasis is placed on engaging, age-appropriate language and presentation, allowing the different activities present in these units of work to deal with the historical period known as Native and Colonization period in Uruguayan history (XVI and XVII century). These concepts are included in the curriculum of third grade students, according to ANEP's (National Administration of Public Education) plans.

The second component is the teacher's companion. This guide is aimed for teachers to effectively deliver the content. Additionally, guidance is included on the fostering of classroom discussions, and the addressing of potential challenges related to the topics.

This proposal outlines the development of an English Language Teaching (ELT) resource designed to bridge a glaring gap I have encountered in my work as a third-grade teacher: the lack of materials that incorporate Uruguayan history in English. While students are often exposed to various historical topics, these rarely delve into the history and appreciation of their own country. This resource aims to fill this void by offering two units of work, under a global big question. These units of work refer to the structured components or modules part of this educational resource.

¹ The CEFR is a global standard for describing language proficiency, and it is used by language educators and learners around the world.

Each unit of work is a self-contained segment designed to address specific learning objectives related to Uruguayan history and language integration. These units are organized to facilitate sequential learning, with each building upon the concepts and skills introduced in the previous one. Within each unit, there are various activities, readings, and exercises carefully designed to engage students, foster critical thinking, and promote cultural exploration.

General and Specific Objectives

General Objective. The general goal of this paper is to introduce an educational resource tailored for third-grade students, emphasizing the exploration of Uruguayan history and language integration. Through a set of activities, the resource aims to cultivate cultural awareness, language proficiency, and essential skills pertinent to 21st-century learning. Furthermore, the paper seeks to explain the development process behind this resource, elucidating its significance, efficacy, and prospective influence on classroom dynamics and student progress.

Specific Objectives

- a) Develop a comprehensive educational resource that combines Uruguayan history and language learning activities for third-grade students at the A2 language proficiency level.
- b) Design interactive activities to explore the cultural heritage of the Charrúas, Uruguay's indigenous people, fostering cultural awareness and appreciation among students.
- c) Integrate English and Spanish curriculum topics to enhance language development and bilingual skills.
- d) Cultivate essential 21st-century skills, including critical thinking, communication, collaboration, and creativity, through tailored instruction methods catering to diverse learning styles.
- e) Establish an inclusive learning environment suitable for mixed-ability classrooms, ensuring equitable access and active engagement for all students.

Motivation

The motivation for creating these products originates from my experience as a third-grade teacher, as I have observed important differences in historical themes and topics taught in Spanish and in English. Consequently, the primary goal in this final project is to bridge the gap in history education by offering teachers and students a resource that not only communicates historical knowledge but also works with interculturality and bilingualism.

Our studies in the different courses of this master's degree have revealed that taking into consideration concepts like interculturality and bilingualism are essential for the development of materials design in language teacher education.

This conclusion rests on the core principle of intercultural competence, defined as "the ability to communicate and interact effectively with people from different cultures, while remaining respectful of their values and beliefs" (Byram, 1997, p. 17). Intercultural competence goes beyond mere knowledge and skills, encompassing positive attitudes and dispositions towards cultural diversity, such as "openness, respect, empathy, and critical awareness" (Deardorff, 2009, p. 248). This relates perfectly to the vision of the private bilingual school, which strives to cultivate in its students a deep appreciation for both languages and their associated cultures.

While our third-grade bilingual core curriculum explores mostly the same topics in both English and Spanish, a critical gap emerges in history classes. Here, the curriculum remains compartmentalised between languages, hindering opportunities for students to connect, compare, and contrast historical narratives across languages. This compartmentalization limits the development of a truly multilingual and intercultural historical understanding (Cenoz & Nussbaum, 2006), a point echoed by Palmer and Martínez (2012) who emphasise the importance of teacher agency in creating "culturally relevant curriculum" within bilingual spaces (p. 458).

One of the vital roles of bilingual education is to foster historical consciousness (Garcia, 2005). By weaving together historical narratives across languages, bilingual learners can achieve deeper conceptual understanding, cultivate critical thinking skills, and foster a richer sense of their own cultural identity within a global context (Cenoz & Nussbaum, 2006). Starkey (2009) further reinforces this, emphasising the "intercultural dimension" of historical learning and urging educators to design curriculum that encourages students to "compare and contrast different perspectives and interpretations of the past" (p. 3).

It is precisely this gap that my educational resource aims to address. By offering opportunities to explore shared historical concepts from diverse perspectives, my resource empowers students to bridge the disconnect between languages and develop a truly multilingual and intercultural historical understanding. By fostering connections across languages and cultures, this resource aligns with the school's vision and the broader goals of bilingual education.

The concepts mentioned previously are also key for this project, because they help to ensure that they are relevant and accessible to all learners. By understanding the cultural and linguistic backgrounds of our target learners, tasks that are both engaging and suitable can be created.

Moreover, according to the National Administration of Public Education's (ANEP) learning plan for third-grade students, outlined in the "Programa de Educación Básica Integrada: Historia Tramo 3 | Grados 3.º y 4.º," the curriculum encompasses a range of historical topics that contribute to the understanding of global and regional history (ANEP, 2023).

Specifically, students should work through their third and fourth year of primary on the following units:

- America in the World: Spatial-Temporal Location. Cultural Generalities of the Pre-Iberian, American, and Regional Period. Historical Maps and Timelines:
 - This unit explores the geographical and temporal positioning of America, emphasising cultural characteristics before the European arrival. It utilises historical maps and timelines to visualise these concepts (ANEP, 2023).
- Cultural and Artistic Manifestations: Nazca, Olmec, Toltec, Guarani, Charrúa, etc.:
 - Students delve into the cultural and artistic expressions of pre-Columbian societies, examining specific examples such as Nazca, Olmec, Toltec, Guarani, and Charrúa (ANEP, 2023).
- The Peoples of America Before the European Exploration and Expansion Voyages: Diversity and Developments, Tensions and Conflicts. Political Structure and Socioeconomic Organisation:
 - This unit provides an in-depth study of the lives of pre-Columbian peoples, focusing on their political structures, socioeconomic organisations, and the tensions that shaped their societies. Case studies of civilizations like Teotihuacan, Tiahuanaco, Chimú, or Wari are included (ANEP, 2023).

- Innovations and Interests that Made Possible the European Exploration and Expansion Voyages of the 15th and 16th Centuries. Individual and Collective Protagonists of the Iberian Peninsula:
 - Students explore the European perspective, examining the innovations and motivations behind the exploration and expansion voyages of the 15th and 16th centuries. The focus includes individual and collective protagonists from the Iberian Peninsula (ANEP, 2023).
- Discovery, Conquest, and Colonisation: Case Study. Academic Perspectives and Reviews on its Scope and Effects. Political, Sanitary, Commercial, Food, and Cultural Consequences of the Formation of Spanish and Portuguese America and the Struggle Between Both Empires:
 - The final unit delves into the complex themes of discovery, conquest, and colonisation. It involves a specific case study, academic perspectives, and reviews to analyse the lasting effects on political, sanitary, commercial, food, and cultural aspects, including the struggle between Spanish and Portuguese empires (ANEP, 2023).

In addition, the proposed units of work will focus on the different topics, which teachers aim to expose student to in their Spanish lessons regarding History. By centring on the academic perspectives and consequences of European exploration, conquest, and colonisation, the aim is to create materials that intricately connect with Uruguayan history. This approach provides an opportunity for students to explore and understand their own cultural identity through the lens of historical events that significantly impacted the region. The aim is to develop a clear comprehension of the concepts of identity and cultural heritage by examining the perspectives of those involved in these historical periods (ANEP, 2023).

Literature Review

In this section, I will provide a thorough analysis of the theoretical concepts mentioned above, as well as some additional ones that are relevant to this matter, guiding the development of the two units of work and the companion guide for enriching bilingual and intercultural education.

Engaging pedagogy lie at the heart of this framework, driving active student participation through activities that integrate content and language (CLIL) and real-world application through project-based learning (PBL) (Coyle, 2007; Larmer, Mergendoller, & Boss, 2015). This foundation rests upon the principle of bilingual and intercultural education, fostering both language fluency and cultural understanding within a supportive environment that acknowledges the influence of students' diverse backgrounds (Banks, 2016).

Sociocultural theory supports this approach, highlighting the social nature of learning and active knowledge construction (Vygotsky, 1978). This translates to collaborative and student-centred activities aligned with engaging pedagogy and age-appropriate content presentation, connecting the framework to broader educational philosophies. Constructivism further reinforces this collaborative nature, emphasising the learner's active role in knowledge construction through social interactions and personal experiences (Piaget, 1970).

The Zone of Proximal Development (ZPD) is a concept introduced by Vygotsky (1978), which emphasizes the range of tasks that a learner can perform with the assistance of a more knowledgeable individual, such as a teacher or peer, but cannot yet perform independently. It represents the "sweet spot" where learning is maximized, as it lies between what a learner can do independently and what they can achieve with guidance. This also portrays as vital to incorporate into the educational framework as it reinforces the temporary support for students, known as scaffolding, which strategically woven into the chapters provides temporary support for new concepts (Bruner, 1991). This concept has a close connection to age-appropriate design of activities as both aspects ensure that the support relates to learners' developmental stages and promotes gradual independence. This approach relates to age-appropriate design ideas, making sure that the support provided is created specifically for the developmental stages of

learners. By offering scaffolded assistance, teachers can guide students toward achieving independence gradually, aiming for the best learning experiences.

Strategic Materials Design reinforces the latter idea, ensuring materials consider learner needs, objectives, and chosen teaching approaches (Richards, 2015) which are, again, tailored for specific needs of students. This connects seamlessly with gamification by incorporating interactive elements found in games to enhance motivation and engagement (Kaban, 2022).

Gamification, borrowing elements from game design for non-game contexts, emerges as a catalyst for increased motivation and engagement (Kapp, 2012). This is strictly linked with age-appropriate design, as gamified elements can be tailored to the developmental stage and interests of students, making the materials engaging and relevant.

In addition, today's evolving educational scenario demands a focus on preparing students for the complexities of the 21st century. This requires helping them foster essential skills like critical thinking, communication, collaboration, and creativity. (Trilling & Fadel, 2009; Partnership for 21st Century Skills, 2007).

By incorporating activities that support these skills, teachers empower students to adapt to challenges, think independently, and sail diverse cultural environments. (Trilling & Fadel, 2009).

Multimodal learning, according to Gee (2007), involves the creation of diverse representations (e.g., text, visuals, audio) to create integrated learning experiences and it becomes a crucial facet to this product, as chapters incorporate a variety of elements like images and visuals to cater to diverse learning styles and offer a comprehensive experience (Kress, 2009). This is narrowly related with engaging pedagogy, ensuring versatility and adaptability to different learner needs.

These concepts, including age-appropriate design, gamification, and scaffolding rooted in sociocultural theory, are interpedently related and combined to create a strong framework for relevant bilingual and intercultural learning activities. In addition, age-appropriate design goes beyond only considering developmental stages; it encompasses to incorporate elements that connect the cognitive and emotional abilities of students for different age groups, fostering their receptivity to learning.

Moreover, working with materials designed with bases on the concept of gamification incorporate elements of play and competition into the learning process, helping with motivation and enjoyment while still focusing on their academic goals.

Scaffolding, and its strict relation to sociocultural theory (Vygotsky, 1978), works as the cornerstone of this framework, providing learners with tailored support which is created for their current level of competence. This scaffolding gradually fades as students demonstrate proficiency, empowering them to route into more complex learning tasks independently.

What is more, the principles of mixed-ability classrooms (King, as cited in Sands & Kerry, 1987) also influence the learning environment, fostering growth and development among students with different abilities. The selected tools and strategies aim to be tailored to address the dynamics of mixed-ability classrooms, focusing on differentiation, scaffolding, and collaborative learning, as stated by Sands and Kerry (1987). Additionally, by integrating age-appropriate design, multimodal learning approaches, and interactive activities, the materials are adept at catering for diverse learning preferences, ensuring students interest and fostering participation in their learning process.

On the other hand, feedback and assessment are also prominent aspects to be considered when creating teaching and learning materials. Formative and summative assessments are vital for student learning experiences, particularly in the context of learning resources. Black and Wiliam (1998) emphasize the importance of formative assessment in guiding instruction and fostering student engagement. By continually assessing their understanding throughout the learning process, areas of strength can be identified, as well as areas which need improvement or further work, allowing for adjustments to teaching strategies and lesson plans. Additionally, the research by Hattie and Timperley (2007) highlights the importance of feedback in helping students progress and achieve their goals. Formative assessments provide opportunities for feedback which can be tailored respecting each students' needs, helping them understand and grasp their strengths or weaknesses and helping them progress over time. Furthermore, summative assessments offer valuable insights into students' overall learning outcomes, providing a clear picture of their knowledge of the topics worked with. By integrating both formative and summative assessments into the instructional framework of this product, teachers can effectively monitor student progress, provide specific support, and evaluate the effectiveness of the teaching materials, enhancing the learning experience for all students.

This framework provides a roadmap for creating bilingual and intercultural educational materials. Through the integration of interactive teaching methods,

sociocultural theory, constructivist principles, and multimodal learning techniques, the units of work are aimed to be designed to provide a strong and vibrant learning journey. Incorporating age-appropriate tasks, gamification elements, and scaffolding strategies, they are also structured to meet the varied needs of learners effectively.

Methodology

The following section outlines the methodology employed for completing this project:

1. Literature Review:

A thorough literature review was conducted to examine the existing body of research on ELT materials for intercultural and bilingual learners. This analysis aimed to gain a deep understanding of the field at the time of the project. It's important to note that this step was ongoing throughout the project, as new information and concepts can continuously emerge to improve the feasibility and effectiveness of the materials.

2. Needs Analysis:

To understand the specific requirements of third-grade students and the challenges they faced in their bilingual education; interviews were conducted with the Spanish and English teachers responsible for their current school year. This needs analysis helped identify not only the students' preferences and needs but also the gaps in existing ELT materials at the time.

3. Content Selection:

Developing the content for the two units of work was a crucial step in this project. The selected content was chosen for its cultural diversity and its direct connection with the needs of these learners within the context of ELT, combined with the materials Spanish teachers count on when teaching history during their school year. This involved considering the CEFR level and ensuring that the material was relevant to the curriculum at the time.

4. Material Creation:

The learning materials, exercises, and assessments for the two units of work were carefully designed, considering the specific needs of the students identified during the project.

5. Revision and Completion:

Feedback received from the teachers' perceptions was used to revise and improve the materials, further enhancing them within the project framework. This step ensured the final product meet the needs and expectations of the learners.

6. Documentation:

To provide a deep understanding of the project, all materials, methodology, and outcomes were documented and compiled into an academic portfolio. This documentation included insights from the different stages listed above, as well as details on the processes undertaken for each chapter's development.

Timeline Overview

This project followed a design process that spanned from September 2023 to March 2024, resulting in the creation of these learning materials. Here's a breakdown of the various stages and their respective durations:

a. Literature Review (Ongoing, Started Late September 2023):

This phase started in late September 2023 and continued throughout the project duration. It involved a thorough review of existing research on ELT materials for intercultural and bilingual learners, aiming to gain a deep understanding of the current state of the field.

b. Needs Analysis (October 22nd - October 29th, 2023):

Spanning one week from October 22nd to October 29th, 2023, this stage involved conducting interviews with Spanish and English teachers responsible for third-grade students. The analysis aimed to grasp the specific requirements and challenges faced by the students in their bilingual education, ultimately identifying gaps in available ELT materials at the time.

c. Content Selection (October 30th, 2023 - December 11th, 2023):

This six-week period from October 30th to December 11th, 2023, was dedicated to selecting culturally diverse content that directly work upon the needs of learners within the ELT context. This included ensuring the content attached to the CEFR level and was both engaging and relevant to the curriculum in place at the time.

d. Material Creation (January 2nd - February 20th, 2024):

Taking place from January 2nd to February 20th, 2024, this phase focused on the development of learning materials, exercises, and assessments tailored to the specific needs identified during the needs analysis stage. This involved careful design and planning to ensure their effectiveness for the target audience.

e. Revision and Completion (Initially due: February 23rd, 2024, extended to March 15th, 2024):

Originally scheduled for completion by February 23rd, 2024, this two-week revision and completion stage was extended to March 15th, 2024, upon request to the Universidad de Montevideo - Facultad de Humanidades y Educación. During this period, feedback received from the involved teachers was incorporated into the materials for revision and improvement. This step ensured the final product met the needs and expectations of the students involved.

f. Documentation (January 3rd – March 8th, 2024):

For the project documentation, all materials, methodology, and outcomes were compiled into an academic portfolio during this period, spanning from January 3rd to March 8th, 2024. This included insights from each stage and details on the processes employed for each unit of work development.

It's important to note that the literature review, as an ongoing process, wasn't bound by specific start and end dates. However, the other stages followed a delineated timeline, ultimately contributing to the project's completion within the revised deadline set by the university.

Needs Analysis

This needs analysis draws upon interviews conducted with two pairs of educators: Spanish and English teachers responsible for the bilingual education of their mixed-ability third-grade students whose native language is Spanish (see Appendix 1, English Version & Spanish Version). The students' English proficiency falls within the A2 level of the Common European Framework of Reference for Languages (CEFR) (Council of Europe, 2018). Their primary language remains Spanish, demonstrating good proficiency.

While Spanish is their mother tongue and they possess good proficiency, the students exhibit a range of listening and reading comprehension skills in English, encompassing the A2 level of the CEFR (Council of Europe, 2018). Their speaking and writing abilities are still developing, and specific limitations are evident in their vocabulary regarding Charrúan cultural and historical terms as they have not been exposed to this historical period in English before (see Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2; Appendix 3: Answers from Spanish Teachers, Maestra 1 & Maestra 2). Additionally, some students struggle with mastering English grammar and spelling conventions (Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2).

Although the students possess a basic awareness of indigenous cultures in general, their specific knowledge about the Charrúa people is limited (Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2; Appendix 3: Answers from Spanish Teachers, Maestra 1 & Maestra 2). Understanding complex historical concepts often presents difficulties, requiring careful consideration of age-appropriate approaches (Appendix 2: Answers from English Teachers, Teacher 1; Appendix 3: Answers from Spanish Teachers, Maestra 2).

Learning thrives when fuelled by topics relevant to the students' immediate surroundings, such as animals, nature, and games (Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2; Appendix 3: Answers from Spanish Teachers, Maestra 1). They also find playful and creative activities like songs, games, and drawing highly motivating (Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2; Appendix 3: Answers from Spanish Teachers, Maestra 1). Additionally, technology integration through interactive games holds significant potential for enhancing their

learning experience, oriented to contemporary pedagogical recommendations (Appendix 2: Answers from English Teachers, Teacher 1; Appendix 3: Answers from Spanish Teachers, Maestra 1).

The current curriculum faces limitations in terms of time and resources dedicated specifically to exploring themes like Charrúan culture and history (Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2; Appendix 3: Answers from Spanish Teachers, Maestra 1 & Maestra 2). Furthermore, the scarcity of available ELT materials that integrate the learning of English with engaging and age-appropriate content related to Charrúan culture and history poses a significant challenge (Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2; Appendix 3: Answers from Spanish Teachers, Maestra 1 & Maestra 2).

To address this challenge, existing resources can be used alongside the development of new materials. Their current coursebook, "Gira Molinete 3" by Santillana (2022), offers stories that can be connected to historical themes, promoting interdisciplinary learning. For example, the story "La viejita y el curandero" by Graciela Pérez de Lois, can be used to explore the Charrúas' use of herbs and plants for healing purposes, fostering connections between language and historical content (Appendix 2: Answers from English Teachers, Teacher 1). The ANEP website offers a variety of online resources, including educational materials and access to digital libraries, further enriching the learning environment (ANEP, 2023) (Appendix 2: Answers from English Teachers, Teacher 1). In addition, to address the challenges of limited resources for exploring Charrúan culture and history, educators can work literary resources like "El país de las cercanías" by Roy Berocay. This novel offers a rich narrative that immerses students in the rural life and cultural characteristics of Uruguay, providing a valuable supplement to traditional ELT materials. It is a great tool for creating non-fictional texts that describe historical moments.

The mixed-ability nature of the classroom reveals that they need differentiated instruction strategies to cater to the diverse needs of the students (Appendix 2: Answers from English Teachers, Teacher 1 & Teacher 2; Appendix 3: Answers from Spanish Teachers, Maestra 1 & Maestra 2). This requires providing varying levels of challenge and support to ensure all students can access and learn from the materials (Appendix 2: Answers from English Teachers, Teacher 1; Appendix 3: Answers from Spanish Teachers, Maestra 1).

The complexity of historical concepts often presents a challenge for students at this age, as they need the implementation of different teaching strategies, such as drawing connections to familiar contexts and using visuals or realia as part of the units of work (Appendix 2: Answers from English Teachers, Teacher 1; Appendix 3: Answers from Spanish Teachers, Maestra 1).

To create a comprehensive and effective learning experience for these bilingual students in a mixed-ability classroom, the following recommendations are proposed:

- Develop differentiated ELT materials incorporating various formats such as text, visuals, and interactive activities, catering to varying proficiency levels.
- Design playful and creative activities that spark curiosity and motivation, fostering a positive learning environment.
- Use friendly fonts for all students to be able to understand and work properly.
- Work with language that is clear, concise, and adapted to the students' A2 English proficiency level.
- Integrate diverse learning strategies that cater to individual student needs and learning styles, drawing upon the principles of multimodal learning and differentiated instruction.
- Provide teachers with necessary tools and resources to effectively use the developed materials, including specific instructions focused on integrating Charrúas culture and history into their curriculum while catering their needs and interests as well as being able to connect the new information with their daily life. The material created needs to be meaningful.

Product Description

Adventures around the world: Big Question 1

As stated throughout the different sections of the paper, the product is the presentation of two units of work which are part of a history book for children who attend to a bilingual institution, and they are currently in the third grade of primary. Their level of English according to CEFR is A2 (Council of Europe, 2018). It is key to this matter to mention that the units are written in dyslexia-friendly fonts to promote accessibility for all learners.

The title of the book is “Adventures around the world” and the two units of work are part of a bigger one, which is called a big question, titled "Why Do We Travel?". After presenting this main question, students see a picture of an airport scene and are asked to engage in oral discussion, as part of the first section called “Introduction”. They describe what they observe, identify travel destinations from Uruguay, and share personal travel experiences.

Following this, students come across images of different means of transport: a train, a ship, a tram, and a car. They match each of them with its corresponding word and then order them chronologically according to their date of invention.

Concluding this section, students are presented with a hypothetical scenario: "If you had to travel from Spain to Uruguay in 1516, what means of transport would you choose?" They will reflect on the available vehicles during that era, preparing for further introduction of the first unit.

Each unit in the book follows a structured format designed to maximize learning engagement and comprehension. The units begin with a vocabulary presentation and exercises, where students are introduced to key words related to the topic of the unit. Following the vocabulary exercises, students are presented with the main text, which presents fictional stories or informative extracts relevant to the unit's theme. After reading the text, students work with reading comprehension exercises, which are intended to encourage critical thinking and reinforce comprehension skills. Finally, each unit concludes with a project related to the theme, allowing students to apply their knowledge in a creative and hands-on way. These projects promote deeper exploration of the unit's topic and encourage collaboration, critical thinking, and creativity among students.

Unit 1: Life of the Charrúas

In this unit, students explore the life of the Charrúa people, who lived in Uruguay before the arrival of the Spanish in 1516. Through different activities, they will learn about the Charrúas' connection with nature, their culture, and their village life.

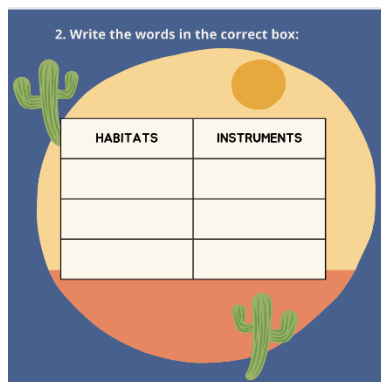
- Key Vocabulary Exploration:

Students engage in a vocabulary exercise aimed at building their understanding of key concepts. After introducing students to five important words: wooden flutes, mud, drums, village, and nature, they will be asked to group these words into two categories: instruments and habitats and matching them with simple definitions, as seen below in Figure 1 and Figure 2, respectively.

Figure 1

Vocabulary Exercises

2. Write the words in the correct box:



HABITATS	INSTRUMENTS

Figure 2

Vocabulary Exercises

Words	Definitions
Wooden flutes	Boom, boom, bam! Musical instruments that you hit with sticks or your hands to make noises.
Mud	Toot, toot! Instruments you blow into to make high sounds.
Drums	Everything outside your house that is not man-made.
Village	Squish, squish! A mix of earth and water that is wet and messy.
Nature	Communities smaller than cities, where people live.

- Text Overview:

After the vocabulary exercises, students read the following text, as portrayed in the following Figures:

Figure 3

Life of the Charrúas

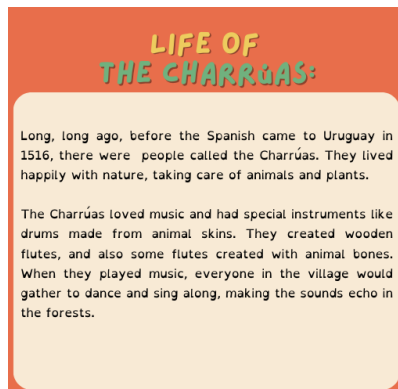


Figure 4

Life of the Charrúas

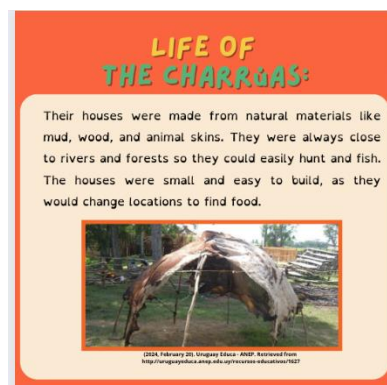


Figure 5

Life of the Charrúas

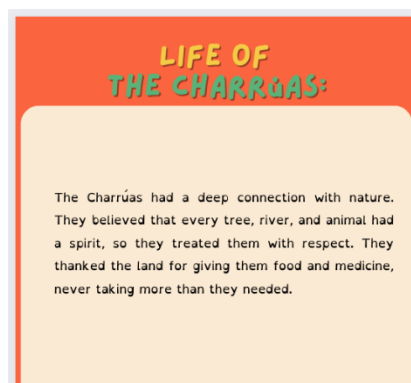
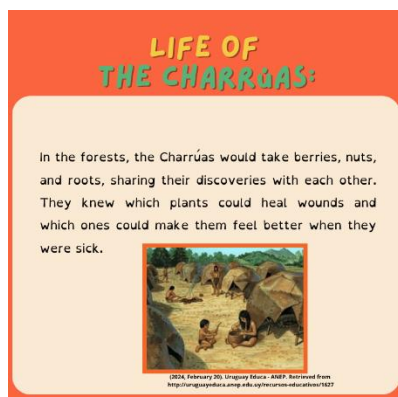


Figure 6

Life of the Charrúas



- Reading Comprehension Exercise:

Students complete a true or false exercise based on the information presented in the text, to also work on reading comprehension skills. This exercise encourages social interaction as students discuss and justify their answers, reinforcing understanding of the text:

Figure 7

Reading Comprehension Exercise

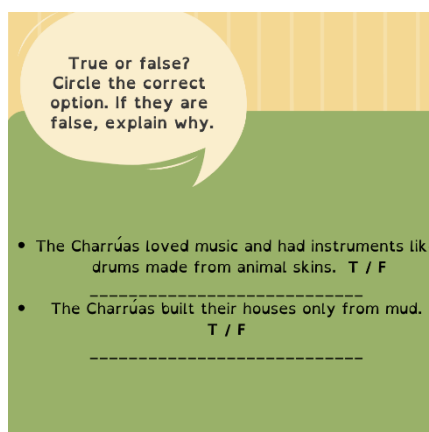


Figure 8

Reading Comprehension Exercise

True or false?
Circle the correct option. If they are false, explain why.

- The Charrúas built their houses close to rivers and forests for easy hunting and fishing. T / F

- The Charrúas never changed the location of their houses. T / F

- The Charrúas respected nature and believed everything had a spirit. T / F

- **Craft Your Own Charrúa Village: A Journey Through Time and Nature!**

Connected with the principles of project-based learning (PBL), students engage in a hands-on project where they create their own Charrúa village using cardboard boxes, natural materials, and art supplies. They will follow step-by-step instructions to design and build Charrúa houses, fostering creativity and problem-solving skills. Before collaborating to create a village scene that reflects the Charrúas' way of life, students are encouraged to plan their craft and discuss where different elements will be placed. This project promotes teamwork and a deeper understanding of the Charrúas' cultural characteristics.

Unit 2: My Diary as a Spanish Boy

In this unit, students work with the fictional diary entries of a Spanish boy who arrives in Uruguay in the year 1516. Through interconnected activities, they learn about his encounters with the Charrúa people and explore themes of communication, culture, and friendship.

- **Key Vocabulary:**

In connection to the different constructivist principles, students work again with vocabulary exercises to work on the understanding of key concepts. The key vocabulary of this unit is the following:

- Horizon
- Shore

- Language
- Culture
- Diary

They are expected to fill in the blanks with the correct vocabulary word to learn about the Charrúas:

Figure 9

Fill in the blanks exercise

Fill in the blanks with the correct vocabulary word to learn about the Charrúas.

1. We finally reached the _____ after a long journey at sea.
2. Learning a new _____ can open doors to different ways of life.
3. Every country has its own unique _____ and traditions.
4. She wrote about her experiences in her _____ every night.
5. The sun sets on the _____, painting the sky with beautiful colours.

- Text Overview:

Following the vocabulary exercise, students read the diary entries of the Spanish boy.

Figure 10

My diary as a Spanish boy

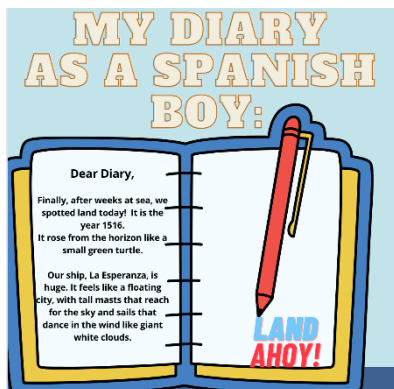


Figure 11

My diary as a Spanish boy

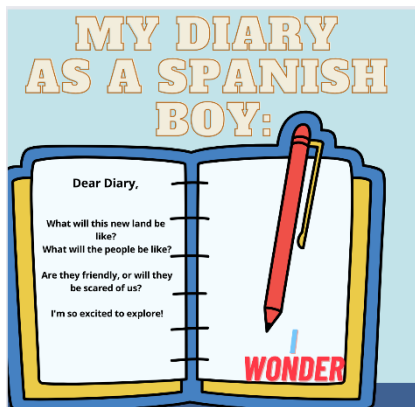


Figure 12

My diary as a Spanish boy

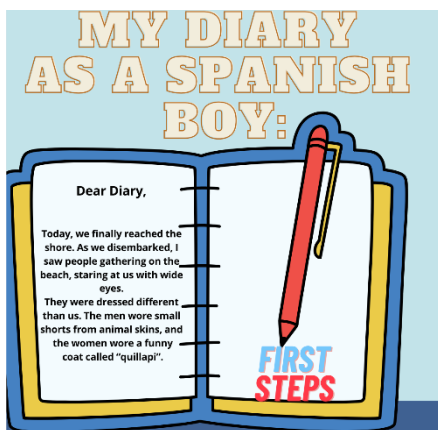


Figure 13

My diary as a Spanish boy

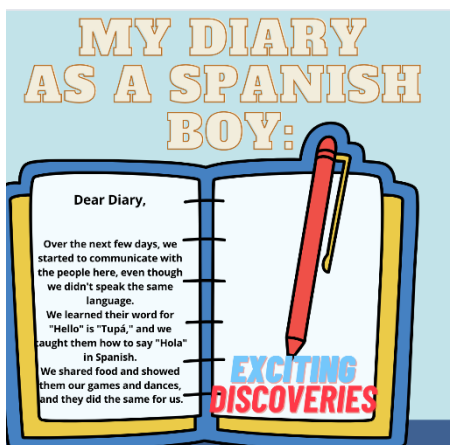


Figure 14

My diary as a Spanish boy

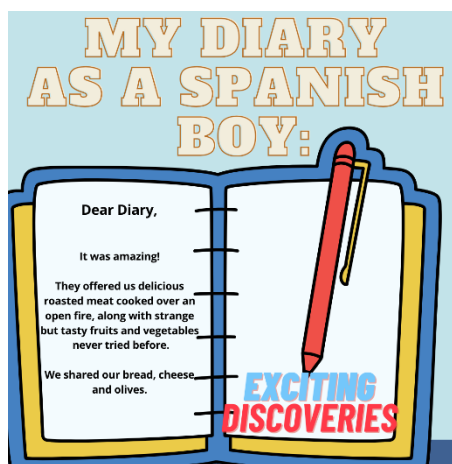
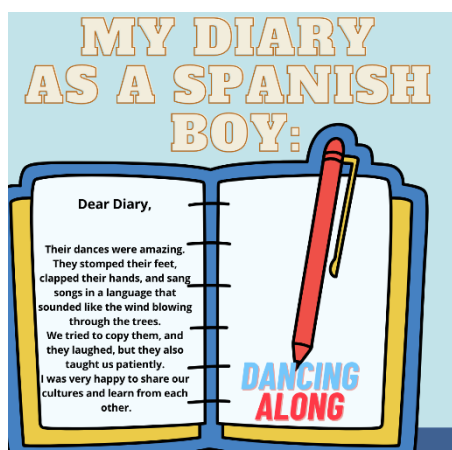


Figure 15

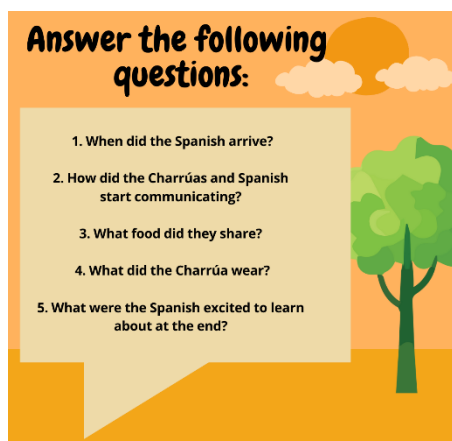
My diary as a Spanish boy



To foster their critical thinking and the understanding of different cultures, students answer these open questions based on the text:

Figure 16

Reading comprehension exercise



- **Project: Pen Pal Adventure:**

Following the reading comprehension exercise, students work on a pen pal project.

- **Time Travel Partner:**

After brainstorming together, the meaning of a pen pal, students work together on a project. Working with a friend, they will imagine themselves as members of a Spanish family seeking to make new friends around the world.

Imagine & Write:

Students will close their eyes and imagine themselves as their character (a member of a Spanish family living in Uruguay), to then write a letter to a pen pal from another country. They will share details about their daily life, feelings, and what they find interesting about their new life in Uruguay, remembering the things they learned from the diary entries.

- **Share & Discuss:**

Once they have finished writing their letters, students will read them to their partners, imagining they are receiving a reply. They will then discuss what they learned and how it feels to connect with someone different.

This unit provides students with an immersive learning experience, encouraging them to explore themes of communication, culture, and friendship through diverse activities and fictional narratives.

Unit review activities

After working with the two units and at the end of the big question, unit review activities are designed to assess students' understanding of the topics and concepts presented. Through these activities, students are expected to complete a set of summative assessments, as this section appears at the end of the big question. They are aimed to evaluate students' overall comprehension and mastery of the material. It typically takes the form of tests, projects, or presentations and they are intended to help the teacher identify the academic achievements of students throughout their learning process (Hattie & Timperley, 2007).

At the end of this specific big question, students will be divided into small groups, with each group assigned a specific aspect of the unit to research and present.

Topics include the Life of the Charrúa People, Spanish Exploration of Uruguay, and Cultural Exchange between Charrúas and Spanish. This collaborative approach fosters teamwork and encourages students to explore different facets of the unit's theme.

Following this, students will engage in a thought-provoking activity that challenges them to distinguish between real and fictional information presented in the unit. Through a detective-themed challenge, students will analyse the two texts they have previously read and worked on: the description of the Charrúas' way of life and the diary entry written by the Spanish child about arriving in Uruguay. Guided by critical thinking and historical analysis, students will identify elements that are historically accurate and those that may be fiction or exaggerated.

Additionally, students will participate in a "Time Travel Talk" section, where they imagine themselves as real Charrúa children interacting with someone who has read the diary entry. Through discussion, students will reflect on their actual daily life experiences, identify aspects of the story that seem not real, and consider the different characteristic of storytelling versus historical accuracy. This activity encourages empathy, perspective-taking, and critical evaluation of historical narratives. Working with these review activities, students deepen their understanding of the unit's content while also fostering their analytical and interpretive skills.

Adventures around the world: Teachers' companion

The Teachers' Companion for "Adventures around the world" is an instructional tool kit designed to complement the book's content and provide teachers with essential resources.

Divided into different lessons, this companion gives teachers the necessary tools beyond the answer key. It includes special reinforcement strategies tailored for different learners, making it suitable for mixed-ability classes.

Each lesson offers a focused exploration of key concepts, fostering critical thinking, communication skills, and cultural awareness among students. From introducing the concept of travel to going into the lives of the Charrúas and comparing them with Spanish explorers, the lessons aim to engage students while promoting deep understanding. The different lessons include:

Lesson 1: Introduction to Travel and Vocabulary Building

- Introductory activity to work on the concept of travel and its different motivations.
- Pre-reading activities focused on vocabulary acquisition.
- Introduction to key vocabulary through interactive exercises.
- Exploration of Charrúa culture and lifestyle, promoting cultural awareness.
- Assessment: Formative assessment through vocabulary exercises and discussion participation.

Lesson 2: Interactive Reading and Comprehension

- Interactive reading session focusing on understanding Charrúa culture.
- Reading comprehension exercises to assess comprehension and critical thinking.
- Craft activity to deepen understanding of Charrúa village life through creativity.
- Assessment: Summative assessment through comprehension questions and evaluation of craft projects.

Lesson 3: Introduction to Diaries and Reading Comprehension

- Discussion on the purpose and format of diaries.
- Pre-reading activities to prepare students for understanding immigration narratives.
- Reading and comprehension exercises using a diary entry from a Spanish boy.
- Assessment: Formative assessment through participation in discussions and comprehension exercises.

Lesson 4: Pen Pal Project and Cultural Exchange

- Introduction to pen pals and explanation of the activity's historical context.
- Guided writing activity where students write a letter from the perspective of a Spanish immigrant in Uruguay.
- Sharing and discussion session to foster empathy and understanding of different perspectives.
- Assessment: Summative assessment through evaluation of writing skills and participation in discussions.

Lesson 5: Unit Review and Detective Challenge

- Discussion on the concept of travel and its connection to cultural exchange.

- Detective challenge to analyse and compare historical texts for factual accuracy.
- Role-playing scenario to encourage critical thinking and historical analysis.
- Assessment: Summative assessment through participation in discussions and analysis of historical texts.

As stated on the previous lesson description, the Teacher's Companion also includes different assessment strategies, both formative and summative, ensuring educators can effectively evaluate student progress and understanding. Additionally, specific differentiation examples cater to diverse learning needs, promoting inclusivity and accessibility in the classroom. With its structured approach and emphasis on engaging activities, the Teacher's Companion works as a resource for educators seeking to enrich their students' learning experiences in intercultural and bilingual education.

Results, Projections, and Conclusions

Reflecting on the journey of creating this educational resource, it became evident through my experience as a teacher, as well as the input from my fellow English and Spanish teachers, that there was a significant gap in available materials that effectively blend language learning with cultural understanding of the Uruguayan history in English.

Teaching in an increasingly diverse classroom setting, we collectively faced the challenge of finding resources that not only met the language needs of our students but also encouraged a deeper appreciation and respect for different cultures. This shared dare, fostered the idea of developing a resource that integrates language acquisition with intercultural education.

Additionally, one of the challenges encountered during the development process was the difficulty in finding meaningful connections between topics related to history in the curriculum and the corresponding English and Spanish language topics. This posed a significant hurdle as I seek to create the content of the educational resource taking into consideration the broader academic curriculum as well. This was the main challenge as it was difficult to narrow the importance of interdisciplinary collaboration and creative curriculum design in bridging the gap between subject areas and fostering holistic learning experiences for students. The collaborative effort and insights from my colleagues were vital in shaping the vision and content of this product, highlighting the importance of collective action in addressing the needs of our students.

Considering the impact of this product, it is crucial to recognize today's rapidly changing world, and students require more than just memorizing facts; they need opportunities to develop critical thinking, communication, collaboration, creativity, and cultural awareness. This product aims to meet these needs by providing interdisciplinary learning experiences that foster the development of these vital skills. By engaging students in meaningful activities that promote inquiry, analysis, and reflection, the product fosters the skills necessary for success in our increasingly globalized and interconnected world.

Furthermore, the product's focus on mixed-ability classrooms and inclusion underscores the evolving landscape of education. Inclusive education is not merely a concept but a fundamental aspect of modern pedagogy. By offering differentiated

instruction strategies and scaffolding support, this product ensures that all students, regardless of their abilities, have equitable access to high-quality learning experiences. Recognizing that every student learns differently, the product provides flexible learning pathways that cater to different learning styles, preferences, and needs. In doing so, it empowers teachers to create inclusive learning environments where every student can thrive. It is also important to note that there are no ELT materials of these characteristics available to the day. It is a product which aims to narrow the struggles faced by bilingual educators to fulfil their goals.

Developing this product came with its share of challenges. One significant obstacle was the constraint of time. As a teacher, I planned to create a pilot version of the material for student testing and feedback. However, due to the timing of the development process coinciding with their summer holidays, this plan was not feasible. Nevertheless, this challenge highlighted the importance of flexibility and adaptability in the development process. Moving forward, it will be essential to explore alternative strategies for gathering feedback and improving the product to ensure its effectiveness in meeting the needs of students and educators.

Looking ahead, there is potential for this product to help teaching and learning in intercultural and bilingual education contexts. By fostering a deeper understanding of cultural diversity, promoting critical thinking skills, and embracing inclusive practices, this product has the power to enrich the educational experiences of students and educators alike. The idea of continuing this product and adding new big questions and units of work, I remain committed to creating an inclusive and empowering learning environment that prepares students for successful learning processes. Future steps may include further improving the existing units of work, developing optional resources and materials to complement the product, and exploring opportunities for collaboration and partnership with other educators in the field of intercultural and bilingual education.

In addition to what was stated before, the master's program (MELBE) significantly shaped these integrated, bilingual educational resources, as throughout the courses of this MA the need to create these products appeared.

Intercultural studies instilled the importance of fostering respectful interactions across cultures. By applying this principle, the resources encourage students to appreciate diverse perspectives while exploring Uruguayan history, culture and language.

Through the courses, different tools to approach development systematically were grasped and had a vital impact on these products. For example, identifying the needs of A2 level third graders in a bilingual school and understanding the context where history lessons and topics were taught traditionally separate. This research ensured the resources addressed an educational need. Aligned with these concepts, Action Research concepts helped the product be tailored for the target audience as the ongoing development was reflection and feedback from educators who work with these students. This ensured the resources were engaging and met student needs while fostering continuous improvement.

Moreover, the curriculum design and evaluation tools enabled the development of a structured approach. Key historical topics were chosen, and activities were integrated to promote language development and align with student development and learning objectives.

In conclusion, this MA program provided the optimum framework for developing these resources. By integrating knowledge and skills from each aspect, the resources are relevant, engaging, and effective in promoting both language learning and cultural understanding for young learners. The development of this product marks a significant milestone in the journey towards creating more inclusive and culturally responsive educational resources. As I look to the future, I am excited about the possibilities that lie ahead and remain committed to advancing the goals of intercultural and bilingual education through impactful educational resources.

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Appendices

Appendix 1

Needs Analysis Responses: A Teacher's Perspective

English version:

Please answer the following questions to the best of your ability

1. **What grade level do you primarily teach?** (e.g., 3rd grade, 5th grade)
2. **What are your students' prior knowledge or experience with the topic of the Charrúa people?** (e.g., None, basic understanding)
3. **What are your learning objectives for students regarding the Charrúa culture and history?** (e.g., Understand their way of life, appreciate their connection to nature)
4. **What types of learning activities have you found to be most engaging and effective for your students?** (e.g., Hands-on activities, collaborative learning, technology integration)
5. **Do you have access to any specific resources or tools that could be incorporated into the activity?** (e.g., Art supplies, technology devices)
6. **What challenges or concerns do you foresee in implementing these multimodal activities in your classroom?** (e.g., Time constraints, differentiation for diverse learners)
7. **What kind of support or resources would you find most helpful in incorporating multimodal learning activities like these into your teaching?** (e.g., Professional development workshops, lesson plan templates)
8. **Do you have any additional comments or suggestions for the development of these learning activities?**

Thank you again for your valuable contribution!

Spanish version:

Cuestionario de análisis de necesidades - Traducción al español

¡Gracias por participar en este análisis de necesidades!

1. Esta breve encuesta tiene como objetivo comprender sus perspectivas y necesidades para ayudarnos a diseñar actividades de aprendizaje multimodal

efectivas, como los planes de lecciones sobre los Charrúas. Agradecemos mucho sus comentarios honestos.

2. **Por favor responda las siguientes preguntas lo mejor que pueda.**
3. **¿Qué grado primario enseña?** (ej., 3er grado, 5to grado)
4. **¿Qué conocimiento previo tienen sus estudiantes sobre el tema de los Charrúas?** (ej., Ninguno, conocimiento básico)
5. **¿Cuáles son sus objetivos de aprendizaje para sus estudiantes con respecto a la cultura e historia Charrúa?** (ej., Entender su modo de vida, apreciar su conexión con la naturaleza)
6. **¿Qué tipos de actividades de aprendizaje ha encontrado más atractivas y efectivas para sus estudiantes?** (ej., Actividades prácticas, aprendizaje colaborativo, integración de tecnología)
7. **¿Tiene acceso a recursos o herramientas específicas que podrían incorporarse a la actividad?** (ej., Materiales artísticos, dispositivos tecnológicos)
8. **¿Qué desafíos o preocupaciones prevé al implementar estas actividades multimodales en su salón de clases?** (ej., Limitaciones de tiempo, diferenciación para diversos alumnos)
9. **¿Qué tipo de apoyo o recursos le serían más útiles para incorporar actividades de aprendizaje multimodal como estas en su enseñanza?** (ej., Talleres de desarrollo profesional, plantillas de plan de lección)
10. **¿Tiene algún comentario o sugerencia adicional para el desarrollo de estas actividades de aprendizaje?**

Appendix 2

Answers from English Teachers:

Teacher 1: Sofía González (3rd Grade English)

1. Grade Level:

3rd grade

2. Prior Knowledge:

Students might have a vague understanding of indigenous cultures, but no specific knowledge of the Charrúa people.

3. Learning Objectives:

Understand the Charrúa way of life (e.g., housing, food, clothing), appreciate their connection to nature, and recognise their cultural contributions.

4. Effective Activities:

Hands-on activities like building Charrúa houses with recycled materials, role-playing historical events, and creating drawings or songs inspired by their culture.

5. Resources:

Art supplies, construction materials (cardboard boxes, etc.), access to age-appropriate books and pictures about the Charrúa people.

6. Challenges:

Time constraints within the curriculum, and ensuring activities are accessible for learners with different abilities.

7. Support:

Lesson plan templates, professional development workshops on incorporating hands-on activities and differentiated instruction into the classroom.

8. Suggestions:

Consider providing differentiated activity options for diverse learners and exploring online resources that complement the lesson plans.

Teacher 2: Belén Salinas (3rd Grade English)

1. Grade Level:

3rd grade

2. Prior Knowledge:

Likely minimal or no prior knowledge of the Charrúa people.

3. Learning Objectives:

Gain basic knowledge about the Charrúa culture (e.g., location, language, customs), develop critical thinking skills by comparing and contrasting cultures, and foster appreciation for diverse historical perspectives.

4. Effective Activities:

Interactive storytelling sessions, exposing students to group discussions, and creating simple projects like Charrúa vocabulary flashcards or cultural maps.

5. Resources:

Age-appropriate books and pictures, access to internet resources with visuals and simple texts about the Charrúa people.

6. Challenges:

Maintaining student engagement with a topic outside the usual curriculum, ensuring activities are culturally sensitive and age appropriate.

7. Support:

Resources with lesson plans and activities specifically designed for young learners, professional development opportunities on teaching diverse cultures in a meaningful way.

8. Suggestions:

Offer pre-reading activities to spark curiosity about the topic and provide clear instructions and visual aids to support understanding.

Appendix 3

Answers from Spanish Teachers

Maestra 1: Marina Labandera (3er grado)

1. ¿Qué grado primario enseña?

3er grado

2. ¿Qué conocimiento previo tienen sus estudiantes sobre el tema de los Charrúas?

Conocimiento limitado, aunque algunos estudiantes pueden tener conocimiento previo.

3. ¿Cuáles son sus objetivos de aprendizaje para sus estudiantes con respecto a la cultura e historia Charrúa?

Descubrir información básica sobre los Charrúas en español (ej. "Los Charrúas", "su vestimenta", "su modo de vida"), conectar con su historia y patrimonio cultural, y practicar habilidades del idioma español.

4. ¿Qué tipos de actividades de aprendizaje ha encontrado más atractivas y efectivas para sus estudiantes?

Canciones y poemas relacionados con la cultura Charrúa, actividades de dibujo con etiquetas de vocabulario en español, y diálogos simples sobre su vida cotidiana para poder relacionarlo con la cultura uruguaya de hoy en día.

5. ¿Tiene acceso a recursos o herramientas específicas que podrían incorporarse a la actividad?

Sí, en español contamos con una amplia cantidad de recursos, desde libros hasta incluso visitas a museos que contienen muchísima información. "El país de las cercanías" de Roy Berocay, por ejemplo, es como una ventana que te transporta a la vida rural de Uruguay. Es una historia que muestra la cultura y la vida cotidiana del país de una manera auténtica y cercana. Esta novela encajaría perfectamente en los planes de crear material de historia uruguaya en inglés. Imagina a tus estudiantes explorando las aventuras de los personajes mientras aprenden sobre la historia y la cultura de Uruguay. Es una forma genial de hacer que el aprendizaje sea divertido y significativo al mismo tiempo.

6. ¿Qué desafíos o preocupaciones prevé al implementar estas actividades multimodales en su salón de clases?

Dominio limitado del tema tratado en inglés por parte de los estudiantes y el desafío de equilibrar la adquisición de estos conceptos con el contenido histórico, especialmente en aquellos alumnos con dificultades específicas de aprendizaje.

7. ¿Qué tipo de apoyo o recursos le serían más útiles para incorporar actividades de aprendizaje multimodal como estas en su enseñanza?

Contar con el apoyo de las docentes de inglés sería algo muy valioso para nosotras. El contenido programático sobre las culturas precolombinas es muy extenso y no logramos incorporar este tipo de aprendizaje como nos gustaría. Al contar con el apoyo de estas docentes, podríamos dividirnos los temas y trabajar en conjunto profundizando en diversas aristas a través de la exposición de materiales multimodales. Trabajamos en una institución bilingüe, pero la falta de recursos en el idioma inglés nos ha complicado lograr este objetivo.

8. ¿Tiene algún comentario o sugerencia adicional para el desarrollo de estas actividades de aprendizaje?

Ofrecer actividades escalonadas que se adapten a diferentes niveles e incluir elementos interactivos como juegos o cuestionarios para reforzar el vocabulario y la comprensión (utilizando materiales disponibles y fomentando la creatividad).

Desafíos adicionales:

La colaboración con profesores de inglés en temas históricos se ha vuelto difícil debido a la falta de materiales disponibles. Normalmente colaboramos en temas relacionados con la historia griega, donde los recursos son más abundantes, pero sentimos que son temas alejados de su realidad como “traído de los pelos”.

Maestra 2: Mariana Wolfovich (3er grado)

1. ¿Qué grado primario enseña?

3er grado

2. ¿Qué conocimiento previo tienen sus estudiantes sobre el tema de los Charrúas?

Es probable que tengan un conocimiento básico de las culturas precolombinas, especialmente de los Charrúas, ya que es un tema que los toca de cerca y tal vez en sus familias tienen conocimiento de este tema. Sin embargo, lo estudian en profundidad con nosotras, a partir de tercer año.

3. ¿Cuáles son sus objetivos de aprendizaje para sus estudiantes con respecto a la cultura e historia Charrúa?

Desarrollar interés en la historia y la cultura del pueblo Charrúa mediante el aprendizaje histórico, identificar elementos culturales clave (ej. comida, ropa, costumbres) y practicar vocabulario y competencias, y fomentar el pensamiento crítico en mis estudiantes.

4. ¿Qué tipos de actividades de aprendizaje ha encontrado más atractivas y efectivas para sus estudiantes?

Sesiones de narración de cuentos con elementos visuales e interactivos (utilizando materiales disponibles y fomentando la participación estudiantil), creación de banco de vocabulario y la exposición a diferentes normas gramaticales relacionándolo con los Charrúas.

5. ¿Tiene acceso a recursos o herramientas específicas que podrían incorporarse a la actividad?

Libros e imágenes apropiadas para la edad sobre los Charrúas son materiales fácilmente utilizables. Contamos con muchísima información. Incluso en los planes online de la ANEP tenemos muchos recursos.

6. ¿Qué desafíos o preocupaciones prevé al implementar estas actividades multimodales en su salón de clases?

Adaptar el contenido histórico para que se alinee con el dominio de los conocimientos y así garantizar una comunicación clara evitando abrumarlos con mucha información.

7. ¿Qué tipo de apoyo o recursos le serían más útiles para incorporar actividades de aprendizaje multimodal como estas en su enseñanza?

Colaboración con profesores de inglés para explorar temas históricos alternativos donde los recursos sean más abundantes (si es posible), acceso a recursos en línea con actividades diferenciadas para estudiantes con dificultades de aprendizaje.

8. ¿Tiene algún comentario o sugerencia adicional para el desarrollo de estas actividades de aprendizaje?

Utilizar visuales y gestos para apoyar la comprensión, proporcionar grabaciones de audio de vocabulario y frases clave, y crear un ambiente alentador para que los estudiantes puedan aprender de las culturas precolombinas, sobre todo los Charrúas.

Sería muy significativo para la cultura de la institución poder tener conocimiento sobre nuestra cultura tanto en inglés como en español.



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