

PROJECT "THE DOOR OF TIME" sixth grade.

Pious Schools. Algamesí-Valencia (SPAIN)



This project works on the history of Spain from the eighteenth century to the present day. It focuses on the events of our country taking into account, of course, the links with world and European history that frame and trigger the history of Spain.

1. HOW DOES THIS PROJECT ARISE?

The project arises from the need to arouse in students the interest in a subject: history, which is often boring and difficult for them to work with. Sixth graders, entering preadolescence, focus their interests on other aspects and pardon them, absolutely impossible to study something they do not identify with and do not understand in any way.

2. PROJECT OBJECTIVES

History's sixth grade curriculum ranges from the 18th century to the present day. With our project we get students to research, work in cooperative teams, be critical and analysts of each of the events that are studied and discover that EACH ACT ALWAYS HAS ITS CONSEQUENCES. The story is a sequence of facts a consequence of each other.

Throughout the project we will try to answer the questions posed by the conductive threads and which, curiously, is, with this project, the first time they are raised and that they become interested in them: "Democracy, for what?", "What do we call equality?", "What are the effects of war?" and "What does the Constitution ensure?"

3. DEVELOPMENT OF THE PROJECT

To organize this work, full of cooperative structures, strategies and thought routines, occasions to analyze one's learning and to self-evaluate, we begin by structuring that great archiver that is history and repositioning the stages and events that we had studied in previous courses, building a timeline that we will complete with these centuries.

And now, we will go into the matter by analysing the world and European situation of the eighteenth century, the circumstances that cause the revolutions and the consequences of these in all aspects, economic, social and political, cultural... The continuous changes in Spain with its advances and setbacks in search of freedom and equality.

Then, entering the twentieth century, the project leads us to analyze the triggers of the wars that characterize it and its consequences, observing them from various points of view absolutely new to them. The concept of war, as had happened with that of revolution, changes within their heads and is understood in a new way.

The transition season begins the final stretch to this day and is discovered as a result of the entire previous story. It is therefore time to analyze the current state of freedoms and equality by opening up possibilities to improve our current society.

It should be noted, that in the past course, this project was worked in parallel with another of literature "The magic of the written word". Thus, we have matched historical moments with the authors of the currents of the time, seeing how the sufferings, longings, political influences are reflected in their works...

4. THE IMPACT ON STUDENTS

In the previous points have already appeared some brushstrokes about the impact of the project on the class. From day one, with the initial challenge, they find in the class a door, that will accompany us until the end of the project, and that each session is discovering what we are going to work, appears in the students a curiosity that is not found in the systematic study of history in a textbook.

They understand that every fact, every event triggers another, so it has consequences. This applies, too, to each other's personal history.

They discover the need for a social order, where freedom and equality are essential, and we extrapolate it to the class. We discover the need to reach agreements with dialogue and to be able to accept and respect them.

As a final consequence we get a greater participation of all students, work environment in the sessions, better academic results.

