

MADRID

Rocks!

I.E.S. SAPERE AUDE
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GEOGRAPHY AND HISTORY & BIOLOGY AND GEOLOGY
DEPARTMENTS

P.B.L. 3º E.S.O. 17TH CENTURY

INTRODUCTION

This is a cooperative project through which students of 3rd of E.S.O. are going to study the historical, architectural and geological aspects of the 17th. century buildings of the "Madrid de los Austrias". They collect the information in a website and create a virtual magazine in which summarize the most important aspects they have found and enrich them with augmented reality, 360° photos and baroque music.

WORK DISTRIBUTION

3º ESO D		
GROUPS	MEMBERS	ASSIGNED BUILDINGS
1	Nerea, Alejandro, Marcos, Yu Ling, Lucía	Plaza Mayor and Philip III sculpture (both in 3D sketchup-Augment), Monasterio de la Encarnación.
2	Olaya, Lara, Javier, Gabriel, Claudia	Casa de la Villa, Casa del Obispo
3	Marina, Sebastian, Pedro, Carlos, Bea	Casa de Cisneros (3D sketchup-Augment), Palacio de los Duques de Uceda

3º ESO E		
GROUPS	MEMBERS	ASSIGNED BUILDINGS
1	Jorge Calvo, Sergio Rodriguez, Yago, Miguel	Palacio de los duques de Abrantes, Plaza del Cordón
2	Paula, Sara, Iván, Víctor	Mercado de San Miguel (3D sketchup-Augment), IES San Isidro
3	Silvia, Sofia, Carlota D., Jesús A.	Basílica de san Miguel (3D sketchup-Augment), San Pedro el Viejo
4	Eric, Alejandra, Sergio Rup, Sergio C.	Palacio de la Santa Cruz (3D sketchup-Augment), Colegiata de San Isidro
5	Paloma, Xiao Xia, Oumaima, Jesús M	Casa de los Lujanes (3D sketchup-Augment), Palacio Arzobispal
6	Natalia, Luna, Pablo, Serena	Mercado de la Cebada (3D sketchup-Augment), iglesia de san Andrés
7	Carlota M., Sonia, Rubén, Youssef	Palacio y jardín del príncipe de Anglona, Iglesia de san Sebastián

DUE DATES

The researching project is designed to be carried out in 26 sessions during the classes of geography and history and biology and geology.

The students will have available in the web of the project a collection of tutorials on the applications and tools that should use to collect the information obtained.

To follow the daily work, the students will use the calendar and the project's dossier, in which the intermediate tasks will be recorded.

dom	lun	mar	miè	jue	vie	sáb
30	1 de may	2	3	4 Madrid Rocks awakens! Madrid Rocks awakens!	5 1 session: History class	6
7	8 1 sessions: Biology class 1 sessions: History class	9 1 sessions: History class 1 sessions: Biology class	10 1 sessions: Biology class / His	11 1 sessions: Biology class. Hist	12 History class	13
14	15 1 sessions: Biology class 1 sessions: History class	16 Schooltrip "Madrid de los Austi Schooltrip "Madrid de los Austi	17 Geology exam 1 session: History. Geology ex	18 1 sessions: Biology class / His 1 session: Biology class / Hist.	19 History class	20
21	22 1 sessions: Biology class History normal class	23 1 sessions: History class 1 sessions: Biology class	24 1 sessions: Biology class 1 session: Biology class/ Histo	25 1 sessions: Biology classes / t 1 sessions: Biology classes / t	26 1 session: History class	27
dom	lun	mar	miè	jue	vie	sáb
28	29 1 sessions: Biology class 1 sessions: History class	30 1 sessions: History class 1 sessions: Biology class	31 1 sessions: Biology class 2 sessions: History and Biolog	1 de jun 2 sessions: History and biology 2 sessions: History and Biolog	2 1 session History class	3
4	5 1 sessions: Biology class 1 sessions: History class	6 1 sessions: History class 1 sessions: Biology class	7 1 sessions: Biology class 2 sessions: History and Biolog	8 2 sessions: History and biology 2 sessions: History and Biolog	9 1 session: History class	10
11	12 1 sessions: Biology class 1 sessions: History class	13 1 sessions: History class 1 sessions: Biology class	14 1 sessions: Biology class 2 sessions: History and Biolog	15	16	17

 3° ESO D schedule

 3° ESO E schedule

INTERMEDIATE TASKS

History intermediate tasks:

1st session: using different sources of information, the students should find and create a document with the following information:

- ★ Building date.
- ★ Artistic style.
- ★ Historical context.
- ★ Architect.
- ★ Who commissioned its construction?

2nd session: complete the document with this information, including the primary and secondary sources used.

- ★ Original and current function.
- ★ Main architectural and decorative elements.
- ★ State of conservation and restorations carried out.

Geology intermediate tasks:

1st session: using different sources of information, the students should find and create a document with the following information:

- ★ Type/s of rock/s used to build the building.
- ★ Geological origin of the rock/s.
- ★ Features of the rock/s.

2nd session: complete the document with this information, including the primary and secondary sources used.

- ★ Justification of the type of rock chosen.
- ★ Quarries used for rocks extraction (and way of transport of them).
- ★ Alterations that the materials have suffered.

Intermediate common tasks

4th and 5th sessions:

- ★ Upload information to the website
- ★ summarize information and write magazine articles.

6th session (Geology and History):

- ★ find the Baroque pieces and the rock versions and add them to the website.

7th, 8th and 9th sessions:

- ★ work with augmented reality, 360° photos, google maps.

10th and 11th sessions:

- ★ Complete the magazine: pictures, augmented reality logos, links, etc.

INFORMATION SHOULD BE INCLUDED IN THE FINAL PROJECT

SECTIONS FOR HISTORICAL RESEARCH

- ✓ **Geolocation:** exact location of the building.
- ✓ **Historical and artistic studies:**
 - Building date.
 - Artistic style,
 - Historical context.
 - Architect.
 - Who commissioned its construction?
 - Original and current function.
 - Main building and decorative elements.
 - State of conservation and restorations carried out.

SECTIONS FOR GEOLOGICAL RESEARCH

- ✓ What kind of materials are the buildings made of? Why have been chosen these and not others?
- ✓ Explains the geological origin and the characteristics of the materials (color, appearance, texture, hardness, resistance to alteration ...)
- ✓ Where did these materials come from in the seventeenth century?
- ✓ How were these materials collected and transported? Explains the quarries from which they were obtained, where they were located, and why the materials were obtained from these quarries and not from others.
- ✓ Describe the alterations that have suffered the materials with the passage of time and the possible causes of them.

BIBLIOGRAPHY:

You could use this sources to obtain information for the research.

➤ FOR HISTORICAL RESEARCH

GOOGLE MY MAPS 3°D (2015):

https://www.google.com/maps/d/u/0/viewer?mid=zxHS_K4uhfRM.kTdlVJiqUeck
https://www.google.com/maps/d/u/0/viewer?mid=zxHS_K4uhfRM.kDmV-3buDSiA

TIMELINES 3°D (2015):

<http://cdn.knightlab.com/libs/timeline/latest/embed/index.html?source=1zpVLsvMrJyhfrLRTN4jGqLLsuqourmC5ehvfKNv36aE&font=Pacifico-Arimo&maptype=toner-labels&lang=en&height=650>
http://cdn.knightlab.com/libs/timeline/latest/embed/index.html?source=1OiEBX88buxy1g1l4I8EHkjpI869F5TjEQnjMRQCzf_I&font=SansitaOne-Kameron&maptype=watercolor&lang=en&height=650

EDULOC (2016):

<http://www.eduloc.net/es/escenari/8355/preview-iframe>

WIKISPACES (2016):

<http://17thcenturyinmadrid.wikispaces.com/>

➤ FOR GEOLOGICAL RESEARCH

GEOLOGY OF THE BUILDINGS

<https://prezi.com/wdwssyisgn75/ruta-geologica-en-el-madrid-de-los-austrias/>
<http://pendientedemigracion.ucm.es/info/diciex/programas/rutageologica/rutageologicaaustrias.pdf>

QUARRIES:

<https://www.madrimasd.org/cienciaysociedad/patrimonio/rutas/geomonumentales/rutas/canteras/graniticas.asp?pest=2>
http://www.csciencia2007.csic.es/actas/ta_02.pdf
http://oa.upm.es/13204/1/madrid_hist%C3%B3rico.pdf
<http://www.madrimasd.org/informacionIdi/analisis/anal>

isis/analysis.asp?id=66792

https://books.google.es/books?id=5_WB6F_hi-8C&pg=PA353&lpg=PA353&dq=Edificios+del+MAdrid+de+los+aus+trias+construcci%C3%B3n+geol%C3%B3gica&source=bl&ots=8SIrQAUb6c&sig=qKRFEkt6yVK3hfbRygnXnqWJwfM&hl=es&sa=X&ved=0ahUKEwiCnf-O4cvSAhUrL8AKHRqmCrUQ6AEIUTAL#v=onepage&q=Edificios%20del%20MAdrid%20de%20los%20austrias%20construcci%C3%B3n%20geol%C3%B3gica&f=false

FORMAT AND STYLE:

The articles should be written following the style of a magazine and students should cite the bibliography at the end of each article. The English assistants could help them with these parts.

TEAM ROLES



The speaker

Ask the professor about any doubts, questions or concerns.
Present finished work to the rest of your classmates or
Share what you've learned with your classmates.
Respond to questions from the professor.



The coordinator
The controller

Coordinates tasks and homework assigned to individuals in the group
Manages keep everyone on task to reach the group's goals
Manages the group evaluations
Motivates the team to reach their goals



Remembers due dates for upcoming assignments
Ensures that the group is aware of due dates and submits work on time.
Takes notes in the group diary about all work (report in the virtual dossier).
Upload to the web: all the information collected by the group



The secretary

Supervises the group to keep the noise level appropriate.
Keeps track of time management
Makes sure all students leave the classroom and workspace clean and orderly
Helps the group to be prepared for all classes

ROLE	STUDENT

RUBRICS TO GRADE YOUR PROJECT

3RD ESO PBL TEAMWORK RUBRIC

CONTENTS RUBRIC

	EXEMPLARY	PROFFICIENT	APPRENTICE	NOVEL	NEEDS MAJOR SUPPORT	WEIGH
	4	3	2	1	0	
INFORMATION	All topics are included, with all items required and they have been explained in depth	Most topics are included, with all items required and they have been explained in depth	Only some items have been included or haven't been investigated in depth	Almost no item has been included	None items have been written.	20%
ORGANIZATION	Information is very well organized, with headings that relate clearly to the material	Information is organized with headings, but some material under the headings may be out of place	Information is generally organized, but a few or no headings are used	There appears to be little organized, but no headings are used	None organization	15%
QUALITY OF INFORMATION	Information gathered provides answers to the main issues along with several supporting details and/or examples for each.	Information gathered provides answers to the main issues along with some supporting details and/or examples for each.	Information gathered provides answers to the main issues, but no details and/or examples are given.	Information gathered has little or nothing to do with the issues posed.	Almost non information have been included	20%
PICTURES	Information gathered is support with several images that complete the information	Information gathered is support with some images that complete the information	Information gathered is support with a few images that complete the information	Information gathered is support with scarcely pictures	none pictures have been included	20%
MUSIC	Baroque music and its rock version are included	Baroque music or its rock version is included	The artistic style of the pice of music included is not baroque	The rock piece included is not a version of a baroque one	None musical pieces are included	15%
WEBLIOGRAPHY	Mentions and adds links at least 8 sources of information.Use paraphrase.	Mentions and adds links at least 6 sources of information.Use, in general, paraphrasing.	Mentions and adds links at least 4 sources of information.Use, in general, paraphrasing.	Mentions and adds links at least 2 sources of information.Usually copy, instead of using paraphrasing.	Sources used are not mentioned.	20%

WORKTEAM RUBRIC

	EXEMPLARY	PROFFICIENT	APPRENTICE	NOVEL	NEEDS MAJOR SUPPORT	WEIGHT
	4	3	2	1	0	
Focus on the Task and Participation	Consistently stays focused on the task and what needs to be done. Very selfdirected.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Often focuses on the task and what needs to be done. Other group members must sometimes remind this person to keep on task.	Rarely focuses on the task and what needs to be done. Lets others do the work.	Never focuses on the task and what needs to be done. Sometimes lets others do the work.	20%
Dependability and Shared Responsibility	Follows through on assigned tasks and does not depend on others to do the work, responsibility for tasks is shared evenly.	Follows through on most assigned tasks.	Does not follow through on most assigned tasks and sometimes depends on others to do the work.	Seldom follows through on assigned tasks. Depends on others to do all of the work.	Never follows through on assigned tasks. Depends on others to do all of the work.	20%
Listening, Questioning and Discussing	Always listens respectfully, interacts, discusses and poses questions to all members of the team during discussions and helps direct the group in reaching consensus.	Often listens respectfully, interacts, discusses and poses questions to some members of the team during discussions. Usually helps direct the group in reaching consensus.	Seldom listens, interacts, discusses and poses questions to some members of the team during discussions. Sometimes helps direct the group in reaching consensus.	Rarely listens, interact, discusses and poses questions to the members of the team during discussions. Rarely helps the group in reaching consensus.	Never listens, interact, discusses and poses questions to the members of the team during discussions. Never helps the group in reaching consensus.	20%
Research and Information Sharing	Proactively gathers research and shares useful ideas when participating in the group discussion. Defers/rethinks ideas relating to the group's project goals.	Usually provides useful research and ideas when participating in the group discussion.	Sometimes provides useful research and ideas when participating in the group discussion.	Rarely provides useful research or ideas when participating in the group discussion.	Never provides useful research or ideas when participating in the group discussion.	20%
Problem-Solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems.	Does not solve problems or help others solve problems.	20%

MAGAZINE RUBRIC

	EXEMPLARY	PROFFICIENT	APPRENTICE	NOVEL	NEEDS MAJOR SUPPORT	WEIGH
	4	3	2	1	0	
CONTENT (INFORMATION)	<ul style="list-style-type: none"> - all components are completed as assigned. -the most important and interest information gathered is collected in the magazine. 	<ul style="list-style-type: none"> - most components completed as assigned. -the information gathered is interesting and important but some important data are missed. 	<ul style="list-style-type: none"> - 2 or 3 componets are not completed as assigned. - the information gathered is not the most interesting and important. 	<ul style="list-style-type: none"> - some articles completed as assigned. - the information gathered is not interesting for a magazine. 	<ul style="list-style-type: none"> -None articles have been written. 	20%
PICTURES	<ul style="list-style-type: none"> - included a minimum of 6. - highly creative - excellent colour and composition. 	<ul style="list-style-type: none"> - included a minimum of 5 - very creative - good colour and composition 	<ul style="list-style-type: none"> - included a minimum of four - artwork. - lacks originality - some colour and graphics elements used. 	<ul style="list-style-type: none"> - less than four - seldom connected to theme - mostly reproductions - few or no graphic elements. 	<ul style="list-style-type: none"> - There are no pictures 	20%
360° PHOTOS AND 3D	<ul style="list-style-type: none"> -the 3D models assigned have been added to the magazine and the website with the icons. -At least 2 elements for each building made with augmented reality have been added. - There are 360 pictures, 1 for each building. 	<ul style="list-style-type: none"> -the 3D models assigned have been added to the magazine and the website with the icons. -At least 1 element for each building made with augmented reality has been added. - There are 360 pictures, 1 for each building. 	<ul style="list-style-type: none"> -the 3D models assigned haven't been added to the magazine or the website or without the icons. -At least 1 elements for each building made with augmented reality had been added. - There is only one 360 picture. 	<ul style="list-style-type: none"> -the 3D models assigned haven't been added to the magazine and the website with the icons. -There aren't elements made with augmented reality had been added. - There aren't 360 pictures. 	<ul style="list-style-type: none"> -No models or 360 pictures have been added. 	20%
PRESENTATION	<ul style="list-style-type: none"> - correct spelling - correct grammar -correct sentence, paragraph and essay structure - inviting headlines 	<ul style="list-style-type: none"> - use of writing process evident - minor spelling errors - minor grammatical errors - minor errors in construction of sentences, paragraphs and essays. -good headlines 	<ul style="list-style-type: none"> - careless use of writing process. - minor spelling errors - minor grammatical errors - written work lacks organization - headlines included 	<ul style="list-style-type: none"> - The final product is just a draft. - major spelling errors. - major grammatical errors. - lacks organization, disjoint, and lacks unity. - some headlines included. 	<ul style="list-style-type: none"> -Evidence suggest no serious effort has been applied to this task. - No critical thinking or creativity evident 	20%
WEBLIOGRAPHY	<ul style="list-style-type: none"> -mentions and adds links at least 8 sources of information.Use paraphrase. 	<ul style="list-style-type: none"> -mentions and adds links at least 6 sources of information.Use, in general, paraphrasing. 	<ul style="list-style-type: none"> -mentions and adds links at least 4 sources of information.Use, in general, paraphrasing. 	<ul style="list-style-type: none"> -mentions and adds links at least 2 sources of information.Usually copy, instead of using paraphrasing. 	<ul style="list-style-type: none"> -Sources used are not mentioned. 	20%

REPORT DAY 1

ACTIVITIES THE TEAM HAS DONE

TARGETS FOR NEXT DAY

REPORT DAY ___

ACTIVITIES THE TEAM HAS DONE

TARGETS FOR NEXT DAY

REPORT DAY__

ACTIVITIES THE TEAM HAS DONE

TARGETS FOR NEXT DAY

REPORT DAY__

ACTIVITIES THE TEAM HAS DONE

OUR FINAL OPINION OF THE PROJECT

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