

THE ADVENTURES OF DON QUIXOTE

SANCHO PANZA THE GOVERNOR (T4)

S6
T4
D9
L1 P3



Focus on:

- Creativity, talent development (D9)

Task1: What does the characters and the scenes look like?

Students create elements of the landscape for Don Quixote's travels around Spain.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and the list of materials from the Idea Bazaar, use your own ideas or just let the children to solve the problem using their creativity.



Idea Bazaar – some ideas:

- Building environment out of ArTeC Blocks
- Building environment out of recycled materials
- Drawing
- Creating computer graphics

For details of the different solutions, see the Idea sheets! (I1, I4)

Developmental fields:

In focus:

- Fine motor skills
- Spatial orientation
- Creativity

In addition:

- Attention concentration
- Subject concentration – Natural Sciences
- Talent development

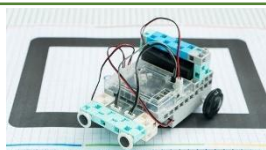
Task2: How did Quixote and Sancho travel? How far did they move and what means of transport were used?

Students create a plan for travel and horse, donkey figures.

Every solution is good!

Any kind of tool and material can be used!

You can use the ideas and the list of materials from the Idea Bazaar, use your own ideas or just let the children to solve the problem using their creativity.



Idea Bazaar – some ideas:

- Building animals out of ArTeC Blocks
- Programming the animals to move and carry humans around, think how to place the characters on top of animals to be able to travel
- Creating computer graphics, animation
- Drawing

For details of the different solutions, see the Idea sheets! (I1, I2, I3)

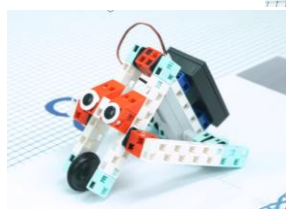
Developmental fields:

In focus:

- Social competences
- Graphomotor skills
- Creativity

In addition:

- Life skills
- Subject concentration – Citizenship
- Talent development



How to manage output:

Store the objects in a wardrobe, to protect them from falls.
 Attach a label with the name of the group!

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SANCHO PANZA THE GOVERNOR (T4)

**S6
T4
D9
L1 P4**



Focus on:

- Creativity, talent development (D9)

Task 3: Why do people laugh at Don Quixote?

Students discuss the reasons for Don Quixote's behaviour and society's reaction to it.

Every solution is good!

You can use the Act it out! cards from the Idea Bazaar

Idea Bazaar – some ideas:

- Find out and dramatize a situation where your friend behaves in a strange way and how you would react.
- Imagine how other people would react and what you would do to help your friend

For details of the different solutions, see the Idea sheets!

Cut out the situation cards! (15)

Choose the focus that you want the children to deal with! Give them the appropriate situation card!

Help them to build the situation if needed!

Developmental fields:

In focus:

- Social competences
- Critical thinking
- Social skills
- Civics
- Text comprehension

In addition:

- Attention
- concentration
- Life skills
- Talent development


**THE ADVENTURES OF
DON QUIXOTE**


**S6
T1-4
L2**


Some ideas – motivation for different behaviours

Act it out!

Why did people not believe Don Quixote?
Why did he fight the windmills?
Have you been in a situation before when your friends didn't believe your story?

Make up and play out a situation like this with your friend!

Act it out!

Why were Don Quixote's friends worried about him?
Should Sancho Panza, the Priest and the Barber force Don Quixote to go back home against his will?

Have you been in a situation before when someone wanted to do something against your will that was for your good?

Make up and play out a situation like this with your friend!

Act it out!

Why did Duke and Duchess make fun of Don Quixote?
How did they play tricks on him?

Make up and play out a situation, when you make tricks on your friend! What would their reaction be?

How to manage output:

Take a video record of the dramatized situation!

THE ADVENTURES OF DON QUIXOTE

SANCHO PANZA THE GOVERNOR (T4)

**S6
T4
D9
L2 P3**



Focus on:

- Creativity, talent development (D9)

Goals of the lesson:

- text comprehension
- problem solving
- decision making
- organizing group work

Don Quixote meets a Duke and Duchess who conspire to play tricks on him. During his stay with the Duke, Sancho becomes governor of a fictitious isle. He rules for ten days until he is wounded. The Duke and Duchess find his misery an entertainment. Sancho reasons that it is better to be a happy laborer than a miserable governor. Finally, Don Quixote sets out again on his journey, but his demise comes quickly. Shortly after his arrival in Barcelona, the Knight of the White Moon—actually an old friend in disguise—vanquishes him.

Main features and interactions of the characters

Character	Features	Interactions
Don Quixote	Walks rides a horse talks	Writes letter, asks about details
Sancho Panza	Walks rides a donkey talks	Questions behaviour
Duke and Duchess	walk talk	Receives and read
White Knight	Walk talk fight rides a horse	Tells love stories

Suggestions

- What do you think about Duke and Duchess? Why do they treat Quixote like this? Do you know people in real life who behave like this? How does that make others feel?
- Discuss about trials, legal procedures and about bringing somebody to court.
- Raise discussion about evidence.
- Why are witnesses necessary?
- It's the final adventure, do you see Quixote as a tragic or funny character? Why?

Suggested materials

- ArTeC Blocks (at least as the 112 pcs set)
- Map of Spain
- Storyline template
- pencil

How to use the character card:

Each student fills in his/her own Character card:

- writes the name of the character
- their features, movements, reactions, etc.
- collects the elements of the environment, other accessories, things to be built
- thinks over the phases, tools and materials of the robot's building

Students can use more pieces of each part of the Character card if needed!

Sancho Panza
Don Quixote
Duke and Duchess
White Knight

Walk
Ride a horse
Ride a donkey
Fight
Ask questions

Sword, shield
Horse
Donkey

The main actions of the story
Divide the text segment into pieces
Make a list about things needed
Media files needed


 Your name _____
 Build _____


 Your name _____
 Be attentive, your robot should be able to: _____


 Your name _____
 There also should be: _____


 Your name _____
 Think over: _____

THE ADVENTURES OF DON QUIXOTE

SANCHO PANZA THE GOVERNOR (T4)

S6
T4
D9
L3-4
P4



Suggested materials

- ArTeC Blocks (at least the 112 pcs set) and ArTeC robotics set (2 Studuino motherboards, 2 servo motors, 2 Touch sensors, 1 Buzzer)
- Mindmap or Chart draft , Storyline
- Character cards and Robotic task card template
- Pencil

Focus on:

- Creativity, talent development (D9)

Goals of the lesson:

- fine motor skills,
- problem solving,
- decision making
- life skills

How to fill in the Robotic card?

- Choose robot's „activity” and its programming complexity according to the Character task card, the developmental aim and the programming level that fits the child's skills.
- More Robotic cards can be filled in if needed (for clarification or for differentiation).

Suggestions

- Discuss the dynamics of the debates recorded and acted out on the previous lesson.
- Discuss what body posture signifies an argument

The judgement

- List the features of the governor's court room (dress, tools, behaviors, functions) and the environment
- Use the knowledge gathered during the last lesson
- Talk about the interactions during a trial (who can speak, how can they debate, etc.)
- Build simple figures with movable legs and arms and environment from ArTeC Blocks

Sancho Panza Debaters

Robotic task card

Your name _____

Build a robot that can move it's _____

Use actuators and sensors for building:

“Senses” are green
“Actions” are blue
Choose the needed parts!
(Check the boxes)

 Buzzer	 Servo motor	 DC motor	 Sound sensor	 Light sensor
 Accelerometer	 Infrared sensor	 Touch sensor	 Electronic buzzer	 LED

Build and program so that the robot _____

Use the Technical Corner for robotics helping _____

Related topics in the Technical corner

- Programming DC motor
 - Setting power, direction (2.a, 2.b)
 - Random movements (2.f)
- Using servo motors (3.a, 3.b)
- Using Touch sensors (4.a, 4.b)
 - Remote control made of 4 Touch sensors (4.d)
- Buzzer (6.a, 6.b)
- Using variables (11.a, 11.b)
 - Counting (11.c)

Sancho Panza sits in his governor's chair and listens to the two debaters who come before him. All the characters are equipped with axes for puppetry.

PROG1

The governor Sancho Panza and the two debaters can be moved separately using 1-1 push buttons.

PROG2

Sancho Panza uses a push button to silence the debaters.

PROG3

Sancho Panza presses the button to stop the two disputants, and with each strike the number of strikes increases by one.

PROG4

THE ADVENTURES OF DON QUIXOTE

SANCHO PANZA THE GOVERNOR (T4)

S6
T4
D9
L3-4
P5

Ideas for robots on different programming levels

Sancho Panza sits in his governor's chair and listens to the two debaters who come before him. All the characters are equipped with axes for puppetry.

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PROG4



4- Sancho Panza the governor

P1 Automatic operation

- Sancho Panza, the peasant and the tailor are built with axes with movable arms and heads. The whole scene can be stunned.

P2 Puppeteering with push-button robots

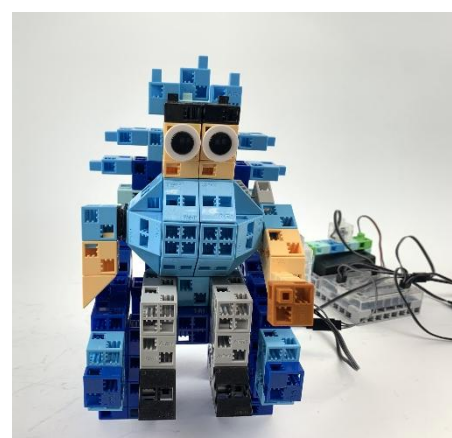
- Each character is equipped with 1 - 1 Touch sensor and 1 - 1 servo motor in each robot arm.
- Sancho Panza and the two disputants can be set in motion separately and can be operated independently of each other.
- The scene can thus be stunned

P3 Coordinated operation of robots

- Sancho Panza and the two debaters are connected to 2 separate robots.
- The two debaters are automatically programmed to start when they are switched on.
- The arms of both figures are driven by a built-in servo motor.
- The Buzzer sounds a different tone for the tailor and the peasant.
- Their program stops when Sancho Panza pushes the button.
- Sancho Panza's program starts with the clap of 1 sound sensor.
- He then strikes the push button connected to the disputants' robot with his servo motor-driven arm.
- At this point, the debaters stop moving their arms and their Buzzer stops beeping.

P4 Coordinated operation of robots with variable introduction

- The robots are constructed as in P3.
- Sancho Panza's program starts on a push button.
- Another push-button is pressed by the servo motor arm and stops the two arguing robots, and after a while their argument starts again.
- Pressing Sancho Panza's push button again, each time he strikes one more time with his hammer and stops the debate.
- The scene continues until the robots are switched off.
- The debaters' program starts automatically, as in P3.
- Each time Sancho Panza hits the robots with his hammer, the robots stop.



THE ADVENTURES OF DON QUIXOTE

SANCHO PANZA THE GOVERNOR (T4)

S6
T4
D11
L1 P3

Focus on:

- Language consciousness (D11)



Task1: What does the characters and the scenes look like?

Students create elements of the landscape for Don Quixote's travels around Spain.

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Developmental fields:

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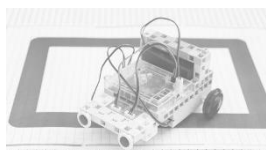
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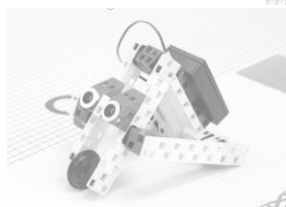
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How to manage output:

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THE ADVENTURES OF DON QUIXOTE

SANCHO PANZA THE GOVERNOR (T4)

**S6
T4
D11
L1 P4**

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DON QUIXOTE**

**S6
T1-4
L2**



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Why did he fight the windmills?
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Make up and play out a situation like this with your friend!

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How to manage output:

Take a video record of the dramatized situation!

THE ADVENTURES OF DON QUIXOTE

SANCHO PANZA THE GOVERNOR (T4)

S6
T4
D11
L2 P3



Focus on:

- Language consciousness (D11)

Goals of the lesson:

- text comprehension
- problem solving
- decision making
- organizing group work

Don Quixote meets a Duke and Duchess who conspire to play tricks on him. During his stay with the Duke, Sancho becomes governor of a fictitious isle. He rules for ten days until he is wounded. The Duke and Duchess find his misery an entertainment. Sancho reasons that it is better to be a happy laborer than a miserable governor. Finally, Don Quixote sets out again on his journey, but his demise comes quickly. Shortly after his arrival in Barcelona, the Knight of the White Moon—actually an old friend in disguise—vanquishes him.

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Suggestions

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- Raise discussion about evidence.
- Why are witnesses necessary?
- It's the final adventure, do you see Quixote as a tragic or funny character? Why?

Suggested materials

- ArTeC Blocks (at least as the 112 pcs set)
- Map of Spain
- Storyline template
- pencil

How to use the character card:

Each student fills in his/her own Character card:

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Don Quixote
Duke and Duchess
White Knight

Walk
Ride a horse
Ride a donkey
Fight
Ask questions

Sword, shield
Horse
Donkey

The main actions of the story
Divide the text segment into pieces
Make a list about things needed
Media files needed

	<u>Your name</u>
Build	
	<u>Your name</u>
Be attentive, your robot should be able to:	
	<u>Your name</u>
There also should be:	
	<u>Your name</u>
Think over:	

THE ADVENTURES OF DON QUIXOTE SANCHO PANZA THE GOVERNOR (T4)

S6
T4
D11
L3-4
P4



Suggested materials

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- Mindmap or Chart draft , Storyline
- Character cards and Robotic task card template
- Pencil

Focus on:

- Language consciousness (D11)

Goals of the lesson:

- fine motor skills,
- problem solving,
- decision making
- life skills

How to fill in the Robotic card?

- Based on the character card, the developmental aspect and the programming level, choose the robot activity and the complexity of the program to match the child's abilities.
- Additional robot cards can be filled in if necessary (e.g. for clarification or differentiation).
- Not all the table's columns need to be filled in, only those relevant to the robot's particular function.
- Based on each row of the table, use grammatically correct sentences to describe the robot's operation in the target language.

Suggestions

- Discuss the dynamics of the debates recorded and acted out on the previous lesson.

- Discuss what body posture signifies an argument

The judgement

- List the features of the governor's court room (dress, tools, behaviors, functions) and the environment
- Use the knowledge gathered during the last lesson
- Talk about the interactions during a trial (who can speak, how can they debate, etc.)
- Build simple figures with movable legs and arms and environment from ArTeC Blocks

Sancho Panza Debaters

The name of my robot: _____

The parts I need for my robot:

Arduino	DC motor	Servo motor	Light sensor
Touch sensor	Buzzer	DC motor	Light sensor
Touch sensor	Buzzer	DC motor	Light sensor
Touch sensor	Buzzer	DC motor	Light sensor

Choose the parts you need! Check off what you use!

Write action: _____
Write: _____
Find robotics support materials in the Technical Corner!

This is how I build and program my robot:

When do I use?	What is it doing?	What? (Sensors)	What? (Motors)	Do I need flow lines?	What does it do?

This is how my robot will work: _____

Write it in complete sentences using the table above!

Related topics in the Technical corner

- Programming DC motor
 - Setting power, direction (2.a, 2.b)
 - Random movements (2.f)
- Using servo motors (3.a, 3.b)
- Using Touch sensors (4.a, 4.b)
 - Remote control made of 4 Touch sensors (4.d)
- Buzzer (6.a, 6.b)
- Using variables (11.a, 11.b)
 - Counting (11.c)

Sancho Panza sits in his governor's chair and listens to the two debaters who come before him. All the characters are equipped with axes for puppetry.

PROG1

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PROG2

Sancho Panza uses a push button to silence the debaters.

PROG3

Sancho Panza presses the button to stop the two disputants, and with each strike the number of strikes increases by one.

PROG4

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S6
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Ideas for robots on different programming levels

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PROG4



4- Sancho Panza the governor

P1 Automatic operation

- Sancho Panza, the peasant and the tailor are built with axes with movable arms and heads. The whole scene can be stunned.

P2 Puppeteering with push-button robots

- Each character is equipped with 1 - 1 Touch sensor and 1 - 1 servo motor in each robot arm.
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P3 Coordinated operation of robots

- Sancho Panza and the two debaters are connected to 2 separate robots.
- The two debaters are automatically programmed to start when they are switched on.
- The arms of both figures are driven by a built-in servo motor.
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P4 Coordinated operation of robots with variable introduction

- The robots are constructed as in P3.
- Sancho Panza's program starts on a push button.
- Another push-button is pressed by the servo motor arm and stops the two arguing robots, and after a while their argument starts again.
- Pressing Sancho Panza's push button again, each time he strikes one more time with his hammer and stops the debate.
- The scene continues until the robots are switched off.
- The debaters' program starts automatically, as in P3.
- Each time Sancho Panza hits the robots with his hammer, the robots stop.

