

# CLIL Module Plan

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<b>School</b>	Liceo Russell				
<b>School Grade</b>	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
<b>School Year</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input checked="" type="radio"/> 4	<input type="radio"/> 5
<b>Subject</b>	Storia		<b>Topic</b>		Modern history
<b>CLIL Language</b>	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The class is composed of 19 students, 4 males and 15 females; 2 of them have a migratory background (Syria and Morocco). Students are B1/B2/C1 (a couple) with a good level of performance and great motivation. They have already had previous experience with Clil methodology. Learning precondition: the learning space is a special room called Teal (Technology Enhanced Active Learning). Technology-enabled active learning is a teaching format that merges lectures, simulations, and hands-on desktop experiments to create a rich collaborative learning experience. Collaborative learning—students working during class in small groups with shared laptop computers and multiple Desktops with data acquisition links to laptops. The Teal setting is based on the following premises: interaction between teacher and students is an important factor in promoting learning; interaction among students is another; active learning is better than passive learning; hands-on experience with the phenomena under study is crucial. The teaching team is composed by the class teacher and the Clil teacher.</p>
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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	The students should have prior knowledge of the main concepts and changes related to Enlightenment, the French Revolution and Industrial Revolution.	In order to develop this module, they exploited their previous knowledge of language functions such as expressing hypothesis, making comparisons, speculating and deducting, reporting past events. Moreover, they worked on conditionals, past tenses, the passive, relative clauses, phrasal verbs, collocations, expressions for discussing ideas.

<b>Timetable fit</b>	<input checked="" type="radio"/> Module	Length 22 hours
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**Description of teaching and learning strategies**

All the lessons are set in a collaborative learning set (Teal classroom) where students work in small groups with shared laptop computers and multiple Desktops with data acquisition links to their laptops. I'm going to use cooperative learning and task based learning. I will be focusing on communication through warm up activities (analysis of images, brainstorming, charts to fill in) and discussion activities (such as a video followed by questions). I'm going to engage students in a group discussion where each students will have to contribute with relevant ideas. Every group activity will be followed by teacher's feedback given on their summary or report of the group work. I'm also going to improve their interaction in order to develop speculative skills, which are cognitively demanding. We will work on the 4 skills because my input will be written (texts, charts, documents, reports) and oral (videos, talks). Each lesson will last for 2 hours as per school plan. Most of the audio texts are taken from the class book "L'idea di storia, History in English, 2, Pearson, pp. 6-11"; the scripts have been uploaded in materials whereas the audio files are available only if the book is purchased. In case it isn't, the T. can read the text aloud to the class or organise her/his own recording.

# Overall Module Plan

<p><b>Unit: 1</b> From the colonies to the United States of America <b>Unit length:</b> 9</p>	<p><b>Lesson 1</b> Introduction: the colonisation of North America</p>
<p><b>Unit: 2</b> The Constitution and the Bill of rights <b>Unit length:</b> 7 hours</p>	<p><b>Lesson 1</b> The American Constitution</p>
<p><b>Unit: 3</b> ...and finally! <b>Unit length:</b> 6 hours</p>	<p><b>Lesson 1</b> Is slavery fair?</p>
	<p><b>Lesson 2</b> Final test</p>

# CLIL Lesson Plan

<b>Unit number</b>	1	<b>Lesson number</b>	1	<b>Title</b>	Introduction: the colonisation of North America
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	1 hour	Ss are expected to learn the process of the colonisation of North America and new vocabulary related. They will also link their previous knowledge to the new topic.	Ss observe and speculate on a photo of the American flag with the Statue of Liberty, thus identifying their pre-knowledge on the United States and the symbols on their flag. Ss match new words with their definitions.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> colony, timber, persecution, code, slavery</p> <p><b>Communicative structures</b> How is the flag related to the history of the United States? What is the relationship between the statue of liberty and the flag? Can you explain why there are stripes and stars on it?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>American Revolution HANDOUT 2 VACABULARY.pdf</li> <li>Handout 1 Introduction to American revolution.pdf</li> </ul> <p>See picture n1 See handout n 2</p>	Ongoing assessment: T circles and monitors as students work.
L	S	R	W								

2	2 hours	Ss are expected to	Step 1: Ss listen to four short audio texts,	<p><b>Skills</b></p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> <li>AMERICAN HISTORY</li> </ul>	T. gives feedback on
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comprehend some audio texts. They need to show understanding of the differences between the Northern, Southern and Central colonies and the ability to infer information from texts, reorganising the information by producing a table of comparison and by answering true of false statements.

then answer some questions in groups and fill in a table of comparison. Step 2: Ss listen to five short audio texts, then answer the True or False task in groups (see Handout n. 6)

L S R W

### Key vocabulary

estate, plantation, declaration, representative, vote, enjoy power, make up of

### Communicative structures

The use of past tenses and passive forms.

- Group work
- Pair work
- Individual work

- HANDOUT 4.pdf
- HANDOUT 6 THE ENGLISH COLONIES AND THE CLASH WITH THE MOTHERLAND-2.pdf
- HANDOUT 6 THE ENGLISH COLONIES AND THE CLASH WITH THE MOTHERLAND-KEYS.pdf
- The Creation of the United States handout 5.jpeg
- The Clash with the mother land handout 5.jpeg
- Common features handout 5.jpeg
- The thirteen English colonies Handout 5.jpeg
- White colonists, slaves and natives handout 3.jpeg
- The Pilgrim fathers Handout 3.jpeg
- Keys of the Audio texts with cloze.pdf

answers from the listening

See handouts 4 and 6 for tasks (see also its keys). Handouts 3 and 5 are taken from the audio book: "L'idea di storia, History in English, 2, by Camilla Bianco e Jean-Marie Schmitt, Pearson", pp.6-11. The history book has been selected by the teachers' board. You will find 2 materials called handout 3 and four materials called handout 5 because they are very short; the T. could put them together (if wanted). The keys to close texts are also included.

3	2 hours	<p>Ss are expected to explain the different roles played by men, women, children in colonial Virginia in the XVIII century by reading the text, analysing and categorising the images, selecting information and discussing with the other members of the group.</p>	<p>The first activity is a warm up group activity where the Ss are asked to match the name of the colonies with the place on the interactive map (<a href="#">link</a>). After that, each group will be assigned a different online text to read and analyse (see below the four weblinks), then through a jigsaw reading task they will exchange information about their findings.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1003 165 1344 212"> <tr> <td>L</td> <td><b>S</b></td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> hanging tobacco, woodworking, checking tobacco for worms, spinning, tending chickens, hornbook</p> <p><b>Communicative structures</b> What was the role of women, men, children in 18th century? How were the living condition of...? Could you describe a traditional activity carried out by.....? Could you compare the different roles played by.....?</p>	L	<b>S</b>	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• SPEAKING GRID.pdf</p> <p><a href="#">link</a> (warm up) <a href="#">link</a> <a href="#">link</a> <a href="#">link</a> <a href="#">link</a></p>	<p>see speaking grid</p>
L	<b>S</b>	R	W								

4	2 hours	<p>Ss will learn the process of the creation of the United States with a</p>	<p>Ss are divided in five groups; they read different parts of the Declaration of</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1003 1410 1344 1457"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work</p>	<p>• written assessment clil.pdf</p> <p><a href="#">link</a></p>	<p>T assess the written answers of each group. See written</p>
L	S	R	W								

states, with a focus on the Declaration of Independence which is at the heart of modern political thinking. Ss will be expected to be able to draw a connection between the major ideals of the Enlightenment with the Declaration of Independence, integrating their pre-knowledge of the topic with modern human rights.

Independence (Introduction, Preamble, Indictment against King George III, which has been divided in 2 parts because there are 37 indictments, and Conclusion) and write down the answers to the key questions they'll find on the website. The different parts are listed here below (check website [link](#)): The introduction — in which Jefferson gives a short statement as to why the Document needed to be written. The Preamble — which describes the ideas, philosophies, and beliefs on which the new American government would be founded Indictment against King George III — where the specific issues the colonists have with the king are listed Denunciation of the British People — where attention is turned to the colonists

### Key vocabulary

to appeal, self-evident, to endow, pursuit, affect and effect, right to vote, to accomplish, to state, to consent, utterly, to be likely, grievances, abuse of power, tenure, compliance, whereby, reliance, to harass, to pledge, ought to be, assent

### Communicative structures

Can you identify the key ideas in the preamble? What does Jefferson indicate as the rights of the people? What relates to abuse of power? Could you explain the Republican ideals stated in the last sentence...?

- Pair work
- Individual work

see written assessment grid

			issues with the British People Conclusion — where the critical points are tied together and a clear statement of the colonists intentions are put forward				
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5	2 hours	Ss will be able to verify their assumptions. They will engage in a discussion in plenary expanding on the topic presented, developing their ideas and formulating new hypotheses and comparing their answers with those of the other classmates.	Ss watch a video of a song with the audio off and try to predict the story line. Then they will watch the video with the audio and the lyrics and verify their hypothesis. Successively, they will engage in a discussion in plenary stimulated by the teacher's questions (see handout 7 and 8)	<p><b>Skills</b></p> <p>L S R W</p> <p><b>Key vocabulary</b> to own, to condemn, to violate, landmark, to deal with, issue, to free,</p> <p><b>Communicative structures</b> Can you elaborate on the reasons...? How can you justify...? Can you make a distinction between? How would you evaluate? How would you prove or disprove your hypotheses?</p>	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• HANDOUT 7 WATCH THE VIDEO AND PREDICT THE STORY LINE.pdf</li> <li>• HANDOUT 8 - CLASS DISCUSSION ON THE DECLARATION.pdf</li> </ul> <p>Handout 7 Handout 8</p>	Ongoing assessment: T circles and monitors as students work.
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# CLIL Lesson Plan

<b>Unit number</b>	2	<b>Lesson number</b>	1	<b>Title</b>	The American Constitution
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<b>Activity</b>	<b>Timing</b>	<b>Learning Outcomes</b>	<b>Activity Procedure</b>	<b>Language</b>	<b>Interaction</b>	<b>Materials</b>	<b>Assessment</b>
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1	2 hours	<p>Ss will compare different situations, infer and give reasons regarding the comparison between the ideals of the Enlightenment and their application in the American revolution, then they will be able to compare Federal and Confederal systems justifying their choices and organising and elaborating their knowledge into a mind map.</p>	<p>Step 1: in groups, Ss complete a warm up table stressing the difference between the old way of thinking and the contemporary where individual rights are concerned (handout 9) Step 2: Successively, they listen to four audio texts and, firstly, answer the open questions (Handout 10); secondly they draw a mind map (or use an online tool for maps) about the separation of powers in the American Constitution and the role of each branch of the government. Ss then orally explain their maps.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1016 165 1357 209"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> federal, ratify, make up, three branch system, civil laws, criminal laws, veto, impeach, separation of powers</p> <p><b>Communicative structures</b> Do you agree with...? What is your opinion of...? Based on what you know, how would you explain....? What conclusion could you draw...?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class  <input checked="" type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• Assessment grid for language.jpg</li> <li>• SPEAKING GRID.pdf</li> <li>• HANDOUT 9.pdf</li> <li>• Handout 10-2.pdf</li> <li>• The extension of citizens rights handout 11.jpeg</li> <li>• American Constituion Handout 11.jpeg</li> <li>• A Federal Republic handout 11.jpeg</li> </ul> <p>See handouts 9 and 10 for activities See handouts 11 for audio texts materials</p>	<p>See speaking grid and assessment grid for language</p>
L	S	R	W								

2	2 hours	<p>Ss will reframe their previous knowledge within a rational online tool, then they will interpret and rephrase the Bill of Rights, illustrating it with their own words. Afterwards they will discuss the issue connected with the second and the 13th amendments, arguing their points, making connections with the present situation.</p>	<p>Step1: Ss work on the warm up to revise the contents of the previous lesson by completing an online timeline tool (<a href="#">link</a>) with the major events linked to the American Constitution. Step2: in groups, Ss read and try to get the general meaning of ten amendments (<a href="#">link</a>) by looking up words on the dictionary, if necessary. In plenary the T. will focus on the the second and the 13th.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1016 165 1357 210"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> to abridge, to infringe, to quarter, seizures, warrant, jeopardy, bail, just, compulsory, trial</p> <p><b>Communicative structures</b> What is your opinion of...? Can you assess the value of...? What judgements would you make about....? Suppose you could be the President, what would you do? Can you predict the outcome if weapons were banned?</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> <li>• grid 4 criteria for group work presentation.png</li> <li>• SPEAKING GRID.pdf</li> </ul> <p><a href="#">link</a> <a href="#">link</a></p>	<p>See speaking grid For the timeline see grid 4 for group presentation</p>
L	S	R	W								

3	3 hours	Ss will learn the content of the 13th amendment and connect it to Obama's election. They will be able to make connections between the past and the present. They will be aware of communicative structures and effective communication.	Step 1: Ss read the text of the 13th amendment at the link ( <a href="#">link</a> ) Step 2: Ss watch a Ted ed lesson created by the T ( <a href="#">link</a> ) and watch, think and discuss the item in groups. Step 3: Ss write their answers through the Ted ed sharing tools	<p><b>Skills</b></p> <table border="1" data-bbox="1019 167 1359 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> electorate, former, keeper, antithesis, individualism,</p> <p><b>Communicative structures</b> What do you think of...? What connections can you draw between the 13th amendment and Obama's election?</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>written assessment <a href="#">clil.pdf</a></li> </ul> <p><a href="#">link</a> <a href="#">link</a></p>	written assessment through the Ted ed sharing tools
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	1	<b>Title</b>	Is slavery fair?
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hours	Ss will compare the two points of view on slavery, one by Lincoln and the other one by Hoit; they will list the different arguments and make inferences in order to give their speech in the debate. They will be able to support their claim giving reasons.	Step 1: the class will be divided into two groups. Each group will read one of the two documents which gives a different point of view. Each group will complete the synoptic table in order to underline the main arguments. Step 2: Ss will have a 1-hour debate in which each group, choosing at least 3 speakers, will try to justify the position of each author. The T. moderates the speech and keeps time.	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> to enslave, snatch, ought to be, mislead, outrage, barbarism, cannibalism, civilisation.</p> <p><b>Communicative structures</b> As far as I know In my opinion I'd like to highlight the importance of... I would like to stress In conclusion Furthermore In addition to that I see your point, but I quite agree with you, but</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>grid 5 classroom debate rubric.png</li> <li>IS SLAVERY FAIR.pdf</li> </ul> <p>See worksheet titled Is slavery fair?</p>	T. assessment on debate, see grid 5
L	S	R	W								

2	2 hours	<p>SS will watch the movie on and be aware of the difficulties and contradictions of politics. In fact the film focuses on the final months of Lincoln's life, including the passage of the 13th Amendment ending slavery, the surrender of the Confederacy and his assassination.</p>	<p>Ss watch a movie titled Lincoln by S. Spielberg (2012) and they will complete the film form given by the T. as homework.</p>	<p><b>Skills</b></p> <table border="1" data-bbox="1115 164 1458 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> the main terms of the movie</p> <p><b>Communicative structures</b> the main communicative structure from the movie</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class  <input type="checkbox"/> Group work  <input type="checkbox"/> Pair work  <input type="checkbox"/> Individual work</p>	<p>• FILM FORM.pdf see film form</p>	<p>T. checks the film form</p>
L	S	R	W								

# CLIL Lesson Plan

<b>Unit number</b>	3	<b>Lesson number</b>	2	<b>Title</b>	Final test
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	2 hours	Ss are expected to report their knowledge and reflection on the developed topic.	Ss have 2 hours to complete their final test	<p><b>Skills</b></p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p><b>Key vocabulary</b> All the vocabulary studied in the module</p> <p><b>Communicative structures</b> All the structures studied in the module.</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> <li>• Clil test - American revolution.jpeg</li> <li>• FINAL TEST - KEYS.pdf</li> </ul> <p>See the worksheet called clil test and its keys</p>	Summative test
L	S	R	W								