



## **LESSON PLAN: The Father of Modernism: Le Corbusier**

**Subject:** Design, Buildings and System

**School:** High School – Technical

**Class:** 5° year

**Students:** 16

**Content:** Features of Modernism. Le Corbusier, the main architect of Modernism, his life, his projects and his theories.

**Teaching aims:** to enable learners to understand the differences among architectural styles; to develop learners' abilities to describe, observe and analyze buildings

### **Learning outcomes**

→ **Know**

- Features of Modernism;
- Le Corbusier's life and projects;
- Le Corbusier's theories;
- The five points of architecture.

→ **Be able to**

- Recognize modern architecture;
- Identify the differences among architectural styles;
- Describe, observe and critically analyze different architectural buildings.

→ **Be aware that:**

- Le Corbusier is known as the Father of Modernism;
- The discovery of reinforced concrete enabled him to design new and innovative buildings;
- His theories changed the course of architecture.

## LESSON PLAN

### Activity 1\_Warm up activity: find the difference

#### → Language Objectives

- Writing words and brief sentences
- Speaking: asking questions and giving own opinion
- Using conditionals, modals, present tense for the explanation and description, adjectives and technical vocabulary.

#### → Aims of the Activity

- Identifying the features of modernism;
- Describing a building;

#### → Cognitive skills

- Identifying (LOTS) ;
- Comparing and contrasting (HOTS) ;

#### → Materials

- Two images of different architectural styles;
- A worksheet with a visual organizer (T-chart; *see Worksheet 1*);
- Writing frames.

📄 [PREZI presentation](https://prezi.com/hniefiwr59ce/name-charles-edouard/?utm_campaign=share&utm_medium=copy). The key concepts and it is useful for students when studying at home. (Full link: [https://prezi.com/hniefiwr59ce/name-charles-edouard/?utm\\_campaign=share&utm\\_medium=copy](https://prezi.com/hniefiwr59ce/name-charles-edouard/?utm_campaign=share&utm_medium=copy))

#### → Activity Procedure

1. The teacher divides the students into groups of four, gives them a worksheet and shows them the images on the LIM (the first slide of PREZI);
2. Students have to look at the images and write down the differences on the worksheet. The teacher writes an example on the board to help them getting started;
3. The teacher sets a time limit (i.e. 10 minutes); at the end, each group discusses their answers.
4. Once the students have discussed their answers the teacher adds anything they have left out. Everyone takes notes.
5. The teacher shows other images and the students discover more features of modernism. (15 minutes)

## **Activity 2\_Giving new information: discover who the character is!**

### → **Language Aims**

- Pronunciation practice
- Writing sentences
- Speaking: answering questions
- Reading a text (comprehension)
- Listening and note-taking skills
- Using past tense

### → **Aims of the Activity**

- To learn new information about Le Corbusier

### → **Cognitive skills**

- Remembering (LOTS)

### → **Materials**

- A worksheet (*see Worksheet 2*) with a text which gives the students key information about Le Corbusier's life and architecture style. This information is divided up into A and B sentences. On one sheet the A sentences are visible and B sentences are left blank and on the other sheet the B sentences are visible and the A sentences are left blank;
- A list of key words;
- PREZI presentation containing questions for students to complete.

### → **Activity Procedure**

1. The teacher shows Le Corbusier's photo (on the next PREZI slide) and asks the students if they recognize him. The students are then given some time (5 minutes) to discuss what they know about the subject;
2. After this introduction the class is divided into two groups, row A and row B, and the respective worksheets are given to them.
3. The students are given a list of key words and time to read their sentences. If they want they can do this with other students in their group or by themselves. After they have read their sentences, the teacher will instruct the students to pair up with a student from the other group and tell them not to let their partners see their sheets;
4. Student A starts by reading his/her first sentence to Student B. Student B then writes this information in his/her first A line. Student B then reads his/her first line and both students continue this activity until they have completed their worksheets. (10 minutes);
5. The students check their worksheets by reading them back to each other. They then take a few minutes to ensure that they understand their worksheets;
6. The other PREZI slides are shown and contain questions for students to complete. The answers to these questions can be found in their worksheets.

### **Activity 3\_Using supplementary resources: Villa Savoye and five points of architecture!**

#### **→ Language Aims**

- Writing sentences
- Speaking: answering questions
- Reading a text (comprehension)
- Using conditionals, modals, present tense for the explanation and description, adjectives and technical vocabulary.

#### **→ Aims of the Activity**

- Identifying and defining five points of architecture

#### **→ Cognitive skills**

- Identifying (LOTS) ;
- Defining (LOTS) ;
- Reasoning (HOTS)

#### **→ Materials**

- A video containing the main theory of Le Corbusier: five points of architecture;
- A worksheet in a table format containing Le Corbusier's five points of architecture;
- PREZI presentation containing answers.

#### **→ Activity Procedure**

1. An educational video about Le Corbusier's five points of architecture are shown to the students. This is mainly to introduce Le Corbusier's five points of architecture.
2. Each student will now receive a worksheet containing the five headings as well as space to write down notes about each heading.
3. The video is shown again but this time the students are encouraged to critically think about Le Corbusier's five points and take notes;
4. Lastly, the teacher will present slides containing the main features of each point and the students will have a chance to correct their notes and add relevant information.

## Activity 4\_Using supplementary resources: find the five points of architecture!

### → Language Aims

- Writing brief sentences
- Speaking: answering questions
- Using conditionals, modals, present tense for the explanation and description, adjectives and technical vocabulary.

### → Aims of the Activity

- Identifying and defining the five points of architecture

### → Cognitive skills

- Identifying (LOTS) ;
- Defining (LOTS) ;
- Reasoning (HOTS)

### → Materials

- A series of images of Le Corbusier's designs, namely Unité d'Habitation and Ronchamp Chapel;
- PREZI presentation containing answers.

### → Activity Procedure

1. The teacher divides the students into groups of four and gives them a series of images. The students have to identify the five points of architecture in Le Corbusier's projects and they have a time limit (15 minutes).
2. The students have to justify their answers with brief sentences and must make use of technical language.
3. The teacher shows them the correct answers on PREZI slide.

## Activity 5\_Formative Assessment

### → Aims of the Activity

- ② Students will be assessed according to formative assessment and this will be done by making use of the [Kahoot](#) Programme. By doing this assessment the teacher will be able to find evidence of learning and development and will ultimately be able to establish whether or not the students have a clear understanding of the work covered. A summative assessment will take place at a later stage.

## Bibliography

- Kay Bentley *"The TKT Course CLIL Module"* Cambridge University Press 2010
- Sheelagh Deller and Christine Price *"Teaching Other Subjects Through English"* Oxford University Press 2007
- Patrizia Caruzzo and James Peters *"House & Grounds"* Eli