CORSO CLIL IPRASE 2017-2018

CLIL Module/Lesson Plan

MEETING OTHER CULTURES:

EUROPEAN NATIONS EXPLORING AND CONQUERING THE WORLD

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School Grade	Primary ☐	Middle ☑	High ☐		
School Year	1 ☐	2 ☑	3 ☐	4 ☐	5 ☐
Subject :	History	**Topic:**	Geographical discoveries of the 15th and 16th centuries and their consequences.		
CLIL language	English ☑	Deutsch ☐			

Personal and social-cultural preconditions of all people involved	The class is formed by 24 students, 13 girls and 11 boys. They all live in Trento or in the neighbourhood (e.g. Pergine and Calceranica). Two of them were not born in Italy, but in Eastern Europe (one in Moldova, one in Bosnia): they came to Italy at the age of four and five years old, before the beginning of schooling, so they can speak Italian fluently and they have been learning foreign languages (English and German) since the beginning of the Primary School. No one in the class has special educational needs. The class has good social skills and there is strong collaboration among students. The school, which cooperates with the conservatory, is devoted to music education, so students have a great attitude to listening, timing, organizing their work autonomously, being creative, finding new solutions to problems. School facilities are adequate and up-to-date. ICT is integrated throughout the curriculum as a teaching tool. Each class has an interactive whiteboard. The wireless network provides Internet access to pupils and teachers from all ICT laboratories, classrooms and the library. There are currently over forty computers available for students to use. The class has been studying history in CLIL since the first year of Middle School, for one hour per week. The CLIL lesson is delivered by the class teacher, whose level of English is C1. The average CEFR level of students is A2, although there are some difficulties shown by three students, who came to Trento from other Italian regions only at the beginning of the second year of the Middle School. They have therefore never followed a CLIL lesson before moving to Trento.

	Subject	Language
Students' prior knowledge, skills, competencies	**<u>Knowledge</u>:** - Cartography; - Migrations during the Middle Ages (Barbarian invasions and the fall of the Western Roman Empire; Mongolian people and Gengis Khan; etc.); - Monarchies in Europe; - Economy in the Middle Ages; - Venice and his fleet; - The parts of a ship; - The travels of Marco Polo through Asia between 1271 and 1295, his description of the lands that he visited and his experiences at the court of Kublai Khan. **<u>Skills/Competencies</u>:** - Students can compare and contrast different historical sources, highlighting the main information; - Students can find reliable information on specific websites; - Students can classify information; - Students can read and interpret data from different kinds of historical maps of the ancient world; - Students can put facts and events in chronological order; - Students can identify cause-effect relationships; - Students can recognize the main features of the human society: people, territory, political organization, religion, culture, economy; - Students can express personal opinions and justify reasons.	**<u>Knowledge</u>:** - Simple present; - Present continuous; - Past simple; - Prepositions of place and time (in, on, at, to, from ... to ..., during, etc.); - Conjunctions (when, after, before, because, etc.) - Vocabulary related to travel, food, trade and topography of an area. **<u>Skills/Competencies</u>:** - Students can understand the global meaning of simple written and oral texts and identify the main ideas; - Students can deduce the meaning of an unknown word from the context; - Students can describe an image or a video, comparing and contrasting opinions; - Students can write a simple presentation or realize a poster, summarizing the main information collected from different sources; - Students can use simple sentences to present a topic.

Timetablefit	○ Module	Module length: 6 lessons
	○ Lesson	Lesson length: 55 minutes per lesson

Description of teaching and learning strategies	During the lessons, students will be involved in different activities, led through a variety of methodological approaches and challenging promptings: - brainstorming; - Cooperative Learning; - guided discussions on a specific topic; - individual/pair/group work; - ICT learning tools (word processors, spreadsheets, online archives, web research, etc.); - a wide range of media (videos, images, texts, maps, etc.); - materials to support content and language scaffolding (lists of key vocabulary, subtitles for videos, sentence structures/starters, graphic organizers, etc.).

Overall Module Plan

Unit 1 **Explorations and explorers at the age of Columbus** Unit length: 2 lessons (110 minutes).	**Lesson 1**: 55 min. History of travel: the geographical discoveries of the 15th and 16th centuries.
	Lesson 2: 55 min. Indigenous people of the Americas: Maya civilization, Aztec civilization, Inca empire.

Unit 2 **European colonialism** Unit length: 2 lessons (110 minutes).	**Lesson 1**: 55 min. New division of the world: Spain, Portugal and the Treaty of Tordesillas (1494).
	Lesson 2: 55 min. Working in a plantation: diffusion of slavery and the slave trade.

Unit 3 **Gaining independence** Unit length: 2 lessons (110 minutes).	**Lesson 1**: 55 min. South America in the XIXth century: Simón Bolivar.
	Lesson 2: 55 min. 1960: the “Year of Africa”.

CLIL Lesson Plan

Unit number: 1	**Lesson number:** 1 (55 min.)	**Title:** History of travel: the geographical discoveries of the 15th and 16th centuries.

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1 Warming-Up Activity	10 min.	○ List words concerning the topic of travel; ○ Spell the words correctly; ○ Name different parts of the world and different means of transport; ○ Identify the meaning of a word; ○ Collect words and classify/group them; ○ Exemplify the use of known vocabulary; ○ Participate to the activity	Brainstorming on "travel", by using the website www.mindmeister.com (the whole lesson takes place in the computer lab of the school, where each student is provided with a personal computer). First of all, each student has to write some words concerning the topic travel on a personal sheet of paper (see **FILE 1, p. 1**) and then everybody has to share his/her own ideas with the others by writing his/her words on the website www.mindmeister.com. This website creates spidergrams collecting suggestions written from different computers. The teacher will follow the whole procedure, especially the final step, helping students to group the words if they cover the same semantic sphere, to reorganize them rationally, to eliminate repetitions and suggesting new words, in order to create the definitive spidergram of the class.	*Skills* L S W *Key vocabulary* Train; abroad; holiday; ship; see; mountains; beach; summer. *Communicative structures* - Simple questions (e.g. How is "passaporto" in English?; How do we say "frontiera" in English? What does ... mean?; Can you list...? Can you recall...? Can you select...? Which word...?; How would you classify...? How would you rephrase the meaning of...?); - Simple collocations (e.g. Move from... to...; Travel by/for/to/with...)	○ Individual (in the first part) ○ Whole class (in the second part)	**For students:** - Sheet with a blank spidergram (see **FILE 1, p. 1**); - A personal computer **For the teacher:** - A personal computer; - Rubric for assessment (see **FILE 1, p. 3**)	Control forms to check the achievement of goals: **1.** Monitor and observe students' ability to focus on a topic individually or in a group situation; **2.** Note students' participation in the oral expression of ideas; **3.** Notice listening behavior (e.g. Do students respect speaking turns? Do they ask for clarifications?); **4.** Record students' oral performance (weaknesses, strengths and developments) *(See attached rubric)*

2 History Of Travel	20 min.	○ Compare and contrast pictures; ○ Discuss opinions; ○ Explain reasons; ○ Generalize information from details; ○ Infer from correlations and comparisons; ○ Match images to their description; ○ Summarize the main aspects covered during the activities; ○ Review one's own work; ○ Work in pairs	Students start focusing on the main problems which a traveller has to face while he is on travel, through three different steps. At the end of the three steps, each student has to fulfill a table, recording the main aspects discovered during the activity (see **FILE 2, p. 5**). **FIRST STEP (5 min.)** Focus on how people moved and travelled over the centuries. Students have to watch the video "History of Travel in 2 minutes" on YouTube, then have to choose an image from the video and, in pairs, compare and contrast them orally, in order to recognize different solutions for travelling. **SECOND STEP (5 min.)** Focus on how long it took to travel in the past. Students have to search the website http://orbis.stanford.edu/ (a sort of Google Earth for the Roman Empire), following the link Gallery > Isochrone Map of Travel Time. There are some maps showing the travel time from Rome to other cities of the Roman Empire. Students in pairs have to find out the travel time from Rome to another city which they can choose, and then compare it with the travel time recorded	*Skills* L S R W *Key vocabulary* Travel from... to...; traveller; travel time; compass; nautical chart; sail; astrolabe; map; cardinal points; coast; latitude; longitude. *Communicative structures* - Present simple, for describing pictures, facts or situations (There is...; It takes...; The travel is...); - Present continuous, to describe what is happening in a certain moment (In the first picture, people are travelling...); - Comparisons (Both pictures show… but this one…, whereas the other one…; The main difference between the photos is...); - Simple speculating forms (Maybe; Perhaps; I guess; I think; In my opinion...)	○ Pair work ○ Individual work (recording the main ideas on the final table).	**For students:** - Instruction for the first step activity (see **FILE 2, p. 1**); - Instruction for the second step activity (see **FILE 2, p. 2**); - Instruction for the third step activity (see **FILE 2, pp. 3-4**); - Summary table (see **FILE 2, p. 5**); - A personal computer	The teacher gives a feedback to the students during the different steps, then he collects all the summary tables written by the students at the end of the activity and checks if there is evidence of the main predicted outcomes: **1.** Can the student make generalizations from different sources? **2.** Is the student able to summarize the main aspects covered during the activities? **3.** Did the student explain his/her reasons and points of view? **4.** Did the student review his/her work (language, form)?

			nowadays on Google Maps. They have to insert data in a table and reflect on the reasons for the differences. **<u>THIRD STEP (5 min.)</u>** Focus on the instruments which people needed in the past for travelling. Students in pairs have to link 4 images of travelling instruments to their written descriptions. Then they have to choose the most important instrument and explain why. **<u>REVISION (5 min.)</u>** Students check their work with the teacher and, individually, review their summary tables, before handling them.				
3 History Of Discoveries	25 min.	○ Skim and scan a text or a website, respectively, in order to have a general comprehension of the main topic and focus on details; ○ Break down the process into different stages; ○ Find, select and order information; ○ Connect different ideas; ○ Plan and design a poster; ○ Organize and classify information;	**<u>MAIN ACTIVITY (20 min.)</u>** Students have to follow the route of a famous explorer of the past. <u>FIRST PART (5 min.)</u> Students are divided by the teacher into 6 different groups (4 students per each group). They need to use computers. Each group has to search Google Earth and follow the links <u>Voyager</u> > <u>History</u> > <u>Explorers: Age of Encounter</u>. This website shows the journey of six explorers of the past (Amerigo Vespucci, John	*Skills* L S R W *Key vocabulary* Discovery; explorer; route; Western route; finance; monarchy; monarch; king; reach; Atlantic Ocean; Mediterranean Sea; slave; native/indigenous people; colonizer; encounter; continent.	○ Group work ○ Individual work (reflection and self/peer-assessment)	**<u>For students:</u>** - Clil envelope, one for each group (see **FILE 3, p. 2**); - Instructions for the group activity (see **FILE 3, p. 3**); - Personal table for focusing on the task and taking notes (see **FILE 3, p. 4**); - A map of the world for each group (see **FILE 3, p. 5**);	The teacher gives a feedback to the students during the group activity. At the end of the lesson, he gives students a grid for self and peer assessment, which focuses on the following aspects: **1.** Participation; **2.** Concentration; **3.** Autonomy;

		○ Omit superfluous information; ○ Rewrite information, highlighting and summarizing the main points; ○ Cooperate and collaborate with classmates; ○ Reflect on the done work and assess it	Cabot, Vasco da Gama, Francis Drake, Christopher Columbus and Ferdinand Magellan) through different media (short videos, pictures, maps, short texts). The teacher tells to the groups which explorer they have to follow. There are four slides for each explorer on the website, containing videos, texts and maps (see **FILE 3, p. 1**). First of all, each group has to skim through the slides, in order to discover the first non-European country in which the explorer arrived. The names of these six countries are written on six envelopes, hung on the blackboard. When the groups discover this country, they have to take the right envelope, in which they will find the instructions for the rest of the activity (see **FILE 3, p. 2**). <u>SECOND PART (15 min.)</u> Students have to realize a poster, divided in four parts, in which they have to cover four different tasks about the explorer they are studying (see **FILE 3, p. 3**): **1.** give a brief description of his life; **2.** find out who financed his expedition and why; **3.** describe the route of the explorer; **4.** highlight the main reasons why we remember the explorer. All the answers to these questions are on the aforementioned website. Each	*Communicative structures* - Past simple, for describing facts of the past (Columbus was born...; Vespucci arrived...; The king of Spain paid/financed...); - Present simple, for explaining reasons (Columbus is important because...); - Prepositions of place and time (in; on; at; to; from... to...; during; etc.); - Conjunctions and adverbs, for organizing and sequencing data and ideas (first; when; after; before; because; etc.)		- Self/peer-assessment grid (see **FILE 3, p. 6**); - A personal computer (for the group work and for language scaffolding, through online dictionaries – see **FILE 3, p. 3**)	**4.** Quality of work; **5.** Help to the others. The teacher will collect these grids at the very end of the lesson and assess each student by relating their self and peer evaluation with his own observation notes.

			student has to cover only one of the four tasks, but he/she can also help his/her classmates, if he/she finds useful information during his research. Each student has to use a personal table in order to focus on the task and take notes (see **FILE 3, p. 4**). At the end, all the groups have to stick their posters on a class wall. **<u>REFLECTION (5 min.)</u>** Students reflect on their done work, fulfilling a self/peer-assessment grid that the teacher will collect at the end of the lesson (see **FILE 3, p. 6**).				

Lesson Plan Template realizzato a partire da materiale IPRASE precedentemente elaborato e riadattato con il coordinamento di Ludowica Dal Lago, in collaborazione con l'esperta CLIL Manuela Perini e la consulenza della docente Emanuela Atz per la versione in lingua tedesca.

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