Lesson plan 2- CLIL 2016

GREAT HISTORICAL PERSONALITIES
of the 1500-1600 Centuries

School	o Primary	o Middle	**X** High	
Year / Class	o 1	o 2	**X** 3	o 4	o 5
Subject :	Topic: HISTORY			
CLIL language	English			

Teacher / Teaching team profile	Teacher's role:	**X** Main Teacher o Co-teacher o Other: _____	Subject taught: _____
	Teacher's role:	o Main Teacher o Co-teacher o Other: _____	Subject taught: _____

Student group profile (general)	CEFR Level:	o A1 **X** A2 o C1 o B1 o B2 o C2	
	o Experiences of CLIL o English mother tongue o Other mother tongue	o Migrant background o Special Educational Needs: ___ o Other: **no experience in CLIL**	

Timetable fit	**X** Module o Lesson	Previous lessons:	
		Future lessons:	

Resources & tools	- **Computer and web** - **Video projector** - **Anything (but easy to find and set) that each group considers useful for the presentation: the project has to be zero-cost**

	Subject	Language
Students' prior knowledge, skills, competencies	Some info about the period 1500-1600 in Europe	Nothing special, just the will to play

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Learning Outcomes expected for this lesson	*Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".*
	
	Final product: 10/20 minutes presentation about a great historical personality of 1500-1600, played as a theatrical piece.
	
	Challenge: explain the life and period of a great historical personality to an audience of children, through an animated narration (storytelling), playing like actors and using images in the background.
	
	Learning outcomes: in terms of:
	   o CONTENTS: a picture of life and feats of a famous personality of that period; some info about the historical context
	   o COMMUNICATION: use of present and past tenses; specific words related to the historical events narrated
	   o CULTURE: the way the people think and act in that period (in fact the student must tell the story from the point of view of the protagonists)
	   o COGNITION: *investigating* about the life of the chosen personalities; *organising* the info in a storytelling format; planning an exposition/presentation/action; *creative thinking* for an effective and powerful presentation; *comparing* the similarities and differences between that times and ours; *critical thinking* by justifying the choices.
	
	The students should:
	   - *Know*: see Contents (historical events) and Communication (specific vocabulary)
	   - *Be able*: see Communication + narrate efficaciously the historical events + use of multimedia + role-playing
	   - *Be aware of*: see Culture and Cognition

Methodology	*How the teacher in a particular lesson manages to integrate language and content*
	Task Based Learning
	
	In pairs or small groups of maximum 3, the students should produce a **short story** including:
	   a) Main phases of the **protagonist's Life**
	   b) Some feature about the **historical period**
	   c) A peak-experience (**narrative focus**) of the protagonist, worth remembering
	   d) A **reflection** ("fuori campo", "out of camera") about the historical importance of the protagonist or events narrated
	
	The **presentation/narration** must be done like a theatrical piece:
	   ▪ By multimedia resources (images projected in background, as scenography)
	   ▪ By playing as actors (in the foreground)
	   ▪ By using quotes: at least 1 original quote of the protagonist and 1 citation of an Historian (historiography)
	
	The **process** must follow these work packages:
	   I. **Pacts**: see the PowerPoint attached, used at the beginning of the Module

(and shared with parents)
II. **Inquiry**: select the pages of the Handbook and the images on the internet
III. **Design**: write/sketch the Storyboard (pictures + text + music/noises)
IV. **Implementation**: editing the resources and testing/playing the storyboard
V.   **Presentation**: each group has 10-20 minutes to present his story
VI. **Evaluation**: the process and the product will be assessed (see attached Rubric); moreover, during the presentation, the other students must take notes, because at the end there will be a test by *Kahoot* about the historical contents exposed (2 questions about each personality)

Students should organize themselves as a **team (3-4 people)**, differentiating the tasks and roles:
✓ **Director**: responsible for the entire exhibition
✓ **Actors**: in charge of the texts to recite and movement to be played
✓ **Technician**: in charge of the scenography and sounds

Assessment Rubric

	product - creativity	product - contents	process - organization	process - problem solving
leading questions (can they do…?)	CAN THEY DO SOMETHING CREATIVE AS A SOLUTION TO THE CHALLENGE? Is the product full of creativity or a simple copy of something else? is the product personalized? Does the product have a touch of innovation (images, drama, performance?	CAN THEY JUSTIFY WITH HISTORICAL ARGUMENTS THEIR SOLUTION? Is the product consistent and coherent with the historical contents? Does the product show that they have studied and understood the history?	CAN THEY WORK IN A ORGANIZATIONAL WAY (OBJECTS, STEPS, RESULTS…)? Do they collaborate during the task? Have they respected their roles and the original challenge? Did they respect the deadlines?	CAN THEY ACT AS PROBLEM SOLVERS? Do they come to a solution of the initial driving question? Have they solved the problems by themselves (or do they always wait for someone's support)? Did they respect the task? NB: see points a) life, b) period, c) focus, d) reflection, of the initial instruction about storytelling*
advanced				
intermediate				
basic				
failed				

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
	What is the purpose of this activity of the lesson.	*What will happen during this stage of the lesson*	*Competencies developed*	o *Whole class* o *Group work* o *Pair work* o *Individual work*	*What materials are used during the lesson? Flashcards, pictures, songs, PowerPoint, ICT tools, etc.* *All materials should be referenced clearly paying attention to the copyright rules*	*The timing of each activity should be as accurate as possible.* Max 10 hours all included	*Assessment tools in relation to the learning outcomes of the lesson*
1	Awareness of the projects: aims, duration, resources, products expected, organization, assessment	l. **Pacts**: see the PowerPoint attached, used at the beginning of the Module (and shared with parents) + video example (https://www.youtube.com/watch?v=lpXRvfdy9VE)	Negotiating	o Whole class	PowerPoint as pact-document *(See Attachment)*	1 h	Confrontation

2	Autonomous research for solutions and resources, and elaboration of the idea of the product	II. **Inquiry**: select the pages of the Handbook and the images in internet	Reading and selecting	o Group work	Handbook and internet	2 h	Observation
3	Setting up the solution of the task and plan the team work	III. **Design**: write/sketch the Storyboard (pictures + text + music/noises)	Brainstorming, projecting and decision making	o Group work	Tools for creative thinking	2 h	Observation
4	Working out until the problem-solving	IV. **Implementation**: editing the resources and testing/playing the storyboard	Testing and training	o Group work	Storyboard	2 h	Observation
5	Show off what they have studied and elaborated	V. **Presentation**: each group has 10–20 minutes to present his story	Presenting	o Whole class	Video projection	10-20 min each group	Video recording

6	Reflect on what, why, who, how, about the process and the results of the project	**Evaluation**: assessing the process and the product; during the presentation, the other students must take notes, because at the end there will be a test about the historical contents exposed by Kahoot	Reflecting with critical thinking	o Whole class	Rubrics, *Kahoot!* Test	During the presentation and 5 min discussion at the end of each performance	Rubrics (see attachement) + *Kahoot!* test

Attachment: Power Point presentation used to explain the Task-based-process at the beginning of the project.