

Lesson plan ITALIAN MIGRATION TO AMERICA

School	Middle
Year / Class	• 3
Subject :	History Topic: Italian Migration to America 1800-1900s: the jobs of Italians
CLIL language	English

Teacher / Teaching team profile	Teacher's role: <ul style="list-style-type: none"> • Main Teacher 	Subject taught: <u>History</u>
	Teacher's role: <ul style="list-style-type: none"> • Co-teacher 	Subject taught: <u>English</u>

Student group profile (general)	CEFR Level: <ul style="list-style-type: none"> • A1 • A2
	<ul style="list-style-type: none"> • Experiences of CLIL • Other mother tongue • Migrant background • Special Educational Needs : <u>2</u>

Timetable fit	○ Lesson	Previous lessons: The Arrival at Ellis Island
		Future lessons: Prejudices against Italians

Resources & tools	Stationery, sheets of paper, blank map, texts IWB, PC and Notebook, Quizlet program (for flashcards), Kahoot Self-evaluation sheets and Assessment sheets
------------------------------	---

	Subject	Language
--	---------	----------

Author: Ausilia Puleo

<p>Students' prior knowledge, skills, competencies</p>	<p>Immigration: where Italians migrated from, causes of migration, numbers of migration, how the travel was organized, aspects of the travel, the arrival at Ellis Island, the procedures of registration, the medical screening.</p> <p>Skills: note taking, collecting and organising information, cooperating with others, guessing from context, scanning and skimming.</p> <p>Competencies: writing a short text, using a map, using PC/tablet and some programs (Quizlet and Kahoot)</p>	<p>Knowledge: Past tense, giving reasons, opening statements to define topic, examples.</p> <p>Vocabulary: some words related with immigration and work.</p> <p>Skills: using some chunks, describing facts, expressing conditions, giving examples.</p> <p>Competencies: writing short text using new words, recounting information about topic</p>
<p>Learning Outcomes expected for this lesson</p>	<p><i>Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".</i></p> <p><u>Content</u></p> <p>Know: The main jobs Italians did in America; The difficulties of daily life Italian immigrants</p> <p>Be able to: to list jobs Italians did in America; To locate on a map the prominent locations of Italian immigrants in the United States; to express and interpret facts orally and in a written form.</p> <p>Be aware: of the challenges Italian immigrants had to face in America; of links to modern immigration; of how to cooperate in a group</p> <p><u>Communication</u></p> <p>Giving examples, describing facts related with the topic, defining</p> <p><u>Cognition</u></p> <p>Remembering, Identifying, Ordering, Defining, Creative thinking, Reasoning, evaluating.</p> <p><u>Culture</u></p> <p>Be able to compare historical migrations to the modern migrations; be aware of how Italian migrants influenced American culture; be aware of the contribution made to the American society.</p>	
<p>Methodology</p>	<p><i>How the teacher in a particular lesson manages to integrate language and content</i></p> <p>Scaffolding: vocabulary and pictures, map</p> <p>Visual organizers, peer tutoring, jigsaw, working group and cooperative learning</p> <p>The teacher supervises the work of individuals and of groups, supporting them with suggestions where needed.</p>	

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
1 Graphic organiser for activating: T-chart	<p><i>What is the purpose of this activity of the lesson.</i></p> <p>Activating prior knowledge; Focusing on the reasons of Italian migration to America, developing cognitive skills: remembering, identifying, defining, comparing and contrasting, classifying, reasoning</p>	<p><i>What will happen during this stage of the lesson</i></p> <p>The teacher divides the class into 5/6 groups of 4 students of different levels and gives students a grid about the push-pull reasons of migration: one reason is given as an example, each group has to match two push- pull reasons. Then, the teacher asks each group to give the reasons. Following the answers, the teacher fills in the space on the file displayed on the whiteboard; then, she gives the correct answers. Each group completes the chart and corrects it.</p>	<p><i>Competencies developed</i></p> <p>Record and organize prior information, communicative speaking and writing skills</p>	<ul style="list-style-type: none"> ○ <i>Group work</i> 	<p><i>What materials are used during the lesson?</i></p> <p>Sheets of paper and stationery. File: PUSH-PULL FACTORS CUTTED</p>	<p><i>The timing of each activity should be as accurate as possible.</i> 10 minutes</p>	<p><i>Assessment tools in relation to the learning outcomes of the lesson</i></p> <p>Criteria: Learners can gather and organize previous information effectively</p>
2 Quizlet/Guess the word	<p>Learning new vocabulary linked with the lesson, Developing creative thinking</p>	<p>The teacher enrolls all the class into Quizlet program prepared, using flashcards game. Learners, in pairs, have to guess as many words as possible, matching pictures with the right name of the job and the correct description. At the end the teacher collects the results giving a point to the best group.</p>	<p>Speaking, writing, listening</p>	<ul style="list-style-type: none"> ○ <i>Pair work</i> 	<p>PC and Notebook, During this activity, learners use Flashcards on Quizlet:</p> <p>https://quizlet.com/139246427/jobs-flash-cards/</p>	<p>5 minutes</p>	<p>Criteria: Identify and name the different jobs</p>

<p style="text-align: center;">3 Expert groups/Jigsaw reading</p>	<p>Learning content through peer to peer education Developing thinking skills: Comparing and contrasting, reasoning</p>	<p>The teacher introduces the topic showing a video about the living conditions of Italian immigrants. Then the teacher divides the class into 5 groups of 4 students of different level. Learners read different texts and work in a group to answer questions about the same topic (displayed on the whiteboard). Before they begin, the teacher informs the learners that they have five different texts and pictures; some pictures are not related to their text. The teacher tells learners that they will not find answers to all the questions, but they can try to guess the answers from texts and pictures. After 10 minutes, the groups will be changed so that each group is made up of one learner from each of the original groups. In order to differentiate the learning activities, so that all learners are included, less able learners (helped by the group) are requested to draw on a map (given by the teacher) where Italian immigrants settled in America. At the end, each group answers orally to one of the questions.</p>	<p>Reading, speaking and writing Asking and answering questions</p>	<p>○ <i>Group work</i></p>	<p>VIDEO: https://www.youtube.com/watch?v=spjgHMcf_wM IWB, Text, pictures, map (see Files: LIBRARY OF CONGRESS- ADAPTED AND CUT UP, GROUPS – PICTURES, UNITED STATES MAP, QUESTIONS)</p>	<p>25-30 minutes</p>	<p>Criteria: Cooperate in a group See file: ASSESSMENT SHEET</p>
<p style="text-align: center;">4 Kahoot</p>	<p>Recording key words and key concepts of the lesson: assessment of the topic</p>	<p>Learners have to do a quiz game focused on the main information learned in the groups</p>	<p>Writing</p>	<p>○ <i>Individual work</i></p>	<p>Kahoot: https://play.kahoot.it/#/k/a61efadd-7dc3-43ca-8955-4be517ef5b47</p>	<p>5 minutes</p>	<p>Criteria: Record informations accurately</p>

5 Cognition: self- assessment	Cognitive skills: self-evaluating	Learners fill-in a grid thinking about what and how they have learned.	Writing	○ <i>Individual work</i>	See file: GROUP WORK SELF- EVALUATION SHEET	5 minutes	See file: GROUP WORK SELF- EVALUATION SHEET
--	--------------------------------------	--	---------	--------------------------	--	-----------	--