



# LESSON PLAN



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SCUOLA LADINA DI FASSA

CLASS: 5LSA

HISTORY - CLIL (English)

## WW2 - WAR REPORTAGE

### Topic of the series of lessons

These series of lessons are dedicated to WW2. They are inlaid in the history curriculum of a 5th year of a high school (scientific).

In the first part students will build, under the guide of the teacher, their knowledge about WW2 from the German attack to Poland until the finish of the war in Europe and in the Pacific Ocean.

In the second part, they have to apply their knowledge writing a war reportage from different points of view.

In particular, this lesson plan is thought for a fifth class in a *liceo scientifico*, whose curriculum includes two hours of history in a week.

### Topic of the lessons

During the first lessons students will learn

- Causes of WW2 and the facts at the beginning of war.
- The role of Italy during the war.
- The role of the USA during the war.
- The peculiarities of WW2 (They could compare WW1 with WW2)
- The protagonists and the development of the war from '39 until '43-'44 in Europe
- The protagonists and the development of the war in the Pacific.
- How the war ends in Europe and in the Pacific.

During this first part students will work in groups in order to build their knowledge. The teacher will be the one who will support the activity and answer the questions.

In the second part of the module students will write the war reportage. To each pair of students will be assigned a different point of view, from which they can describe the war through texts, analysis of documents, photos, maps and videos.

During this second part students improve their higher order thinking skills (HOTS).

During all the series of lessons students have to develop their abilities to work in team.

## **Analysis of the learning preconditions**

In *Scuola Ladina di Fassa* students attending the *liceo scientifico* usually start studying History through CLIL from the third year. At the fifth year, their language level is usually B1-B2 (CEFR), sometimes also C1, especially when students spend the fourth year in an English-speaking country. Having learned history with CLIL for two years their abilities in team working and critical thinking are generally good.

5LSA is a class composed by twenty-four students: fifteen are male and nine female. Two of them are SEN and have difficulties in reading and writing (especially in L2). All of them are Italian, almost all are born and grown in Fassa Valley, only one comes from Emilia Romagna. Some of them have parents that lived in other places before coming to Fassa Valley, the parents of one student are Croatian. Three students have spent the fourth year abroad (in the USA and Sweden).

These different backgrounds and experiences of the students will be really important for the topic of the series of lessons about the war in Italy and in other countries.

The class presents a good learning pace, good methodological competences and a very good discipline. They have willingness to learn and have demonstrated it during the previous two school years.

## **Definition of the learning objectives for the lessons**

Articulation of the higher order learning objectives and partial learning goals for the series of lessons:

### **PART 1 WW2: what happened?**

les so n	topic of the lesson	competences	
		knowledge	abilities and skills
1	time line of WW2	general facts in WW2	to work in groups, to choose information, to summarize, to organize information.
2	shared timeline of WW2	general facts in WW2	to work as a class (big group), to choose and prioritize information, to be able to reach a compromise, to summarize, to organize information, to use a freeware software for building time lines.

3	shared time line of WW2	general facts in WW2	to work as a class (big group), to choose information, to be able to reach a compromise, to justify a choice, to summarize, to organize information, to use a freeware software for building time lines.
4	work out video with EdPuzzle	facts in a particular phase of WW2	to work in groups, to listen to a video lesson, to take notes, to compare notes (time-line done the lesson before), to choose information and understand which question they answer.
5	work out video with EdPuzzle	facts in a particular phase of WW2	to work in groups, to listen to a video lesson, to take notes, to compare notes (time-line done the lesson before), to choose information and understand which question they answer.
6	WW2 in Italy (Language: Italian)	dalla non belligeranza alla guerra parallela	to compare what happened in Italy with what happened in Europe, to understand the causes of the Italian facts, to be able to make connections between the Italian facts and the European ones.
7	WW2 in Italy (Language: Italian)	Sbarco in Sicilia, caduta del regime, Resistenza, Liberazione	to compare what happened in Italy with what happened in Europe, to understand the causes of the Italian facts, to be able to make connections between the Italian facts and the European ones.

**Competences in relation to foreign language:** use of past tenses, duration form, passive form, hypothetical periods, use of time expressions, specific vocabulary.

## **PART 2 WW2: War reportage**

group	Write a war reportage from
1	the German point of view in 1939
2	the French point of view in summer 1939
3	the English during the Battle of England
4	The Italian between 1940 and summer 1943 (before the landing)
5	The Soviet during the battle of Stalingrad
6	The Japanese in 1941
7	the American point of view in 1941
8	Italy after the armistice
9	France during the landing in Normandy
10	Anglo-Americans during the landing in Normandy
11	Germans in May 1945
12	the American point of view in August 1945

**Abilities and skills in order to write a multimedia reportage:** use an online software (Sway) for the reportage, describe and analyze facts, choose information, pictures and videos, summarize, write texts, combine and predict facts.

**Competences in relation to foreign language:** use of past tenses, duration form, passive form, hypothetical periods, use of time expressions, specific vocabulary.

### **Analysis of the lessons in terms of the 4C of CLIL.**

CONTENT: WW2, facts connected to the world situation and the Italian one, the fall of Fascism, the bases of Cold War.

COMMUNICATION: students must communicate orally with each other and with the teacher in every phase of the first part of the project: in lessons 1, 2, 3 in order to choose and summarize the information. During lessons 4, 5, they have to communicate in group in order to elaborate the videos and in the second part, while writing the report, they have to discuss about what information to choose, how to elaborate it, which images and videos to insert, which layout to choose for the report.

COGNITION: in every phase of the module students have to understand, choose information, select and re-elaborate it, summarize and prioritize discuss, argue and debate their choices and thinking. They have to create the report, and for this purpose they have to plan the activities and to organize the work in groups.

CULTURE: culture is one of the most important element of this series of lessons. In the first part, it is really interesting to see the different points of view on the war in Italy after the 8th of September 1943: the allies point of view, the one of an Italian soldier in the regular army of the Badoglio government, the one of a Salò Republic soldier, a German one and finally the point of view of a *partigiano*. Besides, it is important to underline the differences in the narration of the war: people from different places see things differently (in the class there is a student whose family comes from Croatia, and one from Emilia Romagna. Surely the sense that their families give to WW2 is really different).

Culture is an important factor also in the second part of the series of lessons: the students in this case have to understand the position that they have to assume in their reportage, and that it has to be coherent with the point of view and to the facts that happened in the part they pretend to play.

### **Analysis of the lesson in terms of its foreign language content**

Presentation of the language means needed for the lessons: vocabulary, terminology, text type, style, register, form of discourse, technical language tools. For example, students have to use the right grammatical and temporal expressions in the first part, in order to describe the different phases of the war. The style has to be concise and objective when they have to summarize the facts. In the second part they have to use another register of language: they have to write a reportage from a particular point of view. Therefore, they will need to use reasoning strategies and argumentative texts.

## Didactic and methodological analysis of the lesson

I have chosen to divide the module of WW2 into two parts. First, the students build together their knowledge of the war, and then they have the opportunity to apply this knowledge in carrying out a practical task and demonstrate the abilities they have reached during the three years CLIL instruction.

At the same time, I consider WW2 in Italy a very delicate and sensitive topic of national history, that could deeply involve the sensitivity of the students. At the same time, this topic is also directly connected to citizenship education. For those reasons I have decided to use Italian in lessons 6 and 7.

## Checking the achievement of learning goals and consolidation of outcomes

In order to assess learning goals during the lessons the teacher prepares an online test that consolidates the content and, at the same time, gives the students a feedback of their knowledge. In the interaction between students and teacher, assessment is an important moment for verifying the learning (for example when they construct together the shared time line).

## Planning the course of the lesson

phase	time	what students do	what teacher does
<b>lesson 1</b> - groups of students do a time-line			
1	5 minutes		the teacher creates the groups and gives them the material to read and elaborate.
2	30 minutes	students work in groups. They read their history book and the photocopies given by the teacher. They take notes on their book and summarize the main facts.	the teacher controls the work of the group, gives advice and interacts with students and helps the ones with more difficulties.
3	15 minutes	each group decides which are the main events to put in the time line, students discuss about their relevance and prioritize them.	the teacher listens to what students are saying in the groups and pays attention to their dynamics.
<b>at home:</b> students complete their time-line and search on the web five relevant photos of the events and three significant videos. The photos and the links to the videos have to be posted on a shared Google Document.			
<b>lesson 2</b> - shared time-line			
1	5 minutes		the teacher shows to the student a time line done with tiki-toki

2	45 minutes	<p>students say to the teacher which are the main facts to put in the time line. They have to respect each other, to wait that the partner has finished to speak, and when their opinions are discordant they have to discuss and find a solution.</p> <p>Students also suggest which photos or videos are the best for the representation of the facts.</p>	<p>The teacher uses the computer and the IWB. He pays attention that students respect turn-taking and others' opinions, and that all pieces of information are reported in the time line.</p>
<p><b>at home:</b> students do the test on Questbase in order to check their knowledge (15 minutes). The teacher checks that everybody does the homework and answers correctly to the test. If the results of the tests indicate that something is not still clear the teacher will review some topics in class.</p>			

## Homework for consolidation purposes

Homework consists of the preparation of the material that will be used in class (for example at the end of the first lesson students have to finish the work at home and search for photos and videos in the Web), in answering the test online, in searching information in the web, pictures or video to be inserted in the reportage.