

# CORSO CLIL IPRASE 2017-2018



## CLIL Module/Lesson Plan

**Title PROPHET MUHAMMED AND THE BEGINNING OF ISLAM**

Author(s)	MARANGONI BARBARA				
School	ITET PILATI CLES				
School Grade	Primary		Middle		High X
School Year	1	2 X	3	4	5
Subject :	HISTORY CLIL		Topic:	Arab conquest in Europe, starting from the beginning of Islam and deepening the importance of Prophet Muhammed in the context of Medieval History.	
CLIL language	English X		Deutsch		

<b>Personal and social-cultural preconditions of all people involved</b>	<p>The students are attending a second year in a vocational technical high school, where History is taught only the first two years.</p> <p>This specific subject is part of the Medieval History program, but it is not often developed during secondary school of first degree, so students do not usually have any prior knowledge.</p> <p>The class is made of eighteen boys, no girls, fifteen of whom attended the first year of high school last year together and three more, who are repeating the second year. Before coming to high school, they attended different secondary schools of first degree, so it is very difficult to establish if all of them did the same subject topic.</p> <p>Seven of them are Muslims, and can have knowledge about this topic due to their faith. Three of them are Arabic mother tongue, while four generally speak Russian or Romanian at home. They are all well-integrated among the classmates and they have a very good understanding and mastery of Italian language.</p> <p>For this reason, this topic can create a debate and an interesting session of open-minded lessons, with the aim of getting to know each other as a multicultural society.</p> <p>One boy only is a special need student (dyslexia).</p> <p>As behavior, they are not a difficult class, but they are usually not very willing to learn new things and it is hard to motivate them.</p> <p>As language level, at the end of the second year students are supposed to reach average CEFR level B1, and the topic mentioned is usually taught in spring, April or even May. If they have not reached B1 yet, they can be anyway considered A2 plus students. These students have not had any experiences of CLIL before, so they are scared and pessimistic about the result they will get (they are sure they won't understand the topic and they will get bad marks). No co-teaching is expected.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>No pre knowledge about the subject studied from a historic point of view. They can have studied it with their Religion teacher, but most of the students do not attend Religion classes.</p>	<p>They need to know present and past tenses: present simple and continuous, past simple and continuous. Future tenses may be found, but they will not be essential. Present and past perfect simple and continuous will be avoided. The teacher will provide students a glossary of specific words that will be encountered more often and a list of chunks, needed to be able to understand questions and answer them.</p> <p>Level of language required is B1, but A2 plus students will succeed understanding the topic and the materials provided too.</p>

<b>Timetable fit</b>	○ X Module	Module length: eight hours
	○ Lesson	Lesson length

<b>Description of teaching and learning strategies</b>	<p>The topic will be taught using CLIL methodology, so the use of English will be essential. The teacher will try to decrease the proper talking time, while students will be forced to increase their own talking time. As learning strategies will be used ICT tools, videos and audio equipment, therefore the Whiteboard will be very useful too; most of the time students will do Cooperative learning, such as group or pair work. Learning activities connected to expected learning outcomes: Researches surfing the net, Task-Based learning, debate, Role-play, and they will be asked to prepare as final work a Powerpoint presentation, using Project-Based learning strategy. To verify their summative assessment, the teacher will use Game-based learning strategy, because students will be asked to play a Kahoot quiz. Materials to support the content and language scaffolding will be provided by the teacher, always managing time.</p>
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## Overall Module Plan

<p>Unit 1</p> <p><b>The beginning and spread of Islam</b></p> <p>Unit length <i>three hours</i></p>	<p>Lesson 1 (length <i>one hour</i>)</p> <p><b>Prophet Muhammed and the beginning of Islam:</b> Students will be taught about life of Prophet Muhammed and the birth of Islamic religion. They must understand and learn the economical, political and cultural context of Arabia at the end of Byzantine Empire. Students will be asked to watch a video and then to work on a worksheet in pairs.</p>
	<p>Lesson 2 (length <i>two hours</i>)</p> <p><b>The spread of Islam:</b> The end of the life of Prophet Muhammed and the first spread of Islam, due to Umayyad dynasty first and Abbasid dynasty secondly, in Northern Africa and Europe (in particular Spain and Sicily), focusing on causes and effects. Students will be asked to watch the end of the video of the former lesson, then to work on mind maps and complete a timeline in pairs. As assessment, they will be asked to play a Kahoot quiz online.</p>
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<p>Unit 2</p> <p><b>Arab influence in Europe</b></p> <p>Unit length <i>three hours</i></p>	<p>Lesson 3 (length <i>one hour</i>)</p> <p><b>Mosque and Islamic arts:</b> Students have to study the main features of Islamic arts and architecture, pointing the differences between a Christian church and a mosque (example of Cordoba, Spain). They must analyze the importance of water and gardens (example Taj Mahal, India) in Islamic arts. Recognize geometrical patterns, ceramics and the meaning of iconoclast and iconography. Students will create a poster as assessment.</p> <p>Lesson 4 (length <i>two hours</i>)</p> <p><b>Arab influence in European countries:</b> Discover Arab influence in sciences, such as medicine, chemistry, astrology, mathematics, agriculture, food and spices, lexicon, as new vocabularies in European languages. Students will be asked to prepare a Powerpoint presentation for each category of science mentioned above.</p>
<p><b>Role playing, assessment</b></p> <p>Unit length <i>two hours</i></p>	<p>Lesson 5 (length <i>one hour</i>)</p> <p><b>Powerpoint presentations:</b> group work students show the class their researches and classmates take notes. This exercise will be used as form of assessment by the teacher.</p> <p>Lesson 6 (length <i>two hours</i>)</p> <p><b>Role playing:</b> students will be divided into two groups and one of them will be asked to imagine a time- trip at the time of greatest influence of Islamic Empire to describe its more specific cultural, political and economical aspects. The other group will be asked instead to interview Muhammed, asking him to tell his story before and after the Revelation, problems linked to his succession (his inheritance), the pillars of Islam. Before concluding, asking him his opinion about Islamic arts too.</p> <p>In pairs, students prepare a list of questions about the two topics just mentioned, and the student asked to answer will easily be evaluated by the teacher.</p>

## CLIL Lesson Plan

Unit number 1	Lesson number 1	Title <b>Prophet Muhammed and the beginning of Islam</b>
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Act ivit y	Tim ing	Learning Outcomes	Activity Procedure	Language	Intera ction	Mater ials	Asses sment
<b>1 Brainstorming</b>	10 minutes	<p>Define their previous knowledge in relation to the content.</p> <p>Students will have to list, locate, quote, recall, all actions referring to the LOTS of Bloom's taxonomy.</p>	<p>Students will be divided into groups and have to prepare a mind map about what they already know of Prophet Muhammed and the beginning of Islam. Then the teacher draws a mind map on the board (Blackboard or Whiteboard) of all the things mentioned by the different</p>	<p><i>Skills</i></p> <p><b>S-W-R</b> (Speaking together, Writing a mind map, Reading the mind map on the board)</p> <p><i>Key vocabulary</i> mind map, prophet, religion, Arabic peninsula, historical background, arrows, time, space, faith, believe, birth, death</p>	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ Group work</li> </ul>	Blackboard or Whiteboard	<p>Starter unit, peer evaluation to assess previous knowledge</p>

			groups.	<i>Communicative structures</i> Think about.. What do you already know about..? Draw a mind map Look at the map.. D e c i d e together Talk to your partners In my opinion, ..			
<b>2 Video</b>	15 minutes	Students have to understand the history of Prophet Muhammed and how Islamic religion was born.  Students will have to understand, recognize, compare, actions still referring to the LOTS of Bloom's taxonomy.	Students will watch a video twice, the first time without subtitles, the second one with subtitles.	<i>Skills</i> <b>L-R</b>  Listening to the video, Reading the subtitles	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ Individual work</li> </ul>	Web- based resource video on youtube, posted by Khan Academy (for the link, see attachment file)	Formative assessment
				<i>Key vocabulary</i> medieval history, spread, Byzantine Empire, Sassanid, Umayyad, Abbasid, dynasty, revenge, merchants, camels, sheep, metals, mosque, minaret			

				<p><i>Communicative structures</i></p> <p>Can you remember..?</p> <p>Did you understand what happened..?</p> <p>When was Muhammed born?</p> <p>Can you find the places mentioned on a globe?</p> <p>When did Muhammed go ..?</p> <p>What does .. mean?</p>			
3 <b>W o r k s h e e t</b>	2 0 min ute s	<p>Students will work on a worksheet and continue their formative assessment.</p> <p>Students will analyze, categorize, find out the cause and effect, discriminate and establish starting from their information discovered within the video, activating their HOTS, referring to Bloom's taxonomy.</p>	<p>Students will work on a worksheet: The first exercise is about answering some questions (the answers were given by the video). In the second exercise there are True or False sentences, and they have to correct the false ones. If needed, they can get the transcript of the video, otherwise the teacher will</p>	<p><i>Skills</i> <b>R-W-S</b> Reading the tasks, Writing the answers to the exercises, Speaking together to decide what is correct</p> <p><i>Key vocabulary</i> Answer, decide, argue, complete, match, analyze, timeline, map, cause, effect, role, importance</p>	<ul style="list-style-type: none"> <li>○ P a i r work</li> </ul> <p>Correction of the worksheet for the:</p> <ul style="list-style-type: none"> <li>○ Whole class</li> </ul>	<p>Timeline, mind map, eventually the transcript of the video for the students who need it, and worksheet consisting of exercises True or False, questions about the video and a glossary, everything provided by the teacher (see attachment file)</p>	<p>Formative assessment (new aspects encountered completing timeline and mind map), while ongoing assessment (working on the worksheet about the video just watched)</p>

			<p>share it with them on Google drive or Classroom, to be studied and revised at home.</p> <p>They have to complete a timeline about the most important events in Mouhammed's life and a mind map about the pillars of Islam.</p>	<p><i>Communicative structures</i></p> <p>Can you tell me..?</p> <p>Do you know why..?</p> <p>Find out..</p> <p>Do you agree with ..?</p> <p>Looking at the timeline, where did you put..?</p> <p>In his/her opinion..</p>			
<b>4 Feed back</b>	5 minutes	<p>Students have to assess their new knowledge.</p> <p>They have to assess, estimate, judge, argue and conclude, referring to the HOTS of Bloom's taxonomy.</p>	<p>Students will be asked to find out three things they didn't know before the lesson and that they can remember now, creating a debate in class.</p>	<p><i>Skills</i></p> <p><b>S-L</b></p> <p>Speaking to the class and Listening to the answers given by the classmates</p>	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ Individual work</li> </ul>	Oral debate, no material is necessary	<p>Summative assessment, both self-assessment (when they are asked to answer individually, telling three things learnt), and peer assessment (listening to each other, understanding new things, or simply things from another point of view)</p>
				<p><i>Key vocabulary</i></p> <p>Evaluation, assessment, judge, believe, know, opinion</p>			
				<p><i>Communicative structures</i></p> <p>In your opinion, ..</p> <p>What do you know now..</p> <p>What have you discovered today..?</p> <p>Do you believe..?</p>			

## LINKS TO MATERIALS:

*Mosque map* on padlet:

[https://padlet.com/babu\\_marangoni/7cc2u9djq379](https://padlet.com/babu_marangoni/7cc2u9djq379)

*final quiz* on Kahoot:

<http://play.kahoot.it/#/?quizId=b47e25a7-ed2f-4747-b03b-4e264f2dadff>

*video* on youtube:

“Life of Muhammad and beginnings of Islam part 1 | World History | Khan Academy”

## BOOKS TRANSLATED AND READ:

- AAVV, *Geohistoriae 2*, Cremona, Editrice La Scuola, 2016  
AAVV, *Le ragioni del presente, Tavole illustrate*, Torino, Lattes, 2018  
AAVV, *Le ragioni del presente*, Torino, Lattes, 2018  
AAVV, *Profili di storia antica e medievale*, Bari, Laterza, 2005  
Aslanapa O., *Turkish tile and ceramic art*, Istanbul, Seçil Ofset, 2006  
Cantarella, Guidorizzi, *Oriente Occidente, Atlante geostorico*, Varese, Einaudi scuola, 2018  
Cantarella, Guidorizzi, *Oriente Occidente*, Varese, Einaudi scuola, 2018  
Gasparetto M., K. F. Wismayer, *Learning History CLIL*, Bologna, Zanichelli, 2015  
Giardina A., *La nuova Storia*, Bari, Laterza, 2013  
Marisaldi L., *Colonne d'Ercole 2*, Bologna, Zanichelli, 2018

*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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