

# CORSO CLIL IPRASE 2017-2018



## CLIL Module/Lesson Plan

### Title: The U.S.A. between dream and reality

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<b>School</b>	Liceo artistico "Depero" - Rovereto				
<b>School Grade</b>	Primary <input type="checkbox"/>	Middle <input type="checkbox"/>		High <input checked="" type="checkbox"/>	
<b>School Year</b>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
<b>Subject :</b>	History		<b>Topic:</b>	American Revolution	
<b>CLIL language</b>	English <input checked="" type="checkbox"/>		Deutsch <input type="checkbox"/>		

<b>Personal and social-cultural preconditions of all people involved</b>	<p>I have given this lesson to a fourth year class of the Liceo artistico "Depero" in Rovereto. After a standard two-year course, the students of this secondary school choose one of three different courses for their last three years: graphics, audiovisual or design. This class includes students who have chosen the audiovisual course (10 of them - 5 boys and 5 girls) and graphics (8 of them - 1 boy and 7 girls). When the two parts of the class work together, which happens in some subjects, the audiovisual group seems to participate more lively and with more interest.</p> <p>All in all, the class is willing to work, but not all the students work hard at home. This might be partly due to the tiring school timetable, which includes 38 periods a week. In addition, lots of students live quite far from school, in the province of Verona and in distant valleys of Trentino.</p> <p>In this class there are two foreign students (a Ghanaian and a Cuban) who have been living in Italy for a long time: they do not have any problems with the Italian language. Two girls have a slight form of dyslexia.</p> <p>Regarding the school environment, our classrooms are bright and simply furnished. Smartboards have been installed in some classrooms, but sometimes the Internet connection is down.</p> <p>The students have been learning English since their first year, with three periods a week. In spite of this, the overall level is not the same for everyone, and not generally high. I can guess the CEFR level is between B1 and B1+.</p> <p>Two students are really good at English because they have been studying it outside school too.</p> <p>Our students are used to working in small groups, as this approach has been widely practised in the vocational subjects, when they do projects and use specific tools.</p> <p>Although they were quite worried at first, the students have welcomed the idea to have a short CLIL module in history in English, mainly because these lessons are about the USA.</p> <p>I have known this class since last year and I am their form teacher. I have two history classes and two philosophy classes a week with them.</p>
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<b>Students' prior knowledge, skills, competencies</b>	Subject: History	Language: English
	<p>The topic of this module (the American Revolution) was not discussed before in Italian, neither in the history classes nor in other subjects.</p> <p>However, the students must have some prior knowledge of this period from the middle school or because they watched films about it.</p>	<p>Regarding the vocabulary which is used in this module, a glossary is given to the class at the end of every lesson, since the students do not know many specific words about this topic.</p> <p>As far as the English grammar is concerned, I have spoken with the English teacher. She has helped me understand what level the class is, in order to adjust the language used in this CLIL module.</p>

<b>Timetable fit</b>	<input type="radio"/> Module	Module length
	<input checked="" type="checkbox"/> Lesson	Lesson length: 50 minutes

<b>Description of teaching and learning strategies</b>	<p><b>Teaching strategies:</b> the teacher uses new technologies (smart board and multimedia materials) as well as traditional approaches, such as frontal explanations, cooperative learning and code switching.</p> <p><b>Learning strategies:</b> the students are involved and asked to participate in a number of ways, including pair work, learning by doing (with short exercises and consequent formative assessment), and permission to switch code if necessary.</p>
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## Overall Module Plan: The American Revolution

<b>unit 1:</b> Revolutions unit length: 50 minutes	<b>Lesson 1:</b> introduction to different types of revolutions
<b>unit 2:</b> What happened? unit length: 50 minutes	<b>Lesson 2:</b> Facts and events about the American Revolution
<b>unit 3:</b> The Declaration of Independence unit length: 50 minutes	<b>Lesson 3:</b> An analysis of the Declaration
<b>unit 4:</b> Dream and Reality unit length: 50 minutes	<b>Lesson 4:</b> the lesson which is described below
<b>unit 5:</b> I have a dream unit length: 50 minutes	<b>Lesson 5:</b> oral assessment of group presentations and analysis of the “I have a dream” speech by Martin L. King
<b>unit 6:</b> final test unit length: 50 minutes	<b>Lesson 6:</b> summative written test

# CLIL Lesson Plan

Unit number: 1	Lesson number: 4	Title: <b>The U.S.A. between dream and reality</b>
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Activity	Timing	Learning Outcomes	Activity procedure	Language	Interaction	Materials	Assessment
1	10	Review the contents of the previous lesson (Declaration of Independence). Build up some vocabulary concerning the keywords of the Declaration.	The teacher draws a T chart on the board and elicits positive keywords which the students remember or find in the Declaration (e.g. happiness). When this list is complete, the students, working in pairs, try to find the opposite (antonym) of the positive words (e.g. sadness).	Skills S R W	O Whole class O Pair work	Declaration on Independence	On-going assessment: the teacher checks with the whole class if the right words have been identified in the text and makes sure that every student knows the opposite term.
				Key vocabulary: equal, respect, life, liberty, unalienable rights, happiness, consent, safety			
				Communicative structures			
2	5	Expand vocabulary including the antonyms of known words	The teacher hands out a short glossary of relevant terms and definitions (in jumbled order). The students, working individually, try to match each word to its definition. Extension: exercise 2 – students complete some sentences with similar words.	Skills R	O Individual work	Glossary ( <b>attachment 1</b> )	The teacher checks with the whole class if the students have matched correctly words and definitions. Extension: correction of exercise 2
				Key vocabulary: see attachment 1			
				Communicative structures			
3	10	Familiarize with American English pronunciation.	The teacher shows the video of Ani DiFranco singing “Subdivision”	Skills L R	O Whole class O Individual work	<b>Video:</b> <a href="https://www.youtube.com/watch?v=2XSPfRENTc">https://www.youtube.com/watch?v=2XSPfRENTc</a>	The teacher checks with the whole class if the students have filled in the gaps

		Get to know an American folk singer who frequently discusses current cultural issues. Improve listening and reading skills.	The students are given the lyrics with some gaps to fill in (see attachment 2). Each student underlines in two different colours the phrases which relate to dream and reality.	Key vocabulary see attachment 2		Lyrics of the song <b>(attachment 2)</b>	correctly and found relevant phrases in the lyrics.
				Communicative structures			
4	15	Understand the overall message of the song. Realize that the American dream (as it was outlined in the Declaration) has not come true yet. Learn some idioms.	The teacher shows on the Smart Board 7 titles which correspond to the 7 parts of the lyrics (see parts in yellow in attachment 2). The students, working in pairs, try to match the titles to the parts.	Skills <div>S R</div>	O Whole class O Pair work	Titles <b>(attachment 2)</b>	In this plenary session, the class discusses why each title might describe each part of the song and discusses the negative aspects of the contemporary U.S.A.
				Key vocabulary see attachment 2			
				Communicative structures			
5	10	Practise grammar structures (if clauses) to express hope for the future and predictions. Support positive thinking and proactive participation in the social context.	The teacher hands out some guidelines which explain how to create an additional part to the song by using if clauses. The teacher elicits simple sentences as examples and writes them on the Smart Board (see attachment 3).	Skills <div>R W</div>	O Whole class O Individual work	Examples <b>(attachment 3)</b>	The homework (working in pairs) is to add another part to the song using the communicative structures to express positive messages of hope for the future. At the beginning of the next lesson the 8 pairs will read out their lyrics, which will be assessed by the classmates using a grid with specific criteria (creativity, correctness, fluency of speaking).
				Key vocabulary see attachment 3			
				Communicative structures: if clauses (1 <sup>st</sup> and 2 <sup>nd</sup> conditionals); wish + past simple;			

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.

Questa iniziativa è realizzata nell'ambito del Programma operativo FSE 2014 – 2020 della Provincia Autonoma di Trento grazie al sostegno finanziario del Fondo Sociale Europeo, dello Stato italiano e della Provincia Autonoma di Trento. La Commissione Europea e la Provincia Autonoma di Trento declinano ogni responsabilità sull'uso che potrà essere fatto delle informazioni contenute nei presenti materiali.