

great personalities

of XV-XVI-XVII Century

DRIVING QUESTION

“How can you tell a true historical story entertaining young students?”

The Challenge

Young nowadays students are stimulated by many impressive ways. Your Mission is to explain to them historical contents in a low-cost and not-annoying way, avoiding the traditional frontal teaching.

The Task

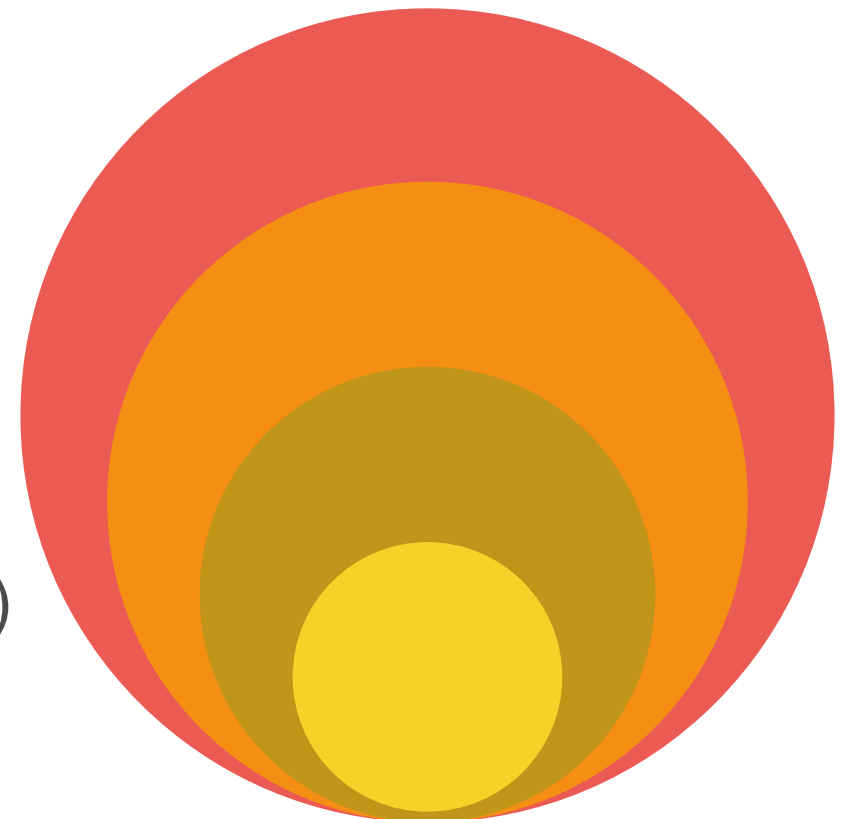
Explain the life and period of a great historical personality to an audience of children, through an animated narration (storytelling), using words and images.

PRODUCT

Storytelling

Final product: 10/20 minutes presentation about a great historical personality of 1500-1600, played as a theatrical piece: a short storytelling 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.



Protagonists

Sir Francis Drake / Christophorus Columbus / Magellano / Vespucci
Pizarro / Cortèz

Galileo / Copernico / Leonardo da Vinci / Michelangelo
Savonarola / Lorenzo il Magnifico / Elisabetta I ecc.

How to do it

The presentation/narration must be done
like a theatrical piece:

♣ By **multimedia** resources
(images projected in background, as scenography)

♣ By playing as **actors**
(in foreground)

♣ By using **Quotes**: at least
1 original Citation of the protagonist
and 1 Citation of a Historian (historiography).



TEAM & RESOURCES

Features...

The Groups

You don't work individually.

Write down here the name of the groups of two or threecouple or triangle:

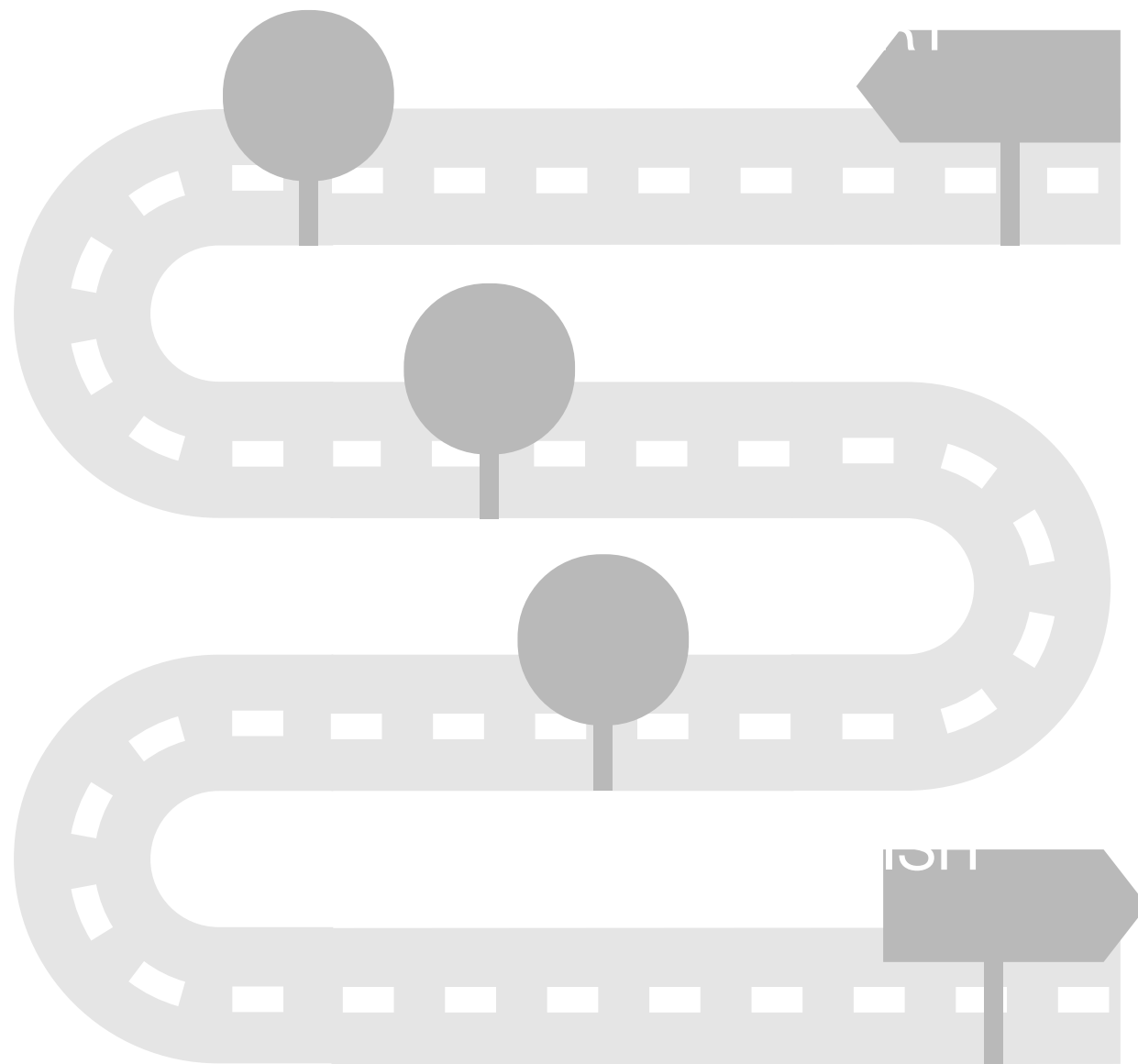
- 1
- 2
- 3
- 4
- 5

Roles:

- > **Director:** responsible for the deadline and language control
- > **Actors:** they will act and move on the stage
- > **Technician:** he will set the scenography and sounds

PLAN

Project tuning



Total hours: 10
Deadline: week 2 May

Kick off & Pacts - 1 h - week 1 of April

Inquiry/Research - 2 h - week 1-2 of April
select contents from the Handbook and the images from web

Design and Contents - 2 h - week 2-3 of April
write/sketch the Storyboard (pictures + text + music/noises)

Implementation- week 3-4 of April
editing the resources and testing/playing the storyboard

Presentation - week 1-2 of May

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 about the historical contents exposed by Kahoot (2 questions about each personalities)

STEPS

“Begin with the End in Mind”

The final presentation

Every **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)



KICK OFF

British Council videos

Inspiring videos

> “**History Comes Alive**: <https://www.youtube.com/watch?v=lpXRvfdy9VE> perfect model of digital storytelling; Age of Exploration”: <https://www.youtube.com/watch?v=lpXRvfdy9VE> and

Other videos useful for the contents involved:

> “**BBC - GCSE Bitesize - History**”: <http://www.bbc.co.uk/schools/gcsebitesize/history/video/>

> “**BBC History**”: <http://www.bbc.co.uk/history>

> “The Explorers The Dawning of the Era of Exploration” Discovery Channel:
<https://www.youtube.com/watch?v=yExw1YNK27U>

> “Columbus, de Gama, and Zheng He! 15th Century Mariners.

Crash Course: World History #21”:

<https://www.youtube.com/watch?v=NjEGncridoQ>

Task: take note during the videos and write down
1 or more sentences about:

- the contents that inspired
- something historically remarkable

LESSONS

from the Handbook + slide

Personal study

Pages to study:

1. the Era of Exploration
2. the modern Science revolution
3. the Birth of modern States: sovereignty, army, bureaucracy

SKILLS & LEARNING OUTCOMES

4 Cs and VOCABULARY

CONTENS (know)

a picture of life and feats of a famous personality of that period; some info about the historical context

COMMUNICATION (know and be able)

use of present and past tenses; specific words related to the historical events narrated

CULTURE (know, be able and be aware of)

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)

COGNITIVE (be able and be aware of)

investigating about life of the chosen personalities; *organising* the infos in a storytelling; 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.

Essential GLOSSARY and FUNCTIONALS

Cfr. <http://www.htsb.org/wp-content/uploads/2014/07/Academic-Language-Functions-toolkit.pdf>

EVALUATION and ASSESSMENT

Rubric (PERFORMANCE)

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

+ test in *Kahoot!* (CONTENTS)