

## CORSO CLIL IPRASE 2017-2018



### CLIL Module/Lesson Plan

### The Roaring 20s.

|               |  |                                 |                                  |                            |            |
|---------------|--|---------------------------------|----------------------------------|----------------------------|------------|
| Author(s)     | Claudia Segnana  |                                 |                                  |                            |            |
| School        | Istituto di Istruzione Alcide Deagpseri, Borgo Valsugana |                                 |                                  |                            |            |
| School Grade  | Primary <input type="checkbox"/>                         | Middle <input type="checkbox"/> |                                  | High X                     |            |
| School Year   | 1 <input type="checkbox"/>                               | 2 <input type="checkbox"/>      | 3 <input type="checkbox"/>       | 4 <input type="checkbox"/> | <u>5</u> x |
| Subject :     | History  |                                 | Topic:                           | Roaring 20s                |            |
| CLIL language | <u>English</u> X   |                                 | Deutsch <input type="checkbox"/> |                            |            |

|  |  |
|--|--|
| <p>Personal and social-cultural preconditions of all people involved</p> | <p>This lesson is the first one of a 6 hours module, which has been planned for a fifth class of a technical high school. This module has only one unit, divided into 3 lessons. I made this choice because I noticed that this class gets a lot more in shorter modules than in longer ones.</p> <p>The class is composed by 9 students, 8 boys and 1 girl. All of them live in the town of the school or in a near town. 3 of them failed the past year and are repeaters.</p> <p>The students are pretty forthcoming, but find easily distractions. It is not easy to yield a positive return, since a lot of them have difficulties to carry out complex tasks. There are no students with migratory background. There are no learners with special needs.</p> <p>Talking about the learning preconditions in the school class, the students are in a pretty big class. Since they are only 9, desks can be moved following the teachers' necessities. Normally, they have a horseshoe formation. The learning level is generally in the average, since 2 of them are not motivated, while 3 of them are really interested, motivated and enthusiastic. Students have in average a B1 level. There is 1 student with a B2 level and 3 students with a A2 level. Students generally do not disturb during the lessons, but they</p> |
|--|--|

|  |   |
|--|---|
|  | <p>easily find distractions. They continuously need to be motivated and stimulated. They are trained to work in group and they have received a special training in cooperative learning during the past years.</p> <p>They had had an experience with CLIL in the past year: they have done a 20 hours module with another history teacher. Furthermore, I did with them a first module of 10 hours at the beginning of the school year, and now we are going to start the second module of 5 hours. This will be the first lesson of the module. I tried to establish a kind of CLIL routine during the first module, so that they can feel at ease and in their comfort zone during the CLIL lessons. I think this is an important aspect to consider in order to gain the CLIL aim.</p> <p>Talking about my students' features, they are generally more motivated by watching short videos or by doing exercises in small groups, than by reading: their particular strength is pair/group work, where weaker students are supported by their friends. They like to speak in groups or reporting the ideas of their group. They get distracted by reading or listening, but they easily memorise by watching videos or searching information online. As far as grammar is concerned, they still have gap with the construction of the sentence. Talking about vocabulary, their personal vocabulary is not wide, but they are interested to extend it.</p> <p>I am the subject teacher (History) and I carry out the lessons with CLIL methodology. This year I will realize with them at least 20 hours with CLIL methodology. This lesson is settled within a module of 6 hours that analyse different aspects of the Roaring 20s. Before this module, we had deepened the WWI and the role of USA played in it in Italian. I do not have any external support and there is no mother tongue teacher with me during the lessons.</p> <p>It is not my first experience with CLIL since last year I've done 6 module of 20 hours each in another school.</p> |
|--|---|

|   |  |  |
|---|--|--|
| Students' prior knowledge, skills, competencies | <p>Subject</p> <ul style="list-style-type: none"> <li>- Students need to know what happens during the WWI and the role USA played in it.</li> <li>- Students need to have watched "The Great Gatsby", whether in Italian or in English in order to have a mental image about the era and the way of living.</li> <li>- Students need to be able to work in pair or small groups</li> <li>- Students need to be able to understand some defined info watching a clip or video</li> <li>- Students need to be able to collaborate and cooperate with others</li> <li>- Students need to be able to use a research browser</li> <li>- Students need to be able to use an Ipad</li> <li>- Students need to be able to distinguish useful and useless information</li> <li>- Students need to be able to summarize</li> <li>- Students need to be able to carry out investigations</li> <li>- Students need to be able to identify and interpret different kinds of sources (e.g. written, iconic)</li> <li>- Students need to be able to create a Padlet.</li> </ul> | <p>Language</p> <p>Students need to know:</p> <ul style="list-style-type: none"> <li>- present, past and future of widely used verbs;</li> <li>- general vocabulary concerning everyday life and innovations / discoveries;</li> <li>- causal and temporal proposition;</li> <li>- passive form</li> <li>- If clauses</li> </ul> |
|---|--|--|

|               |                 |                                     |
|---------------|-----------------|-------------------------------------|
| Timetable fit | ○ Module        | Module length: 6 hours (3 lessons)  |
|               | <u>X Lesson</u> | Lesson length: 2 hours (120 minuts) |

|  |   |
|--|---|
| <p>Description of teaching and learning strategies</p> | <p>I organize this lesson through two methodological approaches: Task Based Learning and Cooperative Learning.</p> <p>In order to interweave these two approaches, I give students short tasks they have to complete whether with their group or in plenary (it depends by the exercise). I ask students to report information, to discuss about a specific topic, to find solutions to a given problem. I start with a short exercise (true/false questions) to activate previous knowledge and they have to forecast solutions. This task has to be done in small groups. In this way every member of the group has to talk. They have to recall in mind previous knowledges and to negotiate between the different ideas and opinions of the group's members. Students are involved in collaborative and cooperative learning in order to activate and improve their communication skills. After that, I show a video interrupted by the same questions they have already answered. Students have to correct their errors. In this way they discover the right answers, without the stress connected with the note and in a stimulating atmosphere. I then organise the snake game, in order to focus on the key words of the lesson and to improve their ability with the communicative skill.</p> <p>Then, students have to create in groups a Padlet presentation about a given topic, the Flappers. Once they have finished, students realize an oral presentation in which every member has to speak: students are again asked to be actively part of the communicative exchange. In this way I promote interaction and communication during the lesson, in a kind of climax: we start with small groups and we arrive to a plenary discussion. I discover that this is the best way to operate with this class. We finish with a funny game to consolidate the topic: Kahoot. In this game students will find questions about the topic we have done together, but also about the ones of the next lessons. I made this choice because in this way I stimulate their curiosity about the topic. Students love the challenge of this game and are always enthusiastic to do it.</p> <p>At the end of this lesson, I expected students have understood how people lived during the Roaring 20s. Furthermore, my personal aim is to wake up their curiosity about this topic in order to create expectation for next lessons.</p> <p>In this lesson I expected some learning outcomes: first of all students have to have understood the topic. I gain this outcomes through a video with questions and the creation of a Padlet about a specific topic: the Flappers. Their task is to expose to their friends the topic, using as mind map their Padlet. At the end, through Kahoot game I can check the understanding and explain again the part which are not understood by students.</p> <p>Through the different tasks of the lesson I gain not only my first learning outcomes but also others: students will be able to remember, to make hypothesis, to discuss and find solutions to real problems;</p> |
|--|---|

|          |  |
|----------|--|
| <p>.</p> | <p>students will be able to negotiate; students will be able to explore this cultural era and present her/his findings in a multimedia presentation (Padlet); student will identify new information about this historical period and include facts in a creative and compelling manner; students will be able to reasons; students will be able to understand the main information in a video, to evaluate, giving reason to the choice of their answer.</p> <p>As far as content input is concerned, I will present to my students the fascinating period of the Roaring 20s. Talking about language, I will introduce 5 new words, which are content and subject specific (content-obligatory language): globalisation, flappers, release, swing-life, consumerism. The other words I will use are already known by students or they can easily understand their meaning by the context. The content-compatible language level of the class is pretty good. As scaffolding for the video, I use the first task (True/False questions in groups), since that encourages learners to predict what they might hear or read; I also give them the list of the new content obligatory language, without translation and I let them explain the new content vocabulary, after watching the video, since in the video they can easily understand their meaning.</p> <p>I also encourage collaborative work so learners can provide scaffolding for each others. I think, this is a really effective way to scaffold, since students find at ease in this context.</p> <p>During the lesson, I give oral feedback on how well learners have done or are doing their work. At the end of the module, I ask peer and self-evaluation on what learners have done. During this first lesson, I take note about the behaviour of students during the different tasks and about the quality of their presentations. I will use these annotations at the end of the module, while I am filling the rubric. I prefer taking annotation rather than directly fill a rubric, since I think this is a more flexible and adaptable way to evaluate students.</p> <p>In my module I will use ICT learning tools like Ipad (one each member of the groups), which can be connected through Bluetooth to the Interactive Board; an Interactive Board; a Laptop for the teacher; connected with the interactive Board; speakers; a Board.</p> <p>As media, I will use a video, modified through EduCanon. Students will use Padlet, pictures and photos.</p> <p>I will give my students a worksheet with the tasks. As far as the creation of Padlet is concerned, I provide a stepladder so that each group can be methodical in the creation of their work. This is another way to scaffold and to help weaker students. Furthermore, I let students have a short list of key words during their oral exposition, if they need it.</p> |
|----------|--|

|  |  |
|--|--|
|  | <p>I give specific indication of the time assigned for each task. I calculate the time and then I add some minutes each task in order to give the possibility to every students to finish the task without feeling too much stress.</p> <p>In this first lesson, I do not need any differentiation. Students are settled in the perfect condition to finish their tasks.</p> <p>Tasks are very different in order not to be boring. The first one is a true and false exercise, in which students have to forecast infos. The second one is a video with, within it, the same questions they have already answered: students find funny check their answers without the pressure of the note. I will also check the understanding of the subject obligatory language through the game of the snake: a student has to explain the first word written on board and then to call another student, who has to explain the first and the second one and then call the third, and the game goes on. Students find this game really funny, since they can freely choose who to call and they live this task as a funny challenge. The next task is the creation of the Padlet and the design is decided by them. Students are involved in collaborative and cooperative tasks in order to activate and improve their communication skills. It will follow the presentation in groups, in which everyone has to talk. They can have a list of keywords, created by them, in order to have an help during the exposition (scaffolding). The last task is a Kahoot challenge, useful to sediment the new info and very stimulating and amusing for students. They really enjoyed this part of the lesson.</p> <p>Generally speaking, the design of my materials is captivating and has pictures, videos, images. Texts are written in Arial 12, interline 1,5.</p> |
|--|--|

## Overall Module Plan

|             |  |
|-------------|--|
| Unit 1      | Lesson 1 – 2 hours   |
| Roaring 20s | Roaring Twenties<br>(general overview)<br>- Flappers<br>- <i>Creation of a Padlet presentation</i> |

|   |  |
|---|--|
| <p>Unit length 6 hours</p> <p>In this unit I will discuss about some interesting aspects of this historical era called Roaring 20s. I will start with a general overview over this historical period. Then, I will work on Flappers, Prohibitionism and then on Gangsterism. This is an important topic that has to be well understood before talking about the Wall Street Crash.</p> <p>Assessment: students are asked to make a peer and self evaluation at the end of the module. The teacher takes notes about the behaviour of students during the different tasks. At the end, s/he will fill an evaluation rubric on the work done during the lessons and also referred to the different Padlet presentations they realised in the three lessons. Each student will have his own rubric at the end of the module.</p> | <p>Lesson 2 – 2 hours</p> <p>Prohibitionism</p> <ul style="list-style-type: none"> <li>- When? Why? Who reacted?</li> </ul> <p>Consequences.</p> <ul style="list-style-type: none"> <li>- Clip taken by the cartoon “Simpson”</li> <li>- <i>Creation of a Padlet presentation</i></li> </ul> |
|   | <p>Lesson 3 – 2 hours</p> <p>Gangster</p> <ul style="list-style-type: none"> <li>- Who? When? Why? Who reacted?</li> </ul> <p>Consequences.</p> <ul style="list-style-type: none"> <li>- Clip to show the life of Al Capone</li> <li>- <i>Creation of a Padlet presentation</i></li> </ul>   |

## CLIL Lesson Plan

|               |                 |   |
|---------------|-----------------|---|
| Unit number 1 | Lesson number 1 | Title Discoveries and innovations of the Roaring Twenties |
|---------------|-----------------|---|

| Activity  | Timing | Learning Outcomes   | Activity Procedure  | Language   | Interaction | Materials                       | Assessment  |
|---|--------|---|---|--|-------------|---------------------------------|---|
| <b>1</b><br><b>Warm-up</b><br><b>Activate prior knowledge</b> | 5'     | 1. Remember: recognizing and recalling facts ( <i>low level thinking skills</i> )<br><br>2. Exhibit previously learned material by recalling facts, terms, basic concepts and answers through a short quiz ( <i>low level thinking skills</i> )<br><br>3. Synthesis: hypothesise the possible answers comparing ideas and knowledge ( <i>high level thinking skills</i> ) | Students are divided into 3 groups of three. The groups are created by the teacher, who knows students' strengths and weaknesses. Students have to answer to True or False Questions, which are on the worksheet given by the teacher. Students have to work in group. They are asked to talk only in English. The teacher is only a supervisor and can intervene only if students ask her something. The teacher pays attention to the timing. | <b>Skills</b><br><div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: yellow; border: 1px solid black; padding: 2px 5px;">S</div> <div style="background-color: yellow; border: 1px solid black; padding: 2px 5px;">R</div> </div> | Group work  | A worksheet with the questions. | Observation<br>(The teacher takes note about the behaviour of students during the task) |
|   |        |   |   | <b>Key vocabulary</b><br>Choose, imagine, forecast<br><br><i>-Subject specific vocabulary:</i><br>consumerism, swing life, release, flappers<br><br><i>- Content compatible vocabulary</i>   |             |                                 |   |
|   |        |   |   | <b>Communicative structures</b><br>- Question Tag<br>- Present and past of the verbs   |             |                                 |   |



|  |     |   |  |   |                      |   |   |
|--|-----|---|--|---|----------------------|---|---|
| 2<br>Present<br>ation of<br>the<br>topic | 10' | <p>- Comprehension: to show understanding finding information from a video (<i>low level thinking skills</i>)</p> <p>- Evaluation: give reason to the choice of their answers; interpret in the right way the video (<i>high level thinking skills</i>)</p> | The teacher shows to the whole class a video modified with EduCanon. Within the video there are the same questions students have already answered in their previous task. They have to check their answer. | <p><b>Skills</b></p> <p><b>L</b>   <b>S</b>   <b>W</b></p> <hr/> <p><i>Key vocabulary</i><br/>review, watch, give reason</p> <p><i>-Subject specific vocabulary:</i><br/>consumerism, swing life, release, flappers</p> <p><i>- Content compatible vocabulary</i></p> <hr/> <p><i>Communicative structures</i><br/>In my opinion..<br/>I chose this answer because..<br/>Why..?</p> | <p>o Whole class</p> | <p>- Interactive board with internet connection and projector</p> <p>- The worksheet with answers</p> <p>- Video:<br/><a href="https://www.playposit.com/listcode/778979/k59874">https://www.playposit.com/listcode/778979/k59874</a></p> | <p>- Observation (The teacher takes note about the behaviour of students during the task)</p> |
|--|-----|---|--|---|----------------------|---|---|

|                             |     |  |  |   |                     |                |  |
|-----------------------------|-----|--|--|---|---------------------|----------------|--|
| <b>3<br/>Challan<br/>ge</b> | 15' | <p>- Knowledge: define words using information taken by the video or previous knowledge; remember (<i>low level thinking skills</i>)</p> <p>- Comprehension: explain the meaning of words. (<i>low level thinking skills</i>)</p> <p>- Application: Translate your mental idea with the words you already know (<i>high level thinking skills</i>)</p> | <p>Teacher organizes the snake game: s/he writes on the board the 5 words of the subject obligatory language plus other 5 words of the content compatible vocabulary. She chooses one student, who has to give a short definition of one word written on the board. Then, he chooses another student, who has to give a definition of the word the other one gave and to add a new definition; he then chooses the third student who has to explain three words and so the game goes on. All students have to be called. Definitions have to be short.</p> | <p><b>Skills</b></p> <p><b>L S R</b></p> <p><i>Key vocabulary</i><br/>review, watch, give reason</p> <p><i>-Subject specific vocabulary:</i><br/>consumerism, swing life, release, flappers</p> <p><i>- Content compatible vocabulary</i></p> <p><i>Communicative structures</i><br/><i>X means..</i><br/><i>I choose you.</i><br/><i>It's up on you.</i></p> | <p>o Group work</p> | <p>- Board</p> | <p>- Observation of the behaviour during the game.</p> |
|-----------------------------|-----|--|--|---|---------------------|----------------|--|

|  |            |   |  |   |                     |   |  |
|--|------------|---|--|---|---------------------|---|--|
| <p><b>4</b><br/><b>Learning by doing (communication and organisation in group)</b></p> | <p>40'</p> | <p>- Analysis: students choose the information they need in order to create the Padlet; students discriminate good and bad information; they find the information and then they decide what they want to focus on; students investigate the topic; students simplify the information they find on internet (<i>high level thinking skills</i>)</p> <p>- Evaluation: students discuss in order to decide how to structure the Padlet. They criticize, compare, defend, support different ideas (<i>high level thinking skills</i>)</p> | <p>Students use an Ipad with internet connection in order to create a Padlet about a topic assigned: the Flappers. They have one Ipad each, but they have to create only one Padlet. They have to choose the info they want to include in their work, pictures and/ or videos. They have to assign a different role to each member of the group, in order to work efficiently. The teacher is only a supervisor and checks the students' work, helping them if necessary. The teacher pays attention to the timing. In order to scaffold, s/he gives a set list with the information that has to be included within the Padlet. Students have then to share the Padlet in the Dropbox folder of the class.</p> | <p><b>Skills</b></p> <p><b>L S R W</b></p> <p><i>Key vocabulary</i><br/>review, watch, give reason</p> <p><i>-Subject specific vocabulary:</i> swing life, flappers</p> <p><i>- Content compatible vocabulary</i></p> <p><i>Communicative structures</i><br/><i>- present and past of verbs</i></p> | <p>o Group work</p> | <p>- Ipad with Internet connection</p> <p>- Worksheet with a set list.</p> <p>- Dropbox folder of the class</p> | <p>- Observation (The teacher takes note about the behaviour of students during the task)</p> <p>- Revision of the Padlet (not at school but after the lesson)</p> |
|--|------------|---|--|---|---------------------|---|--|

|   |            |   |  |  |   |   |  |
|---|------------|---|--|--|---|---|--|
| <p><b>5</b><br/><b>Learning by doing (communication in plenary)</b></p> | <p>35'</p> | <p>- Evaluation: persuade other students that their Padlet is well done; presenting and defending opinion by making judgements (<i>high level thinking skills</i>)</p> <p>- Application: summarize what they have learned though their research (<i>high level thinking skills</i>)</p> | <p>Students are asked to present their work, projecting it on the interactive board. Each group has 10 minutes of time. They may have to answer questions asked by their friends. They may have to convince them about their Padlet. The teacher observes and takes notes about the expositions. Students take note about positive and negative aspects of the presentations. This note will be part of the peer feedback, at the end of the module.</p> | <p><b>Skills</b></p> <p><b>S</b>      <b>W</b></p> <p><i>Key vocabulary</i><br/>review, watch, give reason</p> <p><i>-Subject specific vocabulary:</i> swing life, flappers</p> <p><i>- Content compatible vocabulary</i></p> <p><i>Communicative structures</i></p> <ul style="list-style-type: none"> <li>- present and past of the verbs</li> <li>- Our Padlet presentation is about..</li> <li>- The most impressive thing is..</li> <li>-What we like most was..</li> </ul> | <ul style="list-style-type: none"> <li>o Whole class</li> <li>o Group work</li> </ul> | <p>-Ipad connected with the Interactive Board</p> | <p>-Observation (The teacher takes note about the behaviour of students during the task)</p> <p>-Evaluation of the exposition (final rubric)</p> |
|---|------------|---|--|--|---|---|--|

|                            |     |  |   |   |              |  |   |
|----------------------------|-----|--|---|---|--------------|--|---|
| <b>6<br/>Cool<br/>down</b> | 15' | - Remember the new information<br>( <i>low level thinking skills</i> ) | Students, divided into the initial groups, are asked to play Kahoot. The questions are not only on the topic analysed during the lesson, but also on the topic we will study in the next lessons. It is a way to let it settle the new knowledge and also to activate the interest for the next lessons. They have to guess the answer they do not know. The teacher lets the play work. After every question, the teacher ask students that have correctly answered to explain with few words the topic. Students have not more than 30 seconds. | <b>Skills</b><br><div> <div>S</div> <div>R</div> <div>W</div> </div><br><i>Key vocabulary</i><br>review, watch, give reason<br><br><i>-Subject specific vocabulary:</i><br>consumerism, swing life, release, flappers<br><br><i>- Content compatible vocabulary</i><br><br><br><i>Communicative structures</i><br>/ | ○ Group work | - Kahoot in the Interactive board<br><br>- Internet connection<br><br>- 1 smartphone each group with internet connection<br><br>- Game on Kahoot:<br><a href="https://play.kahoot.it/#/k/ce88e3b7-2415-4836-88ac-5816a2841967">https://play.kahoot.it/#/k/ce88e3b7-2415-4836-88ac-5816a2841967</a> | / |
|----------------------------|-----|--|---|---|--------------|--|---|

*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