

CLIL Module Plan

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School Grade	<input type="radio"/> Primary		<input checked="" type="radio"/> Middle		<input type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
Subject	Storia	Topic	Martin Luther King and the Civil Rights Movement		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>Teaching team profile: the subject teacher and the support teacher. The subject teacher teaches Italian, History and Geography. Students group profile: the number of students is 21; they are usually interested in studying CLIL subjects. The English level of most students is about A2 and some of them are going to do an A2 certification exam soon. A small group has some difficulty with the target language and the subject knowledge as well, but the whole classroom has a positive attitude towards CLIL activities as they were introduced to CLIL while attending Primary School. Now students attend three hours a week of CLIL. There are four students with dyslexia and one student has a conduct disorder, but his temper is getting better thanks to the support teacher and the peer group. They will be referred as students with special needs from now on</p> <p>Teaching team profile: the subject teacher and the support teacher. I am the Italian, History and Geography teacher.</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The students already know some vocabulary related to this module, because the previous one concerned the birth of the United Nations and the Universal Declaration of Human Rights. Regarding the Bloom's taxonomy they are able to pass from low level thinking skills to higher level ones, they are able of using the knowledge from the past to understand the present time. They know how to locate facts and put them in a time-line. They are aware of facing topics related to global and local citizenship.</p>	<p>The level of the classroom is about A2. They studied English and did CLIL from Primary School. They know the basic grammar rules for the A2 level. They have the language knowledge to face the topic of this module. They know the main tenses used in the module, such as simple present, simple past, the present perfect form of some verbs, the main future tenses and the present simple and simple past passive forms. The whole class is able to use the four skills of reading, listening, speaking and writing at an A1-A2 level.</p>

Timetable fit	◎ Module	Length 4 hours, divided in 4 units of 1 lesson each
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Description of teaching and learning strategies	<p>The module is articulated in such a way to involve all the 4 Cs. Content is focused on super heroes of human rights and their activity and importance. Communication is encouraged through the implementation of some strategies. In fact, the activities in which communication is important are the most enjoyable and are usually done in groups, in order to create a friendly and not judgemental setting. In each lesson cognition is developed through all the activities, starting from the simplest one and proceeding to the most demanding. In this module culture is pivotal, because it gives the opportunity to analyse citizenship issues in both a global and local context. So, the students become aware of their responsibilities as local and global citizens. Each learning activity is planned in such a way to promote the following outcomes: at the end the students are expected to know the leaders, the context and cultural environment in which they operated and the human and civil rights they promoted for a better world. The level of the language is affordable. Where the activities are more challenging, the students are helped by both language and content scaffolding. The language scaffolding consists in writing frames, glossaries and guided questions. The content scaffolding consists in the choice of meaningful texts and activities adapted to reinforce students' knowledge through the repetition of concepts. Multimedia and interactive resources, such as tablets, e-learning platforms and a whiteboard, are used to support the teaching and convey information through a vast array of sensory channels. The pace of the lesson has to be quite fast to complete every activity.</p>
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Overall Module Plan

<p>Unit: 1</p> <p>Emmeline Pankhurst and the Suffragettes for Women's Rights and the Vote in the UK</p> <p>Unit length: 1 h</p>	<p>Lesson 1</p> <p>Emmeline Pankhurst and the Suffragettes for Women's Rights and the Vote in the UK</p>
<p>Unit: 2</p> <p>Gandhi and his non-violent Approach in India</p> <p>Unit length: 1 h</p>	<p>Lesson 1</p> <p>Gandhi and his non-violent Approach in India</p>
<p>Unit: 3</p> <p>Martin Luther King and the Civil Rights Movement</p> <p>Unit length: 1 h</p>	<p>Lesson 1</p> <p>Martin Luther King and the Civil Rights Movement</p>
<p>Unit: 4</p> <p>Collaborative Exhibition and Review in Assembly</p> <p>Unit length: 1 h</p>	<p>Lesson 1</p> <p>Collaborative Exhibition and Review in Assembly</p>

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Emmeline Pankhurst and the Suffragettes for Women's Rights and the Vote in the UK		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	Gandhi and his non-violent Approach in India		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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CLIL Lesson Plan

Unit number	3	Lesson number	1	Title	Martin Luther King and the Civil Rights Movement		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	5 minutes	According to Bloom's taxonomy this activity moves from LOTS to HOTS (identifying; recognizing, observing; expressing; deducting; justifying). The students at the end of activity know: the name of this historical leader; where and when he lived generally; what he did. They are able to recognize him.	Brainstorming activity. Teacher's role: the teacher introduces the students to the topic by asking some open questions and providing the answers whenever they do not know. She writes down the main information on a mind map. Students' role: the students try to answer the teacher's question by engaging their prior knowledge about the topic. They can use both the target language and the L1, but the teacher recasts their answers in the target language (code switching). At the end they copy the main information on their worksheet.	<p>Skills</p> <table border="1" data-bbox="1037 164 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Black people; people of colour; black people's rights.</p> <p>Communicative structures Who is this man?/ This man is/was... What did he do?/ He was... Is he famous? Why?/ He was famous because/for... Is this a black and white picture? So, what does it mean? When did he live?/ He lived in... Where did he live?</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • U3_L1_ALL1.pdf <p>- Interactive whiteboard; - U3_L1_ALL1: Activity 1 worksheet Picture reference: link</p>	Formative assessment (informal): complete the worksheet with the affirmations written on the interactive whiteboard
L	S	R	W								

2	7 minutes	According to Bloom's taxonomy this activity	Teacher's role: the teacher introduces the students to the	<p>Skills</p>	<input type="checkbox"/> Whole class	<ul style="list-style-type: none"> • U3_L1_ALL2.pdf <p>- 2.34 minutes video</p>	Formative assessment (informal):
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involves some LOTS such as remembering; defining based on the context. The students gain a deeper understanding of Martin Luther King's role than at the end of the previous task. They are able to recognize him and his role in the shaping of US society. They are introduced to two important concepts (segregation and racism) that will be defined later.

activity and shows them the key vocabulary and the exercise. Afterward she shows them a video clip about Martin Luther King's life. She checks the answers with the students. Students' role: the students look at the glossary and at the exercise; they watch a video clip about Martin Luther King's life twice and then they do a gap fill exercise.

L S R W

Key vocabulary

Baptist clergyman: sacerdote della Chiesa
Battista Peaceful protest: protesta pacifica
Non-violent movement: movimento non violento
Lead-led- led (irregular verb): condurre, guidare
Rid-rid-rid of (irregular verb): sbarazzarsi di
Defeat (verb): sconfiggere, battere
Own: (adjective): proprio, personale
Carry out (phrasal verb): portare avanti, condurre
Beat-beat-beaten (irregular verb): picchiare
Nightstick: manganello
Trample (verb): calpestare, pestare
Under the law: dal punto di vista legale

Communicative structures

Use of the past tense

- Group work
- Pair work
- Individual work

clip with subtitles; - U3_L1_ALL2: Activity 2 worksheet; Activity 2 answer key. Video reference: story with subtitles about Martin Luther King, Jr. [link](#)

complete the exercise on their worksheet interacting with the partner.

3	5 minutes	<p>According to Bloom's taxonomy this activity involves some LOTS such as ordering; identifying; matching. Learning skills: given the short amount of time, the students are required to scan and skim the text, instead of reading it thoroughly. The students know the main steps toward the end of segregation. They are able to put them in chronological order and associate them to the related pictures.</p>	<p>The time-line about the end of segregation. Students' role: the students skim and scan a text about the main steps toward the end of segregation in order to complete a time-line with dates, descriptions (labels) and images. To complete the exercise, they have to write the dates in chronological order, cut some cards and paste them on the time-line. Teacher's role: the teacher explains the exercise and the type of reading procedure. At the end the teacher shows the answer key to check the exercise.</p>	<p>Skills</p> <table border="1" data-bbox="1034 204 1375 252"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Breakthrough: svolta; Attend (verb): frequentare; Boycott (verb): boicottare; Bring about (phrasal verb): causare; March: marcia; Speech: discorso.</p> <p>Communicative structures In the class there are some students with special needs. They are given a text in which some sentences are highlighted with a bold font (the second adaptation on the Activity 2 worksheet).</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL3.pdf</p> <p>- U3_L1_ALL3: Activity 3 worksheet (the text and the glossary); The time-line worksheet Activity 3 Materials for the time-line (labels and pictures); Activity 3 answer key. Text References: The text is an adaptation from: Ks3 History. Complete revision and practice, CGP books, 2014, p. 128-129. Pictures references: Rosa Parks' image: link Civil Rights Bill image: link Civil Rights March in Washington: link Black and white children attend the same school image: link</p>	<p>Formative assessment (informal): the students have to complete the exercise in five minutes.</p>
L	S	R	W								

4	10 minutes	<p>According to Bloom's taxonomy this activity involves some LOTS such as remembering and identifying, reselecting. The students know the main concepts relating to segregation, racism, civil rights and some important facts about Martin Luther King's life and his movement. (These facts and concepts are repeated many times during the lesson in order for the students to understand and memorise them). They are able to define the main concepts and facts about the topic. They became aware of how to cooperate in a group.</p>	<p>Teacher's role: the teacher coordinates the activity and aids the students in the use of the technological devices. Students' role: the students use their tablets to play a matching game on Quizlet. Before starting the game, they look at the flashcards in order to remember the definitions, moreover they can look at a glossary. The class is divided in teams. The winner team is the first to finish and wins a trophy.</p>	<p>Skills</p> <table border="1" data-bbox="1037 165 1373 213"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Slavery: same people (ex. blacks) were forced to work for other people and they were not free. Between: among. Ex. A relation between two parts. Give up (verb): leave. Treatment: a procedure, a method. Equal: having same rights Citizen: member of a democratic country Belief: way of thinking Whatever: anything, no matter what Scary: frightening Deal with (verb): handle (affrontare)</p> <p>Communicative structures</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL4.pdf - Tablets; - the matching exercise and the flashcards on Quizlet.com; - U3_L1_ALL4: Activity 4 glossary for students and Activity 4 glossary for students with special needs. References: The exercise recasts information from: - the Martin Luther King's life video clip: link -the books: Ks3 History. Complete revision and practice, CGP books, 2014, p. 128-129; Smart Culture. Student's book, Oxford University Press, 2007, p. 58-59; -link.</p>	<p>Formative assessment (informal): be actively involved in the game.</p>
L	S	R	W								

5	15 minutes	<p>According to the Bloom's taxonomy this activity involves some HOTS such as reasoning, synthesis and evaluating. The students know some facts about Italian modern-day leaders. They are able to discuss and express their ideas trying to convince others of their point of view. They are aware of the value of citizenship from a local perspective.</p>	<p>Italian super heroes activity. Teacher's role: the teacher explains the activity and shows the Italian super heroes' cards on the interactive whiteboard and gives a copy of the cards to everyone in the classroom. The activity is a sort of pyramid of discussion about Italian super heroes for a better world. Students' role: each student chooses their two favourite Italian heroes. Then they discuss their choices and agree about them, first in pairs, next in groups. The super hero's card chosen most often will be displayed in a poster beside other super heroes of human and civil rights across the world.</p>	<p>Skills</p> <table border="1" data-bbox="1037 164 1373 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p> <p>In order to help the discussion, there are some guided questions:</p> <ul style="list-style-type: none"> - Why is/are he/she/they the best choice/s in your opinion? In my opinion he/she/they is/are the best choice because... - What did he/she/they do? He/she/they was/were... - Why is/are he/she/they important in the country where you are living or where you were born? He/she/they is/are important because... 	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • U3_L1_ALL5.pdf - U3_L1_ALL5: Activity 5 worksheet; Activity 5 flash cards. Labels references: adaptation from Wikipedia.com: link link link link link Pictures references: Giovanni Falcone e Paolo Borsellino image: link Gino Strada image: link Beatrice Vio image: link Amalia De Simone image: link Padre Alex Zanotelli image: link\$p\$f\$w=caf6c4a 	<p>Formative assessment (informal): the level of satisfaction for the shared choice.</p>
L	S	R	W								

6	15 minutes	<p>According to the Bloom's taxonomy this activity involves some HOTS such as reasoning, creative thinking and evaluating. The students know the importance of Martin Luther King's ideas of equality. They are able to write a simple text expressing their opinions about someone else's ideas and their own ideas as well. about his dream and their dream for a better world. They are aware of his dream and their dream for a better world.</p>	<p>A message to Martin Luther King. Teacher's role: the teacher asks the students to read a short extract from Martin Luther King's 'I have dream' speech and to write him a message comprised of two parts. She highlights the topic of each part. Students' role: a student reads the text aloud for the class, then the students write a message about what they think of Martin Luther King's dream and reveal their dreams for universal civil and human rights. After the writing exercise some students read their messages.</p>	<p>Skills</p> <table border="1" data-bbox="1034 164 1377 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures If they want, they can use these sentence frames: I think that your dream was.....; I thank you for.....; Nowadays people live; I dream that one day I/we/people will..... or My dream for a better world is.....</p>	L	S	R	W	<p><input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL6.pdf - U3_L1_ALL6: Activity 6 worksheet References: The part of the 'I have a dream' speech: link</p>	<p>Formative assessment (informal): being able to write the whole/part of the message.</p>
L	S	R	W								

7	3 minutes	This activity involves LOTS such as remembering and defining.	<p>End activity.</p> <p>Teacher's role: the teacher explains the homework consisting in reading a text and in a true-false exercise with the correction of the false statements. Then the teacher asks the students about the new things they have learned that day.</p> <p>Students' role: they tell the teacher what they have learned.</p>	<p>Skills</p> <table border="1" data-bbox="1034 164 1377 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary</p> <p>Communicative structures</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class</p> <p><input type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<p>• U3_L1_ALL7.pdf</p> <p>- U3_L1_ALL7: Homework activity worksheet (made up of a text, a glossary and a true-false exercise).</p>	Formative assessment (informal): they recall what they have learned.
L	S	R	W								

CLIL Lesson Plan

Unit number	4	Lesson number	1	Title	Collaborative Exhibition and Review in Assembly		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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