CLIL Module Plan

Author(s)	ANTOLIN	ANTOLINI PAOLA						
School	ISTITUTO	ISTITUTO DI ISTRUZIONE L.GUETTI, VIA DURONE 53, TIONE DI TRENTO (TN)						
School Grade	O Primary		O Middle		● High			
School Year	01		O 2	03		0 4		© 5
Subject	Storia	Topi	c	PEACE TREATIES, EUROPE AND MIDDLE EAST POSTWAR SETTLEMENTS				
CLIL Language	English				O Deuts	ch		

Personal and social-cultural preconditions of all people involved

The activity has been prepared for a fifth year of Liceo linguistico. The class involved is made of 23 students: 3 of them have a migratory background, but they have a good, almost excellent Italian competence. A significant part of the students is motivated to learning and has showed a positive attitude towards learning through a foreign language. They have already had CLIL classes in their previous experience at school: history CLIL (English) during the fourth year, History of art CLIL (German) during the third and fourth year.

Students' prior knowledge,	Subject	Language
skills, competencies	European political and economical systems in the first 1900s; the balances of powers before WW1; WW1 main events and evolution	Most of the students have a B2 language level, while some of them got the C1 certificate; two students spent their fourth year abroad

Timetable fit	•	Length 8 hrs
	Module	

Description of teaching and learning strategies

ICT learning tools (I have collected and ordered all the materials of the module in a Google sites web page) Task-based learning

Overall Module Plan

Unit: 1

Overview of the peace treaties with a particular focus on Versailles provisions

Unit length: 2 hrs

Lesson 1

The peace treaties

Lesson 2

Versailles provisions and the League of Nations

Unit: 2

Economy, society and politics in the early 1920s through some study cases: the Research time

Unit length: 4 hrs

Lesson 1

In depth study: part one

Lesson 2

In depth study: part two

Lesson 3

In depth study: part three

Lesson 4

In depth study: part four

Unit: 3

Economy, society and politics in the early 1920s through some study cases: the Result time

Unit length: 2 hrs

Lesson 1

Group presentations of the web page: Europe and the US

Lesson 2

Group presentations of the web page: the Middle East

 Unit number
 1
 Lesson number
 1
 Title
 The peace treaties

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	l 10 mins	Students will learn what the most significant congresses and treaties that redrew the map of Europe and led to the fall of the Ottoman Empire are	Students (in pairs) will access the Internet and do an online matching activity	Key vocabulary European nations and nationalities, places where the treaties were signed (Versailles, Sevres)	☐ Whole class ☐ Group work ■ Pair work ☐ Individual work	unit 1 lesson 1 worksheet 1 Learning apps link: link	Self assessment and feedback provided by the app; teacher's further feedback
				Communicative structures functional language to make inferences and suppositions			

2	10 mins	Students will compare and contrast two maps referred to Europe before and after WW1, with the aim to describe the evolution of borders and nations in a short text	Students (in pairs) will always be working online, but they will take notes on paper and prepare a short writing to explain what they observed	L S R W Key vocabulary time expressions, gain and losses, borders Communicative structures language to make comparisons	□ Whole class □ Group work ■ Pair work □ Individual work	unit 1 lesson 1 worksheet 2: image that shows two maps of Europe named "Europe 1914-1919" pencil and paper	Teacher's assessment and feedback
3	20 mins	Students will learn the immediate effects of war on Europe; Italian expectations and the plans of the Big Three, the final decisions made in Paris, with reference to Germany	Students will work individually, watch the video and answer the questions	Key vocabulary peace treaty provisions, reparations, demilitarisation, guilt clause, armistice Communicative structures useful language to explain and give reasons	□ Whole class □ Group work □ Pair work ■ Individual work	Unit 1 lesson 1 worksheet 3: link (Edpuzzle video with questions added by the teacher)	Peer evaluation and feedback

Unit number 1 Lesson number 2 Title Versailles provisions and the League of Nations

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	10 mins	Students will revise the main contents learnt in the previous class	Students will ask each other one single question to revise their previous learnings; the question will be written on a piece of paper and handed to a mate; the answer will be given back to the question's author for a quick evaluation	Key vocabulary European nations and nationalities, places where the treaties were signed (Versailles, Sevres)	□ Whole class □ Group work ■ Pair work □ Individual work	Pencil and paper	Peer assessment and feedback by the teacher
			Communicative structures functional language to ask/answer questions				

2 20 Students Students will pretend to be the Big Skills ☐ Whole Group unit 1 mins will learn Three rulers in Versailles and the class assessment lesson 2 S R | the German chancellor: they will be W Group and worksheet invited to address the issue of principles work feedback: 1: Wilsons' **Key vocabulary** inspiring international rivalries and conflicts ☐ Pair work ongoing 14 points open covenants of the League between nations in a peaceful and continuous ■ Individual summary peace, reduction of of Nations, legal way, writing possible solutions on assessment work (link) unit armaments, selfits function post it notes after a 3 min individual 1 lesson 2 determination and and work they will join in groups of 4 and worksheet independence, write a 1920 "manifesto" of their own composition 2: the birth international ideas for the world peace keeping of the peacekeeping League of organization, **Nations** resolutions and (link) sanctions, permanent/non permanent members Communicative structures modal verbs, language to make declarations

3	10 mins	Students will learn the principles inspiring the League of Nations, its function and composition	Students will hang their final output on the wall to show it to the class	Key vocabulary open covenants of peace, reduction of armaments, self- determination and indipendence, international peacekeeping organization, resolutions and sanctions, permanent/non permanent members	□ Whole class ■ Group work □ Pair work □ Individual work	Documents produced by the students	Students circulates and in turn explain their ideas to the classmates
			Communicative structures approximately the same as the previous activity				

Activ	vity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment

1 10 In the unit students The teacher will present Skills ☐ Whole • unit 2 Ongoing mins will learn how to set to the class the task and class lesson 1 continuous S R a basic web page he will write on the W Group worksheet assessment. using Google sites whiteboard the names work 1.pdf Google sheet **Kev vocabularv** and, more generally, of the team leaders. ☐ Pair work file Pencil and paper Dawes plan, loans, Google suite tools. students selected in ☐ Individual Unit 2 lesson 1 Locarno treatv. They will learn how force of their high work worksheet 1: unemployment, debts language skills. Each to write a summary Google sheet of war, Ruhr team leader will be and how to give a with the name of occupation, presentation. They asked to form a team of the groups and iperhynflation, political will practice making 4 people. The team the selection of instability, right/left plans and taking building phase will end the topics wing extremist parties, with the assignment of decisions in a women's right to vote. democratic way a specific role to each ethnic and religious person in the group (negotiation). They rivalries, secularisation, (supervisor, pc expert, will learn different nationalism. speaker, document contents, about the colonialism, Allies collector and secretary) following occupation and headings/topics: and the choice of a mandate, genocide European postwar nickname which can identify the group. The economy and **Communicative** team will discuss about American recovery structures programmes; their best topic and Language to take France, Britain and express their preference decisions and negotiate to the other groups to Germany postwar; New settlements in find an agreement. In the end, someone will the Middle East and fill in a Google sheet the birth of modern Turkey document shared in Drive to sum up the class decisions.

2 10 In the unit students The supervisor will read **Skills** □ Whole • unit 2 Group mins will learn how to set the instructions to lesson 1 class assessment S R his/her mates, then the W Group worksheet and a basic web page using Google sites group will express in work 1.pdf feedback: **Key vocabulary** and, more generally, short notes the target ☐ Pair work ongoing Unit 2 lesson 1 Dawes plan, loans, Google suite tools. and decide the final continuous □ Individual worksheet 1 Locarno treatv. They will learn how output (i.e. text and assessment work Guidelines for unemployment, debts to write a summary images, video and groups on of war, Ruhr images). They will plan and how to give a Google sites occupation, the following steps of presentation. They iperhynflation, political the work (calendar) and will practice making instability, right/left plans and taking set some deadlines for wing extremist parties, decisions in a the next classes women's right to vote. democratic way (subdivision of ethnic and religious (negotiation). They assignments, schedule rivalries, secularisation, of the project). will learn different nationalism. contents, about the colonialism. Allies following occupation and headings/topics: mandate, genocide European postwar economy and Communicative American recovery structures programmes; useful language to France. Britain and make plans Germany postwar; New settlements in the Middle East and the birth of modern Turkey 3 **Skills** 20 In the unit students Each member of the ☐ Whole • Unit 2 Teacher team will alternatively mins will learn how to set class lesson 1 circulates:

ongoing

a basic web page

do his work on his/her

4 24212 11C2 244C using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey

own, in couples or as a team with autonomy. Indeed, during the following sessions, the activity will be student centred, to let the students experience new different and personal ways to learn and study. The teacher will provide advice and materials (i.e. relevant images, a textbook to have the main picture of the period, a research sheet to help the student learn more in depth) in a Google Drive folder shared with the whole class.

L S R W

Key vocabulary

Dawes plan, loans, Locarno treaty, unemployment, debts of war, Ruhr occupation, iperhynflation, political instability, right/left wing extremist parties, women's right to vote, ethnic and religious rivalries, secularisation, nationalism, colonialism, Allies occupation and mandate, genocide

Communicative structures

Functional language to do a research

■ Group work

- Pair work
- Individual work

worksheets 2-7.pdf

- Unit 2 lesson 1 Worksheet 8.pdf
- Unit 2 lesson 1 Worksheet 9.docx

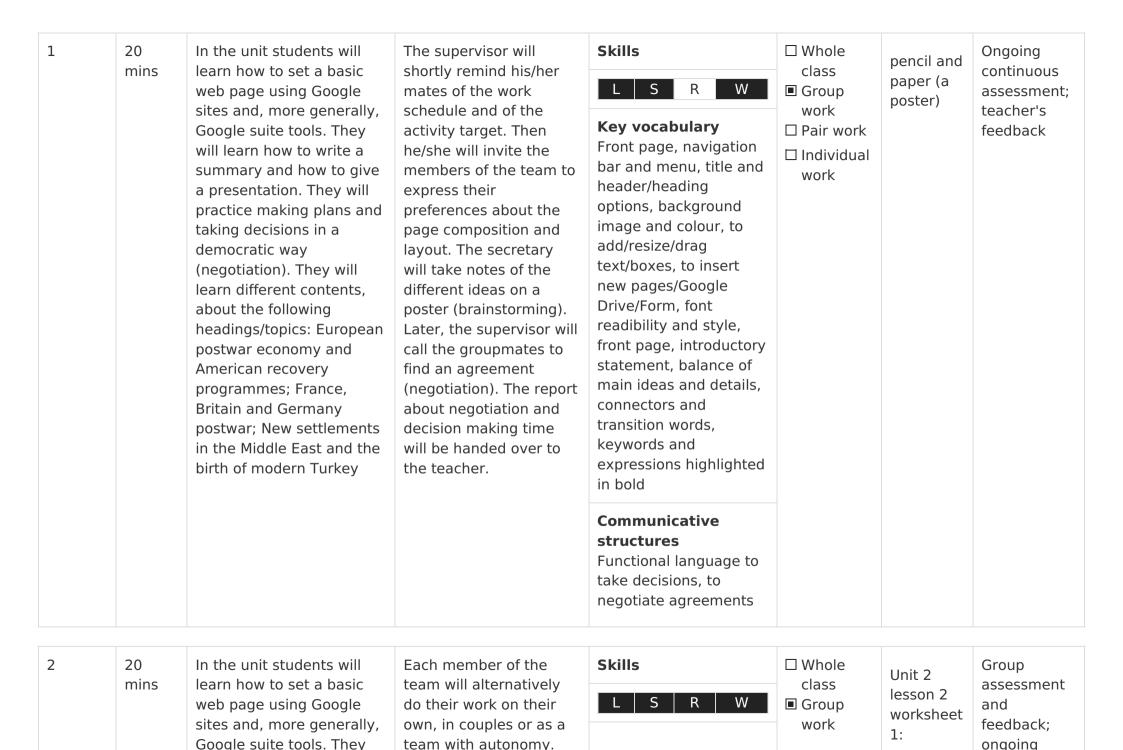
Unit 2 lesson 1 Worksheet 2-7 Historical maps (the Middle East in 1914 and in 1922. Turkev in the first 1920s, Germany after 1919, Russian territorial losses after 1918, the dissolution of the Austrian-Hungarian Empire, language diversities and ethnic groups in the Austrian-Hungarian Empire) Unit 2 lesson 1 Worksheet 8 textbook: "A flawed peace",

continuous assessment

		ch. 29.4,	
		extracted from:	
		MC DOUGAL-	
		LITTEL, World	
		History: Patterns	
		of Interaction,	
		2005, pp. 858-	
		861 Unit 2	
		lesson 1	
		Worksheet 9	
		research sheet	
		by the teacher	

4 10 In the unit students The team will have a Skills ☐ Whole self and notes and mins will learn how to set quick meeting to check class group schedule S R a basic web page their schedule (tick the W Group assessment prepared by the using Google sites things done) and take work (the group **Key vocabulary** and, more generally, decisions for the next ☐ Pair work supervisor same as the previous Google suite tools. class. As a homework has an ☐ Individual activites They will learn how the teacher will ask important work them to think about a role) to write a summary Communicative and how to give a temporary index and a structures draft of the page layout presentation. They modal verbs such as will practice making (space for writing and may, might, present plans and taking space for perfect and future decisions in a pictures/videos). democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey

Activity Timing Learning Outcomes Activity Procedure Language Interaction	Materials	Assessment	
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will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents. about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey

During these sessions, the activity will be student centered, to let the students experience new personal ways to learn and study. The teacher will provide advice and materials (i.e. a summary writing template and a Google sites tutorial to introduce its use)

Key vocabulary

Front page, navigation bar and menu, title and header/heading options, background image and colour, to add/resize/drag text/boxes, to insert new pages/Google Drive/Form, font readibility and style, front page, introductory statement, balance of main ideas and details, connectors and transition words. keywords and expressions highlighted in bold

Communicative structures

approximately the same as the previous lesson (language to do a research)

- Pair work
- Individual work

summary writing template (source: link) Unit 2 lesson 2 worksheet 2: Google sites tutorial (source:

link)

continuous assessment

Skills Ongoing 3 10 In the unit students will The team will have a □ Whole Unit 2 auick meeting to check mins learn how to set a basic class continuous lesson 2 S R its schedule (tick the ■ Group web page using Google assessment worksheet sites and, more generally, things done) and make work 1: **Key vocabulary** Google suite tools. They plans for the next class. ☐ Pair work summary Front page, navigation will learn how to write a As a homework the ☐ Individual writing bar and menu, title and summary and how to give teacher will ask the work template header/heading a presentation. They will whole class to select the (source: options, background practice making plans and relevant pieces of link) Unit image and colour, to information and write a taking decisions in a 2 lesson 2 add/resize/drag democratic way summary of their worksheet text/boxes. to insert (negotiation). They will subtopic (each member 2: Google new pages/Google learn different contents, has a different part to sites Drive/Form, font about the following study). tutorial readibility and style, headings/topics: European (source: front page, introductory postwar economy and link) statement, balance of American recovery main ideas and details. programmes; France, connectors and Britain and Germany transition words. postwar; New settlements keywords and in the Middle East and the expressions highlighted birth of modern Turkey in bold Communicative structures language to make plans, take decisions and negotiate

Unit number 2 Lesson number 3 Title In depth study: part three

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	20 mins	In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle	The supervisor will shortly remind his/her mates of the work schedule and of the activity target. Then, he/she will invite the members of the team to hand their summary writings over. The group will check the summaries, keeping an eye on the self assessment rubric. The secretary will take notes of the corrections and	Key vocabulary text readability and comprehensibility, layout attractiveness, content relevance and accuracy, reliability of information, language correctness Communicative structures same as the previous lesson	□ Whole class ■ Group work □ Pair work □ Individual work	Self assessment rubric (prepared by the supervisor with the help of the secretary), pencil and paper	Ongoing continuous assessment
		settlements in the Middle East and the birth of modern Turkey changes decided by the groupmates on a shared Google doc file.					

2 20 In the unit students will learn Each member of the Skills ☐ Whole Group Selfmins how to set a basic web page team will class assessment produced S R using Google sites and, more alternatively do his W Group and materials generally, Google suite tools. work on his own, in work feedback: **Key vocabulary** They will learn how to write couples or as a team ■ Pair work ongoing text readability and a summary and how to give with autonomy. continuous ■ Individual comprehensibility, a presentation. They will During this session assessment work layout attractiveness, practice making plans and the members who content relevance and taking decisions in a have to modify their accuracy, reliability of democratic way text will complete or information, language (negotiation). They will learn shorten it, according correctness different contents, about the to the suggestion following headings/topics: received. The Communicative European postwar economy teacher will circulate structures and American recovery and supervisor or Language to do a groupmates will have programmes; France, Britain research and to write a and Germany postwar; New the opportunity to summary settlements in the Middle ask for advice and East and the birth of modern ongoing evaluation Turkey from the teacher

3	10 mins	In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will	The team will have a quick meeting to check its schedule (tick the things done) and make plans for the last class before the presentation	Skills L S R W Key vocabulary summary writing, presentation	■ Whole class □ Group work □ Pair work □ Individual work	Home assignment	Group assessment and feedback; ongoing continuous assessment
		practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey	time. As a homework the teacher will leave the students a question about how to engage the class while presenting their topic. They should look for possible ways to keep attention high and share these strategies within the group	Communicative structures functional language to engage the audience by posing a question or performing an exercise			

Activity	Timing Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment	
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1 30 In the unit students will The teacher will move **Skills** ☐ Whole Ongoing Pencil and mins learn how to set a basic from a group to the other class continuous paper S R web page using Google in order to check the work W Group assessment: sites and, more has progressed for the work teacher's **Key vocabulary** generally, Google suite best and will collect ☐ Pair work feedback respect of time limits, tools. They will learn students' ideas for a good ☐ Individual effectiveness and how to write a summary presentation. These notes work clearness of and how to give a will be shared with the communication, presentation. They will entire class on the relevance of contents practice making plans blackboard. He/She and taking decisions in a (teacher) will suggest that Communicative democratic way the group speaker structures (negotiation). They will practices in front of functional language to learn different contents. his/her group. Each deliver a speech; modal about the following listener has a small piece verbs and language to of paper where he/she can headings/topics: give advice write strong and weak European postwar points and share them economy and American with the speaker. Some of recovery programmes; France, Britain and the most important criteria are: the respect of Germany postwar; New settlements in the time limits, the Middle East and the birth effectiveness and clearness of of modern Turkey communication, the relevance of contents.

2	20 mins	In the unit students will learn how to set a basic web page using Google sites and, more generally, Google suite tools. They will learn how to write a summary and how to give a presentation. They will practice making plans and taking decisions in a democratic way (negotiation). They will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey	The teacher will give some information to the students about the presentation time and about the conclusive evaluation. The remaining time will be used to check the web summary writing: grammar and spelling, content correctness (headings and documents, quotation and citation of sources).	Key vocabulary grammar, spelling, content correctness, reliability Communicative structures functional language to evaluate a summary and web writing	■ Whole class ■ Group work □ Pair work □ Individual work	Self- produced materials	Group assessment and feedback; ongoing continuous assessment
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Unit number 3 Lesson number 1 Title Group presentations of the web page: Europe and the US

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	from 10 to 15 mins	Students will learn different contents, about the following headings/topics: European postwar economy and American recovery programmes; France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey. They will give a personal and group evaluation of the web pages and presentations.	Each group will give its presentation: after that, the teacher will ask the group to self evaluate its work (weak/strong aspects).	Key vocabulary strong and weak points of the team work and of the output Communicative structures language to express opinions and evaluate	■ Whole class □ Group work □ Pair work □ Individual work	Web pages	Teacher's feedback, class mates' and self assessment

2 5 mins Students will learn Meanwhile, the other **Skills** ☐ Whole • unit 3 Teacher's different contents. students will provide their class lesson 1-2 feedback, S R L about the following opinions, using a sheet W Group worksheet class mates' headings/topics: which allows to express a work 1.pdf and self **Key vocabulary** European postwar personal evaluation but □ Pair work assessment Unit 3 lesson 1see previous activity economy and also to share a more ■ Individual 2 worksheet 1 American recovery general view of the class work Communicative mates' work (the sheet is programmes; structures France, Britain and divided in quarters, the same as previous first refers to individuals Germany postwar; activity New settlements in opinions, the fourth to the Middle East collective ideas). The and the birth of teacher will put on the modern Turkey. board a list of important They will give a aspects to consider in the personal and evaluation: Is the group evaluation presentation well of the web pages structured, and presentations. comprehensive, comprehensible, correct and engaging? Does the web page have reliable information (quotes, citations of sources). visuals functional to the research (videos, pictures, graphics, maps)? Is the web page "friendly" to the reader?

Unit number 3 Lesson number 2 Title Group presentations of the web page: the Middle East

Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
1	from 10 to 15	Students will learn different contents, about the following	Each group will give its presentation: after that, the teacher will ask the	Skills L S R W	■ Whole class	Web pages	Teacher feedback, class mates'
	mins	headings/topics: European postwar economy and American recovery programmes;	group to self evaluate its work (weak/strong aspects).	Key vocabulary strong and weak points of the team work and of the output	work Pair work Individual work		and self assessment
		France, Britain and Germany postwar; New settlements in the Middle East and the birth of modern Turkey. They will give a personal and		Communicative structures language to express opinions and evaluate			
		group evaluation of the web pages and presentations.					

2 5 mins Students will learn Meanwhile, the other **Skills** ☐ Whole • unit 3 Teacher different contents. students will provide their class lesson 1-2 feedback, S R L about the following opinions, using a sheet W Group worksheet class mates' headings/topics: which allows to express a work 1.pdf and self **Key vocabulary** European postwar personal evaluation but □ Pair work assessment Unit 3 lesson 1see previous activity economy and also to share a more ☐ Individual 2 worksheet 1 American recovery general view of the class work Communicative mates' work (the sheet is programmes; structures divided in quarters, the France, Britain and same as previous first refers to individuals Germany postwar; activity New settlements in opinions, the fourth to the Middle East collective ideas). The and the birth of teacher will put on the modern Turkey. board a list of important They will give a aspects to consider in the personal and evaluation: Is the group evaluation presentation well of the web pages structured. and presentations. comprehensive, comprehensible, correct and engaging? Does the web page have reliable information (quotes, citations of sources). visuals functional to the research (videos, pictures, graphics, maps)? Is the web page "friendly" to the reader?