

CLIL Module Plan

Author(s)	Umberto Fedrizzi				
School	Liceo Russell - Cles				
School Grade	<input type="radio"/> Primary		<input type="radio"/> Middle		<input checked="" type="radio"/> High
School Year	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input checked="" type="radio"/> 5
Subject	Storia	Topic	The Age of Imperialism		
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The class contains 16 students (15 females and 1 male) and all of them are native Italian speakers. The group is very homogeneous in terms of wishes, needs and knowledge levels of its members. There are no learners with special needs. The students are close-knit and work very well together. They are all motivated and their willingness to learn is quite high. They show a good learning level and also their performances are quite good. During the lessons, they behave properly, asking if they do not understand something and participating actively. The average CEFR Level of the class is around B2 and they have already had previous experiences of CLIL teaching and learning (especially in science).</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>The students approach this topic for the first time. Nevertheless they know the most important events which happened in Europe during the 19th century. Moreover, students know how to describe historical phenomena, using the appropriate terminology; to analyze/to use the Internet to find relevant historical sources; to produce various types of texts suitable for interpreting and reporting what they have learnt.</p>	<p>The linguistic knowledge of the students is quite high: they have a good vocabulary and know the most important grammar structures. Nevertheless, they lack specific terminology of the subject, since this is their first experience of CLIL in History.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 11h
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Description of teaching and learning strategies

Following the CLIL educational approach, the lessons are prepared in order to actively involve students in the learning process. Learners are encouraged to cooperate during task discussions, become response partners and give peer feedback. Lessons are therefore learner-centered, based mainly on cooperative learning (which allows students to develop mutual aid in order to overcome their weaknesses) and task based learning, providing a series of activities and learning experiences, which meet most of Bloom's taxonomy steps. Learners need progressively challenging tasks, so they can develop (higher order) thinking skills and are more motivated. Also ICT-learning tools play obviously an important role in the lessons. As far as evaluation is concerned, both formative and summative assessment will be used. The teacher will provide continuous, ongoing assessment and also peer evaluation will be taken into account.

Overall Module Plan

Unit: 1 What was imperialism? Unit length: 6h	Lesson 1 Imperialism: guessing the lesson
	Lesson 2 Imperialism: main features
	Lesson 3 Imperialism and its causes
	Lesson 4 Imperialism and its justification
	Lesson 5 Wars and civilization
	Lesson 6 Wars and civilization
Unit: 2 The Scramble for Africa Unit length: 5h	Lesson 1 The scramble for Africa: a first definition
	Lesson 2 The Scramble for Africa and the Conference of Berlin: main features
	Lesson 3 Africa today and yesterday
	Lesson 4 Interpreting and creating a political cartoon
	Lesson 5 Interpreting and creating a political cartoon

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Imperialism: guessing the lesson
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20m	Learners guess what the lesson is going to be about from a world cloud projected on the digital whiteboard	The teacher uses Wordle (link) or another program to create a world cloud (see Picture 1.1.1) from a text. During the first lesson he/she projects this onto a digital whiteboard and asks learners to guess the topic of the lesson. Learners should know the words, half know them or be able to guess them with some help from the teacher. Learners look at the words and answer questions such as the following: What do you think the lesson will be about?; Which words do you know?; Which words don't you know?; How can you guess the meaning of the words you don't know? Finally, learners look them up and write a definition for one word of their choice. Learners read their definitions aloud; the other learners write down which word is being described.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Imperialism; Colonization; Struggle</p> <p>Communicative structures Nouns and questions related to the topic; Language to explain; Language to make inferences and suppositions</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Picture 1.1.1.jpg 	Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task and their answers.
L	S	R	W								

2	10 m	Learners write notes about what they Know (K), Want to know (W) and have Learned (L) in a KWL grid.	The teacher gives (or shares on Google Classroom with) the learners a KWL grid (see Handout 1.2). In the first column, learners write what they already know about the topic; in the second column, learners write questions about what they want to know about the topic. When the work is completed (after a number of lessons), learners can fill in the third column of their KWL grids, outlining what they have learned.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Nouns related to the topic and introduced before</p> <p>Communicative structures Present tenses; Asking questions</p>	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Handout 1.1.2.pdf 	Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task.
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3	20m	Learners write their ideas about the topic individually and then compare and combine them, in order to give a first definition of imperialism	Learners sit in groups of four (maximum) around a table with a large sheet of poster paper between them and one marker pen each. One of the learners makes a "placemat" on their poster paper (see Handout 1.1.3). The teacher asks learners to write down what they know about imperialism. They write this in the middle of their placemat. Each learner then writes as many comments or opinions as they can in their own space on the placemat. The learners do not talk to each other at this stage, but for individually. By passing the placemat on, the learners read what everyone has written in their own space. The teacher provides now a "sponge" question, like: what is imperialism? Write a short definition. Each group writes the answer to the "sponge" question in the open space in the centre of the placemat. Finally, discuss and compare groups' answers as a whole class, until the class agrees on the ideal answer.	<p>Skills</p> <p>L S R W</p> <p>Key vocabulary Nouns related to the topic and introduced before</p> <p>Communicative structures Language to explain and cooperate; Language to express opinions and evaluate (In my opinion..., What do you think about...?, I agree because...)</p>	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Handout 1.1.3.pdf 	Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task.
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CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	Imperialism: main features
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50m	<p>Students are expected to understand and explain the main features of imperialism, by reading a short text. In addition, they should be able to cooperate in a group, in order to organize and transform the information found in the text.</p>	<p>Divided into groups, students read a short text about the general features of imperialism and: match words and definitions; check their understanding through a true/false exercise; complete a table with the differences between the first and the second phase of colonization; complete a mind map about imperialism with the lacking information. Students can work directly on the document shared on Google Classroom (see Handout 1.2.1). They are asked to talk only in English. In this phase, the teacher is a supervisor and can intervene only if students ask him/her something. When they are finished, teacher and students can correct the exercises together. By checking the mind map, the teacher tells the students that they could not complete the "Why?" box, because in the text there are not information about the causes of imperialism. This will be the subject of the next lesson.</p>	<p>Skills</p> <table border="1" data-bbox="1131 167 1476 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Partition; Expansionism; Great Power; Nationalism; State</p> <p>Communicative structures Asking and answering questions; Language to explain and cooperate; Language to make inferences and suppositions; Language to express opinions and evaluate; Past tenses and passive forms</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Handout 1.2.1.pdf 	<p>Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task; Self-assessment: after the collective correction, each group can self-assess their work; the teacher asks the learners to give him/her their answers back and assesses them</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	Imperialism and its causes
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50m	<p>Students are expected to understand and explain what motivated European countries to adopt imperialist policies in the period between 1870 and 1914. In addition, they should be able to cooperate in a group, in order to organize and transform information.</p>	<p>The teacher divides the class into groups of four and tells the learners that each group is going to receive a different text and will work together to fill in a table using the information found in the text (see Handout 1.3.1). Before they begin, the teacher tells them that they will not be able to complete the entire table, because some information is lacking in the text they received. Everyone needs to take notes, since later in the lesson they will be working in different groups. After 10-20 minutes, the teacher divides the class into new groups of four so that each group is made up of one learner from each of the four original Groups A-D. Since each group member has worked on a different text, the new groups should be able to complete the table by sharing their answers. Students can work directly on the document shared on Google Classroom. They are asked to talk only in English. In this phase, the teacher is a supervisor and can intervene only if students ask him/her something. At the end, the teacher and the students discuss and agree on a complete final version as a class.</p>	<p>Skills</p> <table border="1" data-bbox="1131 167 1473 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary The Great Depression; Expansionism; Protectionism</p> <p>Communicative structures Language to explain and to cooperate; Language to express opinions and evaluate; Language to make inferences and suppositions; Past tenses and passive forms</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • Handout 1.3.1.pdf 	<p>Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	Imperialism and its justification
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	10m	Students are expected to revise the content of the previous lesson, deciding whether some statements about the causes of imperialism are true or false	The teacher gives each learner one red and one green cardboard and then reads some true/false statements about the causes of imperialism (see Handout 1.4.1) out, one by one. Each of the learners has to decide if the statement is true (green circle) or false (red circle), and once the statement is read out, hold up a green or red circle. After each statement, the teacher can discuss the students' answers and check their learning.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nouns and expressions related to the topic (and already introduced in the previous lesson)</p> <p>Communicative structures Language to express opinions</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> Handout 1.4.1.pdf 	Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task.
L	S	R	W								

2	40m	<p>Students are expected to understand and explain how European countries justified their imperialist policies and to underline the strong connection between imperialism and the nationalist/racist mentality of the time.</p>	<p>Divided into groups, students first listen to (link) and then read (two stanzas of) Kipling's poem "The white man's burden" and - with the help of the glossary and the summary (scaffolding; see Handout 1.4.2) - try to answer some questions on it. As usual, they can work directly on the document shared on Google Classroom and are asked to talk only in English. In this phase, the teacher is a supervisor and can intervene only if students ask him/her something. At the end, the teacher and the students discuss and agree on a complete final version as a class.</p>	<p>Skills</p> <table border="1" data-bbox="1131 167 1476 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Nouns and expressions related to the topic of the poem (see Handout 1.4.2)</p> <p>Communicative structures Language to explain and cooperate; Language to express opinions; Language to make inferences and suppositions</p>	L	S	R	W	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work 	<ul style="list-style-type: none"> • Handout 1.4.2.pdf 	<p>Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task; Self-assessment: after the collective correction, each group can self-assess its work; the teacher asks the learners to give him/her their answers back and assesses them</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Wars and civilization
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50m	Students are expected to create connections between the past and the present and to surf the Internet, to search for some information, in order to prepare a short presentation.	The teacher reminds the students that among the reasons given to justify imperialism was the idea of "civilizing backwards societies". Self-proclaimed-superior European people had a duty to civilize the "native" savages of Africa and Asia. This ideology was used in the past and is still used in the present (think of the so-called "humanitarian wars") to justify wars of conquest. The teacher asks the students to work in groups of four and to surf the Internet in order to find some examples of wars fought in the name of civilization, trying to show the real interests/motivations which lay beyond them. They are asked to prepare a short presentation/video (max. 10 minutes), which they will present during the next lesson. If they need more time, students can complete their research at home.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Civilization; Humanitarian wars; Backwards societies; Wars of conquest</p> <p>Communicative structures Language to cooperate; Language to express opinions</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task.
L	S	R	W								

CLIL Lesson Plan

Unit number	1	Lesson number	6	Title	Wars and civilization
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50m (or more)	Students are asked to present the results of their research to the rest of the class. In addition, learners are expected to assess each other using a rubric.	Each learner receives two different stripes of assessment criteria from the rubric (see Handout 1.6.1; Example rubric: oral presentation) so that the criteria are spread around the group. Some learners will have the same criteria. Learners give their presentations. Their classmates circle the appropriate box on their own assessment strips. In their groups, the learners decide what scores to give the learners for each criterion on a complete rubric (see Handout 1.6.1; Scoring rubric oral presentation). At the end of the lesson, the teacher gathers the class scores together on the board or a sheet of paper in a scoring rubric and takes each learner's scores into account when providing his/her marks.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Rubric; Content; Creativity</p> <p>Communicative structures Language to explain and cooperate; Language to express opinions and evaluate (What do you think about...?; In my opinion... ; Look at...; I agree because...)</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Handout 1.6.1.pdf 	Peer assessment: learners assess each other using a rubric; the teacher assesses the presentations using the same rubric as the students and takes into account their scores
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	1	Title	The scramble for Africa: a first definition		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	25m	Learners are expected to understand the meaning of the expression "Scramble for Africa" by looking at some images and answering some questions	The teacher writes the expression "Scramble for Africa" on the board and tells the learners that they should understand its meaning by looking at some images and answering some questions (both will be shared on Google Classroom; see Handout 2.1.1). At the beginning learners work individually, then - after a while - they work in pairs and share their opinions with their neighbour their opinions. Finally a number of learners share their answers/ideas at random with the rest of the class, in order to formulate a shared definition of "Scramble for Africa".	<p>Skills</p> <table border="1" data-bbox="1055 164 1473 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Imperialism; Scramble for Africa; Cake; Pie</p> <p>Communicative structures In picture n..., there is/there are; It means/symbolizes/represents that...; Language to explain and to cooperate; Language to make inferences and suppositions; Language to express opinions and evaluate</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	<ul style="list-style-type: none"> • Handout 2.1.1.pdf 	Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task.
L	S	R	W								

2	25m	<p>The learners are expected to learn some information about the so-called "Scramble for Africa" and the Berlin Conference (what it was, when, where and why it happened) by watching a video. In this way, the students can check if their first definition of Scramble for Africa was correct or not.</p>	<p>The Learners watch a video (link) about the "Scramble for Africa" and the Berlin Conference. Then - in pairs (or in small groups) - they complete a table with some information (the document will be shared on Google Classroom - see Handout 2.1.2). At the end they share their answers with the rest of the class and the teacher gives feedback on the task.</p>	<p>Skills</p> <table border="1" data-bbox="1055 165 1473 212"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Scramble for Africa; Countries and nationalities</p> <p>Communicative structures Wh-questions; Language to cooperate and explain; Language to express opinions</p>	L	S	R	W	<p><input checked="" type="checkbox"/> Whole class <input type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Handout 2.1.2.pdf 	<p>The teachers gives immediate feedback to the learners, by showing them the correct answers and inviting them to self-assess their work.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	2	Title	The Scramble for Africa and the Conference of Berlin: main features		
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment
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1	50m	<p>The learners are expected to consolidate their knowledge about the "Scramble for Africa" and the Berlin Conference, by putting in the right order a text, reading it and answering some questions.</p>	<p>Divided into groups, learners put the text in the right order (simply by cutting and copying the sections directly in the document shared on Classroom; see Handout 2.2.1). Then they read it and answer the related question (also on the basis of the video watched during the last lesson, which they can obviously watch again in case of need). Some words in the text are linked to their definition, in order to help the learners' comprehension (scaffolding). At the end, the teacher gives some feedbacks on the work.</p>	<p>Skills</p> <table border="1" data-bbox="1131 167 1473 215"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Slavery; Chop off; In the midst; Disrupt; Raw materials; Rush; Trade</p> <p>Communicative structures Language to explain and to cooperate; Past tenses and passive forms; Language to make inferences and suppositions</p>	L	S	R	W	<p><input type="checkbox"/> Whole class</p> <p><input checked="" type="checkbox"/> Group work</p> <p><input type="checkbox"/> Pair work</p> <p><input type="checkbox"/> Individual work</p>	<ul style="list-style-type: none"> • Handout 2.2.1.pdf 	<p>Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task; the teacher gives immediate feedback to the learners, by showing them the correct answers and inviting them to self-assess their work.</p>
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	3	Title	Africa today and yesterday
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50m	The learners are expected to make a comparison between the African situation in the period of imperialism and nowadays, with the aim to understand the evolution of borders and nations.	Divided into groups, the students watch a map about the Partition of Africa 1885-1914 (see Handout 2.3.1), find a contemporary map of Africa by searching for it on the Internet and make a comparison between the two maps, by drawing a table that summarizes the changes that have taken place. Then, they write five T-F sentences about the map (using Google Suite tools) and ask another group to answer them. At the end, the teacher gives feedbacks on the activity.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary African countries and nationalities; Border</p> <p>Communicative structures Language to explain and cooperate; Present and past tenses; Language to make comparisons; Language to make inferences and suppositions</p>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Handout 2.3.1.pdf 	Peer assessment: the learners assess each other (T-F sentences); the teacher gives immediate feedback to learners, by showing them the correct answers and inviting them to self-assess their work (table)
L	S	R	W								

CLIL Lesson Plan

Unit number	2	Lesson number	4	Title	Interpreting and creating a political cartoon
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	20m	The students are expected to understand the meaning of some political cartoons, using their knowledge about imperialism and the "Scramble of Africa".	The teacher explains briefly what a political cartoon is. Then the students - divided into three groups - receive a picture (see Handout 2.4.1), which they should interpret using their prior knowledge about imperialism and the "Scramble for Africa". At the end, they will share their opinions with the rest of the class.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> Key vocabulary Oil; Money; Petrol pump Communicative structures Language to make suppositions and inferences; Language to explain and cooperate; Language to express opinions	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work	<ul style="list-style-type: none"> Handout 2.4.1.pdf 	Ongoing assessment: the teacher goes around and monitors as students work, taking notes about their behavior during the task.
L	S	R	W								

2	30m (or more)	The students are expected to create their own political cartoon about imperialism/"Scramble for Africa"	Working either in pairs or in small groups (3-4 people), the students should create their own political cartoon about imperialism/"Scramble for Africa", drawing inspiration from the	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Ongoing assessment: the teacher goes around and monitors as students work, taking notes about
L	S	R	W								

examples seen in the previous lessons. First of all, learners should brainstorm possible different types of illustrations. In this phase, the teacher can give them guidelines for brainstorming (scaffolding): suspend judgment - consider all ideas which are mentioned; think freely - the crazier, the better; build on the other classmates' ideas - take something up and add to it/change it; go for quantity first - think about quality later. After some time, the teacher asks the learners to choose the idea they like the best and develop this into the final illustration. The learners can work on it in class (also during next lesson) and at home, if they need more time.

Key vocabulary

Political cartoon;
Imperialism; Scramble for Africa

Communicative structures

Language to explain and to cooperate;
Language to express opinions

their behavior during the task.

CLIL Lesson Plan

Unit number	2	Lesson number	5	Title	Interpreting and creating a political cartoon
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50m	The learners are expected to present their political cartoons to the class and explain how the illustration represents their ideas.	The learners give their presentations. The other students should assess the work of their classmates, using a rubric similar to that used before.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary Imperialism; Scramble for Africa</p> <p>Communicative structures Language to explain; Language to express opinions</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input type="checkbox"/> Pair work <input type="checkbox"/> Individual work		Peer assessment: the learners assess each other using a rubric; the teacher assesses the illustrations using the same rubric as the students and takes into account their scores
L	S	R	W								