

CLIL Module Plan

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School	ITET Fontana - Rovereto				
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	WWI	
CLIL Language	<input checked="" type="radio"/> English			<input type="radio"/> Deutsch	

Personal and social-cultural preconditions of all people involved	<p>The group is composed of 21 students (19 F, 1 M) attending last year of ITET, an economic High School; they're aged between 18 and 19. They show an uneven language level, mirror of the class situation in all subjects: nearly 60% of the class shows interest and is regular in presence at school, the other half continuously tries to avoid assessment moments and shows a lack of motivation and interest. So about 60% have a B2 starting level, other 40% between A2 and B1. Speaking is the most difficult part of language for about 60% of the class. However nearly all students have demonstrated an attitude to cooperative learning, trying to do their best. They have had during the previous school year a few lessons in CLIL, with basic exercises and a bad feeling about CLIL, seen as a bother for students and teacher...</p>
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Students' prior knowledge, skills, competencies	Subject	Language
	<p>CLIL module is starting in November, so students have faced the first part of the History program in L1, showing how, as previously said, 60% of the class is motivated and regular in attendance and study and so accomplished good marks.</p>	<p>Students attend a school which formally establishes that half of History hour have to be faced in CLIL. However, they show good Reading and Listening skills, but poor Speaking proficiency.</p>

Timetable fit	<input checked="" type="radio"/> Module	Length 5 50' lessons
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Description of teaching and learning strategies	<p>Students will face a blended CLIL module about social and technical aspects of WWI. It is going to be developed basically through flipped classroom and it will be blended; not all lessons about WWI are going to be in CLIL, but only some. Lessons concerning political aspects and battles are going to be faced in L1. Class will be divided in 4 groups: each group will work on 2 or 3 aspects of WWI and will be given a plan with some videos to watch. Each member of each group will watch one video and answer some given questions about it; each group will finally prepare a canvas or PowerPoint presentation about topics contained in watched videos.</p>
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Overall Module Plan

Unit: 1 WWI: technical and social aspects Unit length: 5 lessons (50' each)	Lesson 1 Trench war and warfare in WWI
	Lesson 2 WWI: new types of armaments
	Lesson 3 WWI: armaments and thoughts, between homefront and warfront
	Lesson 4 After WWI: Spanish flu and new borders
	Lesson 5 Summative assessment

CLIL Lesson Plan

Unit number	1	Lesson number	1	Title	Trench war and warfare in WWI
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Class is divided in 4 groups; each group has some videos given by teacher to watch. Then, following some specific questions based on each video's topic, each group will make a presentation and will explain it on front other students, who will take notes and finally complete some exercises and check them in pairs. Life skills linked to this activity are various: social skills and group working skills, presentation skill, time management, listening and taking notes, working in pair, Interpersonal relationships, organization. About learning objectives, learning outcomes are describing how trench were constructed, what life in them was like and how war changed after start of trench war, how was the first Christmas in trenches on Western Front and women gained a new role in society during WWI.	Class has already studied historical events linked with the first year of WWI in L1 (so the blitzkrieg, Italy from neutralism to interventism etc.). Members of group 1 will watch three videos given by teacher about three topics linked with WWI: Trench War, Christmas Truce in 1914 and the role of women in WWI. After that, they will make a PowerPoint or CANVA presentation about these topics. Then they will explain this presentation to the class; other students will take notes and finally complete some exercises, one for each topic, given by teacher.	<p>Skills</p> <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table> <p>Key vocabulary neutrality - interventism - nationalism - warfare - battlefield - trench - no man's land - uniform - camouflage - helmet - steel armor - grenade – slaughter - truce - ceasefire - sentry - duty - carol - to shoot – sweetheart - nurse - wounded - war bond - to replace - to raise fund - employment – clerical - volunteer - workplace - munitionettes -weapon - shell - wage - to enlist - propaganda - unmanly - right to vote – eligibility</p>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Materials: - planning for group 1 (file WWI project - group 1), with videos that students of group 1 will have to watch to make a presentation about trench war, Christmas truce and the role of women during WWI; - worksheet with exercises (file	The explaining group is assessed on the base of presentation they made, so will be assessed their organization, pronunciation, timing, presentation skills (is specific vocabulary used? are concepts clear enough?). After each presentation, students will be given
L	S	R	W								

Communicative structures

What would you have made if...? In your opinion, what were the consequences...? Which are they different types...? What have you minded if...? Look at the map... In your opinion,...? Do you agree with...? How would you translate.

Exercises group 1), solutions are provided below each exercise.

... some exercises to complete about topics explained by members of group 1 (see file exercises group 1). All students will be assessed with a final summative test.

CLIL Lesson Plan

Unit number	1	Lesson number	2	Title	WWI: new types of armaments
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Class is divided in 5 groups; each group has some videos given by teacher to watch. Then, following some specific questions based on each video's topic, each group will make a presentation and will explain it on front other students, who will take notes and finally complete some exercises and check them in pairs. Life skills linked to this activity are various: social skills and group working skills, presentation skill, time management, listening and taking notes, working in pair, Interpersonal relationships, organization. About learning objectives, learning outcomes are	Class has already studied historical events happened between 1916 and 1917 (the change of many political rulers and the lost opportunity, supported by Pope Benedict XIV too, to end the war) and now approach the development of new types of war techniques during WWI. Members of group2 will watch three videos given by teacher about three topics linked with WWI: aviation and its aces, like Manfred von Richthofen and Francesco Baracca, airships, various types of poison gases and their different effects and new ways of communication between headquarters and trenches. After that, they will make a PowerPoint or CANVA presentation about these topics. Then they will explain this presentation to the class; other students will take notes and finally complete some exercises, one for each topic. given by teacher.	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	Materials: - planning for group 1 (file WWI project - group 2), with videos that students of group 2 will have to watch to make a presentation about aviation and aces, poison gases and communication ways between head quarters and trenches; - worksheet with exercises (file Exercises group 2), solutions are	The explaining group is assessed on the presentation they made, so will be assessed their organization, pronunciation, timing, presentation skills (is specific vocabulary used? are concepts clear enough?). All students will be assessed with a final summative
L	S	R	W								

learning outcomes are
describing

each topic, given by teachers

Key vocabulary

trench - static - to replenish
- fleet - aviation -
rudimentary - scout - aerial
photography – HP (horse
power) - maneuverability -
machine gun -
synchronized - ace -
aircraft - prancing horse -
rigid airship - dirigible -
poison gas - lung - throat -
stalemate - treaty –
violation - grenade - to
asphyxiate - sentry -
chemical weapon -
chemical warfare - tear gas
– irritant - chlorine gas -
phosgene gas – exposure -
mustard gas – to
incapacitate - blindness -
respiratory illness - gas
mask - deterrent - runner -
telegraph - fuller phone -
wireless radio

provided below
each exercise.

conducted
test.

Communicative structures

What would you have made if...? In your opinion, what were the consequences...? Which are they different types...? What have you minded if...? Look at the map... In your opinion,...? Do you agree with...? How would you translate.

CLIL Lesson Plan

Unit number	1	Lesson number	3	Title	WWI: armaments and thoughts, between homefront and warfront
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Class is divided in 5 groups; each group has some videos given by teacher to watch. Then, following some specific questions based on each video's topic, each group will make a presentation and will explain it on front other students, who will take notes and finally complete some exercises and check them in pairs. Life skills linked to this activity are various: social skills and group working skills, presentation skill, time management, listening and taking notes, working in pair, Interpersonal relationships, organization. About learning objectives, learning outcomes are describing	During the last lesson members of group 2 have explained how new war techniques, as airships and new ways of communication, were developed during WWI, after the lost opportunity to end war in 1916. Members of group 3 will watch three videos given by teacher about three topics linked with WWI: tanks, propaganda and shell shock. After that, they will make a PowerPoint or CANVA presentation about these topics. Then they will explain this presentation to the class; other students will take notes and finally complete some exercises, one for each topic, given by teacher.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Materials: - planning for group 3 (file WWI project - group 3), with videos that students of group 3 will have to watch to make a presentation about the development of tanks, propaganda and an effect of war, the shell shock; - worksheet with exercises (file	The explaining group is assessed on the presentation they made, so will be assessed their organization, pronunciation, timing, presentation skills (is specific vocabulary used? are concepts clear enough?). All students will be assessed with a final summative
L	S	R	W								

Key vocabulary

tank - armored - track -
turret - maneuverability –
barbed wire - breakthrough
- infantry - - to depict - to
minimize - to slaughter - to
demonize - to dehumanize
- to censor - civilization -
barbarity - to assert - to
suppress - moral
superiority - imperialism -
gendered/to be gendered -
sweetheart - postcard -
recruitment - to enlist - line
- to fix the gaze - personal
language - social outsider -
press release - leaflet -
stab - subtle - attention
span - cachi - mean of
communication - shell
shock - mental invalid -
injury - headache -
blindness - amnesia -
anxiety - depression -
nightmare - mental
breakdown - moral fiber -
psychological root - electric
shock - to fake - to
compensate - pension
recipient

Exercises
group 3),
solutions are
provided
below each
exercise.

test.

Communicative structures

What would you have made if...? In your opinion, what were the consequences...? Which are they different types...? What have you minded if...? Look at the map... In your opinion,...? Do you agree with...? How would you translate.

CLIL Lesson Plan

Unit number	1	Lesson number	4	Title	After WWI: Spanish flu and new borders
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Class is divided in 5 groups; each group has some videos given by teacher to watch. Then, following some specific questions based on each video's topic, each group will make a presentation and will explain it on front other students, who will take notes and finally complete some exercises and check them in pairs. Life skills linked to this activity are various: social skills and group working skills, presentation skill, time management, listening and taking notes, working in pair, Interpersonal relationships, organization. About learning objectives, learning outcomes are	During last lessons teacher has explained in L1 Russian Revolution and last phases of WWI. Group 4 will now face peaces treaties, US president Wilson's 14 points and Spanish flu (students have already studied how to describe a graph in English, so is given them a graph with 4 waves of Spanish flu). After that, they will make a PowerPoint or CANVA presentation about these topics. Then they will explain this presentation to the class; other students will take notes and finally complete some exercises, one for each topic, given by teacher.	Skills <table border="1"> <tr> <td>L</td> <td>S</td> <td>R</td> <td>W</td> </tr> </table>	L	S	R	W	<input checked="" type="checkbox"/> Whole class <input checked="" type="checkbox"/> Group work <input checked="" type="checkbox"/> Pair work <input type="checkbox"/> Individual work	Materials: - planning for group 4 (file WWI project - group 4), with videos that students of group 4 will have to watch to make a presentation about the period immediately after WWI, with Spanish flu pandemic, US president Wilson's 14 points and border changes after peace treaties; -	The explaining group is assessed on the presentation they made, so will be assessed their organization, pronunciation, timing, presentation skills (is specific vocabulary used? are concepts clear enough?). All students will be assessed with a final summative
L	S	R	W								

Key vocabulary

to be involved - censorship
- to dampen - to misname -
to wreak - disease -
pandemic wave - to spread
- insane - living condition -
malnourish - trench -
packed - mortality rate -
wave - fatigue - fever - mild
case - lung - to suffocate -
vulnerable - secondary
infection - to bolster -
antibiotic - overdose -
aspirin - to poison - to
weaken - shortage - to
frighten - lockdown -
quarantine - face mask -
mandatory - to convert - to
ban - repercussion - famine
- unemployment - inflation -
liquidation - saving - milder
version - colonial mandates
- postwar - war reparation -
economic rehabilitation -
loan - to clear a debt -
reparation - ratify -
recovery - to spare -
inflation - widespread
unemployment -

worksheet
with exercises
(file Exercises
group 4),
solutions are
provided
below each
exercise.

test.

Communicative structures

What would you have made if...? In your opinion, what were the consequences...? Which are they different types...? What have you minded if...? Look at the map... In your opinion,...? Do you agree with...? How would you translate...?

CLIL Lesson Plan

Unit number	1	Lesson number	5	Title	Summative assessment
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Activity	Timing	Learning Outcomes	Activity Procedure	Language	Interaction	Materials	Assessment				
1	50'	Students will be given some pictures and graphs already seen or similar to ones seen during presentations and exercises; these pictures concern aspects of WWI explained, like propaganda, war techniques, peace treaties... They will choose four of them.	Students will have 50 mins. to complete the test.	<p>Skills</p> <table border="1"> <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	<input type="checkbox"/> Whole class <input type="checkbox"/> Group work <input type="checkbox"/> Pair work <input checked="" type="checkbox"/> Individual work	Students will be assessed with a summative final test (file Assessment WWI).	Students will be assessed with a summative final test with some pictures or graphs similar to ones already shown during presentations and exercises. They will choose 4 pictures to talk about (file Assessment WWI).
L	S	R	W								