

*“The age of discovery”*

**Lesson Plan**

## OBIETTIVI

- Describe the most significant events of the Age of Discovery in a chronological order;
- Using an appropriate terminology to describe the main events of the unit;
- Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history;
- Identify key steps in a text's description of a process related to history;
- Produce various types of texts for reporting what it has learnt in the Unit (i.e. short paragraphs) or to develop events or characters (i.e. narrative dialogues);

## PIANO DELLA LEZIONE (mirato alle 4C)

### *Lesson 1 “The Portuguese expeditions”*

**a.** According to *flipped classroom model*, the students will watch at home the video lesson “*The Portuguese expeditions*” made by the teacher about the topic of the unit [i.e. <https://youtu.be/oYFuToO3uOM>] and they will take notes on their papers about the key events of the lesson;

**b.** The day after at school, the teacher will start a few minutes of discussion about the video lesson and he will check if the students have understood the lesson;

**c.** Having made this, the teacher will show on the smart board an image of the Portuguese monument [Padrao dos descobrimentos](#) and he will asks students to reflect about which kind of people could has beeb representend in this type of monument;

**d.** Then the teacher will show on the smart board only four of the Portuguese navigators represented in the monument (*Vasco de Gama, Bartholomew Diaz, Ferdinand Magellan, Henry the Navigator*) and he will asks students to explain why they were so important (according to BYOD, the teacher will let students to search for information on the Internet using their cell phones);

### *Lesson 2 “Columbus’s error” [with the co-teaching of the English colleague]*

**a.** According to *flipped classroom model*, the students will watch at home the video lesson “*Columbus’s error*” made by the teacher about the topic of the unit [i.e. <https://youtu.be/imRf5B0jcuw>] and they will take notes on their papers about the key events of the lesson;

**b.** The day after at school, the teacher will start a few minutes of discussion about the video lesson and he will check if the students have understood the lesson;

**c.** The teacher will show on the smart board two maps (one with the route that Columbus had imagined / the other with a real planisphere), asking the class to explain which was the Columbus' error;;

**d.** Then, the teacher will introduce this sentence:

*Imagine that you are a journalist and you have to interview Columbus just after he landed on the coasts of America. Write a list of 5 questions*

[during this activity, the English teacher will help students formulating their list of questions in a correct grammar form]

When the students have finished with their task, the teacher will collect the lists and, after having mixed them, in the day of the test he will ask each group to answer the questions by writing.

*Lesson 3 “The test”*

In this lesson, the students will do a 50 minutes test about the CLIL activity

### **REALIZZAZIONE DELLE LEZIONI CLIL**

Tipo di spiegazione (lezione frontale, lavoro di gruppo, lavoro singolo, proposta di documenti, uso dei libri di testo o altro materiale, e uso delle TIC ecc.):

In this CLIL activity, as you can read above, there will be this kind of activities:

- video lesson (*flipped lesson*);
- short-frontal lesson;
- work in pairs / work in group;
- use of the cell phones - BYOD (*Bring your own device*);
- use of the textbook (*CLIL – History in English*, Bianco Camilla – Schmitt Jean-Marie (a cura di), Pearson 2015),

La verifica del livello di comprensione della spiegazione si svolge attraverso:

- A few minutes discussion about the key points of the video lesson;
- Teacher monitors group and individual activities;
- Learners' participation in all activities;

La chiarificazione ed esemplificazione dei concetti chiave si svolge attraverso:

- Use of an interactive presentation (*Google Slides*) to have a general overview of the main points of the lesson;
- Learners' participation in all tasks and activities;
- Learners' interaction with a partner;

La verifica dell'apprendimento si svolge attraverso:

- Final test;
- Work in pairs or group;

Osservazione degli aspetti comunicativi in L2 correlati :

- The student understands the vocabulary of the lesson;
- The student will be able to understand a short listening comprehension;
- The student will be able to record, predict and learn new words which arise from activities;
- The student will make use of peer explanations;
- The student will use narrative techniques, such as dialogue, to develop experiences, events, and/or characters;

C'è un'assegnazione di compiti? Se sì, di che tipo?

The student will have to:

- watch at home a video lesson made by the teacher and posted on Edmodo;

## MODALITÀ DI LAVORO

Tipo di spiegazione (lezione frontale, lavoro di gruppo, lavoro singolo, proposta di documenti, uso dei libri di testo o altro materiale ecc.):

- video lesson (*flipped lesson*);
- short-frontal lesson;
- work in pairs / work in group;
- BYOD (*Bring your own device*);
- textbook (*CLIL – History in English*, Bianco Camilla – Schmitt Jean-Marie (a cura di), Pearson 2015),

## TEMPI

- Lesson 1: 1h;
- Lesson 2: 1h;
- Final test: 50 minutes;

## OSSERVAZIONI CONCLUSIVE SULL'EFFICACIA DELL'ATTIVITÀ

Risultati positivi e/o aspetti negativi da modificare, interesse generato negli studenti, capacità di coinvolgimento degli studenti, uso delle tecnologie ecc.

Students showed great interest towards this new way/strategy that aims at integrating the learning process of content and language. It was also worthwhile involving the students in research activities and ask them to share their thoughts on problems emerging each time.

Finally, the use of *Edmodo* and other *edu-tools* made the learning process easier.

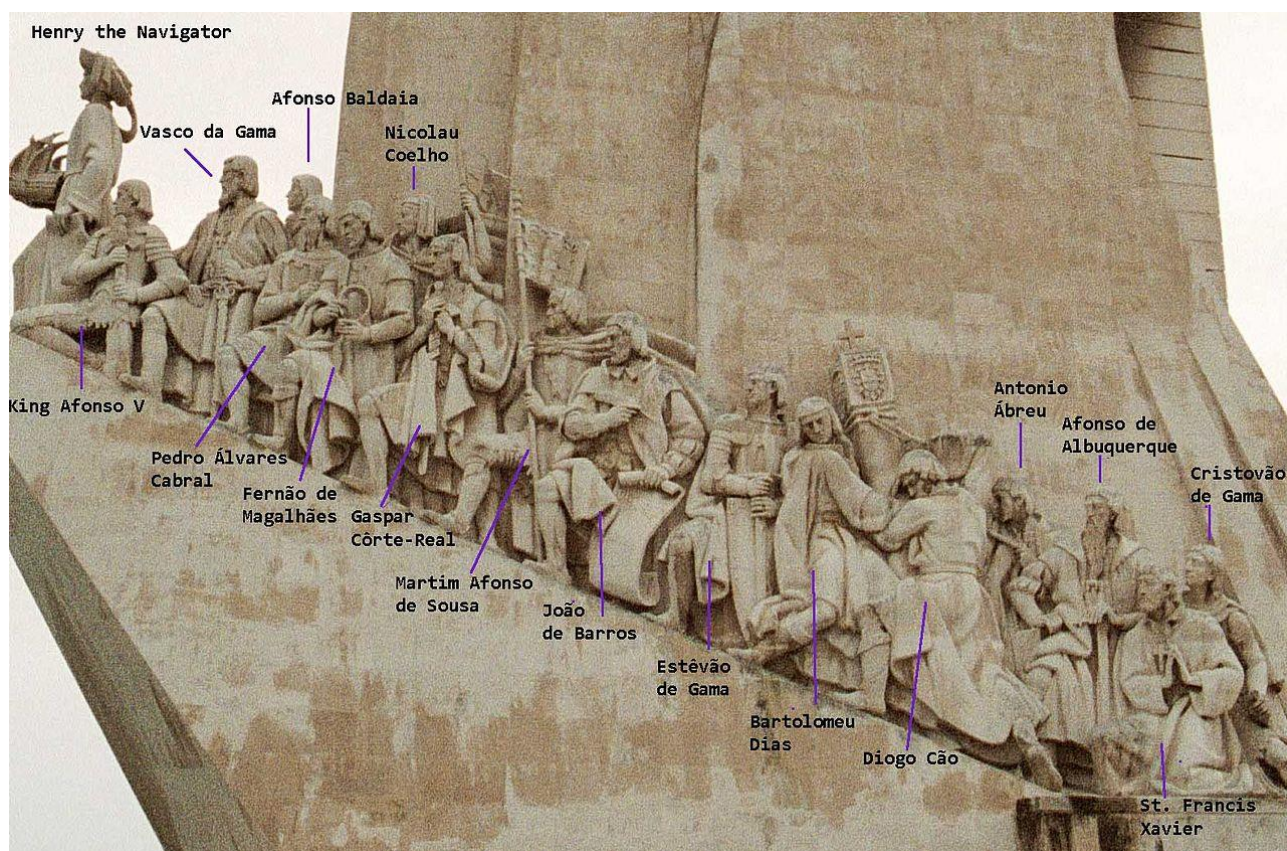
## SUGGERIMENTI/RIFLESSIONI SU SVILUPPI FUTURI

For the future I believe that a difference could be made first of all by improving the fluency of the target language of the teacher.

## **ALLEGATI**

1. Scheda *Padrao dos descobrimentos*
2. Scheda *Columbus's interview*

## Padrao dos descobrimentos



*Look at the picture above and explain in one sentence how each of the four people mentioned in the chart contributed to the "Age of discovery"*

<b>HENRY THE NAVIGATOR</b>	
<b>VASCO DE GAMA</b>	
<b>Ferdinand Magellan</b>	
<b>BARTHOLOMEW DIAZ</b>	

*Imagine that you are a journalist and you have to interview Columbus just after he landed on the coasts of America.*

Write a list of 5 questions

1.
2.
3.
4.
5.