**CLIL LESSON PLAN TEMPLATE**

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| **Title of Lesson** | | **“THE KNOWLEDGE OF THE WORLD ACCORDING TO SOCRATES AND MARTIN LUTHER KING”** |
| **Class** | | **III T/B**  **IV L/B** |
| **Subject** | | **CIVIL RIGHTS** |
| **Time frame** | | 4 hours |
| **Learning Outcomes/Objectives: content/language** | | * To understand Socrates’ and Martin Luther King’s politics * To demonstrate knowledge and understanding the thought of Socrates and Martin Luther King * To think about the repercussions of Socrates and Martin Luther King’s speeches |
| **Content** | | Reflecting on the influence of Socrates and Martin Luther King and being aware of the cultural and social changes determined by it. |
| **Language** | **Specific lexis** | **Key words and phrases**:Black- White-Better future- Better jobs- Better schools- Right to Vote - Change- Peaceful- Nobel Peace Prize-Feat-Dream- Slavery- Ku Klux Kan- Gandhi-NAACP-Prison- Trouble- violence- March-Civil Rights Law - The black panthers- Protesters- fight- Boycott- Equal- Freedom- Gang- Leader- National Guard- Proud- Racism. |

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|  | **Skill focus** | * Identifying meanings words * Sequencing events * Identifying true and false statements * Debating and discussing: Socrates and Martin Luther King’s thoughts and lives  |  | | --- | | * Expressing one’s opinion about the cultural situation and events of the time * Inferring meanings from pictures, context,   visual organizers, some symbolic  locations | |
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| **CLIL academic Functions** | | To know the voice of peace and dialogue and think about the repercussions of protests to have the same rights and to affirm justice in the world |
| **EFL/ESP teacher involvement** | | With the English teacher:   * lesson planning to evaluate content, mode of administration and evaluation, project times. * reinforcing the use of grammatical structures |
| **Personalization of content** | | Connections between the content and distinctive cultural aspects that involve students’ life and the students’ everyday environment*:*  <http://www.youthforhumanrights.org/what-are-human-rights.html> |
| **Teacher Activities**  **C:\Users\Windows 7\Desktop\images.jpg** | | 1. Background information about the period (so, the learners were motivated and engaged in the topic and activated their main knowledge).   I asked them:  \_“What do you know about Socrates and Martin Luther King?”  <https://www.youtube.com/watch?v=zz8zK_d4388> (Socratic Dialogue)  <https://www.youtube.com/watch?v=uvY3VWe4O4k> (The ideas of Socrates)  <https://www.youtube.com/watch?v=3vDWWy4CMhE> ( M.L.King “I have a dream”)  Then I showed them some texts, documents and images with IWB.   1. Brainstorming activities about the topic: to predict what students will learn about in the CLIL lesson and then they did some activities. (To arouse the students’ curiosity) 2. I showed students some historical photographs (such as that I first started in the Skill focus) to give information about a precise event in the past. 3. I asked my learners to identify what was happening in the photograph, trying to understand the period, the location and the historical value. 4. I had a moment of instruction and I asked students to tell me some words or phrases they associated with some of the images that I showed them using the IWB. 5. Together we discussed the goal outcomes, the activities and the steps to be followed, the collaboration modes (to make the students protagonists). 6. I gave a list of the resources (e.g. web sites, print resources) with materials that supplemented the online resources (e.g. pictures, videos, books, maps, graphics). 7. I made some journal files so that information could be documented for each stage, it became an evaluation rubric in which it would have been noted whether students presented their work in a creative and interesting manner, if they made use of multimedia and other visual aids; clear goals, match assessments to specific tasks, and involvement of the learners in the process of evaluation. 8. I suggested ways of doing things differently to improve and discuss ways of overcoming future problems*.* |
| **Student activities**  C:\Users\Windows 7\Desktop\images.png  C:\Users\Windows 7\Desktop\images (1).jpg  3300031.gif  3805641415593514_small.jpg | | **1. Reading texts**: “Martin Luther King”, Alan C. McLean  The students read some texts and applied the reading strategies (skimming-scanning-underlining new words, trying to guess their meaning checking answers in a dictionary). Once the students had identified the core knowledge, the texts were analysed. The learners needed to use both simple and more complex language and they needed the language comparison and contrast, location or describing a process. Another important step was to choose some synonyms, hyponyms or meronyms  **Text:**  [Risultato immagine per martin luther king oxford bookwork](https://www.bing.com/images/search?view=detailV2&ccid=6IReUcqp&id=B5944D9D8BB251EBEEE80A369C73F4CFA6A98F27&thid=OIP.6IReUcqpkuk6VHlu4OQ_WAC0Es&q=martin+luther+king+oxford+bookwork&simid=608042365564617916&selectedIndex=1) 2.ListeningThe lesson involved jigsaw activityI used some questions to focus students' attention on the elements of the CD1 and Cd2 crucial to a thoroughly complete comprehension.Before the listening activity began, the students reviewed questions they had answered orally after listening. Listening for the answers helped students recognize the crucial parts of the message. **3.Writing:**  The students worked in group. They were divided into 5 groups (“collaborative learning”), each student did one of the activities below:  -taking notes about texts that they read, images that saw, what they have heard and seen  -making newspaper report  - makingtables about the main information about Socrates and Martin Luther King and effects of the protest  -short description of the own impressions  -drawing a timeline (Major king events chronology)  **4.Speaking** (debate- “What are the similes that emerge between two historical periods?”. Group discussion. The students discussed and expanded)  **5.World guessing games and exercises** |
| **Group dynamics**  C:\Users\Windows 7\Desktop\images (4).jpg | | **Whole class activity**:   * Background information about the period (n.1 teacher activity):Interaction teacher / students. * Discussion on the goal outcomes, the activities and the steps to be followed, the collaboration modes. All students were protagonists. (n.6 teacher activity). * Debate “What are the similarities that emerge between the two historical periods?”(n.4 Student activity) : the students discussed and expanded.   **Group Work:**   * Brainstorming activities about the topic (n.2 teacher activity): Each person in the group was stimulated to produce so many creative ideas in the work session: every thought was recorded by the group leader and then discussed within the group. After that, students were asked to perform other kinds of ideas. * The students were divided into 5 groups (“collaborative learning”), everyone had done an activity (n.3 Student activity): taken notes about texts that they had read, the images that had seen, what they had listened to. They had made newspaper reports,tables about the main information related to Socrates and Martin Luther King and the effects of the protest, short description of their own impressions, drawn a timeline (Major king events chronology)   **Pair Work:**   * Students have been presented some historical photos (n.3, n.4,n.5 Teacher activities) and they were asked to do an analysis of the photos to identify what was happening; to identify the time, place and the historical value. They were also asked to make an association of words /phrases and images. * List of the resources with materials that supplemented the online resources (n.7 Teacher activity. n.1Student activity): the students looked and read their list and then identified the main ideas of the texts and their structure.   They applied the reading strategies (skimming-scanning), underlining new words, trying to guess their meaning and checking answers in a dictionary). Once the students had identified a core knowledge, the texts were analysed.   * World guessing games (n.5 Student activity):the students played in pairs and tried to be the first person to guess the word(e.g.“What does …means?”) * Odd one out: (n.6 Student activity):   the students guessed which ​number in a​sequence was the odd one out |
| **Final product**  a2832f2ff2d9dccf7f2f4e24de3e65ca.jpgsocrates_quote_3b_postcard-r54972fc3e8bc4b62a97a164cde9e0744_vgbaq_8byvr_324.jpg | | * **Digital Learning tools: CAMTASIA**   The students collected information about a topic and then created a presentation and some postcards that were then displayed in the classroom. |
| **Resources/Materials**  C:\Users\Windows 7\Desktop\images (2).jpg | | * Text (“Martin Luther King”) * Digital texts * Mind maps * Graphics * Pictures * Newspapers * Audio recordings * mp3 * Tables * Postcards * Hypertext * IWB * Web sites * Bookmarked * Print resources * Videos * Books * Political posters * Historical quotations * Questionnaires * Journal files |
| **Evaluation/** **Assessment**  **C:\Users\Windows 7\Desktop\download (2).jpg** | | I used an evaluation rubric in which I wrote down whether the students presented their work in a creative and interesting manner, if they made use of multimedia and other visual aids.  I matched the assessments corresponding to the goals and specific tasks and involved the learners in the process of evaluation (self-evaluation). I put up on the class noticeboard the results and ranking of each group.  (I noticed that in this step, the students had time to reflect on their work and I also had time to analyse my teaching.  **Note Well**   * Here attached you can find the rubrics used for the assessment (n.1 Word Attachment) |

* **N1 Word Attachment**
* **For the assessment of activities on short speeches, I used this rubric:**

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| **Rubric for Speeches** | | | | |
| **Student Name :** | | | | |
| **Speech Topic :** | | | | |
|  | **4** | **3** | **2** | **1** |
| **Posture and Eye**  **Contact** | Excellent posture  and you kept eye  contact with your audience. | You maintained  good eye contact  most of the time. | Little eye contact  and your posture  needs  improvement. | No eye contact and poor posture |
| **Word Choice** | Your word choice  was excellent and  appropriate for  the audience.  You avoided  “ums,” “ers,” and “likes.” | Some of the  words you chose  could be  replaced, but for  the most part,  your speech was good. | Your audience  seemed confused at times. | Poor word choice. |
| **Content** | Your word choice  was excellent and  appropriate for  the audience. | You avoided  “ums,” “ers,”  and “likes.” | Some of the  words you chose  could be  replaced, but for  the most part,  your speech was  good. | Your audience  seemed confused  at times. |
| **Use of Time** | Maintained time  frame. | You mostly stayed  within the time frame. | You exceeded the  time frame, but that’s okay. | Your message  was too short or too long. |
| **Confidence** | Your confidence  was contagious! | Your confidence  was good, no  wonder everyone  likes you! | Your confidence  was okay. | You lacked  confidence. |
| **Sources** | You disclosed 3  sources. | You disclosed 2  sources. | You disclosed 1  source. | You did not  disclose any  sources |

* **For assessment the activities about discussion, I used this rubric:**

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| **Oral Discussion Rubric** | | | | | | |
| **Name:** | | | | | | |
| **Discussion activity: The Wall Street Crash of 1929** | | | | | | |
| |  | | --- | | **Performance**  **Element** | | **Distinguished** | **Proficient** | **Apprentice** | **Novice** | **Possible** | **Actual** |
| |  | | --- | | **Awareness of Audience** | | |  | | --- | | * -Significantly increases audience understand- ing and knowledge of topic.   -Effectively convinces an audience to recog- nize the validity of a point of view. | | |  | | --- | | •Raises audience un- derstanding and awareness of most points;  •Clear point of view, but development or sup- port is inconclusive  and incomplete. | | |  | | --- | | • Raises audience under- standing and knowledge of some points;  • Point of view may be clear, but lacks development or support. | | |  | | --- | | •Fails to increase au- dience understanding or knowledge of topic;  • Fails to effectively convince the audi- ence. | |  |  |
| |  | | --- | | **Strength of Material, Organization** | | |  | | --- | | •Clear purpose and subject  •Pertinent examples, facts, and/or statistics  •Conclusions/ideas are supported by evi- dence;  •Major ideas summa- rized and audience left with full under- standing of present- er’s position | | |  | | --- | | •Has some success de- fining purpose and subject;  •Some examples, facts, and/or statistics support the subject;  •Includes some data or evidence which sup- ports conclusions or ideas;  •May need to refine summary or final idea. | | |  | | --- | | -Attempts to define purpose and subject;  • Weak examples, facts, and/or statistics, which do not adequately support the subject;  • Includes very thin data or ev- idence in support of ideas or conclusions;  • Major ideas may need to be summarized or audience is left with vague idea to re- member. | | |  | | --- | | - Subject and purpose are not clearly de- fined;  •Very weak or no support of subject through use of exam- ples, facts, and/or statistics;  •Totally insufficient support for ideas or conclusions. Major ideas left unclear, audience left with no new ideas. | |  |  |
| **Delivery** | -Relaxed, self- confident and appro- priately dressed for purpose or audience;  •Builds trust and holds attention by direct eye contact with all parts  of audience;  •Fluctuation in volume and inflection help to maintain audience in- terest and emphasize key points. | -Quick recovery from minor mistakes;  • Appropriately dressed;  • Fairly consistent use of direct eye contact with audience;  • Satisfactory variation of volume and inflec- tion. | -Some tension or indifference apparent and possible inap- propriate dress for purpose or audience;  • Occasional but unsustained eye contact with audience;  • Uneven volume with little or no inflection | -Nervous tension ob- vious and/or inap- propriately dressed for purpose or audi- ence;  • No effort to make eye contact with au- dience;  • Low volume and/or monotonous tone cause audience to disengage. |  |  |

* **For assessment the activities about group works on own topic, I used this rubric:**

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| **Work group Rubric** | | | | | | |
| **Name:** | | | | | | |
|  | **5** | **4** | **3** | **2** | **1** | **Points** |
| **Contribution to group** | Student accepted responsibilities for research and forming questions and did full share of onstructing the hunt. | Student accepted responsibilities for research and forming questions and contributed to construction of the hunt | Student accepted some responsibility for research and forming questions, but made little contribution to construction of the hunt. | Student made little contribution to research, questions, or scavenger hunt. | Student did not contribute to project. |  |
| **Sites** | Sites found are all relevant to project and good source for questions | Sites found are mostly relevant to project and good source for questions. | A few of the sites found are relevant and provide a fair source for questions | Few sites are relevant. Sites are not a good source for questions | No relevant sites are included. Sites are not good sources for questions. |  |
| **Questions** | Questions are taken from a variety of sites and from different places within each site. All questions are relevant to how the particular group was influenced. Questions go beyond surface answers. | Questions are primarily taken from a variety of sites and from different places within each site. Most questions relevant to how the particular group was influenced | Questions are taken from a few sites and from same places within each site. Few questions are relevant to how the particular group was influenced. | Questions are taken from 1 or 2 sites. Few questions are relevant to how the particular group was influenced. Questions call only for surface answers | Questions taken from one site and are not relevant to how the particular group was influenced |  |
| **Cooperation** | Student contributed to the group and accepted responsibility for assigned role. Student invited contributions from others and disagrees respectfully. | Student accepts responsibility for assigned role and invites contribution from others. Student needs to be more respectful in disagreeing. | Student sits in group but doesn't participate adequately. Student responds to others but does not volunteer for work. Student doesn't distract from work of group | Student is uninvolved most of the time and/or makes irrelevant or distracting statements. | Student is uninvolved and leaves group at times. Student makes personal attacks. |  |
| **Final Hunt Results** | Title is appropriate. Hunt includes at least 15 questions and 8 sites. The hunt is properly formatted and ready to be published. | Title is appropriate. Hunt includes at least 12 questions and 6 sites The hunt is properly formatted and ready to publish | Title is acceptable. Hunt includes at least 10 questions and 6 sites. The hunt is properly formatted. | Title is uninteresting. Hunt includes at least 8 questions and 5 sites. The hunt is not properly formatted. | Title is missing or too general. Hunt includes fewer than 8 questions and 5 sites. No attempt is made at formatting. |  |

Finally, I had a **self-reflection and asked myself “**What were my strengths/weaknesses? ”, “How effective was the pacing of my lesson?”, “How much of a chance did the students have to speak?”, “How much circulation did I do in the class?”, “What did I notice in the class?”, “What will I do next time?”.

**Iolanda Esposito**

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