GLOBAL LEARNING UNIT

**TITLE The Middle Ages and their culture**

|  |  |  |  |
| --- | --- | --- | --- |
| Type of school | | Secondary School class 1 | |
| Subject: | | History | |
| Duration of Unit/N. of lessons | | 7 hours, 7 lessons | |
| **TEACHING AIMS**   * To make learners aware about the CLIL method * To enable learners to go deep into the way of life in a Medieval castle * To enable learners to get into some aspects of Medieval culture (castle, knights, social pyramid) * To help learners understand that learning can be achieved in a second language | | | |
| **LEARNING OUTCOMES** | | | |
| Most learners should know:   * What CLIL is * Main characteristics of the Medieval historical context * Main characteristics of the Medieval castle * Main characteristics of the feudal society * The keywords of Medieval history | Most learners should be able to:   * say what CLIL means * learn technical words in English * put the main historical facts around XI century on the timeline * describe the Medieval castle * describe the Medieval society * understanding instructions | | Be aware of:   * the importance of acquiring language skills through the   CLIL method   * contextualization of the main facts during the Middle Ages * the pecularityof the Medieval castle * the pecularity of Medieval society * how to cooperate in a group |
| **CONTENT**   * Explanation of Clil as a method * Main events of the Middle Ages * The Medieval castle * Peculiarity of society in the Middle Ages * Glossary | | | |
| **COMMUNICATION**   * To identify the main facts of the Middle Ages * To link historical facts to their right dates * To describe how the Medieval castle is made * To describe how the Medieval society is organized | | | |
| Language of learning   * Nouns (details in single Units) * Structures: verbs (historical present and imperatives), prepositions and connectors | Language for learning   * understanding instruction * structures for questions and answers * Express one’s opinion (I think…) | | Language through learning   * Language that emerges in carrying out tasks * Dictionary use for vocabulary extension |
| **COGNITION**   * Remembering the main dates of the Middle Ages; identifying relationships between historical facts; ordering facts on the timeline * Identifying the main parts of a castle * Remembering how the Medieval society is made up; identifying relationships between different social classes; understand the main tasks and duties of each social class; ordering people into the Medieval social pyramid | | | |
| **CULTURE**   * The awareness of the medieval culture * Cooperate through learning games and group works | | | |
| **RESOURCES**  sheets with exercises  whiteboard  ptt presentation  adhesive scrap sheets of papers  posters  memory playing cards  labels  drawings  word banks  hot seat game  memory game  crosswords  assesments  evaluating test  **All the  included materials, videos and images are for didactic purposes only** | | | |