

LEARNING UNIT 1

TITLE The Middle Ages and their culture

Type of school	Secondary School class 1	
Subject:	History	
Duration of Unit/N. of lessons	1 hour, 1 lesson	
TEACHING AIMS		
<ul style="list-style-type: none">• 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• To help learners understand that learning can be achieved in a second language		
LEARNING OUTCOMES		
Most learners should know: <ul style="list-style-type: none">• What CLIL is• Main characteristics of the historical context	Most learners should be able to: <ul style="list-style-type: none">• say what CLIL means• learn technical words in English• put the main historical facts around XI century on the timeline	Be aware of: <ul style="list-style-type: none">• the importance of acquiring language skills through the CLIL method• contextualization of the main facts during the Middle Ages
CONTENT		
<ul style="list-style-type: none">• Explanation of CLIL as a method• Principal events of the Middle Ages• Glossary		
COMMUNICATION		
<ul style="list-style-type: none">• To identify the main facts of the Middle Ages• To link historical facts to their right dates		
Language of learning <ul style="list-style-type: none">• Nouns: A.D., B.C., technical words (word bank), Middle	Language for learning <ul style="list-style-type: none">• When...?• What...?• There is/there are...	Language through learning <ul style="list-style-type: none">• Language that emerges in carrying out tasks.

<p>Ages, timeline.</p> <ul style="list-style-type: none"> Verbs: to happen, to put, to contextualize Structures: historical present tense, imperatives (read, listen to, write down, think about...), preposition, connectors (but, because, and...) 	<ul style="list-style-type: none"> Are they...? What does it mean...? 	<ul style="list-style-type: none"> Dictionary use for vocabulary extension
COGNITION <ul style="list-style-type: none"> Remembering the main dates of the Middle Ages; identifying relationships between historical facts; ordering facts on the timeline. 		
CULTURE <ul style="list-style-type: none"> Cooperate through learning games The awareness of the medieval culture 		
RESOURCES <p>https://www.youtube.com/watch?v=6EAMqKUimr8</p> <p>whiteboard ppt presentation adhesive scrap sheets of papers posters</p>		
LESSON PLAN <p>The teacher introduces what CLIL is with the first slide.</p> <p>The students watch the video about the Medieval timeline (twice if necessary).</p> <p>We read the word bank together on the ppt.</p> <p>Timeline game: the teacher gives some adhesive scrap sheets of papers with historical facts to the students, divided in groups. There are facts students saw on the video and others related to other ages. The teacher puts a poster on the wall with the same timeline, but only with the dates and students have to put adhesive scrap sheets of papers according to its date.</p>		