

Learning Unit / Module

Title: Some global phenomena			
Class	Secondary school – III class (3B)		
Subjects involved	Geography		
Number of lessons	20		
TEACHING AIMS including <ul style="list-style-type: none"> • culture • Language • communication • cognition <ul style="list-style-type: none"> • <i>To present the content of the unit</i> • <i>To introduce the concept and main features of the content</i> • <i>To make learners aware and build on prior knowledge</i> • <i>To help learners understand that learning can be achieved in a second language</i> • <i>To help learners understand that keeping a record of new words is important</i> 	<i>what learners will know by the end of the lesson/unit.</i>	LEARNING OUTCOMES <i>what learners will be able to do by the end of the lesson/unit</i>	<i>what learners will be aware of by the end of the lesson/unit</i>
	<i>Learners will study or review informations about some global phenomena like Migrations and tourism, differences between USA and Europe about travelling, Climate Change and related policies of USA and EU, Globalization in its various aspects (political, economical and cultural) and a little comparison between USA and China: the two current superpowers</i>	<i>Learners will be able to learn new words; speak with a little more confidence about the topics; read a map; do questions and answers about the content; use technical language of geography; explain the meaning of specific words</i>	<i>Learners will be aware of different points of view about those global phenomena and different perspective about some topics.</i>
<u>Content</u> <i>An overview on some global phenomena of the world today , learners will gain knowledge about these topics and will be able to learn new words, to do questions about the content, to discuss and explain the meaning of the key elements of the content. Learners will understand with more awareness some global phenomena or issues of the world of today.</i>			
<u>Communication</u> <i>interaction, progression in language using and language learning</i>			

<u>LANGUAGE OF LEARNING</u> <i>Vocabulary:</i> the words of physical and political maps, migrations (push and pull) , travel, geographic features, globalization <i>Structures and functions :</i> present tense, past tense, adjectives, prepositions, comparative and superlative	<u>LANGUAGE FOR LEARNING</u> <i>Vocabulary:</i> understanding instructions, asking and answering questions, defining word, expressing one's opinion
<u>Cognition</u> <i>engagement in higher-order thinking and understanding, problem solving, accepting challenges and reflecting on them.</i>	
<u>Culture</u> <i>'self' and 'other' awareness, identity, citizenship and progression towards pluricultural understanding. Be aware of the meaning of Melting pot, be aware of different foods, habits, points of view.</i>	
Materials and Resources <i>Computer, projector, interactive whiteboard (LIM), websites, webtools, differentiated worksheets,</i>	

LESSON 1	Title: What is CLIL?
<ul style="list-style-type: none"> Brainstorming at the board about the CLIL concept What is CLIL? -Concept of Acronym – introduction with pictures and maps on the LIM Little CLIL quiz 	
Discussion about the student's skills and their expectations	
<i>whole class participated lesson and conversation</i>	
LESSON 2	Title: Migrations
<ul style="list-style-type: none"> How much do you know about migration ? (brainstorming) 	
<ul style="list-style-type: none"> Migration map Videos : <i>Migrations a global issue , Refugee crisis</i> 	
<i>whole class participated lesson and discussion</i>	
<i>new words : issue, push and pull (students are invited to take notes)</i>	
LESSON 3	Title: The immigration history of the United States

<ul style="list-style-type: none"> • Migrations flows to North America along the centuries • Forced migrations of slaves from Africa (The triangular trade) , • Journeys to North America became faster and cheaper after the development of steam powered ships 	
<ul style="list-style-type: none"> • The immigration history of the United States (video) 	
<p><i>whole class participated lesson and discussion</i> <i>summarize questions: the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words : cheaper , one of a kind, spread, greed , smallpox, sheer brutality , thriving etc.</i></p>	
LESSON 4	Title: The immigration history of the United States part 2
<ul style="list-style-type: none"> • Migrations flows to North America after the 1880 • Ellis Island , immigrants arriving from Italy and from eastern and southern Europe (reading of articles and pages from books) 	
<ul style="list-style-type: none"> • The immigration history of the United States (video part 2) • Test 1 	
<p><i>whole class participated lesson and discussion</i> <i>summarize questions: the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words : booming , eager , take advantage, demand , supply, allow etc.</i></p>	
LESSON 5	Title: Tourism an economic and social phenomenon part 1
<ul style="list-style-type: none"> • Why tourism matter map (from UN World Tourism Organization) • Travelling today in The USA 	
<ul style="list-style-type: none"> • <i>Top 10 USA</i> and <i>10 shocks USA</i> videos 	
<p><i>whole class participated lesson and discussion</i> <i>summarize questions: the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words : encompass , key driver , forecast, revenue, income sources etc.</i></p>	
LESSON 6	Title: Tourism an economic and social phenomenon part 2
<ul style="list-style-type: none"> • Travelling today in The USA, , New York: why so important? • Discussion about tipping, movies and travelling , USA in the movies (videos) 	

<ul style="list-style-type: none"> • <i>Top 10 USA</i> and <i>10 shocks USA</i> videos (review) 	
<p><i>whole class participated lesson and discussion</i> <i>summarize questions: the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words : refill, portion , cash , tip etc.</i></p>	
LESSON 7	Title: Tourism an economic and social phenomenon part 3
<ul style="list-style-type: none"> • Travelling today in rest of the world, the seven wonders of the world today, travelling in China 	
<ul style="list-style-type: none"> • The seven (new) wonders of the world, Top ten China videos 	
<p><i>whole class participated lesson and discussion</i> <i>summarize questions: the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words , good stuff, to hike, majestic, unbelievable, amazing, redeemer, carve out harbour , worth etc.</i></p>	
LESSON 8	Title: Tourism an economic and social phenomenon part 4
<ul style="list-style-type: none"> • Travelling today in rest of the world, comparison between Europe and USA 	
<ul style="list-style-type: none"> • Europe versus America video • Test 2 	
<p><i>whole class participated lesson and discussion</i> <i>summarize questions: the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words : cash is king, de facto , foreigner, actually , currencies , exchange rates, fee , service charge, hit and mess , dealing with , bill , tub water etc.</i></p>	
LESSON 9	Title: The environment and global warming
<ul style="list-style-type: none"> • Changes and damages in climate and environment caused by human beings (analysing maps and data from the web) • Comparison between natural greenhouse effect and human enhanced green house effect (maps, pictures , data) 	
<ul style="list-style-type: none"> • US Environmental Protection Agency and EU climate action (brainstorming and guided discussion) 	
<p><i>whole class participated lesson and discussion</i> <i>summarize questions: the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p>	

<i>new words : likewise, within , get rid of , degree, coupled, exerted, adaptation, evidence, etc.</i>	
LESSON 10	Title: The environment and global warming part 2
<ul style="list-style-type: none"> • The Trump administration versus European Union (comparison between two webpages reporting data) • ECCA 2017 (European Climate Change Adaptation Conference- Glasgow) (webpage) 	
<ul style="list-style-type: none"> • US Environmental Protection Agency and EU climate action (part 2) 	
<p><i>whole class participated lesson and discussion</i></p> <p><i>little group activity to summarize the different approaches of Trump administration and EU to environmental problems</i></p> <p><i>new words : power stations, key tool, low carbon energy, regulation, features , ceilidh etc.</i></p>	
LESSON 11	Title: The Globalization part 1
<ul style="list-style-type: none"> • What is globalization? (brainstorming and discussion on maps and pictures) • The basic aspects of globalization • The three major areas of globalization 	
<ul style="list-style-type: none"> • Globalization map 	
<p><i>Group work : writing a map using the informations and data found on the web</i></p> <p><i>little group activity to find examples of globalization in the everyday life of the students</i></p> <p><i>new words : arising, further, offspring, challenge, connectivity, etc.</i></p>	
LESSON 12	Title: The Globalization part 2
<ul style="list-style-type: none"> • Economic globalization • 20th century versus 21th century (reading a map and discussion) • Major changes in business 	
<ul style="list-style-type: none"> • Economic Globalization maps 	
<ul style="list-style-type: none"> • Globalization trade and poverty connected? (video) 	
<p><i>whole class participated lesson and discussion</i></p> <p><i>summarize questions : the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words : competitor, stockholder, low wage, startup, emerging economies goods, enable, microcredit etc.</i></p>	
LESSON 13	Title: The Globalization part 3
<ul style="list-style-type: none"> • What's the meaning of cultural globalization? (discussion and analysis of pictures) • Pros and cons • Undeniable advantages (and some disadvantages...) 	

<ul style="list-style-type: none"> What's the meaning of cultural globalization? (video) 	
<i>whole class participated lesson and discussion</i> <i>summarize questions : the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i> <i>group work to debate on pros and cons</i> <i>new words : accountability, powered, increase etc.</i>	
LESSON 14	Title: The Globalization part 4
<ul style="list-style-type: none"> What's the meaning of cultural globalization? Pros and cons Undeniable advantages 	
<ul style="list-style-type: none"> What's the meaning of cultural globalization? (video) 	
<i>group work to debate on pros and cons (part 2)</i> <i>new words : accountability, powered, increase , towards etc.</i>	
LESSON 15	Title: The Globalization part 5
<ul style="list-style-type: none"> What's the meaning of political globalization? European Union, United nations and other examples of intergovernmental agencies 	
<ul style="list-style-type: none"> Globalized politics can help to resolve the main problems of the world? (guided discussion) 	
<i>whole class participated lesson and discussion</i> <i>summarize questions</i> <i>new words : join , establish , policy, etc.</i>	
LESSON 16	Title: USA versus China – an overview on how the two superpowers are considered by the rest of the world
<ul style="list-style-type: none"> Political and economical differences between the two countries 	
<ul style="list-style-type: none"> Usa Versus China video 	
<i>whole class participated lesson and discussion</i> <i>summarize questions</i> <i>new words : gathered, favorable, overwhelmingly, censorship, countermeasure etc.</i>	
LESSON 17	Title: USA versus China – an overview on how the two superpowers are considered by the rest of the world part 2
<ul style="list-style-type: none"> Trump administration and the interconnections between the two economies Who are the friends of the USA today? 	
<ul style="list-style-type: none"> Usa Versus China video (review) 	
<i>whole class participated lesson and discussion</i> <i>summarize questions</i> <i>new words : fairly, consistent, etc.</i>	
LESSON 18	Title: USA versus China – an overview on how the two superpowers are

	considered by the rest of the world part 3
<ul style="list-style-type: none"> • Usa Versus China : a tale of the two giant economies (pros and cons) • Map of the topic realized by students in little groups. 	
<ul style="list-style-type: none"> • Usa Versus China video (review) 	
<p><i>whole class discussion and then class divided in little groups to make a map</i></p> <p><i>new words : urbanization, muscling out, consumption, boosting etc.</i></p>	
LESSON 19	Title: USA versus China – an overview on how the two superpowers are considered by the rest of the world part 4
<ul style="list-style-type: none"> • Trump administration and the interconnections between the two economies • Who are the friends of the USA today? 	
<ul style="list-style-type: none"> • Usa Versus China video (review) 	
<p><i>whole class participated lesson and discussion</i></p> <p><i>summarize questions : the students formulate questions about key elements of the topic and the whole class participate in finding the answer</i></p> <p><i>new words : fairly, consistent, etc.</i></p>	
LESSON 20	Title: USA versus China – an overview on how the two superpowers are considered by the rest of the world part 5
<ul style="list-style-type: none"> • Trump administration and the interconnections between the two economies • Who are the friends of the USA today? 	
<ul style="list-style-type: none"> • Usa Versus China video (review) • Final test 	
<p><i>whole class participated lesson and discussion</i></p> <p><i>summarize questions</i></p> <p><i>new words : fairly, consistent, etc.</i></p>	

ASSESSMENT

Formative : informal notes while teaching and observing.

Summative assessment: a total of four tests , two group works (maps)

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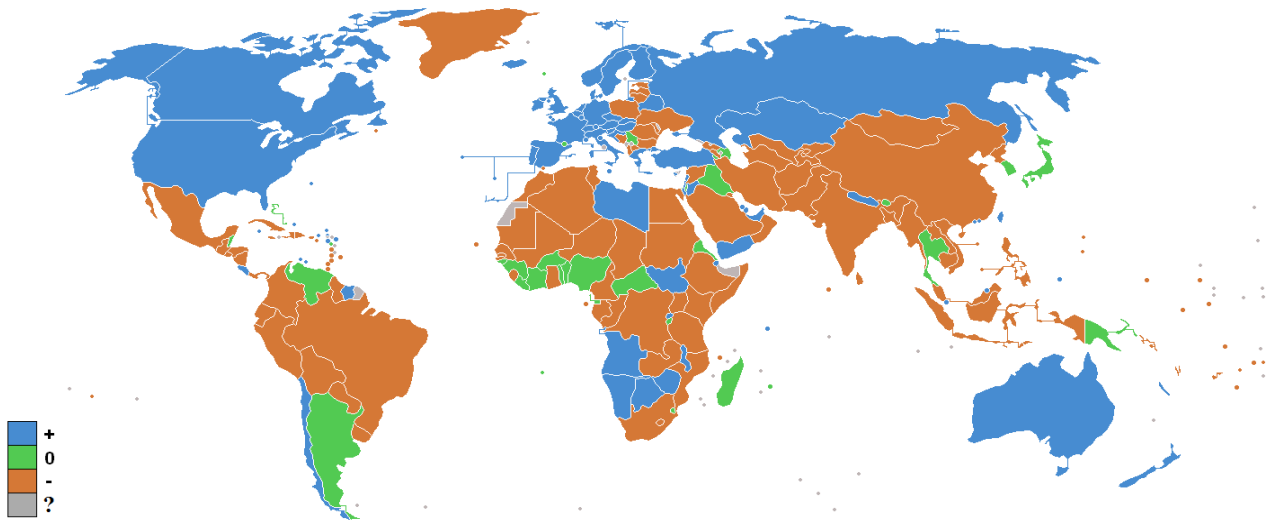
Build the world - Some global phenomena

TEST 1

3 F Group members :

Exercise1 :

explain this map with your own words filling the blanks (.....)



This map is aboutand explains that

Blue indicates.....
and.....

Exercise 2 : *MIGRATIONS TO NORTH AMERICA*

The United States continues to be the main country of destination for migrants in the world. The number of African immigrants in the United States has more than doubled during the last 10 years, reaching about 2 million. Meanwhile, migration flows from developing Asian countries to the United States and Canada continue to increase steadily.

Similarly, migration flows from most Central American and from many Caribbean countries to the United States have continued to rise steadily since 2011. A good portion of these flows are irregular. In fact, around 40 per cent of all irregular migrants in the United States, or an estimated 6 million, were born in either Central America or the Caribbean.

A particularly alarming irregular migration trend, which has grown recently in the United States, is made up of immigrant children, especially unaccompanied, originating principally from Mesoamerica.

On the other hand, the growth rate of migratory flows originating from Mexico to the United States has steadily decreased in comparison to the previous decade. Still, Mexico continues to be the principal country of origin for immigrants entering the United States and the principal migrant country of origin in the world.

The United States is also the main destination country worldwide for immigrants originating from developed countries (North-North migration). In fact, the United States is part of the first, third, fourth and fifth most important North-North migration corridors in the world. In decreasing order, Germany, Canada, the

Republic of Korea and the United Kingdom, are the principal migrant countries of origin that make up these corridors.

Answer to these questions :

- a) Which are the two most important affirmations about the USA in the first paragraph ?
- b) Which is the problem mentioned in the third paragraph?
- c) What is the meaning of the word *corridor* used in the last paragraph?

EXERCISE 3 :

The Immigration History of the United States

<https://youtu.be/IBJcqxl7kas>

ANSWER TO THESE QUESTIONS

(Use the link above to the video , below after the question you find the minute indication and you can also use the transcription):

- A) "PUSH AND PULL" WHY THESE TWO WORDS HAVE BEEN MENTIONED IN THIS VIDEO?
- B) WHAT IS THE MEANING OF A *FORCED IMMIGRATION* ?
- C) WHEN THE JOURNEYS TO AMERICA ACROSS THE OCEAN BECAME FASTER AND CHEAPER ?
- C) WHICH WERE THE COUNTRIES THAT LED THE WAVE OF IMMIGRATION IN THE USA AFTER THE 1880 ?

WHEN YOU HAVE FINISHED THE TEST SAVE THE FILE WITH THE NAME TEST1 FOLLOWED BY THE LAST NAME OF THE GROUP MEMBERS,

BUILD THE WORLD TEST2

Group members _____ / _____

TOURISM: AN ECONOMIC AND SOCIAL PHENOMENON

Over the decades, tourism has experienced continued growth and deepening diversification to become one of the fastest growing economic sectors in the world. Modern tourism is closely linked to development and encompasses a growing number of new destinations. *These dynamics have turned tourism into a key driver for socio-economic progress.*

Today, the business volume of tourism equals or even surpasses that of oil exports, food products or automobiles. Tourism has become one of the major players in international commerce, and represents at the

same time one of the main income sources for many developing countries. This growth goes hand in hand with an increasing diversification and competition among destinations.

This global spread of tourism in industrialized and developed states has produced economic and employment benefits in many related sectors - from construction to agriculture or telecommunications.

Answer to the following questions :

- 1) According to the first paragraph, why modern tourism is so much important for socio-economic progress ?
- 2) Which comparison gives today an idea of the economic growth of tourism (2nd paragraph) ?
- 3) Try to explain the expression « global spread » in the last paragraph .
- 4) Try to explain the expressions « main income sources » and « benefits ».

Exercise 2 Use the links below to review these videos about the USA video and answer the following questions :

Top ten USA https://youtu.be/YWFPTTh_xrao

10 shocks USA <https://youtu.be/89aEoljzupk>

- a) WHY IS NEW YORK A VERY IMPORTANT GLOBAL CITY?
- b) WHICH ARE THE THREE *SHOCKS* OF USA THAT SHOCKED YOU THE MOST?

Exercise 3

MAKE A LIST OF THE THREE MOST INTERESTING DIFFERENCES BETWEEN USA AND EUROPE AND EXPLAIN WHY THEY ARE INTERESTING FOR YOU .

Use this link to review the related video

<https://youtu.be/Nd3tmS6SdMc>