

UNIT PLAN

CLIL METHODOLOGY COURSE

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Introduction

- * Unit Plan for 4th Grade of Secondary Education
- * Subject: Contemporary History
- * Estimated number of students: 22-25
- * Divided into 3 Lessons containing 3 content and language objectives.
- * The Unit Plan is supposed to be developed in three or four sessions as maximum
- * Active methodology whose aim is to encourage the significative learning by the students and implement the high order teaching skills.

Global Goals of the Unit

Content Goal: Students will be able to explain the causes, development and consequences of colonialism and the international conflicts in the late 19th century

Language Goal: Students will be able to use properly past and present tenses, conditionals, connectors of sequence, transitions, adjectives and the specific vocabulary.

Lesson Plan 1

CONTENT OBJECTIVE: Students will be able to present the causes of the colonial expansion and recognize the main colonial empires.

LANGUAGE OBJECTIVE: Students will be able to express ideas orally in an appropriate way using advanced grammar (past and present tenses, conditionals), specific vocabulary and focusing on pronunciation.

ACTIVITIES

Warm up activity - Questionnaire:

The teacher gives the students some questions to answer collectively in order to know the level of previous knowledge of them and to motivate them to start the learning process.

Examples of the questions proposed:

- What do you know about African and Asian history or culture?*
- How many African and Asian countries can you name?*
- Why are English and French officially spoken in many African countries?*

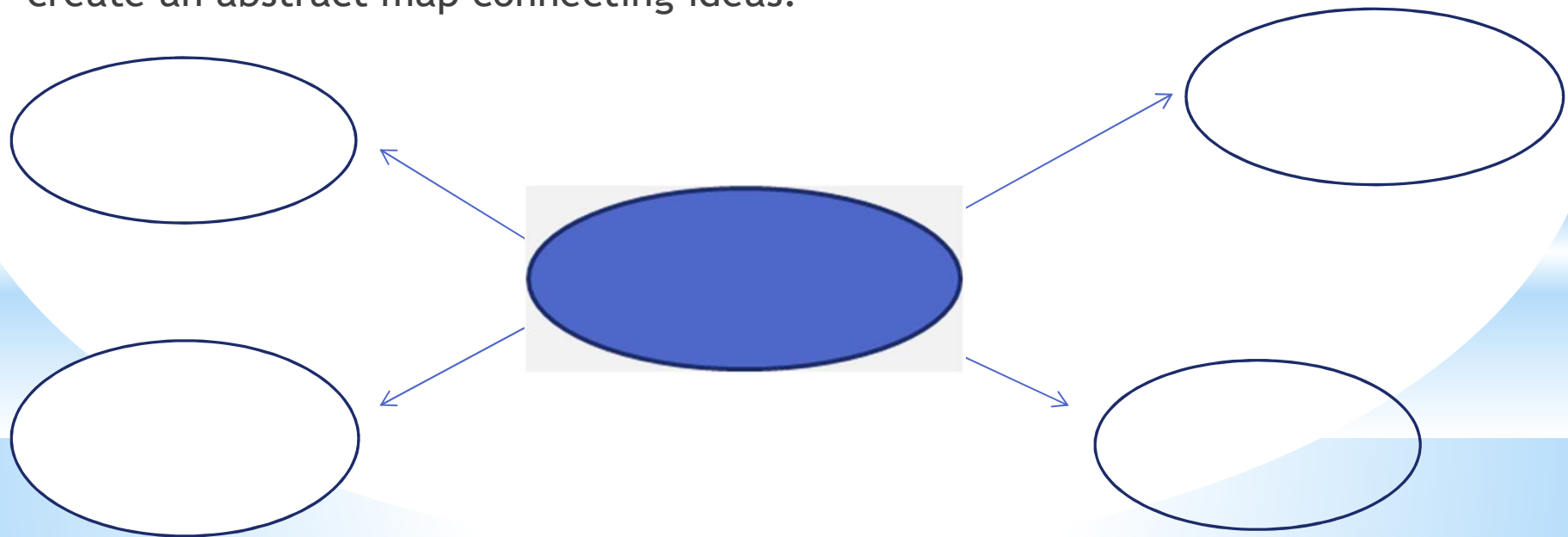
Activity 1: Language Input

In pairs or little groups, the students should try to create definitions of the keywords and after that, decide all together which one is the most accurate to each concept.

-Keywords proposed: colony, metropole, dominion, protectorate, imperialism, race, civilization, trade, natural resources, acculturation.

Activity 2: Content Input

Students are told to answer individually some questions about the main causes of colonialism. Then, the students will compare their answers and create an abstract map connecting ideas.



Activity 3: Structured practice

Students are told to summarize the main ideas from two shorts texts, one supporting and one criticizing the justification of colonialism and complete a Selective Attention Organizer.

Texts proposed:

TEXT 1:

‘We must say openly that indeed the higher races have a right over the lower races. I repeat, that the superior races have a right because they have a duty. They have the duty to civilize the inferior races.’

Jules Ferry, 1884.

-Source: From Jules François Camille Ferry, "Speech Before the French Chamber of Deputies, March 28, 1884," *Discours et Opinions de Jules Ferry*, ed. Paul Robiquet (Paris: Armand Colin & Cie., 1897), -l. 5, pp. 199-201, 210-11, 215-18. Translated by Ruth Kleinman in Brooklyn College Core Four Sourcebook

TEXT 2:

‘Higher races! Inferior races! This is too easily said! [...] A lower Race, Hindus! With this great sophisticated civilization that is lost back in the mists of time! With this great Buddhist religion which left India for China, with this great efflorescence of art of which the magnificent remains we still see today! An inferior race, the Chinese! With this civilization whose origins are unknown [...]’
Georges Clemenceau, 1885

-Source: Matthieu Séguéla :Clemenceau, a Tiger in Asia.

<http://www.gis-reseau-asie.org/article-en/months-articles-archive/reseau-asie-s-editorial/clemenceau-tiger-asia-matthieu-seguela/>

Questions for the Selective Attention Organizer:

-Who wrote the text? - When was it written? - What is the main idea? - Why do you think the author support these ideas?

Activity 4: Synthesis, Development, and Rehearsal

Students are told to compare and contrast the ideas from these shorts texts though a T-chart.

Activity 5: Assessment

Students are told to developed a role play in which each group of 5 students will represent different opinions:

- Businessmen interested in colonial enterprises;
- Intellectuals against the domination of overseas territories;
- Catholic missionaries in these territories;
- Natives rebelling against the foreign domination.

The teacher will take notes of the different interventions during the debate and assess the approach of the students to the historical reasons previously seen in class.

Lesson Plan 2

CONTENT OBJECTIVE: Students will be able to compare and contrast different reactions against the colonial domination around the world and the main international conflicts of the period.

LANGUAGE OBJECTIVE: Students will be able to express ideas properly using advanced grammar (past and present tenses) and a wide range of adjectives in order to describe images and photographs.

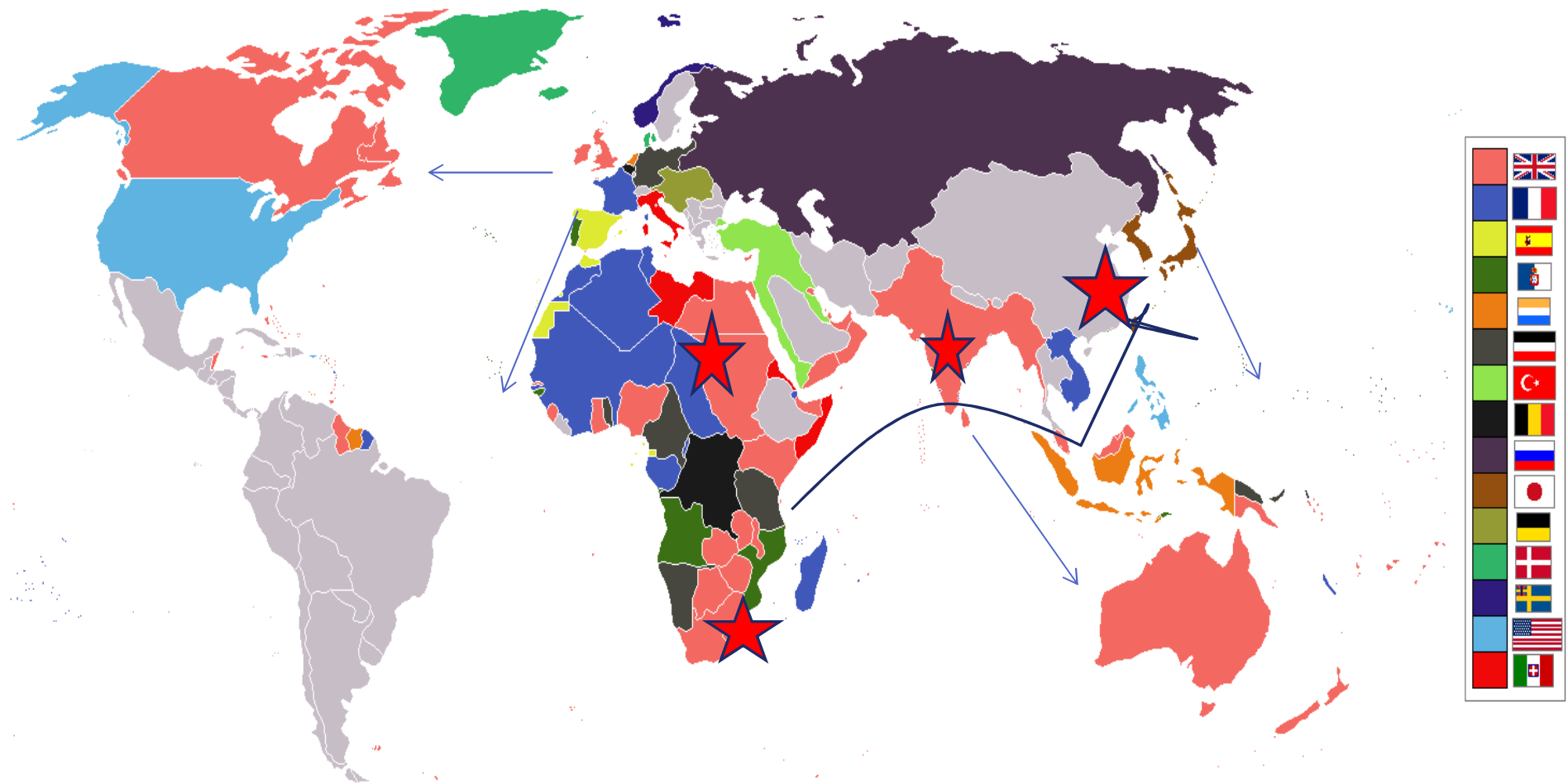
ACTIVITIES

Warm Up and Language Input Activity

Students are told to create a Fact Acrostic in pairs using three keywords from the previous lesson. Then, they will share their answers and use them in short phrases, in order to give context to these concepts.

Activity 2: Content Input

Students are told to complete a map with the main colonial empires and locate the focus of international conflicts during the period 1850 - 1914 and the lines of expansion.



Activity 3: Structured practice

Using the information given previously, students are told to a Cause and Effect chart were they expose different conflicts, their causes and connect them with their consequences.

Example:

Boxer Rebellion → Date: 1899 to 1901 → Cause: Chinese nationalist groups started a rebellion against foreign presence
→ Consequence: China was forced to pay huge amounts of money to the Western countries and the Imperial Chinese dynasty lost its influence over the Chinese people.

Activity 4: Synthesis, Development, and Rehearsal

Students are told to search and select information from the internet (or in case, given by the teacher) about the some colonial conflicts and create a timeline with them.

-Opium War, Sepoy Rebellion, Fashoda incident, Boer war, Boxers rebellion, Zulu revolt.

Activity 5: Assessment

Students are told to write individually a fake journal article describing one of the events previously seen in class. Then, the next lesson, they are told to give a sort presentation of it.

Lesson plan 3

CONTENT OBJECTIVE: Students will be able to present the causes and consequences of colonialism over the African peoples in the late 19th century through a 100-words essay

LANGUAGE OBJECTIVE: Students will be able to express ideas properly using advanced grammar (past and present tenses, conditionals) and specific vocabulary as well as to connect and/or contrast ideas properly using connectors of sequence and linking words.

ACTIVITIES

Warm Up Activity and Language Input

Students are told to read aloud and comment their articles in class and give feedback from their partners. The teacher will take notes on their oral skills and pronunciation.

Activity 2: Content Input

Students are told to answer some questions about some images/cartoons/photographs after a presentation given by the teacher in an oral way, with the possibility to write down notes.



Activity 3: Structured Practice

Students are told to summarize the main ideas of a text given using a Selective Attention Organizer

Questions for the Selective Attention Organizer:

-Who wrote the text? - When was it written? - What is the main idea? - Why do you think the author support these ideas? - Where is the description set?

TEXT 3:

'The savage and barbarian black man is capable of all forms of stupidity and unfortunately, he is condemned to savagery and barbarism forever. Just with three weeks of work, he has enough to assure his provision of rice and corn. The lack of any idea of progress and moral does not allow him to realise the incalculable value and infinite power of work and his laws are brutal passions.'

A. Dubarry, Journey to Dahomey. 1879

Activity 4: Synthesis, Development, and Rehearsal

Students are told to search for some information using the internet, newspapers and other materials about the current conflicts in Africa and Asia connecting them with the past situation.

Activity 5: Assessment

Students are told to write individually their essays about the impact of colonialism over the African peoples containing: causes, positive and negative effects and current situation.

The teacher will use the following rubric in order to assess the essays

CONTENT MASTERY		Outstanding/ Exceeds Objective 4	Good/ Meets Objective 3	Fair/Approaches Standard 2	Does not yet meet standard 1	Insufficient or no work completed 0
	The student clearly presents the causes of the colonial process.	The student presents four reasons for and against the colonial process including the name of same authors.	The student presents four reasons for and against the colonial process.	The student presents less than four reasons for or against the colonial process.	The student presents only one or none correct reasons either for or against the colonial process.	There is no project submitted or it is clearly not done by the student.
	The student establishes a relationship between consequences and present situation. The student uses specific lexis and advanced grammar.	The student identifies the main consequences (economic, political, social and cultural) and also gives some current examples. The student uses more than five keywords given and grammar structures without mistakes.	The student identifies the main consequences (economic, political, social and cultural). The student uses at least five keywords given and grammar structures without mistakes.	The student identifies some of the consequences (economic, political, social or cultural). The student uses less than five keywords given and makes some grammar mistakes.	The student identifies only one of the consequences. The student uses only one or none of the keywords given and makes many grammar mistakes.	There is no project submitted or it is clearly not done by the student.
	The student uses properly connectors of sequence to order their ideas.	The student uses more than one connector of sequence and linking words in each paragraph.	The student uses one connector to introduce each paragraph and some linking words.	The student uses some connectors and some linking words through the entire task.	The student uses one connector or none through the entire task.	There is no project submitted or it is clearly not done by the student.
OTHER FACTORS	Organization of the ideas and the text	The student divides the text in more than three paragraphs with a clear structure and also includes images or graphs to support their ideas.	The student divides the text in more than three paragraphs with a clear structure.	The student divides the text in at least two paragraphs with different ideas.	The student presents the text in only one paragraph with no clear structure.	There is no project submitted or it is clearly not done by the student.

Thank you very much for your attention!

