

CLIL UNIT PLAN

<https://almusociales.wixsite.com/feudalism-in-europe>

DEPARTMENT: SOCIAL STUDIES

SUBJECT: GEOGRAPHY AND HISTORY

LEVEL: HIGH SCHOOL. 2º ESO

AGE: 13-14 YEARS OLD

FEUDALISM IN EUROPE



*The castle of Loarre in Huesca, Spain. a National Geographic photograph. Its spectacular view was chosen by Ridley Scott for his famous film *Kingdom of Heaven*.*

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UNIT TITLE: FEUDALISM IN EUROPE

CLIL UNIT PLAN CONTENT OBJECTIVE: Students will demonstrate an understanding of the main characteristics of Feudalism as an economic, political and social system that evolved in Western Europe between the 9th and the 15th centuries.

CLIL UNIT PLAN LANGUAGE OBJECTIVE: Students will learn the necessary vocabulary to describe the elements of a fiefdom, name the main estates or social groups that existed, the monasteries and write and pronounce, also, the architectural features of the two main representative buildings: the castle and the Romanesque church.

This unit contains **4 individual lesson plans** which support these overall objectives. Each lesson plan has a content objective and a language objective of its own in support of the unit objectives.

LESSON PLAN 1: NEW WAVES OF INVADERS ATTACK EUROPE

LESSON PLAN 2: THE MEDIEVAL SOCIETY: A NEW SOCIAL ORDER

LESSON PLAN 3: THE ECONOMIC SIDE OF FEUDALISM: A MEDIEVAL MANOR

LESSON PLAN 4: THE POWER OF THE CHURCH: PILGRIMAGE AND ROMANESQUE ART

Before starting this unit students will fill in the first box of the following KWL chart

WHAT DO YOU KNOW ABOUT FEUDALISM IN EUROPE?

WHAT DO YOU KNOW?	WHAT DO YOU WANT TO KNOW?	WHAT HAVE YOU LEARNED?
Before starting the unit	While studying the unit	At the end of the unit
<ul style="list-style-type: none">• _____ • _____ • _____		

LESSON PLAN 1

<p>TITLE: NEW WAVES OF INVADERS ATTACK EUROPE</p> <p>CONTENT OBJECTIVE: Students will gain greater appreciation of the unstable moment Europe went through between 700 and 1000.</p> <p>LANGUAGE OBJECTIVE: Students will learn the names of the kingdoms and tribes that coexisted in Europe and will use terms of geographical features in this continent like peninsulas, rivers, plains and mountains, and the cardinal points (NSEW) to explain the advance of Germanic tribes.</p>	
STAGE OF ACTIVITY	STEPS IN ACTIVITY
<p>Warm Up Activity</p>	<p>Teacher will present an image of an old Viking ship from <i>The Viking Ship Museum of Roskilde</i> in Denmark and students will answer two questions.</p>
<p>Activity 1: Language Input</p>	<p>Students will learn the names of the main Empires and kingdoms over Europe and review some basic geographic features that might use for their explanations.</p>
<p>Activity 2: Content Input</p>	<p>Teacher will explain the movements of the invaders that attacked Europe around 1000, self-centered in three tribes: Muslims, Vikings and Magyars.</p>
<p>Activity 3: Structured Practice</p>	<p>Students will structure the content explained in a 3 box table with the purpose of working with the historical map and use the vocabulary we have learned by describing briefly the attacks of the Vikings, Magyars and Muslims.</p>
<p>Activity 4: Synthesis, Development, and Rehearsal</p>	<p>Teacher will give the students cards with a number: 1, 2, 3, corresponding Vikings, Magyars and Muslims respectively.</p>

	Peer pairs with the same number will work in the computer room to investigate more about these peoples : location, expansion, how did they look like, costumes and religious beliefs.
Activity 5: Assessment	With all this information students will create a poster . It must be something simple and very visual with images and clear information of the main aspects afore mentioned. Use an A 4 card, images, glue, scissors and markers. Students will explain their posters in class.

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LESSON PLAN 2

<p>TITLE: THE MEDIEVAL SOCIETY: A NEW SOCIAL ORDER</p> <p>CONTENT OBJECTIVE: Students will comprehend the medieval society as a system based on loyal relationships, with rights and obligations, and a strong dependency.</p> <p>LANGUAGE OBJECTIVE: Students will use the names of the different estates or social groups, adjectives and comparatives to describe their activities, and express their feelings towards these relationships orally and writing.</p>	
stage of activity	steps in activity
<p>Warm Up Activity</p>	<p>Playing short clip of 2 minutes and 14 second that consists of the intro of the movie A KNIGHT'S TALE which shows the arrival of the knights to a jousting tournament with the song "We will rock you" playing in the background. Peer interviews for 5 minutes, have you seen jousting tournament before? Maybe a recreation in your village?</p>
<p>Activity 1: Language Input</p>	<p>Teacher will present a detailed pyramidal system of the medieval society and the necessary vocabulary: names: king, nobility, clergy and peasantry and adjectives: privileged and unprivileged.</p>
<p>Activity 2: Content Input</p>	<p>Teacher will present a document that shows a real vassalage network based on the power exercised by Louis VI "the fat" over different northern European nobles and clergy.</p>
<p>Activity 3: Structured Practice</p>	<p>Students will be given cards of these medieval characters performing an activity and they have to stand up and paste their figure on a big paper pyramid placed on the wall.</p>
<p>Activity 4: Synthesis, Development, and Rehearsal</p>	<p>Activity consisting of a T chart in which students will compare two contrasted primary sources about life as a Noblewoman and a Peasant woman. In this case they will use the past tense and the characteristics of each social group that we have learned and are contained in the texts.</p>

Activity 5: Assessment	Students will present orally their conclusions about the two primary sources and will compare these roles with women's style of life nowadays.
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LESSON PLAN 3

<p>TITLE: THE ECONOMIC SIDE OF FEUDALISM: A MEDIEVAL MANOR</p> <p>CONTENT OBJECTIVE: Students will demonstrate understanding of the manor as the lord's state and the main source of income.</p> <p>LANGUAGE OBJECTIVE: Students will be able to name the parts of a fief and use the appropriate terms to write a short description of a medieval castle.</p>	
stage of activity	steps in activity
<p>Warm Up Activity</p>	<p>Teacher projects a drone view over the Castle of Loarre in Huesca, also known as <i>the Kingdom of Heaven Castle</i>, because the American director Ridley Scott chose it as one of his film locations. Peer pair discussion: why do you think Ridley Scott took this incredible view to talk about chivalry?</p> <p>https://www.youtube.com/watch?v=iDFOK1iF-VA</p>
<p>Activity 1: Language Input</p>	<p>Students will learn the main areas of a manor or fiefdom: demesne and holdings and also identify the different elements within these areas: castle, wall, bridge, plots, woods, etc</p>
<p>Activity 2: Content Input</p>	<p>Students will study the anatomy of a castle: the wall, the keep, the moat, etc. and will also observe the siege of a castle which meant the conquest of a region. with the purpose of linking this question with a sentence of the video of the warm up activity</p>
<p>Activity 3: Structured Practice</p>	<p>Students will draw their own castle and label its main parts.</p>
<p>Activity 4: Synthesis, Development, and Rehearsal</p>	<p>Students will create a brief description of it, about 5 lines, by using all the expressions and vocabulary we have learned.</p>

Activity 5: Assessment	Students will select a photograph of a castle (European or Spanish) on the internet and write a caption of 5-7 lines indicating its location, chronology, owner, main elements and an anecdote that occurred in it.
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By this time now, students have a good approach to Feudalism in Europe, so they will stop for a while to think about aspects of this unit they would like to know

WHAT DO YOU WANT TO KNOW ABOUT FEUDALISM IN EUROPE?

WHAT DO YOU KNOW?	WHAT DO YOU WANT TO KNOW?	WHAT HAVE YOU LEARNED?
Before starting the unit	While studying the unit	At the end of the unit
	<ul style="list-style-type: none">• _____ • _____ • _____	

LESSON PLAN 4

TITLE: THE POWER OF THE CHURCH: MONASTERIES AND ROMANESQUE ART	
<p>CONTENT OBJECTIVE: Students will demonstrate understanding of the great influence of the Church in the Medieval society and their participation in the cultural life, especially by writing manuscripts and financing art, leading the creation of new artistic styles.</p> <p>LANGUAGE OBJECTIVE: Students will be able to describe a common monastery and its main parts and also the main architectural elements of a Romanesque church.</p>	
stage of activity	steps in activity
Warm Up Activity	<p>Teacher projects an extract from the film <i>In the name of the rose</i>, inspired by the novel with the same name created by the Italian writer Umberto Eco.</p> <p>https://www.youtube.com/watch?v=06tz0oyF7Ak</p>
Activity 1: Language Input	<p>Students will learn vocabulary related to a medieval monastery, for instance: refectory, infirmary, guest rooms, scriptorium, chapter house, cloister, blacksmith, etc. Also, vocabulary related to the Romanesque church like semicircular arch, buttress, apse, relics, ambulatory and chapels.</p>
Activity 2: Content Input	<p>Teacher will explain the meaning of a monastery related to a powerful Church at this moment, and emphasize on the role of the high clergy who were actually lords. After this explanation we will focus on the elements of the monastery, its rules and schedule, and project real images of Spanish monasteries, our heritage is marvelous. While explaining we will stop for some minutes in the Romanesque church as the main building of the complex, as it was the castle before in the manor's land.</p>
Activity 3: Structured Practice	<p>Students will paste a photocopy of the plan of a basic Romanesque church on their notebooks with the purpose of label all its elements using the information of the text book.</p>

<p>Activity 4: Synthesis, Development, and Rehearsal</p>	<p>By this moment, we will go back to the warm up activity and project the extract of the film <i>In the name of the rose</i> again. Students will write a description of 6 lines of the elements they observe in the images by putting into practice the vocabulary of this lesson plan.</p>
<p>Activity 5: Assessment</p>	<p>Peer pairs reading of their observations, they will exchange their papers, with the purpose or comparing their ideas and to see if they have understood the same. This feedback will complement their knowledge by sharing their content. Teacher suggests a T chart to compare all these questions.</p>

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UNIT PLAN FINAL ASSESSMENT



In groups of four, students will create a dialogue that they have to submit to the teacher. This activity consists of a **written dialogue** of **one page** that includes 4 medieval characters, one for each member of the group.

Students must choose one of the following locations for their stories:

- The woods of a manor
- A jousting tournament
- The lord's castle
- A monastery

Please submit to: almusociales@gmail.com

MODEL WRITTEN DIALOGUE

GROUP: _____

DATE: _____

TITLE OF THE STORY: _____

CHARACTERS:

Character's name:..... Student's name:.....

Character's name:..... Student's name:.....

Character's name:..... Student's name:.....

Character's name:..... Student's name:.....

INTRODUCTION:

Set the story in the right place and moment.

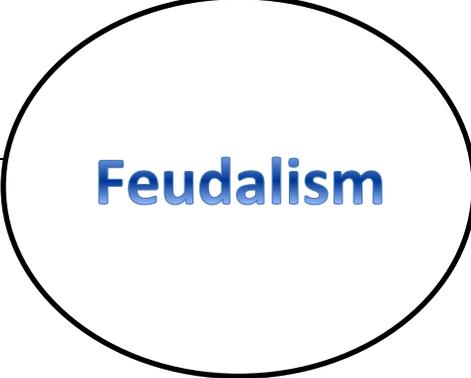
DIALOGUE:

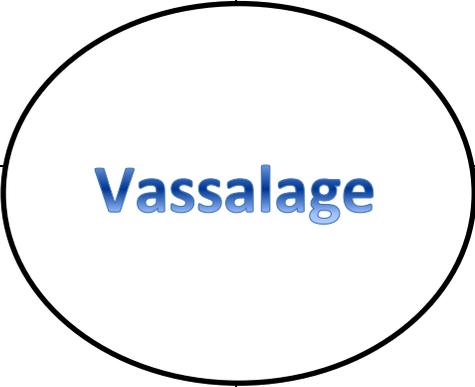
Be creative and accurate 😊

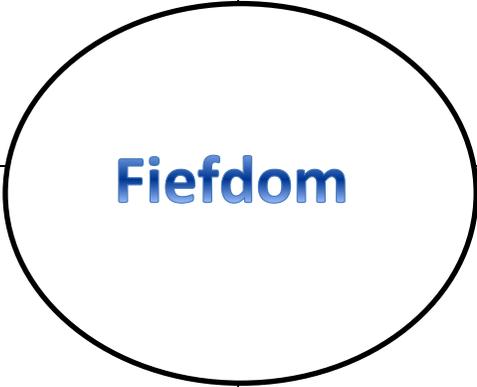
The teacher will give the students the final results of their unit plan assessment and to end up with it students will fill in the last box of their KWL chart, do not think that the teacher has forgotten about it 😊

WHAT DO YOU KNOW?	WHAT DO YOU WANT TO KNOW?	WHAT HAVE YOU LEARNED?
Before starting the unit	While studying the unit	At the end of the unit
		<ul style="list-style-type: none">• _____• _____• _____

APPENDIX

<p>Define this term with your own words:</p> <p>Now look it up in a dictionary:</p>	<p>Characteristics:</p> <ul style="list-style-type: none">•• <p>Write a sentence that includes this term: (use the student's book)</p>
 <p>Feudalism</p>	
<p>Spanish translation:</p> <p>Now define this term in Spanish:</p>	<p>Any word that means the same?</p> <p>Any word that means the opposite?</p>

<p>Define this term with your own words:</p> <p>Now look it up in a dictionary:</p>	<p>Characteristics:</p> <ul style="list-style-type: none">•• <p>Write a sentence that includes this term: (use the student's book)</p>
	
<p>Spanish translation:</p> <p>Now define this term in Spanish:</p>	<p>Any word that means the same?</p> <p>Any word that means the opposite?</p>

<p>Define this term with your own words:</p> <p>Now look it up in a dictionary:</p>	<p>Characteristics:</p> <ul style="list-style-type: none">•• <p>Write a sentence that includes this term: (use the student's book)</p>
 <p>Fiefdom</p>	
<p>Spanish translation:</p> <p>Now define this term in Spanish:</p>	<p>Any word that means the same?</p> <p>Any word that means the opposite?</p>

<p>Define this term with your own words:</p> <p>Now look it up in a dictionary:</p>	<p>Characteristics:</p> <ul style="list-style-type: none">•• <p>Write a sentence that includes this term: (use the student's book)</p>
 <p>Monastery</p>	
<p>Spanish translation:</p> <p>Now define this term in Spanish:</p>	<p>Any word that means the same?</p> <p>Any word that means the opposite?</p>

Define this term with your own words:

Characteristics:

-
-

Now look it up in a dictionary:

Write a sentence that includes this term: (use the student's book)

Romanesque art

Spanish translation:

Now define this term in Spanish:

Any word that means the same?

Any word that means the opposite?