

CLIL International lesson- History in Turkey school

Unit: Big empires in the world

Topic: Ottoman Empire/ The conquest of Istanbul

Goals: The time and chronology detection

Methods and techniques : History with the method of Harezmi;

Courses are organized by interdisciplinary cooperation. Together with the classroom teacher, a psychology teacher, an English teacher, a teacher of religion, a science teacher, a history teacher, a social teacher enters the classes. Each teacher contributes in the lesson with his / her own perspective. Teachers help students to find a multifaceted solution to historical problems.

Materials: Student's book, History maps, Cartoons, Conversations, Illustrations, Songs, Videos and Songs, Drama (Role Play), Questions and Answers, Reordering

The key words or items: Byzantine, Age, Conquest, Constantine

Introduction: What do you know about the conquest of Istanbul? Have you ever seen a film or a series about it? Did you like it?

We learn about our past, how about our history used to be.

We talked with pupils, reasons of conquest of Istanbul to be specified.

Preparations for conquest will be specified. Measures taken by Byzantine state.

The results of the conquest of Istanbul will be announced in terms of Turk and World.

End of the lesson: Activity (5 mins) Pupils worked in groups for conquest ideas. The solidarity for the realization of the conquest is shown.

Assessment and evaluation: There are picture cards and name cards of the history items. The pupils play a memory game in two groups.



CLIL lesson- History in Italy school

Pupils of 4th class

Topic : The life events of Giuseppe Garibaldi

Goal: CLIL- English in interaction with knowledges of Maths, Geography, and Art

Work :

We talked about the life of Giuseppe Garibaldi, a famous Italian hero. Pupils cooperated with the teacher to find in the world map and in the globe the places where Garibaldi landed. We worked with interactive board in order to find photos of the countries and cities that he visited. We used Google Earth to

In pairs they also drew a portrait of Garibaldi and different scenes of his adventurous life. On each drawing they wrote a caption in order to explain it. With the drawings they created an exhibition.

The drawings were also photographed in order to create a slide presentation called „Giuseppe Garibaldi around the world“.

Conclusion: Pupils understood Garibaldi's life events, represented them iconically and described them with short captions in English. They could formulate simple sentences in English (SVO: Subject, verb, object).



Our Partners:

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Erasmus+

LET'S PLAY AND LEARN TOGETHER



CLIL Lessons Content and language intergrated learning

CLIL (Content and Language Integrated Learning) methodology it's very important strategy of language teaching and learning in a multilingual Europe on a very early age that will reflex in terms of cultural awareness, internationalisation, language competence, preparation for both study and working life, and increased motivation.

All partners of Erasmus+ project „Let's play and learn together“ decided to realize this methodology as main goal of our project. We realized international lessons with this methodology at each partners school such as Art, Music, Physical Education, History and Literature.

At our schools CLIL lessons:

- History in Croatian school in October 2018
- History in Slovakian school in October 2018
- History in Portuguese school in November 2018
- History in Turkey school in November 2018
- History in Italy school in October 2018

This way teachers exchanged experiences with this educational method and students tried to use English in practice.

This project is carried out with the support of the European Union.

CLIL lesson- History in Croatian school

The Legend of King Arthur

Key items: King Arthur, Camelot, the Knights of the Round Table, Merlin, Excalibur

Goals:

- Educational – Ss will be able to name the characters from the legend of king Arthur and get to know one of the most famous British legends
- Functional – Ss will be able to do a short quiz regarding the legend
- Educational – Ss will be able to compare their previous knowledge of the story to this version and also learn more about medieval times

Correlations: English, Croatian

Materials and aids: PPT presentation, quiz on paper, interactive board, memory game cards

Introduction (5 mins)Activity 1 (5 mins) – Introduction into the topic

T: History is important. We learn about our past, about how life used to be. But there is also another important part of history - myths and legends. Sometimes there are no written traces of history, there's only what people say. Usually, over the years, things get more fictional and further away from the truth, to make the story more interesting.

One of these stories we are going to talk about today. It is a part of British culture and tradition.

This legend is very famous and it has always been popular. There are films about it, TV shows, cartoons, books, theatre plays, poems, etc. It is about a king, his castle and knights, a wizard helper and a sword.

Can anyone guess who or what is it about? (Ss: King Arthur, Knights of the Round Table, Camelot, Excalibur...)

What do you know about it? Have you ever seen a film or a series about it? Did you like it?

Middle part (30 mins)

Activity 2 (15 mins) – PPT presentation about the Legend

Ss watch the PPT presentation and learn about the legend.

Activity 3 (15 mins) – Doing a quiz

T has prepared a quiz with questions about the legend and multiple choice answers. Ss do the quiz individually.

Ending (10 mins)

Activity 4 (10 mins) – Memory game on the interactive board

The students play a memory game in two groups. There are picture cards and name cards of the characters. The goal is to pair up more than the other group.

CLIL lesson -History in Slovakia

Pupils of 4th class

Topic : The Power of Nature

Goal: CLIL - English in interaction with knowledges from History

Work :

We talked about three types of power in the nature. We wanted to stress out how a man started to use the power coming from the nature - fire, water and wind.

Fire - A man saw how the lightning hit the tree and burnt it down. Then he learnt himself how to produce the fire by rubbing two stones or two dry wooden sticks. A man began to use fire for many other purposes - to prepare food, to process the metal and tools, ceramics, ...The fire provided the light, warmth, the protection against the dangerous animals.

Wind - Later he started to use the power of wind in ship building- the first ships were powered by people, later the ships were powered by sails. Today we use the wind for wind electricity stations or wind mills.

Water - The third power coming from nature is water. The people learnt how useful water is for cooking and washing and of course for drinking. The power of water is closely connected with the invention of the wheel 5 thousand years ago. The people created the water mill - they began to grind the grain. The wheel- for bikes, cars, watches.

Pupils cooperate with the teacher and answer the questions Presentation with pictures helped them with answers.

Questions: What natural powers started people to use?

What can you see in the picture? Let's say it together.

What did a man start to use the fire/ water/ wind for?

How can we say "koleso" in English?

We worked with interactive board - the students connected the pictures of natural powers/ wheel with the ways of usage.

Last 10 minutes pupils worked in groups - their task was to match the pictures to the correct power (water, wind, fire or wheel). They learnt new vocabulary: sails, wheel, food, a watch, electricity station, wind, metal, tools, mill. We also revised already learnt vocabulary- a bike, a car, water, fire, drink, etc.

Conclusion: Pupils understood all questions, talked about naturel power using knowledges from History. They broaden their vocabulary.



CLIL lesson-History in Portuguesse school

TARGET: Pupils from Portugal (8-10 years old)

Objectives:

- Knowing the World Map and the Great Britain's map.
- Pointing out Portugal
- Pointing the English Speaking Countries.
- Great Britain formation – exploring Northern Ireland, Scotland, England and Wales;
- Knowing the Great Britain's Flag;
- Distinguishing Monarchy from Republic;
- Knowing some characteristics about Great Britain's monarchy and family.

Activities / Strategies:

- Presenting World's Map and situating Portugal in the map;
- Exploring same countries they know and comparing distances between Portugal and them;
- Showing a Powerpoint marking the main English Speaking countries in the world;
- Great Britain formation – exploring Northern Ireland, Scotland, England and Wales;
- Displaying Great Britain's flag and explaining its composing;
- Observing an organizational scheme show the differences between Great Britain's Government and Portuguese's and explaining the differences between monarchy and republic government: the Queen vs. the Republic President.

Conclusion: By exploring flashcards and school objects vocabulary in English the pupils learnt about the colours. They were able to describe a school object to the others.