

CLIL LESSON PLAN FOR SUBJECT: History

DEVELOPER: Joanne Gillespie

TOPIC: Monasteries – centres of prayer and learning

GLOBAL GOAL: Ss will have an overall understanding of the importance of monasteries in early medieval society, and the role of St Benedict in the diffusion of western monasticism.

AGE OF STUDENTS: 11 – 13 (Grade 6 to 7) **LEVEL:** A2-B1 **TIMING:** 45-60 minutes

AIMS	
<ul style="list-style-type: none"> • Ss will understand the origins of western monasticism • Ss will be able to describe a monastery, and the daily life of a monk. • Ss will understand the importance of the foundation of monasteries to medieval life, and to the conservation of classical and medieval literature. • Students will learn content-obligatory vocabulary • Students will learn about an important historical figure 	
TEACHING OBJECTIVES (What I plan to teach)	
Content	
<ul style="list-style-type: none"> • Early monasticism • Spread of monasticism • Daily life in monasteries • The importance of St Benedict • The role of monasteries in medieval society 	
Cognition	Culture
<ul style="list-style-type: none"> • Understanding key words from context • Using text features to aid comprehension • Ways to remember new vocabulary • Developing thinking about a subject through questioning a text 	<ul style="list-style-type: none"> • Adding to personal knowledge of common and important aspects of western history • Becoming more aware of the role of monasteries in the middle ages through examples (here teacher can add local examples where applicable).
Language and Communication	
Language of learning	Language for learning
<ul style="list-style-type: none"> • Past tenses • Content-obligatory and content-compatible language • Language to analyse • Language to compare thinking and answers • Agreeing and disagreeing <p style="text-align: center;">key vocabulary</p> <p>sin a crozier temptation prayer solitude a hermit worship monastery a monk monasticism a scribe a manuscript scriptorium refectory</p>	<ul style="list-style-type: none"> • Expressing own ideas and thoughts • Integrating and analysing information • Checking and giving feedback

LEARNING OUTCOMES

(What learners will be able to do by the end of the lesson/s)

By the end of the unit, the learners will be able to:

- Summarise aspects of monastic life
- Analyse evidence shown in different sources and make links to monastic life
- Say why St Benedict's Rule was important to the spread of monasticism
- Compare aspects of a Benedictine monk's daily life with life of a scholar today (second text if time, or following lesson)

ASSESSMENT METHODS AND/OR TOOLS

- Vocabulary matching sheet
- Text Features Walk, to assess skill in approaching challenging texts
- Question formation (during Text Features Walk)
- Skimming and scanning challenging text for desired answers
- Interpersonal skills during group work and discussions
- Plickers.com online formative assessment tool, to check factual recall