

CLIL Lesson: Monasteries as centres of prayer and learning in the early middle ages.

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Timing: 45 minute lesson

Age of students: 12-13 years old (Grade 7 Czech Republic)

Context and Prior Knowledge: This lesson is part of a unit on Christianity in the Middle Ages, in Middle School History. It is intended to deepen understanding of one important aspect of Christianity. Learners already have some knowledge of the importance of Christianity in the early middle ages, and are familiar with modern monks and nuns.

The content goals for this lesson were chosen to expand and deepen their understanding of the importance of religious figures in the middle ages.

The language goals for this lesson were chosen to provide practice in receptive skills (reading and listening), productive skills (speaking, writing), and to extend content-obligatory vocabulary.

Cognition goals were chosen to provide practice in comprehending complex non-fiction texts, and analysing details in texts.

Lesson Steps

1. 2' 0-2'	Lead in and Connection to previous learning: <i>In your last history lesson, what were you talking about with your teacher? [the Origins of Christianity in Bohemia and Moravia – here answers will vary, depending on context]</i> <i>Today you are going to be learning about an aspect of Christianity which was very important in medieval times.</i>
2. 5' 3-8'	Introduction of key vocabulary using PowerPoint Presentation (slides 3-12)  <i>First, I am going to introduce you to some of the important people and places that you are going to be learning about.</i> Elicit what they already know, by showing images on slides, and asking them to think of the word in pairs. [show images: monk, nun, abbot, abbess, monastery, hermit, saint, scriptorium, library, cloister] Check pronunciation of words once they have appeared on the slide.
3. 2' 9-10'	Activity 1: Vocabulary Worksheet <i>When you learn new words, it is important to keep a record of them. Now you are going to check what you have remembered from the slides by matching the images on the worksheet to the correct word.</i> Hand out the Vocabulary Worksheet. Give Ss time to complete task, then quickly check answers.
4. 21'	Activity 2: Carousel Text Feature Walk (Slides 13 – 15) Ss work in 5 groups [depends on class size, but all features should be examined]. Around the room there are A3 pieces of paper with a sample text feature from the first text glued in the centre (headings, glossary, images). Ss look at the text feature and discuss what they think the text is going to be about. <i>Before you start reading a challenging text, it is important to think about what you might learn from it. This helps your brain to understand what you read. What can you see in a non-fiction text that helps you understand it? [elicit some ideas, like headings, pictures and captions, the glossary.] You are going to work in 5 groups, and this activity is going to be quite fast. Each group will get one feature from the text you are going to read. You will have 4 minutes to DISCUSS the feature in your group, to write some ideas about what you might learn, anything you already know, and any questions that you think might be answered by the text. After four minutes, you will move around in a CLOCKWISE direction to the next feature. Everyone should have a pen. [check instructions: Are you working alone, or in groups? Where do you start? What</i>

11-31'	<p><i>should you do first? Then? After 4 minutes where should you go? What should you do?]</i> Timing is essential in this activity. Monitor group collaboration and writing.</p>
5. 10' 32-42'	<p>Main Text 1: (slides 16-17) Each group is back in their chairs. <i>You have two minutes to study the text feature poster at your table, thinking about the questions you find there, and the information.</i></p> <p><i>Now I am going to give you each a copy of the text. Read it silently and carefully, and see if any of the questions on your sheet are answered in the text. If you find an answer, circle the question in RED and UNDERLINE IT in your text. If you find some information which is on the poster, circle it in GREEN.</i></p> <p>Get group reps to feed back some answers to the class.</p>
6. 3' 43-45'	<p>Plickers Quiz for formative assessment. [www.plickers.com for information – T will have to create class set of cards, and put the questions into personal Plickers library]</p> <p>Ss use Plickers Cards to answer some final questions. If the teacher does not have access to Plickers, one or more of the questions (without multiple choices) can be used as an Exit Ticket to assess success of learning.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1. What were the MOST important activities in the monasteries? <ul style="list-style-type: none"> <li>A. Reading and writing</li> <li>B. Praying and working</li> <li>C. Trade and agriculture</li> <li>D. Taking care of sick and poor people</li> </ul> </li> <li>2. The monks only copied religious books in the Scriptorium. <ul style="list-style-type: none"> <li>A. True</li> <li>B. False</li> </ul> </li> <li>3. Where were the first Christian monasteries? <ul style="list-style-type: none"> <li>A. In Rome</li> <li>B. In the Czech Republic [this is context-specific: T. can change for own context]</li> <li>C. In countries east of the Mediterranean Sea.</li> <li>D. In China</li> </ul> </li> </ol>