

# CLIL: SOCIAL STUDIES

CLASS C'

1ST EXPERIMENTAL MIDDLE SCHOOL OF ATHENS



2015-2018

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- empathize with immigrants and refugees who are forced to leave their country

**Communication:**

**Language of learning**

- Key vocabulary: slavery, emancipation, independence, resistance, rebellion, supreme court, trade, cargo, wages, labour, enslave ...

**Language for learning**

- Asking each other questions: What do you know about ...? Can you tell me something about ...?
- Classifying:
- Comparing and contrasting
- Other: How do you say ...? What does .... mean?

**Language through learning**

- Distinguish language needed to carry out activities
- Retain language revised by both the teacher and learners
- Make use of peer explanations
- Record, predict and learn new words which arise from activities

**LEARNING OUTCOMES**

(What learners will be able to do by the end of the lessons)

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

- demonstrate understanding of the concept of slavery
- distinguish between anti-slavery and abolition
- describe causes and effects
- describe how and why people leave their country
- develop study skills
- engage in meaningful discussion
- interpret visual/audio information
- use language creatively
- ask and respond to wh-questions about their work
- use a class vocabulary record of new words

# Social Studies: Slavery – Emancipation



## LESSON 1

### TOPIC

Slavery in America/Emancipation Proclamation

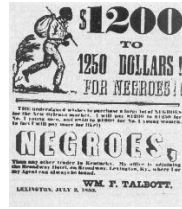
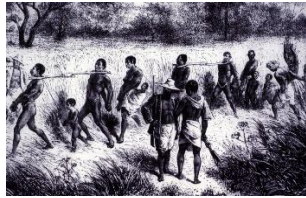
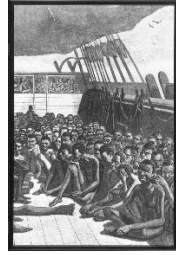
### DATE

November 2015

## PROCEDURE

1. Show photos of the time to arouse interest and guess the topic.
2. Distribute the Aims handout (1) in groups in order to discuss and determine the aims of the lesson.
3. Distribute the KWL chart handout (2) in groups to discuss and fill in the first two columns with what they already Know and what they Want to know.
4. Show video 'Slavery in America': <https://www.youtube.com/watch?v=pDukq8npXBk> and ask learners to take notes on different aspects of the video (alternatively assign for homework). Distribute handout 4.
5. Split reading: tell them they are going to follow the instructions in the PPT and do the activity in groups. Distribute handout 3 (one text per group).
6. Show the PowerPoint presentation, go through the introduction and follow the instructions for the group activity.
7. Upload in eclass 'Slavery vocabulary' and extra reading ('Slavery in America').
8. Check vocabulary through a crossword ('Slavery crossword')
9. Project: Make a group presentation on Slavery.
10. Ask them what they know about the content of the Emancipation Proclamation. Then show them the video from Khan Academy and ask them to answer the questions: <https://www.khanacademy.org/humanities/history/1600s-1800s/slavery-and-the-civil-war/v/emancipation-proclamation>. Distribute handout 5.
11. Reading: ask them to work in pairs and distribute the Emancipation Proclamation text (Preliminary & Final version). Ask them to find the differences between the preliminary and the final version of the proclamation.
12. Ask them to concentrate on the type of document and the language used. Discuss.
13. In pairs they focus on the final version. They summarise the proclamation in bullet points. (alternatively, assign for homework).
14. Extra reading in eclass ('Extra Reading 2') or give them the link to khan academy: <https://www.khanacademy.org/humanities/history/1600s-1800s/slavery-and-the-civil-war/v/emancipation-proclamation>
15. Complete KWL chart with what they have learnt.

1.



2.

Aims



3. KWL (KNOW, WANT TO KNOW, LEARNED) CHART

Know	Want to Know	Learned

#### 4. Questions on the video about slavery

<https://www.youtube.com/watch?v=pDukq8npXBk>

1) When and how did slavery begin?

---

2) What did they do and what were the conditions they lived in?

---

3) What were the rights that slaves were deprived of?

---

4) How did they manage to preserve their culture?

---

5) What was the abolitionist movement? Note down some of the most important figures.

---

6) Note down information about the Emancipation Proclamation (when, by whom, content etc)

---

#### 5. Walk About – Talk About

Instructions: In groups you will be given one information sheet that is about one aspect of slavery.

In your group design a poster containing all the information on the sheet using as many pictures, numbers and symbols as you want **BUT** only 5 written words!

- Your information sheet will then be taken off you.
- Two of you will be the talkers and will stay at your desk to explain your poster to other pupils.
- Two of you will be the walkers and will walk around the class, looking at others posters and completing your table with notes.
- You will then return to your group and help your friends to complete their table, explaining your notes to them as they will have to answer the questions!!



# Slavery

The Slave Trade Triangle (Text 1)

The Middle Passage (Text 2)

Life as a Slave (Text 3)

Slave Resistance (Text 4)

7. Slavery Vocabulary: [quizlet.com/\\_1pslnb](http://quizlet.com/_1pslnb) (Password: English)

Extra Reading: <http://www.history.com/topics/black-history/slavery>

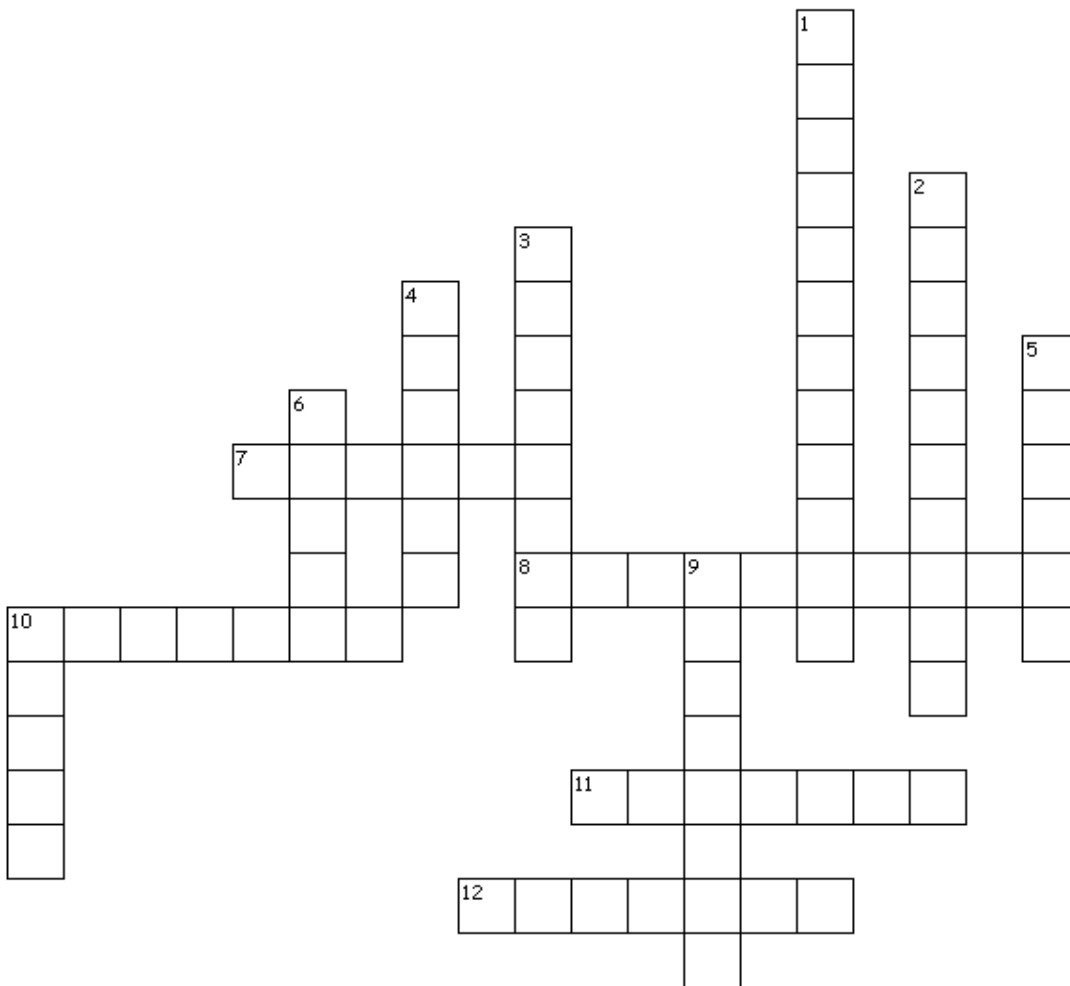
## 8. Slavery Crossword

### Across

7. work that requires physical effort
8. unjustly harsh, or tyrannical
10. the public sale of something to the highest bidder
11. extremely thirsty or dry
12. one that is held prisoner

### Down

1. a person who strongly favors doing away with slavery
2. cutting off of body parts as punishment
3. not as good as sb else
4. organized opposition to authority, riot
5. to force sb to do sth
6. goods transported by a ship
9. to hold back; to keep under control
10. cruel or inhumane treatment



## 9. Project:

Watch the Khan Academy video and make a group presentation on the main points of the different stages of the civil war or the art of the period.

Group 1: <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/slavery-and-missouri-compromise-in-early-1800s>

Group 2: <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/increasing-political-battles-over-slavery-in-mid-1800s>

Group 3: <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/start-of-the-civil-war>

Group 4: <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/strategy-of-the-civil-war>

Group 5: <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/early-phases-of-civil-war-and-antietam>

Group 6: <https://www.khanacademy.org/humanities/us-history/civil-war-era/slavery-and-the-civil-war/v/emancipation-proclamation>

Group 7: <https://www.khanacademy.org/humanities/art-americas/us-art-19c/realism-us/a/johnson-a-ride-for-liberty-the-fugitive-slaves>

Use the following grid to assess your fellow groups. Make any additional notes to justify your assessment more precisely.

**Peer Assessment Grid**

<b>POWERPOINT</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Excellent 4</b>
<b>General aspects of slides</b>	Disorganized and difficult to follow	Organized but difficult to follow	Disorganized but easy to follow	Organized and easy to follow
<b>Pictures &amp; Graphics</b>	Small and impossible to understand	Big but difficult to understand	Small but easy to understand	Big and easy to understand
<b>Texts</b>	Small and impossible to understand	Big but difficult to understand	Small but easy to understand	Big and easy to understand
<b>Content</b>	Does not cover all appropriate topics	Covers some of the appropriate topics	Covers most of the appropriate topics	All topics covered. Also interesting facts
<b>SPEECH</b>	<b>Beginning 1</b>	<b>Developing 2</b>	<b>Accomplished 3</b>	<b>Excellent 4</b>
<b>Matching between images &amp; speech</b>	Speech has nothing to do with slides	Speech is substantially different from slides	Only a few items of the speech are not reflected in the slides	Speech and slides match perfectly
<b>Language</b>	Many pronunciation and grammatical errors	A few errors	Only one or two errors	Pronunciation and grammar are perfect
<b>Communication</b>	The speech is read all the time	The speech is read most of the time	The speech is read sometimes	The speech is not read
<b>Timing among team members</b>	Only one member speaks	One member speaks most of the time	One member speaks more than the others	The members share speech equally

**10. Emancipation Proclamation Questions on the video**

<https://www.khanacademy.org/humanities/history/1600s-1800s/slavery-and-the-civil-war/v/emancipation-proclamation>

1) How simple was the Emancipation Proclamation to grasp?

\_\_\_\_\_

2) What was Lincoln's plan with the Proclamation?

\_\_\_\_\_

3) What did the end of the war mean from a practical and moral point of view?

\_\_\_\_\_

4) What were the obstacles that Lincoln met?

\_\_\_\_\_

5) When Lincoln showed the first draft to the members of his cabinet, what was their reaction? Why?

\_\_\_\_\_

6) What did they advise Lincoln to do? What did they fear?

\_\_\_\_\_

7) Were all the states included in the Proclamation?

\_\_\_\_\_

8) When did he put it out? Why then?

\_\_\_\_\_

9) What form of document was the Proclamation? Why did Lincoln choose this kind of language?

\_\_\_\_\_

10) What was important about the Emancipation Proclamation?

\_\_\_\_\_

Reading: Emancipation Proclamation, from the holdings of the National Archives and Records Administration

Source: <http://www.historynet.com/emancipation-proclamation-text>

**Extra Reading:** <https://www.khanacademy.org/humanities/history/1600s-1800s/slavery-and-the-civil-war/v/emancipation-proclamation>

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### Lesson Plan (Cover Page)

Outcomes	Content	Learners can use a range of vocabulary on 'Civil Rights Movement'; describe the effects of segregation; combine information from different sources
	Language	Learners can use a range of grammatical forms (direct speech, linkers ellipsis etc) to present different genres in both written and oral form.
	Learning skill	Learners can develop a work plan for delivering a presentation; develop their critical skills; summarise points of importance
Personal aim	To develop the learners' higher-order skills	
Timetable fit	Learners are working on the module of 'Civil Rights Movement' together with the content teacher.. In previous lessons they worked on 'Slavery', 'Emancipation Proclamation' and important figures in the Civil rights movement. After this they will study the 'Universal Declaration of Human Rights' and its relevance today.	
Group profile	There are 17 learners in this class 9 boys and 8 girls, age group 14-15.	
Time	45 minutes	
Assumptions	Learners are of C1/C2 level. They have excellent command of the language which they use throughout the lesson. They have worked in groups before and they are very cooperative and communicative. They have practised all skills and used all reading strategies (skimming, scanning, summarising etc).They have done lots of projects and presentations and are used to working fast and effectively.	
Anticipated problems and solutions	Some texts are quite long as well as the task required of each group and there may not be enough time for all the presentations. In such a case, depending on the pace the learners work, will tell the learners to leave some questions out. Another solution is to leave one or two presentations for the next lesson.	
Materials	Four different genres of written and oral texts (poem, chapter of a book, songs, speech); IWB; Handouts; gloves; A4 paper; pens; Internet sites: <a href="https://www.youtube.com/watch?v=rZck6OXR_wE">https://www.youtube.com/watch?v=rZck6OXR_wE</a> <a href="https://www.youtube.com/watch?v=3l4nVByCL44">https://www.youtube.com/watch?v=3l4nVByCL44</a> <a href="http://www.americanrhetoric.com/speeches/jfkcivilrights.htm">http://www.americanrhetoric.com/speeches/jfkcivilrights.htm</a>	

Procedure					
Stage	Aim	Procedure	Materials	Interaction	Time
Warmer	To recall previously learnt knowledge	T asks learners to recall information from previous lessons. Connections to Civil War and Emancipation Proclamation.		T-SS	3-5 min
Reading	To read for information  To provide support	T divides the class into 4 groups according to their interests. Group A is given a handout with a speech (J.F.Kennedy), group B a poem (Wayne Yancey), group C an excerpt from a book (Twice Towards Justice) and group 4 two songs (I've been 'buked and I've been scorned and Blowin' in the wind). All of them are related to the same period (1962-1965). Each group is also provided with two more handouts, one with reflection questions on their genre and one with a glossary.	Reading text Questions Glossary	SS-SS T-SS	10-12 min
Input	To provide support and arouse interest	While working in groups, T plays on the IWB the two songs and the speech for the two groups	Internet		
Production	To relate to the texts (personalisation)	Each group stands up and performs. Apart from their answers to the reflection questions (in their own words), each group has to perform the last part in their worksheet (Group A part of		SS-SS	20 min

	Analysis, synthesis, production)	the speech, group B recite part of the poem, group C add their own lyrics to one of the songs and group D give a performance of the introduction to the book)			
Next lesson	Learners will be assigned a project. Each group will have to do research, find another genre relating to the same period and do something similar (acting out, performance, producing their own song, make a speech, produce their own theatrical play, make their own poem).				

**Group 1: Speech**

Speech: <http://www.americanrhetoric.com/speeches/ifkcivilrights.htm>

Vocabulary: [quizlet.com/\\_2xivvi](http://quizlet.com/_2xivvi)

Questions:

**Reflection on a speech**

1. What is the speaker's goal (motivate, entertain etc)
2. What is the primary message being delivered?
3. Where and when is the speech being delivered?
4. Is the opening and the conclusion memorable?
5. Is the speech organized logically? Is it easy to follow?
6. Is the language appropriate for the audience?
7. What rhetorical devices are used?
8. How does the speech make you feel?
9. Are you convinced?
10. Choose a part from the speech and act it out.

**Group 2: Book Excerpt from *Claudette Colvin: Twice Toward Justice* by Phillip Hoose.**

Vocabulary: [quizlet.com/\\_1uccfa](http://quizlet.com/_1uccfa)

Questions:

**Reflection on a book excerpt**

1. What was the author's purpose in writing this book?
2. If you were in a problem situation like one in this excerpt, how would you have acted?
3. Pick one of the main characters. Think of a shape that fits that person's traits. Draw the shape. Then describe the character inside the shape.

4. Make a radio announcement to advertise the book. Act it out.
5. Who do you think the author intended to read this book and why?
6. What do you think was the most interesting part of the book?
7. What have you learned about the time period while reading (eg names of people, laws, unusual situations etc)
8. Act out the first paragraph of the excerpt.

**Group 3:** Poem **WAYNE YANCEY** by C.P. Allen

<http://www.crmvet.org/poetry/pchude.htm#yancey>

Questions:

#### Reflection on poems

1. What is the poem's message and purpose?
2. What is the mood and the tone of the poem?
3. What poetic devices does the speaker use (figurative language, sensory detail etc)
4. What specific details and images are included?
5. Can you clearly imagine what the author is saying?
6. Does the poem follow a specific form structure? (haiku, rhyme, free verse etc)
7. If you had the opportunity to ask the speaker of the poem one question, what would you ask?
8. Choose a verse (or more) to recite in class.

**Group 4:** Songs

Songs: **I've Been 'Buked and I've Been Scorned** (by Mahalia Jackson 1963)

**Blowin' in The Wind** (*Bob Dylan, 1962*)

Questions: **Reflection on songs**

1. What is the song about?
2. What emotional response does the song evoke?
3. What is the message or viewpoint the songwriter is trying to convey?
4. How do the lyrics of the song relate to the challenges faced by the civil rights activities?
5. What words, lines or phrases in the song do you personally relate to?
6. Do you believe the message of the song is relevant today? How?
7. What might be an alternative title for the song?
8. Add some lyrics of your own to the song.



# Civil Rights Timeline (*Milestones in the modern civil rights movement*)

For reference use: <http://www.infoplease.com/spot/civilrightstimeline1.html>

**Presentation:** 'From Abolitioners to Obama' by the content teacher.

**From Abolitioners to Obama: A Very Short Review of the Struggle for Civil Rights in USA**  
by V. Bogiatzis

**Not a Linear Development**

- For too long, the most basic liberties had been denied to African Americans, despite:
- A) the contributions of African Americans since their country's beginning.
- B) from the Revolutionary War through the Abolitionist movement, to marches from Selma (1965 and voting rights) to Montgomery and across America today, African Americans have remained devoted to the proposition that all of the American people are created equal, even when their own rights were denied.

**Martin Luther King Jr.**

- Participated to the establishment of the Southern Christian Leadership Conference (SCLC).
- Major force in organizing the civil rights movement.
- Basic principles: nonviolence-civil disobedience.
- According to King, it is essential that the civil rights movement not sink to the level of the racists and hatemongers who oppose them: "We must forever conduct our struggle on the high plane of dignity and discipline".
- (1963) arrested and jailed: individuals have the moral duty to disobey unjust laws.
- Murdered at 1968.

**Malkolm X: The Ballot or the Bullet**

- Militant black leader in the United States, also known as El-Hajj Malik El-Shabazz.
- He was convicted of burglary (1946) and sent to prison, where he read widely and was introduced to the Black Muslims, becoming a leading member.
- Black nationalism and black separatism.
- In 1964, after a pilgrimage to Mecca, he announced his conversion to orthodox Sunni Islam and his new belief that there could be brotherhood between black and white.
- In his Organization of Afro-American Unity, formed after his return, the tone was still that of militant black nationalism but no longer of separation. In Feb., 1965, he was shot and killed.

**Black Panthers**

- U.S. African-American militant party, founded (1966) in Oakland, Calif., by Huey P. Newton and Bobby Seale.
- Originally aimed at armed self-defense against the local police, the party grew to espouse violent revolution as the only means of achieving black liberation.
- The Black Panthers called on African Americans to arm themselves for the liberation struggle.
- While controversy raged over the civil liberties issue, the Panthers themselves were riven with internal disputes.
- Newton and Seale (who in 1972 announced their intention of abandoning violent methods) in 1974 left the party.
- During the late 1970s the party gradually lost most of its influence.

**Progress and Achievements (Presidential Proclamation -- National African American History Month, 2016)**

- Today, African American high school graduation and college enrollment rates are at an all-time high.
- The African-American unemployment rate has been halved since its Great Recession peak.
- More than 2 million African Americans gained health insurance thanks to the Affordable Care Act.
- The imprisonment rates for African-American men and women fell during each year of this (Obama's) Administration and are at their lowest points in over two decades.

**Present and Future Challenges (Presidential Proclamation -- National African American History Month, 2016)**

- Past injustices shape the present.
- The United States is home to 5 percent of the world's population, but 25 percent of the world's prisoners — a disproportionate number of whom are African American (necessity for the reformation of criminal justice system in order to be fairer and more effective).
- While unemployment rates decrease, many communities, particularly those of color, continue to experience significant gaps in educational and employment opportunities.
- Thus, too many young men and women feel like no matter how hard they try, they may never achieve their dreams.

**Black Lives Matter**

- President Obama defended the Black Lives Matter movement Tuesday at a memorial service for five slain Dallas police officers, saying bigotry remains a problem in police departments across the U.S.
- Obama also called on law enforcement agencies to root out bias that he said is contributing to violence on the streets of America.
- "We have all seen this bigotry in our lives at some point" — "None of us is entirely innocent. No institution is entirely immune. And that includes our police departments. We know this."

**Presidential Proclamation -- National African American History Month, 2016**

"I will never forget that the only reason I'm standing here today is because somebody, somewhere stood up for me when it was risky. Stood up when it was hard. Stood up when it wasn't popular. And because that somebody stood up, a few more stood up. And then a few thousand stood up. And then a few million stood up. And standing up, with courage and clear purpose, they somehow managed to change the world."  
**Barak Obama**

**Project:** Follow the sites, choose a genre (music, poem, book or speech) related to the Movement and prepare a presentation in your groups. It can be in the form of PPT, video, performance or any kind you prefer.

**Music:** <http://www.npr.org/2013/07/09/199105070/the-mix-songs-inspired-by-the-civil-rights-movement>

**Poetry:** <http://www.crmvet.org/poetry/poemhome.htm>

**Books:** <https://www.amazon.com/gp/richpub/listmania/fullview/307SCXP7XA8YU>

**Speeches:** [http://www.nytimes.com/interactive/2013/08/28/opinion/28Speech\\_timeline.html](http://www.nytimes.com/interactive/2013/08/28/opinion/28Speech_timeline.html)

**Film background:** In Mississippi in 1964, on the 4<sup>th</sup> of August, three civil rights workers were murdered – two white, one black. That summer is known as Freedom Summer, because civil rights volunteers had gone to the southern states to help black people register to vote. The three men were arrested for speeding, and kept in jail for several hours. They were released when it was dark, but members of the white supremacy group, the Ku Klux Klan, were waiting for them. All three civil workers were murdered.

**Film:** <https://gomovies.pet/film/mississippi-burning-9243/watching.html?ep=953662>

**Worksheet:** Reflecting on "Mississippi Burning".