



Analysing historical sources and perceptions on Columbus and indigenous people

A SAMPLE LESSON PLAN FOR CLIL LOTE TRANSITIONS - TO BE USED IN THE LANGUAGE CLASSROOM AND/OR IN OTHER SUBJECTS

Subject: French and History

Level: The pupils are close to level A2. The age of the students is 12 to 14 years.

Duration: 75 to 90 minutes

Short description:

In this lesson plan proposal the students analyse a historical source in French as a foreign language. They are also invited to express themselves about the topic and to use the target language in a role play.

Main learning objectives for language learning:

Students can describe a picture based on the See-Think-Wonder methodology.

Students can listen to excerpts of Columbus' logbook, while reading the text, and can identify passages related to religion.

Based on excerpts from Columbus' logbook, students can write a sentence about Columbus' plans.

Students can do an interview with a character involved in colonisation (with appropriate scaffolding).

Main learning objectives for content learning:

Students can thoroughly observe an illustration.


Students can articulate the different perspectives present in the sources (the graphic source, namely the engraving, and the textual source, namely Columbus' logbook).

Students can roughly point out Columbus' itinerary on the map.

Based on excerpts of Columbus' logbook, students can picture Columbus on the one hand and the original inhabitants on the other.

Students can reason critically using the source, namely Columbus' logbook.

Students can explain Columbus' plans according to the different domains, based on the source.

	Learning objectives for language learning, for content learning, and for plurilingual education	Icons	Activities	Tools/resources
BEFORE	Students can outline who Columbus is			
DURING	See above		The activities and tools/resources are described in the lesson plan.	
AFTER	<p>Being critical of colonialism, totalitarian regimes...</p> <p>Seeing sources in zeitgeist, being able to interpret sources</p>			

Final products that, e.g., could be added to the students' portfolio (dossier):

- photos of sentences in the target language written on mini whiteboards
- audio recordings of students' interviews (role plays)

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Based on lesson materials developed by Susanne Staschen-Dielmann for the ECML project 'A pluriliteracies approach to teaching for learning':
<https://pluriliteracies.ecml.at/Learningmaterials/tabid/4270/language/en-GB/Default.aspx>