



# Analysing historical sources and perceptions on Columbus and the 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
<b>BEFORE</b>	Students can outline who Columbus is			
<b>DURING</b>	See above		The activities and tools/resources are described in the lesson plan.	
<b>AFTER</b>	<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>