



**CLIL Lesson Plan**

**Teacher: Karkanaki Eleni**

**Subjects**

**History and English**

**Grade: 7<sup>th</sup> Grade**

**involved:**

**Time: 3 lessons x 45 minutes**

**Unit or topic: Social Structure and Education in Ancient Athens**

**English level: from A2 to B2**

**Learning Outcomes**

By the end of these lessons learners will be able to:

- Know the structure of Athenian Society
- Understand the role of men and women in Ancient Athens
- Know the educational system in Ancient Athens
- Know the upbringing of Athenian children
- Understand the importance of intellectuality in education

**Assessment**

Teacher, peer and self assessment processes will be used to assess how well learners will:

- Know the names of the three Athenian social classes and their political rights
- Identify the role and rights of Athenian women
- Know about everyday life in Ancient Athens
- Know the educational system in Ancient Athens

**Content**

**Cognition**

- Introduction of the topic
- Social Structure

- Provide learners with opportunities to understand concepts such as social



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| <ul style="list-style-type: none"> <li>• Social Classes</li> <li>• Differences between male and female citizens</li> <li>• Education of boys and girls</li> </ul> | <p>structure, equality, political rights, social status</p> <ul style="list-style-type: none"> <li>• Provide learners with opportunities to understand the changes in political systems and their effects on people’s lives and social status</li> <li>• Provide learners with opportunities to understand the changes in the way of thinking and living through times</li> <li>• Encourage knowledge transfer about aspects of the past in order to understand the changes throughout time</li> <li>• Vocabulary building, learning and use</li> </ul> |
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**Culture**

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| <ul style="list-style-type: none"> <li>• Identify aspects of Social Structure, Social Classes and Political Rights</li> <li>• Recognize the role of gender throughout time</li> <li>• Realize the importance of History in understanding changes and evaluating present situations</li> <li>• Understanding that they can learn, no matter which language they are using</li> </ul> |
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**Communications**

| Language OF learning  | Language FOR learning   | Language THROUGH learning  |
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| <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Social Structure</li> <li>• Social Classes</li> <li>• Citizens</li> <li>• Metics</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Asking Questions:</b><br/>Can you tell me something about.....?<br/>What do you know about.....?</li> <li>• <b>Identifying</b></li> </ul> | <ul style="list-style-type: none"> <li>• Distinguish language needed to carry out activities</li> <li>• Retain language revised by both the</li> </ul> |



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| <ul style="list-style-type: none"> <li>• Slaves</li> <li>• Political Rights</li> <li>• Elect</li> <li>• Property</li> <li>• Education</li> <li>• School subjects</li> <li>• Intellectuality</li> <li>• Culture</li> <li>• Literacy</li> </ul> | <p>Where and when/why/how</p> <ul style="list-style-type: none"> <li>• <b>Demonstrative pronouns:</b><br/>This/that/these/those</li> <li>• <b>Verb to be</b></li> <li>• <b>Comparing/Contrasting</b><br/>Tell the similarities/differences between.....</li> <li>• <b>Linking Words</b></li> <li>• <b>Describing and Informing</b></li> <li>• <b>Present Simple/ Past Simple</b></li> <li>• <b>Nouns/Verbs/Adjectives</b></li> <li>• <b>Understanding</b></li> <li>• <b>Giving Reasons</b></li> </ul> | <p>teacher and students</p> <ul style="list-style-type: none"> <li>• Learn new words which arise from activities</li> </ul> |
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**Procedures**

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| <ul style="list-style-type: none"> <li>• Observe and analyze images : Power point, map, pictures</li> <li>• Interpret what the students see</li> </ul> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• makes a presentation of the subject of the lesson using a slide show and visual aids</li> <li>• encourages students to make guesses, draw conclusions and make associations</li> <li>• provides students with a quiz to ensure consolidation</li> <li>• assigns research work</li> <li>• shows students how the concepts and skills they learned will help them with the new knowledge</li> </ul> |
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**Aids and materials**

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- Computers, interactive whiteboard
- History coursebook for pictures and maps
- Notebook
- Vocabulary handout

#### **Scaffolding Strategies**

- Pre teach key vocabulary
- Comparing and contrasting, organizing, evaluating
- Make notes and use the vocabulary hand out in order to learn the new information and the appropriate vocabulary.
- Homework assignment (students are divided into groups):
  - a. “The role of women in Ancient Sparta” or
  - b. “The educational system in Ancient Sparta