

The Roaring Twenties - dějepis



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Rok: 2010

Metodické pokyny pro učitele

Předmět: dějepis

Název aktivity: The Roaring Twenties

Jazyk: AJ

Jazyková úroveň: B1

Doporučený ročník: 9.třída

Předpokládaná délka: více vyučovacích hodin

Cíle aktivity

Obsahové cíle

The students can name the main influences and changes in European culture and lifestyle which took place in the 1920s.

Jazykové cíle

Language functions: describing a past lifestyle.

Grammar: revision of the past simple tense.

Vocabulary extension: words connected to lifestyle, culture and the arts.

Reading skills: scanning, reading for detail, recognising sentences expressing contrast.

Kompetence

Kompetence komunikativní: žák naslouchá promluvám druhých lidí, porozumí jim, vhodně na ně reaguje, účinně se zapojuje do diskuse, obhajuje svůj názor a vhodně argumentuje, pracuje s texty

Kompetence k učení: žák operuje s obecně užívanými termíny, znaky a symboly, uvádí věci do souvislostí, propojuje do širších celků poznatky z různých vzdělávacích oblastí a na základě toho si vytváří komplexnější pohled na přírodní, společenské a sociokulturní jevy

Pomůcky

a classroom with a large, empty floor space as well as desks and chairs; MP3 with 1920s music, MP3 player with speakers, computer and screen for pictures.

Pracovní postup aktivity

1. Vocabulary preparation: the underlined words in the reading text are those which are likely to be new to a lower-B1 level student. Pre-teach them or give an English-Czech wordlist to learn a week before the lesson.
2. Play 1920s music and have a 1920s slideshow or some pictures on the board, as the students come in, and ask them what period in history they think it might be.
3. Give each student a worksheet. They do exercise 1 individually, then compare answers with a neighbour. Check the answers. Ask the sts which is their favourite picture and why.
4. Give out the reading texts and explain to the sts that they are going to read the article just to find the good and bad things about life in the 1920s - not to understand every word. Students work in pairs on exercise 2.
5. Students who finish early can make up the missing paragraph title.
6. Check the answers, asking for explanations (accept both English and Czech).
7. Explain that exercise 3 is about their opinions: there are no right or wrong answers. Students give their answers to the class.
8. Prepare the sts to do exercise 4:
While the sts are still at their desks, give one of the 1920s Person cards to each student (there are 2 of each card, but don't mention that now). Ask them to read it twice, find any new words in the dictionary, and then close their eyes and imagine that they are that person. Guide them through a short visualisation by asking questions like: What do you look like? How old are you? What are you doing today? Then ask them to open their eyes, and explain that the next activity will use the floor area and movement to discover more about their person's life. Ask them to take their cards and go and stand in a row along the back wall of the classroom (which should have a clear space of a few metres in front of it). Demonstrate the activity by reading a few sentences and asking the sts to put up their hands if they think the sentence is about their person. Check and discuss. Then ask them to listen carefully to the next sentences (which you will say twice) and, if they think the sentence is about their person, follow the instructions (which will be about stepping forwards or back). If the sentence isn't relevant to their person's life, the sts should stay still. Say that it doesn't matter if they don't understand absolutely all the sentences - they will still have learnt something new about their person.

Read each sentence very clearly, twice, noticing who moves.
9. When the sentences are finished, invite students to tell what they remember - or think now - about their person's life.
10. Tell them that they have a 'twin' in the room: a student with the same person card, and they should get together now. Ask the twins to compare what they remember about their person's life and agree on the good and bad aspects of it. They may do this in English or Czech or a mix.
11. Exercise 5: ask the sts to each select a theme from the table, then set their homework.

Použitá literatura, zdroje :

A concise history of Britain, W.A. Speck
Google pictures

Pracovní postup pro žáky

Předmět: dějepis
Název aktivity: Lifestyle and Culture in the Interwar Years.
Jazyk: AJ

Instrukce žákům v cílovém jazyce:

