

## Erasmus + KA1 project “Implementing CLIL in project work” “An individual and political power in different cultures”

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<b>Age group/form</b>	11th form, 32 students	
<b>Time (min)</b>	80 min.	
<b>Integration of subjects</b>	Culturology and English	
<b>Timetable fit</b>	Students begin a new unit: <i>Individuals and culture</i> - and will study the relations of an individual and political power in different cultures.	
<b>Aim</b>	To enable students to see the relations of the individual and the authorities or those who have power in different cultures and individual limits of cultural development.	
<b>Objectives</b>	<ul style="list-style-type: none"> <li>- to integrate English terminology in the culturology lesson;</li> <li>- to develop students' ability to work with different sources of information;</li> <li>- to develop students' communicative skills;</li> <li>- to introduce particular cultural concepts;</li> <li>- to organise self and peer assessment.</li> </ul>	
<b>Real life context and culture</b>	Understanding of one's own cultural identity and its constraints as well as investigating the role authorities play in our life.	
<b>Planned results</b>	<b>Content</b>	Students will be familiar with such concepts as power, political regime, and dictatorship. They will be able to explain the interaction of power and culture in different time periods.
	<b>Language</b>	Students will be able to use and systematize information in English.
	<b>Communication</b>	Students will improve their cooperation skills by working in groups and pairs.
	<b>Cognition</b>	Students will analyse information and solve problems.

### In what way CLIL is implemented in project work?

Students are using materials in English in order to summarize information about power of authorities and culture and conduct an interview about the research question in English.

## Procedure

### Pre-task (warm-up)

#### Activity1: Getting acquainted with the concepts

The teacher writes on the blackboard (or using PowerPoint) goals and objectives of the lesson and then discuss it with students.

Students should explain two things: 'What is culture?', 'What is power?', and fill in the table. Students work in pairs and then present their findings and explain the relevance of the topic.

Students receive illustrations, and they should name the type of power. (Teacher offers options).

**Support materials 1:** *Power Point presentation ; Worksheet*

### Tasks (main part)

#### Activity2- Reading for specific information

Students explain what propaganda is. Answer the question how propaganda is linked with culture. Students read a text and watch a video and then fill in the table. They discuss and test each other.

**Support materials 1:** *Power Point presentation ; Worksheet; Video*

### Post task (revision and reflection)

#### Activity3- Revision

Students in groups prepare interviews about culture and power.

You are a journalist- develop a list of features according to which researchers could determine what type of power corresponds to one or another culture. Arrange your interview.

**Support materials 1:** *Power Point presentation ; Worksheet*

## Resources

Presentations [www.uzdevumi.lv](http://www.uzdevumi.lv)  
Textbook: Kulturoloģija

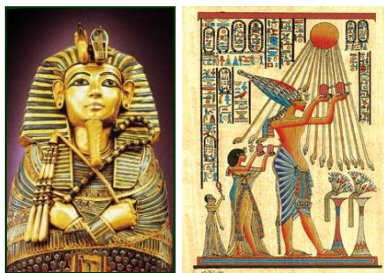
## Worksheet

### Culture and power: Relations of an individual and the power in different cultures.

1. Fill in the table. Write down your associations with the concepts of "power" and "culture."

Power	Culture

2. Use illustration and define type of power



3. Read the text and fill in the table. The ratio of power and culture in different social systems.

Culture and power in despotism (what is typical?)	Culture and power in authoritarian and totalitarian regimes (what is typical?)	Culture and power in a democracy. (What is typical?)

4. You are a journalist: Develop a list of features that the researchers could determine what type of power belongs to one or another culture. Arrange an interview.

### Examples (CLIL):

1. Complete the table in the empty columns supporting write words and translations!

Key word in English	Key word in Latvian	Key word in Russian
	riot	бунт
revolt	Sacelšanas	
Human rights		
	Pretrunas	
slavery		

1. Review the table and then explain the concept! Compare the answers

Writing words in English	Writing words in Latvian	Writing words in Russian
Pythian	Pitija	пифия
Myth	Mīts	миф

I use communicative activities following tasks (pair work):

Very useful to introduce in order to help students interact in the following languages:

Functional language; Process language; Content- obligatory language.