GIMNAZIJA NOVA GORICA

Delpinova 9, SI 5000 Nova Gorica <http://www.gimng.si>

tel: 05/3358400, fax: 05/3358420 e-mail: gims-gng.ng.edus.si

# DNEVNA PRIPRAVA

# Predmet: KiC 4 (angleščina) Razred: 4.e G

# Učitelj: prof. Martina Kobal Datum: 25. 02. 2014

**Tuji učitelj:** Laura Lee Jensen

# UČNA TEMA: Black American History. (Poudarek na medpredmetnem povezovanju angleščine in zgodovine ZDA.)

**UČNA OBLIKA:** frontalna, delo v dvojicah, individualno delo

**UČNE METODE:** razlaga, razgovor (dialog z učenci), opisovanje,

delo z avdiovizualnimi gradivi

**UČNI PRIPOMOČKI:**

UČILA:delovni listi,predstavitev v programu Power Point, avdio posnetek pesmi Langstona Hughesa "Democracy", zbirka pesmi Langston Hughes: "Poems"

UČNI PRIPOMOČKI: računalnik, projektor, CD predvajalnik, pisala, mize, stoli

**UČNI CILJI**: **A) Besedišče**: Black American History, Racism

 **B) Spretnosti**: listening, speaking

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **UČNI KORAK** | **ČAS** | **UČNA OBLIKA** | **DEJAVNOST UČITELJA** | **DEJAVNOST DIJAKA** | **ETAPNI CILJI** |
| 1. | predstavitev teme | 5' | frontalna | Vprašam nekaj splošnih vprašanj o ameriškemu pesniku Langstonu Hughesu: *Have you ever heard of Langston Hughes, the "African American Poet Laureate of Democracy"? Do you know any of his poems? What do they portray? What do you think he stressed by saying "black was beautiful"? Are you familiar with the term 'the Harlem Renaissance'?* itd. Izvabim odgovore in jim pri tem pomagam. | Odgovarjajo. | Pri učencih vzbuditi zanimanje za novo temo. |
| 2. | narek | 10' | frontalna individualna | Zavrtim posnetek pesmi "Democracy" in dam navodila.  | Poslušajo in pišejo pesem po nareku. | Dijaki urijo spretnost poslušanja, spoznavajo in usvajajo besedišče v zvezi z demokracijo in zgodovino Afroameričanov.  |
| 3. | slušna dejavnost | 27' |  frontalna  | Tuji učitelj predstavi kratko zgodovino Afroameričanov v ZDA, njihovo zatiranje, suženjstvo, gibanja za pravice Afroameričanov v ZDA, itd. Dijakom razdelim delovne liste, ki jih rešujejo med poslušanjem. | Poslušajo in povezujejo ključne pojme z definicijami na delovnem listu. | Dijaki urijo spretnost poslušanja, spoznavajo in usvajajo besedišče v zvezi z zgodovino Afroameričanov ter urijo spretnost povezovanja. |
|  |  |  |  |  |  |  |
| 4. | preverjanje rešitev | 3' | frontalna | Preverim rešitve in po potrebi razložim pojme. | Preberejo rešitve naloge. | Utrjevanje novega besedišča in spoznavanje dejstev o zgodovini Afroameričanov. |

Lesson Plan – Black American History – February 2014

Target Students: KiC4 class, Gimnazija Nova Gorica

Unit/Topic: Racism, minorities, immigration

Skills: Discussion, Understanding historical context of events, Empathy, Critical thinking, Vocabulary related to race (American English)

Lesson Length: one or two 45-minute lessons

Lesson Plan:

1. Students are asked to take a dictation of Langston Hughes’s poem “Democracy”.

2. Students are asked for their reactions and thoughts on the poem. (Lead by the Slovenian teacher.)

3. The discussion leads to the Powerpoint presentation on Black American history. The topics are presented in (essentially) chronological order, rather than alphabetical order as seen on the matching exercise. The American teacher discusses each topic in an interactive-lecture style – students are asked for their answers, ideas, reactions to the images and information, but the teacher leads the delivery of information.

4. After the lecture, students are asked to do a matching exercise for “Key Points” in American history related to Black/African Americans and their answers are checked.

5. The discussion continues during the next lesson if necessary. How much time and detail is given to each topic depends on time constraints.

Reflection:

This lesson was developed from a lecture I gave in 2013 to fourth-year gimnazija students. The history of racism in the United States and of African Americans is only briefly touched on in their history classes (most students know that slavery existed, and that the Civil War happened, for example, but know little about the context or how it was experienced by ordinary people), but is very important for understanding modern race relations, politics, and culture in the United States. Students are often critical of the United States but have no understanding of the background – even worse, some have told me that racism (or bigotry in general) is something that cannot happen in Slovenia because “there aren’t many / any black people here”. I do not excuse the racism (historical or modern) of the United States, but I do endeavor to provide them with accurate and thought-provoking information, and to open their eyes to what is happening around them here in Europe. This lecture – and now this lesson adapted from it – are part of the plan to do so. Lessons in other classes – i.e. the lesson on ethnic minorities and immigration in the United States in geography – and on-the-spot explanations (i.e. if a student uses a racial epithet in class – which has happened numerous times) are also part of my personal plan. I do similar work with other topics that students rarely encounter as part of their formal schooling, such as religious tolerance, women’s rights/equality, and LGBT issues.

This year it was decided that we would only do this lesson with the European classes students, during the KiC class. The matching activity was developed in case there was little time available for the lecture, as we were developing several different lessons for this unit and were not certain how many lessons we wanted to spend on the topic or any specific element of the topic. On the whole the lesson went well. We did not cover all the slides of the Powerpoint – that would have taken too much time – but we did discuss a good number of them.