The path to good history teaching: ‘SSLIC’ experience in Eso 3&4

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Iruñea-Pamplona, February 24th, 2012
In 1991 **Eleanitz-English** project 4-16 year-old students

Sslic: In 2001-2002 ..........7 ikastolas

In 2011-2012..........46 ikastolas

...... 3000 students

... ...100 teachers
Based on the Basque Social Science material of the ‘Ostadar’ project.

- Maintaining the official curriculum
- For all students. Mixed-ability approach.
- Integrating cognitive-linguistic support:
  - Adapted activities
  - The back-up of the English subject

- Compulsory teacher training.
Objective

To help students to become critical-thinking citizens who will play a responsible role in society.

(Development of social competence)

We have to know our society, understand it, look for the causes of its events, work on critical treatment of its information, and be able to communicate our interpretations to others.
Social Sciences

Language needs

- General language skills:
  - Text reading, collect information, synthesize, listen carefully, oral and written communication...

- Social Sciences text types:
  - Information texts: description, narration, cause-consequence explanation...
  - Argumentative texts: Justification – in order to interpret people’s motives, arguments to prove the interpretation of an event...
Activity types

1. To develop **reading strategies**
2. To enrich communication between students.
3. To guide students’ written production:
   - Short written texts
   - Long written texts
4. To engage higher **cognitive skills**.
1. To facilitate reading strategies

Look at the pictures and accompanying texts between Activities 20 & 21. Read the sentences below and find single words (or phrases) from the text that mean the same thing.

For example:
*This word means that something is not very advanced or sophisticated.*
(‘primitive’)

| a) | This word is related to the idea of eating and surviving. It means everything that keeps you alive. |
| b) | This word describes the act of domesticating animals and using them for the purposes of food and clothes. |
| c) | This word describes the act of catching animals, probably in order to kill and eat them. |
| d) | This word describes the act of looking for and finding food. |
| e) | These are the implements with which a farmer transforms the land for agricultural purposes. |

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*Sslic 1 unit 1*
2. To enrich communication

“Talking about something which one is learning is important, because it is **when we express** a new concept linguistically that we **gradually develop** it. The concept may be partly developed in our minds, but until we start to communicate it linguistically, we don’t know how clearly – or unclearly – it is formed.”

Activities to enrich communication (1)

Now work in pairs. Use the text on Industry and formulate questions for your partner to answer – but he/she has to answer from memory. So for example, you could ask different types of questions.

a) Specific types, for example
   “When was ______ founded?” or “What happened in _____?”

b) More conceptual questions, for example
   “Give two reasons for the boom in the 16th century shipbuilding industry”
Activities to enrich communication (2)

a) Doing the dozen

b) In pairs try to complete these crosswords
3. To guide students writings

“Writing is good for the later stages of polishing and refining the concept. Writing allows us to hold incomplete concepts, so that we can operate on them through modifications in written language, and push the refinement process... So writing is per excellence a thinking process.”

(John Clegg..)
Use the bullet-points above to write a short composition about the effects of demographic growth in industrial Europe. Choose the six causes you consider most significant, and expand them – but using some ‘cause-effect’ language such as:

- led to
- created new
- resulted in
- caused an increase in
- caused great changes in
- caused the appearance of

Draw a flow-chart that describes the development of the First Industrial Revolution. Extract key information and try to organise it as a representation of CAUSE – EFFECT in your diagram. Remember, the diagram is a summary, in note form.

For example:

- Economy was rural-based.
- Economy became more urban-based.
- Domestic system disappeared.
Now go to **Activity 47 in the textbook** (p 58) about Almusafes. The car manufacturers, Ford, have a plant there. They make Ford ‘Fiestas’ and the ‘Focus’, for example.

Look at the 8 factors mentioned, and try to write a justification for the presence of six of them. Work in pairs, and if you find it difficult, try to do as many as you can, then consult with other pairs.

**For example:** (Nº 1 – ‘the Mediterranean motorway, used by….’)

“The motorway links the area to France (and therefore Northern Europe), and to other parts of Spain. So the cars can be delivered easily, and the raw materials can be brought from other regions.”

*Nº 2:............*
Write an **imaginary biography** of a person born in Laudio in 1835 and who died in Barakaldo in 1876, (using the different political systems that took place between those years).

**Before start writing**
1. In groups/pairs find information about that period (locate places, find date, events…)
2. Think about different protagonists (social class/ women-men..)
3. Individually write an outline using the guide-line
4. In pairs check the outline (using the table) and correct if necessary
5. Write the biography individually

**Guideline for the biography**
- Protagonist’s data: birth and death, social class, works, family, living places....
- Important events of that period (change of political systems, wars, industrialisation, social changes...)
- Influence of the political and economic events in his/her life
Activity 13: Report on two municipalities

Look at the mind-map on page 20 which contains the basic concepts which you will use for this activity.

Report

- You have to compile a ‘report’ of 2/3 pages to later communicate to your classmates. You can work in groups of 3.
- The report must have a brief introduction where you locate the areas to compare, and define them with respect to their climate, relief, biomes, etc. but just name them.
- The main sections of the report should be these below. You can read more details looking at the check-list.
  - Differences
  - Similarities
  - Significant differences
  - Possible reasons for significant differences
- In the report use contrastive language. Look at some examples.

"Regarding the climate of the two towns, there were some significant differences. For example, whereas the main feature of Zeberio’s climate was X, the climate of La Puebla was Y....."

"Looking at the unemployment rates we can see that whereas....."

"With reference to the two towns’ principal agricultural activities....."

"On the other hand, Zeberio’s land structure consists of....."

"Similarly, La Puebla’s....."

"We think that this significant difference could be due to....."

Review your report and tick the answers to these questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. Does the report have a cover with the title and the authors’ names?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Does the report have a brief introduction with your main aims for the project?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Does the report have a brief section with information about location, climate, relief, biomes, population, economy or other interesting data?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Have you found and written at least 3 similarities between the towns?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Have you found and written at least 3 differences?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Have you listed at least 2 significant differences between the towns?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Have you analysed and given reasons for the significant differences?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Have you written a conclusion with your opinion about the report?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Have you used contrastive language when written the report?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Have you reviewed the spelling and grammar?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*If you have answered NO (especially to question 6), go back to your report and correct it before giving it to the teacher.
4. Thinking activities (1)

Activity 62-63 (pages 76-77)

Tourism

Before you look at the figures, work in pairs and try to arrange these twelve countries into a 'league table' of tourism. Ten of the twelve countries formed the 'top ten' in the year 2007. Arrange them in the order you think they occur, with the 'country with the most visitors' at the top, and the 'least' at the bottom. There are two countries who were not in the top ten - so they should occupy positions 11 & 12.

Write your guesses in rough. Write a vertical list of numbers, 1-12.

Spain, USA, Mexico, Turkey

UK, Italy, France, Canada

Germany, Russia, China

How you have seen the real figures, which ones surprised you? Comment on one:

“We were surprised by the position of _______ because ________

Which of the top ten do you think has experienced the biggest rise in tourism during the last ten years? Can you think of any reason(s)?

“We think that it is _______ It could be because ________

Which factors about a country do you think normal people consider when they think of travelling on holiday? Cross out the one you think are irrelevant.

Factors

- How many people love it?
- How far?
- Good shops?
- How big is the country?
- How hot is the weather?
- How cheap or expensive?
Thinking activities (2)

We have looked at the changes brought about by the discoveries of new territories, by demographic growth, by urban growth and by the people and ideas that began to develop with these changes. In these centuries, as we have already seen, Spain was initially the most important empire, but by the 18th century, other countries (France, England, The Netherlands) had taken Spain’s place.

But how about politics? How did political systems develop in the 16-18th centuries?

<table>
<thead>
<tr>
<th>16th century</th>
<th>17th century</th>
<th>18th century</th>
</tr>
</thead>
<tbody>
<tr>
<td>Authoritarian monarchy</td>
<td>Absolutist monarchy</td>
<td>Parliamentary monarchy</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Enlightened Despotism</td>
</tr>
</tbody>
</table>

The important issues of this section can be illustrated by the following list of questions, the answers to which you will know by the end.

- What were the principal political systems in Spain and in Europe?
- Were there any great changes during this period?
- Were there any great differences between Spain and Europe?
- Who governed in this period, and what ideas did they have?

Look at the following groups of words. In each group, one of the words is the ‘odd man out’, and has less or no relevance to the theme of politics in the period we are studying.

Work in pairs, and try to decide which word is the exception. Be ready to justify your answers.

<table>
<thead>
<tr>
<th>Despotism</th>
<th>Steam</th>
<th>God</th>
<th>States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate</td>
<td>Parliament</td>
<td>Control</td>
<td>Courts</td>
</tr>
<tr>
<td>Regicide</td>
<td>Love</td>
<td>Science</td>
<td>Power</td>
</tr>
<tr>
<td>Portraits</td>
<td>Centralism</td>
<td>Crime</td>
<td>Image</td>
</tr>
</tbody>
</table>
Look at the following groups of words organised by colours. In each group, one of the words is the 'odd man out', and has less or no relevance to the theme of politics in the 18th century. Work in pairs, and try to decide which word is the exception. Be ready to justify your answers.

<table>
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</table>

Below you will read a variety of quotations. Some are by Louis XIV but two are not. Find the two that were not said by Louis and be prepared to justify your choices.

- “I have no intention of sharing my authority.”
- “I am the State!”
- “Delegation of power is extremely important”
- “One King, One Law and One Faith.”
- “One must work hard to reign.”
- “I would like to stimulate more regional autonomy”
- “The interest of the State must come first.”
- “Up to this moment, I have been pleased to entrust the government to the late Cardinal. It is now time that I govern. You will assist me. Execute no orders except by my command, and render account to me personally.”
Consequences

- Evaluation of the project
- Effects on the Basque Social Science materials and methodology
Evaluation of the project

Social Sciences in Basque

2001/2002

Social Sciences in English
Consequences

**The evaluation shows:**

- To learn the subject in English does not damage the subject attainment levels (or Basque language levels) and it improves their English level.
- In 2009/2010 we repeated the evaluation with equally good results.
- It’s possible to be done by ALL the students.
- Integrate content & language
- Ensures students understand the content
- Reduce teacher-talk & increase the focus on skills
- The material must be carefully designed.
- Compulsory teacher-training.
Consequences: Social Science in Basque
Start transferring the positive effects to Basque materials

1. Erantzun honako galdera hauei.
   a) Lehenengo testuan sindikatuen sorrerari buruzko informazioa agertzen da. Zer helburu nagusi zituzten, hasieran, langile-elkarteek?
   b) Beren eginkizun teorikoetatik at, zer leporatzen zieten ugazabek elkarte horiei?
   c) Nolakoa zen txosten horren egileen jarrera sindikatuekiko? Non ikusten da hori testuan?
   d) Zer neurri proposatzen zituzten txostengileek elkarteak suntsitzeko?
   e) Zer eskakizun egiten zituen langile-mugimenduak, lan-ordugari.ez zegokionez?
   f) Eta zer eskatzen zuten haurren lan-ordugari.ez zegokionez? Zer gehiago eskatzen zuten haurrentzat?

2. Laburbil itzazu langile-mugimenduaren eskaerak eskema batean, aurreko erantzunak erabiliz.

Gizarte-Zientziak Ostadar Dbh 4 2.UD (21.jarduera)
Social Sciences

Characteristics

- Our society is a dynamic social phenomenon that develops throughout the centuries, a process which encourages different interpretations to evolve.
- We have to know our society, understand it, look for the causes of its events, work on critical treatment of its information, and be able to communicate our interpretations to others.