**CLIL: Your lesson plan**

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| Topic/Lesson Title:  The Bizarre Story of Vasa: The Complex Polish-Swedish Relations in the 17th Century.  Justyna Podemska, Szkoła Marzeń, Piaseczno, Poland |
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| Aims/Goals or SWBATs (Students will be able to......)   * Students will be familiarized with the story of one of the most famous European maritime archeological excavations. * Students will practice their listening, speaking, reading and writing skills in English. * Students will learn\revise about the reasons for the Polish-Swedish wars in the 17th century. |
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| Age group:  13 – 15 years |
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| Level:  A2-B1 |
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| Time (Lesson duration):  45 min. |
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| Materials:  Polish-Swedish wars’ map:  <http://www.conflicts.rem33.com/images/Poland/svenspolkriege%204.htm> The Incredible Story of Sweden's Vasa Warship <https://www.youtube.com/watch?v=UUT_qfjIoR8> The Vasa: Saving a 17th Century Shipwreck <https://www.youtube.com/watch?v=4QwQ2rMuJPY> homework |
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| Lead-in *What’s going to happen here to introduce your students to the topic?* Time: 2 mins  We are going to learn about one of the most famous European maritime catastrophes. It happened in the 17th century and it was related to the Polish-Swedish wars. We are going to see a really spectacular shipwreck and find out more about its history. |
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| *What can students predict or do to get started with the lesson?* Time 8 mins  Students working in pairs try to answer the question about the reasons for the conflict between Poles and Swedes in the 17th century.  The students’ ideas are put on the whiteboard by the teacher and discussed. The teacher presents a map of the conflict. |
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| *What vocabulary could teachers focus on? What needs to be pre-taught?* Time \_\_\_\_\_  Students should be able to situate Poland, Sweden and the Baltic Sea on the map. |
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| *What kinds of texts can students* ***listen*** *to or* ***read*** *to deepen their knowledge?* Time \_\_\_\_\_\_  See the homework below. |
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| *What kinds of questions can students answer from the* ***listening*** *or* ***reading****? How many should they answer? What should they notice or analyze?* Time 10 mins  Listening activities:   * The teacher shows students the first part of the youtube video material (up to 2min 30 s.) and asks them to get the answers to the following questions:  1. Why did the king of Sweden Gustavus Adolpfus decide to build the Vasa ship? 2. Why was the ship called: the floating piece of propaganda? 3. How were Polish nobles depicted on Vasa Ship and why?  * Working in pairs students compare their notes and answers supervised by the teacher. |
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| *What will students* ***speak*** *about in pairs or in small groups?* Time 5-7 min.   * The teacher asks students working this time in groups of 4 to make predictions about the possible reasons for the ship’s sinking (brainstorming). * Students share their ideas with the rest of the class. * Finally teacher shows students the second part of the youtube video material with the true reasons for the catastrophe. |
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| *What will students* ***write*** *about during class time or for homework?* Time 10-20 min.  Students write the answers to the questions posed by the teacher and their predictions. |
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| *What are other follow up (or homework) activities that can be included?*   * As their homework students are asked to see a short film about the excavation and conservation of the Vasa ship and answer the question: Why is the Vasa Museum in Stockholm worth visiting?   or:   * Students are asked to write a short note:   a) How did the Swedes feel when they found out about the ship’s sinking?  b) How did the Poles feel when they found out about the ship’s sinking? |
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| Other thoughts about this lesson plan:  Polish-Swedish wars in the 17th century should be done before this lesson, so students have already the basic knowledge about the conflict. |
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