THINK LITERACY:
CROSS-CURRICULAR APPROACHES

LITERACY LESSONS

[Въведете текст]

CONTENT

[Въведете текст]

The methodology guide "Think Literacy: Cross-Curricular Approaches" ("Literacy lessons") " is an intellectual product, a product of a project : 'Skills for Life: Literacy' within the frame of key activity 'Partnership for innovation and exchange of good practices', strategic partnership among schools. Coordinator of the project is High School "Stefan Procopiu" (Romania, Vaslui), partners are Foreign Language Secondary School (Bulgaria, Pleven), 5th General Senior High School of Aigaleo (Aigaleo, near Athens, Greece), Yildirim Beyazit Anadolu Lisesi (Bursa, Turkey), ISISS Cicognini Rodari (Prato, Italy).

A target group for project fulfillment and completion of activities are both teachers and students of the five countries, partners of the project.

Strategic partnership in the field of school education is aimed at developing innovative pedagogical practices and tools in the field of school education, promoting the development, transfer and application of best practices in support of the ongoing implementation of methods for training teachers, promoting intercultural understanding and learning foreign languages, promoting the development of joint studies and research in the field of school education in the context of educational programs and support of policy development, implementation, recognition and certification of skills and competences at national level through European and National qualification frameworks and tools for validation.

The methodology guide is a product of the team work of teachers from the partner countries involved in the project. The guide is the result of successful implementation of the objectives of the project - developed literacy skills (reading, writing, speaking and listening) and transversal key skills (critical thinking, communication and partnership, communication in a foreign language, etc.)., mastered strategies for developing literacy and encouragement of reading for pleasure, developed teachers' knowledge and skills in the design and organization of activities and lessons that help students deploy their key competencies and skills in literacy, encouragement of exchange of innovative practices and experience between European schools by developing teaching materials based on strategies for reading, listening, writing and speaking. The innovative developments of these lesson units are grouped around a theme and skills.

The methodology guide "Think Literacy: Cross-Curricular Approaches" ("Literacy lessons") " presents interdisciplinary didactic as a condition and educational environment for increasing the efficiency of the learning process. It provides the basis for a comprehensive approach to solving specific problems of practice, school or life environment through the employed subject or cross-curricular. The exemplification of an algorithm or a classification of knowledge has its special role in enhancing scientific, theoretical and practical training of adolescents. Each methodological unit implements specific cross-curricular links, enables generalization of cognitive activity both in solving individual issues both at school and real life.

The thematic variety of the lessons in the guide gives a wide range of options for implementing and integrating them into the learning process for both curricular and extra-curricular activities, formal and non-formal learning, individual or group work, mandatory training or elective. The cross-curricular links are highlighted as practically developed and implemented skills for lifelong learning from primary to upper secondary stage of education.

Lessons about EU

Romanian team

1.Europe
1.1. The Story of Europe
1.2. The Geography of Europe

2. Europe and the evolution of the idea of European un
2.1. The Foundation of European Civilization
2.2. Plans for the Unification of Europe
2.3. The first initiative o European collaboration

3. The brith of the European Community
3.1. The Schuman's declaration
3.2. The European Coal and Steel Community
3.3. From ECSC to EECC

4. Enlargements
4.1. From ECSC to EECC
4.2. Extension to the South
4.3. Europe of the 15
4.4. Europe of the 25 (The great expansion towards East)–
4. 5. Europe of the 27

5. EU Treaties
5.1. From the Single European act to the treaty of Maastricht
5.2. From Amsterdam to Nice
5. 3. The Treaty of Lisbon
6. EU Institutions
6.1. Eu institutions
6.2. The democratic deficit of the European union: myth or reality?

7. Economic Integration
7.1. The unique market and commerce
7.2. Euro and the economy

8. Unity in Diversity
8.1. European citizenship
8.2. Diversity-resource in European construction?

9. Areas of Interest within the European Union
9.1. Domains of interest in the European union

10. Dilemmas and challenges of Europe
10.1 Euro scepticism – a challenge for the European Union
10.2. European union, where to?

1. EUROPE

1.1. THE STORY OF EUROPE

Objectives:
- To improve the correct, aware, fluent, expressive reading skill;
- To develop students' abilities of understanding texts, of describing and selecting the main ideas from texts;
- Improving the text comprehension skills by using reading and comprehension strategies applied before, during and after reading.

Target: students aged 14-19

Time required: 50-60 minutes

Means/Tools:
- Materials necessary: worksheet "The Legend of Europe".
- Methods used: conversation, Tea Party, Say something, GIST method, Ask questions, Words collector.
- Activity organisation forms: frontal activity.

Strategies:
Suggested activities:

Before reading: Tea Party
- The teacher selects a sentence /sentences from the text to be read and prepares tickets with a word or parts from that sentence. Each student receives a ticket. For 3 minutes students walk in the class, discuss about the words they have on the ticket, make connections between words, ask themselves what the text may be about.
- After 3 minutes, students sit in their desks. They are asked about what they have learnt from the discussions with the other students, starting from the words / phrases on the tickets (what characters there are, what subjects may be approached in the text, where the plot happens).
- Then the teacher underlines the conclusion: The text understanding starts before reading the text. There are more reading-comprehension strategies that apply before reading, thus facilitating comprehension.

While reading: Say something!
- Many times, while reading, students think of other things. This is a strategy used while reading aloud to make students think of what they are reading.
- The teacher explains the students the way of developing the exercise. One student will read the first paragraph, another the next paragraph, and a third student the third paragraph. While the paragraph is being read, the teacher stops reading saying:"Say something!" , indicating a student.
- Most times, those that do not read often, have nothing to say. This is why, at the beginning of the exercise, the teacher may offer suggestions. Student may:

[Въведете текст]

- Make a prediction (I bet....., I wonder...., I think....)
- Ask a question (What if....?Do you think that ...?, Why....?, Who is....?)
- Clarify something (Now I understand..., At the beginning I thought that...., but now I think that....)
- Make a comment(This is good as....,This is confusing because....'I like/don't like....,I liked most...'I would like to)
- Make a connection(This reminds me of...,, This character makes me think of....,I have never...., I was also in this situation when....,I also happened to....)

After reading: Ask questions

The teacher explains the students that text understanding may be facilitated by questions that the student must answer. The questions may be of different types:

- Questions that evaluate the previous knowledge. Before reading the fragment, the student may be asked to answer a set of introductory questions about the text subject to observe in what measure the student has previous knowledge on the text.
- Questions that check memorizing the information in the text. Some questions ask the student to remember important information in the text. They refer to ideas that were mentioned explicitly, key statements, as well as details that support the text construction.
- Questions checking vocabulary knowledge. Vocabulary is an important part of comprehension.
- Questions that request formulating interferences (deductions). They request operating some deductions to build the meaning where the ideas were not explicit in the text. The answers are „ between lines".
- Questions requesting analysis and interpretation. The answers are „beyond lines".

The teacher asks students questions. He may request students to specify the type of question.
1. How is Zeus characterised in the text?
2. According to the text, Europe, which is placed behind the bull, is shaking with fear. Why do you think she is afraid?
3. According to the text, the friend of Europe picked up daffodils, lilies, violets. Only Europe picked red roses. Why do you think she did not pick up other followers?
4. What historical places are present in the text?
5. What was the name of Zeus father? But of one of his brothers?
6. Has Europe dream come true? Give arguments, valuing information in the text.

Conclusions on this method: Readers must ask themselves questions before reading, while and after reading. Thus they will understand the text better.

After reading: GIST Method

GIST Method is a strategy of text comprehension that may be used both while and after treading the text. The method consists in summarising in 10-20 words the fragments in a text. Students may work individually or in groups.
Strategy application stages:

- Students work individually. Each student receives an A4 sheet of paper with the text, and a ball point pen.
- The teacher explains the first task. Read the first fragment and summarise it in 15 words. The teacher explains the first task:
- Read the first fragment and summarise it in 15 words. The teacher asks 2-3 students to read what they have written.

- The teacher explains the second task: Read the second paragraph and summarise it in 15 words. The teacher asks 2-3 students to read what they have written.
- The teacher explains the third task: Read the third paragraph and summarise it in 15 words. The teacher asks 2-3 students to read what they have written.
- One representative of each group reads from the flipchart the summaries of the three fragments.
- The teacher explains the students the benefits of this reading strategy:
    - It helps students understand the text and remember the main ideas of the text. Students concentrate on the key words of the text.
    - It improves the students' ability of summarising the text.

Extensions:

After reading: word collector

- Students are divided in groups. Each group receives a worksheet with expressions and a ball point pen.
- Students have 5 minutes to find synonyms for the explanations.
- A representative of each group presents the synonyms found.
- The exercise may develop as a competition. The group that identified the most correct words is the winner.
- At the end of the exercise, the teacher underlines the benefits of the method: enriching the vocabulary (by understanding the sense of the unfamiliar or unknown words) and, as a result, a better understanding of the text is facilitated.
- The teacher may ask the students what they do when they meet an unknown word or a less familiar one.

Select from the given source synonyms for the following definitions:

1.	Dark- red colour.	PURPLE
2.	The flavoured gods' food that was thought to give permanent youth and life.	AMBROSE
3.	Supernatural being from Greek mythology.	GOD
4.	Marine mammal with spindly body.	DOLPHIN
5.	Light wind that blows regularly at the sea shore, during day from the sea to the land, and during the night from the land to the sea.	BREEZE
6.	Part of land surrounded by water from all sides. .	ISLAND
7.	Reputation(good or bad) somebody has.	FAME
8.	Strong noise that follows an electric atmospheric discharge.	THUNDER
9.	Psychic images and processes that interfere in the less profound phases of sleep.	DREAMS
10.	Vapour masses in suspension in the atmosphere.	CLOUDS

Evaluation:

- Systematic evaluation of the activity and behaviour of the students during class ;
- Evaluation of students answers at the tasks.

Handout: The Story of Europe

Agenor, the king of the rich Phoenician town of Sidon, had three sons and a daughter, as beautiful as an immortal goddess, named Europe. Once she had a dream. She dreamt that Asia and the continent that the sea separated from Asia, taking the shape of women, fought for her. Each of the three

women wanted to be the master of Europe. In that fight, Asia, that brought up and fed Europe, was defeated and had to give her to the other. Europe woke up from that dream scared, as she did not understand it. The young daughter of Agenor started to pray in humiliation, asking the gods to spare her from the misfortune that was waiting for her. Then, dressing in purple clothes, woven with gold, she went together with her friends in a green clearing full of flowers on the sea shore. Then the Sydonian girls gathered in the golden baskets, all kind of flowers: narcissus as white as the snow, saffron, violets and lilies .But Agenor, who shone with beauty among her friends just like Aphrodite among the Charites, gathered in her basket only roses as red as the fire. After gathering the flowers, the girls danced in a round, full of joy. Their young voices sounded far away on the flower meadow and on the blue sea, covering its steady whisper.

Europe could not taste much time the careless life pleasures .Chronos' son, the powerful Zeus, the one that leads the clouds, saw her and decided to kidnap her. Not to scare her, he took the sight of a wonderful bull. All the bull's hair shone like gold, on his forehead there was a silver stain shining. And his gold horns were bent like new moon, when it first rises among the rays of the purple dusk. The wonderful bull appeared in the clearing and with light steps, almost not touching the grass, got closer to the girls. The Sydonian girls were not afraid: they surrounded him and caressed him gently. The bull got closer to Europe, licked her hands and sat kindly next to her. The breath of the bull smelt of ambrosia and all the air smelt of it. Europe caressed with her gentle hand the golden hair, held his head and kissed him. Then the bull lay at her feet and he seemed to make her a sign to get on his back.

Laughing, Europe sat on the bull's back. Other girls wanted to sit by her, but the bull rose and dashed to the sea. He had taken the one he wanted. The Sydonian girls shouted with fear. Europe stretched her hands towards them for help, but they could not help her anymore. The golden horned bull flew like the wind. Then he jumped into the sea and started to swim like a dolphin on the blue waters. The waves of the sea came apart in front of him, and the water drops rolled from his hair like diamonds, without wetting him. From the depth of the sea, the beautiful sea maids came to the surface, surrounding him hen swimming behind him. Even Poseidon, god of the sea, surrounded by the sea goddesses, went with his cart forward, taming with the trident the waves and straightening the way for his bigger brother, Zeus, to pass. Europe sat on the bull's back shaking with fear. She held his horns with one hand, and with the other she gathered her purple clothes so that water should not wet them. But there was nothing to fear: the sea was quiet, and the salty drops did not even touch her. The breeze was caressing her wavy hair making the veil she was covered with wave. The shore was getting smaller and smaller, and faded in the golden horizon. There were only the sea and the blue sky around. Soon , the shore of Creete appeared in the horizon. Zeus-the bull came quickly to them with his precious burden and he went down the shore. Europe became Zeus's wife and she had been living in Creete since then. They had three children: Minos, Rhadamanthys and Sarpedon. The fame of these three sons of Zeus, the master of thunder, spread all over the world.

(Source: N. A. Hun, *Legends and myths of ancient Greece*)

1.2. THE GEOGRAPHY OF EUROPE

Objectives:

- Identify on the map the countries of the European Union;
- Improve knowledge on the European Union;
- Develop students abilities to participate in different communication situations, to work in teams, to co-operate, to respect the others' points of view.

Target: students aged 14-19

Time required: 50 minutes

Means/Tools:
- Materials necessary: handouts, pen
- Methods used: conversation, group debate
- Activity organisation forms: group activity

Strategies:
Suggested activities:
- Students are divided in 5-6 groups.
- Each group receives a handout.
- The task is the same for each group: to identify the members of the European Union and to mention for each country a key word(this one may refer to historical events, culture, geography, economy, etc.)Students work in groups, then present the results of their work.
- The learning activity may be organised as a competition between the groups. Each group receives a point is they identify the state on the map and if the key word is correct. The teacher may establish a time limit.
- At the end of the activity, according to the time, the teacher may propose students a reflection exercise:
  - Do you think it is important for the young people to know information about the European Union member states?
  - If the answer is positive, why and how can this be done?

	Surface	Population	Density of population
The European Union			
USA			
Russia			
China			

Extensions:
- Making a comparison between the European Union and other states (USA, China, Russia) regarding surface, population, density.

- To reinforce knowledge, the teacher may develop a lesson on the European Union member states. He proposes the students different tasks: making crossword puzzles, searching on Internet curiosities on the member states, making tops of different aspects.
- **Evaluation:**
- Systematic evaluation of the students activity and behaviour during class;
- evaluation of students answers at the tasks

Handout: States of the European Union

[Въведете текст]

Task:

Write on the map the name of each country and write for each country a key word.

1.France	15. Sweden
2. Germany	16. Cyprus
3. Italy	17. Malta
4. Belgium	18. Estonia
5. Holland	19. Lithuania
6. Luxemburg	20. Latvia
7.Great Britain	21. Hungary
8. Ireland	22. Poland
9. Denmark	23. The Czech Republic
10. Greece	24. Slovakia
11. Spain	25. Slovenia
12. Portugal	26. Romania
13. Austria	27. Bulgaria
14. Finland	28. Croatia

2. Europe and the evolution of the idea of European unification

2.1. THE FOUNDATION OF EUROPEAN CIVILIZATION

Objectives:

- identifying the foundation of European civilization;
- identifying some traces of the foundation of European civilization within the contemporary European society;
- developing the skills in text comprehension;
- developing the students' skills in taking part in various communication situations, in team working, cooperating, respecting other points of view.

Target: 14-19-year olds

Time required: 50 minutes

Means/Tools:
- Materials needed:handouts, pens.
- Methods used: group discussion, guided discussion, brainstorming,"Generate guestions" method.
- Organization: group activity.

Strategies:
Suggested activities:
- Students are divided into 5-6 groups.
- Each group receives a handout with a task common to all groups.The students fill in the graphic organizer Pe baza textului primit și a cunoștințelor anterioare, elevii vor completa un organizator grafic.
- The students work in groups, then present the results of their work.

Extensions:
- At the end of the activity, depending on the time, the teacher can ask the students to do a reflection exercise:
  - o Use the foundation of European civilization and your previous knowledge in order to design a visit card about "Romania –part of European civilization".
- The students work in groups and think of 5 questions they are to ask the other groups . This activity can be conducted like a competition among the groups.

Evaluation:
- ongoing assessment of students' activity and behaviour during the class;
- evaluating students' answers.

[Въведете текст]

Handout: The Foundation of European Civilization
Read the source carefully, then fill in the graphic organizer.

"It is a well known fact that civilization was born in *Ancient Greece*and that its legacy hasbeen spread to entire Europe.

The climax of Greek civilization is represented by the 5th and 6th centuries, the "classic" age when the institutional and cultural model proposed by Greeks in Athens was developed. It started with Alexander the Greatand his conquest and it ended two centuries later, with the Roman Empire taking control of it.

People often use the terms "Greek miracle" to talk about the phenomenon which happened for the first time in the human history, exclusively in the ancientHellas. It is, indeed, an extraordinary phenomenon. While in civilized countries like Egypt, Mesopotamia, China, the human mind was still asleep with religion and mythology, in Greece, maybe surprisingly and hard to explain, people changed their attitude towards the outside world. At a certain point, tradition could no longer satisfy the new human needs. Instead of colective thinking, which had been imposed by religion for centuries, people started meditating and judging things according to a new criterion, their criterion: in other words, people discovered *reason*. By discovering reason, people were able to adopt a new attitude, that of investigating the outside world. By means of rational speculation, people were able to come with definitions and norms, which in time turned to the foundation of human knowledge. The statement that there is no science without the works of the Greeks as its basis, is not an exaggeration at all. Mathematics, Astronomy, Geography, Botany, Zoology, Medicineand*Hippocrates* (even today, doctors start their career with Hipocrates' oath: *I will comport myself and use my knowledge in a godly manner*) – all have their beginnings in Ancient Greece. .

Philosophy, word which in Greek means *love for wisdom*is one of the great subjectsborn in Greece. Before the Greeks, the Asian people created "cosmogonies"(explanatory systems for the creation of the world) which started with a primordial element identified with a God. The greeks went beyond that explanation, repalcing it with reason. *(...)*

Philosophers, mathematicians concentrated on a single ideal, to improve human condition and his life. This is one of the meanings of the axiomstating that *man is the measure of all things*. This struggle to improve the human condition is the reason why the scholars of the Middle Age, those who brought to light the Greek culture, named it *humanism.*Besides philosophy, art and theatre, the Greek culture deserves this term.

The Greeks conceived the human being according to an ideal which flourished during theHellenistic age. This human ideal is the sum of the results of education undergone by generations of oratorsand philosophers over many centuries. The philosophy of Greek life promoted the idealist conception of the human being capable of improving his physical and intellectual abilities through education. The educated man is a complete man,capable to do certain jobs for the fortress.

The Romans have added new dimensions to the Greek humanism. After the conquest of Greece (146 î.H), the Greek culture influenced the whole society in Rome. No one else has expressed this reality as wellas Horace, "*Conquered Greece took captive her savage conqueror and brought her arts into rustic Latium*". The Greek language becomes the Roman aristocrats' favourite language. Greek teachers were brought to Patrician families to teach the young Romans Greek language and literature. Greek humanism has new meanings within the Roman world. The Roman citizen can be, according to the Roman juriştilor, successively and simultaneously: judge, politician and military man. The Roman Republic has extended the *romanity*across the Mediteranean and in Gaul. The empire gives the Romanizationits final shape. Romanity represents the means to extend the Greek-Roman civilization within and beyond the Empire frontiers. The Greek humanism conquers Rome, too.

The Roman Empire represents the space where *Christianity*was born, where a new philosophy has appeared. Christianity is founded on a new religion which spread to the whole empire. It brings a new, humanist vision. The human being is seen diferently from the way Romans view it. While pagan humanism believes the human being is to be served by society, ethicsand education, the Christianity views the human being as the one serving the God. Proclaiming the love of the person next to you and the equality of all people in front of God, the Christianity preaches the peace of conscience and the dignity of the human being in search of the "common good" and collective welfare:we can only save ourselves by saving the others. It creates a new ideal, of the European civilization, which is to become the main pedestal of the European thinking, starting

with 4th century and ending with the 12th century. Under Christianity, a great mixture takes place: Jewish – Christian tradition, Greek thinking and Roman civilization, and also the ancient Celtic, German and Slavcultures.”

(Source: Cornelia Neagu, The History of European Construction. Coursebook, 2006)

The foundation of European civilization	
Component 1	**Characteristics of the cultural ideal**
Component 2	**Characteristics of the political ideal**
Component 3	**Characteristics of the religious ideal**

2.2. PLANS FOR THE UNIFICATION OF EUROPE

[Въведете текст]

Objectives:
- identifying the premises for the process of forming the European Union;
- developing the students' skills in taking part in various communication situations, in team work, cooperation, respecting other points of view;
- developing the skills in text comprehension;
- improving students' skills in text summarizing.

Target: 14-19-year olds

Time required: 50-60 minutes

Means/Tools:
- Materials needed: handouts, pens.
- Methods used: dialogue, guided discussion, brainstorming,"Generate guestions" method, "Say something!" method.
- Organization: frontal activity, group activity.

Strategies:
Suggested activities:
- Reading aloud the text (handout no. 1) and using the method "Say something!". If the students do not know this method, the teacher presents it, suggesting answers (prediction, opinin, clarification, question, connection etc.).
- After reading the text, the students work individually, filling in the graphic organizer. Then, the answers are checked and the teacher clarifies the aspects students haven't understood.
- The students summarize the text in no more than 20-25 lines.

Extensions:
- Group activity and using the method "Generate questions." Each group thinks of 10 questions to be asked to the other group. This method can be used as a competition among the groups.
- Students can use the Internet to find out information about some aspects mentioned in the text: The Great War, Paris Peace Conference, The League of Nations, The Idea of unifying the Europe in 19th century.

Evaluation:
- ongoing assessment of students' activity and behaviour during the class;
- evaluating students' answers.
- a multiple choice test (handout no. 2).

Handoutno. 1: Plans for the Unification of Europe

"Well, after almost one hundred years after the Napoleonian wars, which had destroyed Europe, the great war left Europe in ruins, with important human losses, and severe economical

and social problems. In order to avoid such catastrophes in the future, the European countries decided, at Paris Peace Conference (18th January 1919 – 21st June 1920), to foundThe League of Nations(...)

Taking account of the new European geo-political realities and the goals of the League of Nations, the intellectual and the political representatives of those times have come with a number of projects aiming to find a proper organization of the European continent. Yet, a united Europe was not an easy task, since it had to fight with the national states (mainly those formed as a result of peace treaties) which feared being lost in a superstatal body, controlled by a great power, a situation which had happened before the war.

Four years passed till Count Richard Coudenhove-Kalergi started working on his project which led to the movement Pan-Europe. In 1922, in Vienna, he published a manifesto entitled ”*The problem of Europe in two words: unification or collapse”*, and in 1923 he published an extended work entitled *Pan-Europe*, which soon become the classical work of the movement bearing the same name. For the first time in history, there appeared an objective work stating the main principles of a coherent political programme. The work stated the necessity of reconciliation between France and Germany, the premise for the European reconstruction. This union should have resembled the Panamerican organization which seemed to have been able to reconcile the national independences and the regional international cooperation. Pan-Europeshould have had a Council made of state representatives, a Parliamenatry Assembly made of representatives of the National Parliaments and a Court of Justice.

The manifesto entitled ”*What does Pan-European Movement want?”*, aadopted on   11th September 1926, stated the main ways of action to be folllowed: insuringstate equality, securityand suvereignity; creating military alliances, a Customs Union, a common currency; common use of the resources from the colonies of the state members, respecting the cultural and civilization individuality of each state; protecting the national minorities; cooperation with other states within the League of Nations. It stated the objectives from the point of view of economy, international relationships, and human rights.

The Union was considered a great success by politicians and intellectuals, such as Aristide Briand, Leon Blum, Edouard Herriot, Eduard Beneș, Konrad Adenauer, Paul Valery, Paul Claudel, Rainer Maria Rilke and many others. (...)

The Pan-European Movement led to a great intellectualemulation, but it failed to have any practicalconsequences, in terms of the organization of Pan-Europe.

In 1929, propaganda turned into official actions. Thus, the French Ministry of Foreign Affairs, Aristide Briand, supported by his German counterpart Gustav Stressman, gave a speech on the 10th session of the General Assembly of the League of Nations (5thSeptember 1929), about the plan for the United States of Europe (...).

In his speech, Gustav Stresemann, pointed to the economical objectives of such a union, by creating anew market for the industry of European countries, rationalizingthe economy of the continent and integrating it into the world circuit. Furthermore, he asserted the necessity of establishing the political objectives, so that the future Union wouldn't limit itself to the national sovereignity of the participant countries and wouldn't target any non European power.

The representatives of the 27 European countries, members of The League of Nations, acknowledged the necessity of such actions and demanded France to come with a memorandum,

[Въведете текст]

stating all the organizational principles for the new European Union, which was to be handed to all the European governments so that these could make any necessary changes. The governments' points of view were to be addressed to the French government, the conclusions having to be presented at the next session of the General Assembly of the League of Nations.

Postponing the debate of Briand project with a few months has definitely settled its fate, as a result of the unfavourable changes within the international economical and political context. The death of G. Stresemann (3rdOctober 1929) and the coming to power of Brüningminority cabinet(27th March 1930) have led to the cease of dialogue between France and Germany. Brüning Cabinet has made a decisive change in German foreign policy, in favour of a revisionistnationalism, and the idea of reconciliation with France was replaced with intransigency towards the reviewingof peace treaties and the pursue of the National interests of Germany."

(Source: Dan Vătăman, *European Union–past and present*)

Handout no. 2: Plans for the Unification of Europe –graphic organizer

Plans for the Unification of Europe		
The historical figure	**Time**	**Ideas proposed**

Handout no. 2: Plans for the Unification of Europe: multiple-choice test

Choose the correct answer:

1.How many members did the League of Nations have in 1929?
A. 10 B. 17 C. 27 D. 29

2. The project which led to Pan-European Movement was created by:

A. Konrad Adenauer   B. Aristide Briand   C. Richard Coudenhove-Kalergi D. Paul Valery

3. The Manifesto "*What does Pan-European Movement want?*was adopted in:
A. 1919   B. 1926   C. 1929   D. 1933

4.In 1929 Aristide Briand was:
A. the French representative at Paris Peace Conference
B. the French representative at the League of Nations
C.the initiator of the project for the European Union
D. French Foreign Minister

5. The country asked by the League of Nations to come with a memorandum on the organizational principles of the new European Union was:
A. Germany B. FranceC. Belgium   D. U.S.A.

6. The dialogue between France andGermany about the principles of the new European Union was interrupted by :
A. the outbreak of the First World War
B. German retreat from the League of Nations
C. the death of Gustav Stressman
D. the fact that the project of creation of the European Union wasn't received favourably by Europeans.

7. One of the consequences of Brüning Cabinet (1930) was:
A. a more intense dialogue between France and Germany on the creation of the European Union
B. Germany promoting a nationalistforeign policy
C. reconciliation between France and Germany
D. collaboration between France and Germany within the League of Nations

8. In 1929Gustav Stressmanwas:
A. the German representative at Paris Peace Conference
B. the German representative at the League of Nations
C.the initiator of the project for the European Union
D. German Foreign Minister

9. Who gave a speech about the plan for The United States of Europe in 1929, at the 10th session of the General Assembly of the League of Nations?
A. Gustav StressmanB. Aristide Briand   C. Richard Coudenhove-Kalergi D. Konrad Adenauer

10. The United Europe aimed at:
A. avoiding catastrophes such as the First World War
B. collaboration among the European countries within the League of Nations
C. collaboration among the European countries with the view of economical and social growth
D. developing a set of values and principles common to all Europeans

2.3. THE FIRST INITIATIVE OF EUROPEAN COLLABORATION

Objectives:
- improving knowledge on the role of some organizations in the European integration process;
- the students' skills to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing skills of comprehension of texts.

Target: students between 14-19 years old

[Въведете текст]

Time required: 50-60 minutes

Means/Tools:
- Needed materials: worksheets, pens
- Methods used: conversation, group debates, Mosaic, Read Aloud, Most/least important idea(s) and information, Starbursting.
- Ways of organising the activity: group activity, frontal activity.

Strategies:

Version 1 (recommended to students who have more information on the period fallowing the WW2)

The development of the lesson is based on the MOSAIC method (or the method of interdependent groups).
The method is based on dividing the students into several groups and collaborative learning among students. Each student has a workload in which he must become an expert. The teacher will explain/remind students the steps to be followed for applying the method:
- forming the Initial groups ("mother groups") of students 3/4/5 (depending on the number of students in class);
- presenting the theme and sharing worksheets:
  - initial group A: the Marshall Plan (worksheet 1)
  - initial group B: Organization for Co-operation and Economic Development (worksheet 2)
  - initial group C: Council of Europe (worksheet 3)
  - initial group D: NATO (worksheet 4)

  - forming the expert groups. It is counted to four, so that each group member to have a number from 1 to 4. Students with the number "1" form a group, the number "2" the second group and so on. Each group member receives a handout learning. The students' is to understand the topic so they can teach it to their colleagues. It is very important for him to understand that he is responsible for teaching that section of the lesson to the other members of the initial group.
  - studying the worksheets; students can turn to the internet to supplement the information. The experts should be able to teach the contents of ideas of their text, main ideas and also must decide how they will proceed to teach colleagues better and more effectively. This independent study can be done in the classroom or it can be a homework assignment, performed before the organization of the mosaic. If the study is done in the classroom, a group of experts discuss the topic together, together determine how the new knowledge will be shared with other members of the original group.
  - returning of the experts in the initial/mother and teaching / presentation of the answers to the whole group. In turn, assimilate the information they transmit to their peers, "experts" in other topics. The objective is that all the group members learn the presented material.
  - evaluating and appreciating the results of the groups

During this learning through collaboration, it is very important for the teacher to monitories the student's activity, to be sure the information are sent correctly.

Version 2
- Applied methods: Read Aloud, Most/least important idea(s) and information, Star bursting.

- Information on Marshall plan are read aloud (worksheet 1), Organization for Co-operation and Economic Development (worksheet 2) Council of Europe (worksheet 3) NATO (worksheet 4)
- During the reading and after it, different methods can be applied to systemize thee information that are on the 4 worksheets. For example, there can be applied the methods Most/least important idea(s) and information, Star bursting (worksheet 5).
- . Filling in the worksheet can be done individually or in group.
- Applying the "Star busting "method, it can be done like a contest between teams. It is a method that develops the creativity, which stimulates the creation of questions to questions. The purpose of the method is to obtain as many questions starting from a certain problem, event etc.

Extensions:
- Reflection for students: was the Marshall Plan a US philanthropic act? The teacher can use graphic organizer called Table T. Students propose arguments and conclude. This method helps to develop the capacity of reasoning based on analysis of information, the development of democratic values and attitudes.

Arguments "for"	Arguments " against"

Evaluation:
- For version 1, the teacher can ask students to present oral each sub-theme. Thus the theme will review its logical unit. For the feedback of the activity, the teacher can apply a test, ask questions to check understanding of the new content, capacity for analysis, synthesis, argumentation of the made claims.
- For version 2, the teacher can give a multiple choice test.

<center>**Handout 1: Marshall Plan**</center>

Marshall Plan, formally European Recovery Program, (April 1948–December 1951), U.S.-sponsored program designed to rehabilitate the economies of 17 western and southern European countries in order to create stable conditions in which democratic institutions could survive. The United States feared that the poverty, unemployment, and dislocation of the post-World War II period were reinforcing the appeal of communist parties to voters in western Europe.

On June 5, 1947, in an address at Harvard University, Secretary of State George C. Marshall advanced the idea of a European self-help program to be financed by the United States. On the basis of a unified plan for western European economic reconstruction presented by a committee representing 16 countries, the U.S. Congress authorized

the establishment of the European Recovery Program, which was signed into law by President [Harry S. Truman](#) on April 3, 1948. Aid was originally offered to almost all the European countries, including those under military occupation by the [Soviet Union](#). The Soviets early on withdrew from participation in the plan, however, and were soon followed by the other eastern European nations under their influence. This left the following countries to participate in the plan: [Austria](#), [Belgium](#), [Denmark](#), [France](#), [Greece](#), [Iceland](#), [Ireland](#), [Italy](#), [Luxembourg](#), the [Netherlands](#), [Norway](#), [Portugal](#), [Sweden](#), [Switzerland](#), [Turkey](#), the [United Kingdom](#), and western [Germany](#).

Under Paul G. Hoffman, the [Economic Cooperation Administration](#) (ECA), a specially created bureau, distributed over the next four years some $13 billion worth of economic aid, helping to restore industrial and agricultural production, establish financial stability, and expand trade. Direct grants accounted for the vast majority of the aid, with the remainder in the form of loans. To coordinate the European participation, 16 countries, led by the United Kingdom and France, established the Committee of European Economic Cooperation to suggest a four-year recovery program. This organization was later replaced by the permanent [Organisation for European Economic Co-operation](#) (OEEC), to which [West Germany](#) was ultimately admitted.

The Marshall Plan was very successful. The western European countries involved experienced a rise in their gross national products of 15 to 25 percent during this period. The plan contributed greatly to the rapid renewal of the western European chemical, engineering, and steel industries. Truman extended the Marshall Plan to less-developed countries throughout the world under the Point Four Program, initiated in 1949.

(Source: http://www.britannica.com/event/Marshall-Plan)

Handout 2: Organisation for Economic Co-operation and Development

Organisation for Economic Co-operation and Development **(OECD),** [international organization](#) founded in 1961 to stimulate economic progress and world trade. Current members are [Australia](#), [Austria](#), [Belgium](#), [Canada](#), [Chile](#), the [Czech Republic](#), [Denmark](#), [Finland](#), [France](#), [Germany](#), [Greece](#), [Hungary](#), [Iceland](#), [Ireland](#), [Israel](#), [Italy](#), [Japan](#), [South Korea](#), [Luxembourg](#), [Mexico](#), the [Netherlands,](#) [New Zealand](#), [Norway](#), [Poland](#), [Portugal](#), [Slovakia](#), [Slovenia](#), [Spain](#), [Sweden](#), [Switzerland](#), [Turkey](#), the [United Kingdom](#), and the [United States](#). Member countries produce two-thirds of the world's goods and services.

The convention establishing the OECD was signed on Dec. 14, 1960, by 18 European countries, the United States, and [Canada](#) and went into effect on Sept. 30, 1961. It represented an extension of the Organisation for European Economic Co-operation (OEEC), set up in 1948 to coordinate efforts in restoring Europe's economy under the Marshall Plan.

One of the fundamental purposes of the OECD is to achieve the highest possible [economic growth](#) and employment and a rising standard of living in member countries; at the same time it emphasizes maintaining financial stability. The organization has attempted to reach this goal by liberalizing

international trade and the movement of capital between countries. A further major goal is the coordination of economic aid to developing countries.

Lacking the power to enforce its decisions, the OECD is essentially a consultative assembly that pursues its program through moral suasion, conferences, seminars, and numerous publications. Although the rule of unanimity inhibits its impact on member countries, the OECD is considered to have a significant influence as an advisory body. By maintaining contact with many governmental and international agencies, such as the International Monetary Fund, the organization has become a clearinghouse for a vast amount of economic data. It publishes hundreds of titles annually on a variety of subjects that include agriculture, scientific research, capital markets, tax structures, energy resources, lumber, air pollution, educational development, and development assistance. Its bimonthly magazine,

The OECD Observer, constitutes a useful source of information on economic and related social matters. Annual evaluations of individual member countries' economies are also issued.

(Source: http://www.britannica.com/topic/Organisation-for-Economic-Co-operation-and-Development)

Handout 3: Council of Europe

Council of Europe**,** organization of European countries that seeks to protect democracy and human rights and to promote European unity by fostering cooperation on legal, cultural, and social issues. There were 47 members of the Council of Europe in 2008. The council is headquartered in Strasbourg, France. (The Council of Europe should not be confused with the European Council, which is a policy-making body of the European Union.)

The Council of Europe was founded on May 5, 1949, by 10 western European countries—Belgium, Denmark, France, Ireland, Italy, Luxembourg, the Netherlands, Norway, Sweden, and the United Kingdom. From the 1950s to the 1980s, these original members were joined by 13 others—Austria, Cyprus, Finland, West Germany, Greece, Iceland, Liechtenstein, Malta, Portugal, San Marino, Spain, Switzerland, and Turkey. With the demise of communist regimes throughout eastern Europe at the end of the 1980s, the council significantly expanded its membership. Between 1990 and 2001, Albania, Armenia, Azerbaijan, Bulgaria, Croatia, the Czech Republic, Estonia, Georgia, Hungary, Latvia, Lithuania, Macedonia, Moldova, Poland, Romania, Russia, Slovakia, Slovenia, and Ukraine were admitted to the Council of Europe. In addition, the principality of Andorra joined in 1994.

The Council of Europe addresses issues of common concern to its members, including human rights, crime prevention, drug abuse, environmental protection, bioethical issues, and migration. To manage these affairs,

[Въведете текст]

the council has devised more than 160 international agreements, treaties, and conventions that have replaced literally tens of thousands of bilateral treaties between various European states. Among the most important of its agreements are the European Convention on Human Rights (1950), the European Cultural Convention (1954), the European Social Charter (1961), the European Convention on the Prevention of Torture and Inhuman or Degrading Treatment and Punishment (1987), the Framework Convention for the Protection of National Minorities (1995), and the Convention on Human Rights and Biomedicine (1997). After the collapse of communism in eastern and central Europe in 1989–91, the council aided the countries of the region to overhaul their constitutions and legal codes and to democratize their political systems.

The Council of Europe is composed of four principal bodies: the Committee of Ministers, the Parliamentary Assembly, the Congress of Local and Regional Authorities of Europe, and the Secretariat. The Committee of Ministers, which meets twice a year, is composed of the foreign ministers of all council members. It decides the council's budget and its program of activities based on recommendations made to it by the Parliamentary Assembly and various expert committees. The Parliamentary Assembly, which meets four times a year, is a deliberative body consisting of representatives from national parliaments. The Congress of Local and Regional Authorities of Europe is a consultative body that represents local and regional (sub national) governments within the council. The Secretariat, with a staff of about 1,000, serves the other three main organizations within the council.

The Council of Europe also has established a number of special bodies and expert committees over the years, such as the European Committee on Crime Problems, the European Commission of Human Rights, the European Court of Human Rights, the Cultural Heritage Committee, the Council of Europe Social Development Fund (formerly the Council of Europe Resettlement Fund), the European Committee on Legal Cooperation, and the Steering Committee on Local and Regional Authorities.

(Source: http://www.britannica.com/topic/Council-of-Europe)

Handout 4: North Atlantic Treaty Organization

North Atlantic Treaty Organization **(NATO),** military alliance established by the North Atlantic Treaty (also called the Washington Treaty) of April 4, 1949, which sought to create a counterweight to Soviet armies stationed in central and eastern Europe after World War II. Its original members were Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the United Kingdom, and the United States. Joining the original signatories were Greece and Turkey (1952); West Germany (1955; from 1990 as Germany); Spain (1982); the Czech Republic, Hungary, and Poland (1999); Bulgaria, Estonia, Latvia, Lithuania, Romania, Slovakia, and Slovenia (2004); and Albania and Croatia (2009). France withdrew from the integrated military command of NATO in 1966 but remained a member of the organization; it resumed its position in NATO's military command in 2009. (…)

After World War II in 1945, Western Europe was economically exhausted and militarily weak (the western Allies had rapidly and drastically reduced their armies at the end of the war), and newly powerful communist parties had arisen in France and Italy. By contrast, the Soviet Union had emerged from the war with its armies dominating all the states of central and Eastern Europe, and by 1948 communists under Moscow's sponsorship had consolidated their control of the governments of those countries and suppressed all non-communist political activity. What became known as the Iron Curtain, a term popularized by Winston Churchill, had descended over central and Eastern Europe. Further, wartime cooperation between the western Allies and the Soviets had completely broken down. Each side was organizing its own sector of occupied Germany, so that two German states would emerge, a democratic one in the west and a communist one in the east.

In 1948 the United States launched the Marshall Plan, which infused massive amounts of economic aid to the countries of western and southern Europe on the condition that they cooperate with each other and engage in joint planning to hasten their mutual recovery. As for military recovery, under the Brussels Treaty of 1948, the United Kingdom, France, and the Low Countries—Belgium, the Netherlands, and Luxembourg—concluded a collective-defence agreement called the Western European Union. It was soon recognized, however, that a more formidable alliance would be required to provide an adequate military counterweight to the Soviets.

By this time Britain, Canada, and the United States had already engaged in secret exploratory talks on security arrangements that would serve as an alternative to the United Nations (UN), which was becoming paralyzed by the rapidly emerging Cold War. In March 1948, following a virtual communist coup d'état in Czechoslovakia in February, the three governments began discussions on a multilateral collective-defence scheme that would enhance Western security and promote democratic values. These discussions were eventually joined by France, the Low Countries, and Norway and in April 1949 resulted in the North Atlantic Treaty.

(Source: http://www.britannica.com/topic/North-Atlantic-Treaty-Organization)

WORKSHEET 5

Subject: ....

Most/least important idea(s) and information

Most Important Idea(s) and Information	Least Important Idea(s) and Information
Key idea from this passage:	

Star bursting

[Въведете текст]

To Where

3. The brith of the European Community

3.1. THE SCHUMAN'S DECLARATION

Objectives:
- analysis of the Schuman's declaration;
- developing students' skills to take part in different communication situations, to work in a team, cooperate, respect the others points of view;
- stimulate students' creativity.

Target: students between 14-19 years old

Time required: 50-60 minutes

Means/Tools:
- Needed materials: work sheets, markers, flipchart sheets.
- Used methods: conversation, group debate, guided discussion.
- Ways of organizing the activity: group activity, individual activity.

Strategies:
Suggested activities:
- The teacher presents the historical context of the Schuman's Declaration, as well as information about Robert Schuman.
- Students read aloud Schuman's Declaration.
- Students are divided into 5-6 groups. Each group receives a worksheet with a speech by Robert Schuman on 9th May 1950.

- The task is common to all groups: identification of at least 5 main ideas from the speech of Robert Schuman. Each group presents the result of their work. The teacher can make amendments.

Possible answers:
- *Preventing war between Member States/Encouraging global peace / world peace.*
- *Transforming Europe through a step by step process (through sectorial supranational communities) with the aim of uniting Europe including both Western Europe and Eastern Europe.*
- *Establish the first supranational institutions in the world.*
- *Creating a single market.*
- *Revitalization of the whole European economy from coal and steel sector.*
- *Improving the world economy and help developing countries like those in Africa.*
- *Work with the UN.*

Extensions:
- Writing workshop: "The new Schuman's declaration".
- Starting form the first declaration of Schuman form 9 May 1950, the students will make a speech on the fulfilment (or not) of Schuman's proposals.

The writing workshop is a method for stimulating the creativity and imagination of students. Students occasionally need to be given the opportunity to write. Any student is able to write wonderful things and increase the share of activities that are based on writing is a reality of the new programs and textbooks, although such activities can not be achieved in a context favorable than that space and number of hours. But sometimes, for homework, students can make learning activities based on writing exercises.

The writing workshop method has its advantages and disadvantages; the main disadvantage is that is a time-consuming method.

But the advantages are more numerous and aim at training specific skills such as: a thorough understanding of the historical context by stimulating creativity and imagination of students, the expression of views, building statements based on sources and conclusions relative to various events, personalities etc. discovering the sources of information to multiple perspectives on historical events and processes on personalities.
Students develop respect for their own thoughts and ideas, develop their critical thinking, which is important from the point of view of an open society. Meanwhile, the writing workshops may represent an useful means, not only for learning, but also an attractive and interesting method that can stimulate students' curiosity for the study of history.

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.
- Giving a test to check the information gained by the students on Schuman's declaration:
- What were the reasons that Robert Schuman proposed union of the peoples of Europe?
- Why Robert Schuman believes that the first step in creating a united Europe is reconciliation between France and Germany?
- Robert Schuman proposed creating a "European federation". What is the revolutionary aspect of this proposal?

[Въведете текст]

- Why the European collaboration targeted the steel and coal?
- Why is Robert Schuman's speech on the EU website in the section dedicated to the EU symbols?

Worksheet (Handout): The Schuman Declaration (9 May 1950)

World peace cannot be safeguarded without the making of creative efforts proportionate to the dangers which threaten it.

The contribution which an organized and living Europe can bring to civilization is indispensable to the maintenance of peaceful relations. In taking upon herself for more than 20 years the role of champion of a united Europe, France has always had as her essential aim the service of peace. A united Europe was not achieved and we had war.

Europe will not be made all at once, or according to a single plan. It will be built through concrete achievements which first create a de facto solidarity. The coming together of the nations of Europe requires the elimination of the age-old opposition of France and Germany.

Any action taken must in the first place concern these two countries.
With this aim in view, the French Government proposes that action be taken immediately on one limited but decisive point.

It proposes that Franco-German production of coal and steel as a whole be placed under a common High Authority, within the framework of an organization open to the participation of the other countries of Europe. The pooling of coal and steel production should immediately provide for the setting up of common foundations for economic development as a first step in the federation of Europe, and will change the destinies of those regions which have long been devoted to the manufacture of munitions of war, of which they have been the most constant victims.

The solidarity in production thus established will make it plain that any war between France and Germany becomes not merely unthinkable, but materially impossible. The setting up of this powerful productive unit, open to all countries willing to take part and bound ultimately to provide all the member countries with the basic elements of industrial production on the same terms, will lay a true foundation for their economic unification.

This production will be offered to the world as a whole without distinction or exception, with the aim of contributing to raising living standards and to promoting peaceful achievements. With

increased resources Europe will be able to pursue the achievement of one of its essential tasks, namely, the development of the African continent. In this way, there will be realised simply and speedily that fusion of interest which is indispensable to the establishment of a common economic system; it may be the leaven from which may grow a wider and deeper community between countries long opposed to one another by sanguinary divisions.

By pooling basic production and by instituting a new High Authority, whose decisions will bind France, Germany and other member countries, this proposal will lead to the realization of the first concrete foundation of a European federation indispensable to the preservation of peace.

To promote the realization of the objectives defined, the French Government is ready to open negotiations on the following bases.

The task with which this common High Authority will be charged will be that of securing in the shortest possible time the modernization of production and the improvement of its quality; the supply of coal and steel on identical terms to the French and German markets, as well as to the markets of other member countries; the development in common of exports to other countries; the equalization and improvement of the living conditions of workers in these industries.

To achieve these objectives, starting from the very different conditions in which the production of member countries is at present situated, it is proposed that certain transitional measures should be instituted, such as the application of a production and investment plan, the establishment of compensating machinery for equating prices, and the creation of a restructuring fund to facilitate the rationalization of production. The movement of coal and steel between member countries will immediately be freed from all customs duty, and will not be affected by differential transport rates. Conditions will gradually be created which will spontaneously provide for the more rational distribution of production at the highest level of productivity.

In contrast to international cartels, which tend to impose restrictive practices on distribution and the exploitation of national markets, and to maintain high profits, the organization will ensure the fusion of markets and the expansion of production.

The essential principles and undertakings defined above will be the subject of a treaty signed between the States and submitted for the ratification of their parliaments. The negotiations required to settle details of applications will be undertaken with the help of an arbitrator appointed by common agreement. He will be entrusted with the task of seeing that the agreements reached conform with the principles laid down, and, in the event of a deadlock, he will decide what solution is to be adopted.

The common High Authority entrusted with the management of the scheme will be composed of independent persons appointed by the governments, giving equal representation. A chairman will be chosen by common agreement between the governments. The Authority's decisions will be enforceable in France, Germany and other member countries. Appropriate measures will be provided for means of appeal against the decisions of the Authority.

A representative of the United Nations will be accredited to the Authority, and will be instructed to make a public report to the United Nations twice yearly, giving an account of the working of the new organization, particularly as concerns the safeguarding of its objectives.

The institution of the High Authority will in no way prejudge the methods of ownership of enterprises. In the exercise of its functions, the common High Authority will take into account the

powers conferred upon the International Ruhr Authority and the obligations of all kinds imposed upon Germany, so long as these remain in force.

(Source: http://europa.eu/about-eu/basic-information/symbols/europe-day/schuman-declaration/index_en.htm)

3.2. THE EUROPEAN COAL AND STEEL COMMUNITY

Objectives:
- improving knowledge on European construction;
- developing students' skills to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the skills of comprehension of texts by presenting information structured in five ways: comparative, descriptive, sequential, causal, questioning;
- developing skills of summarizing the information using graphic organizers.

Target: students between 14-19 years old

Time required: 50 minutes

Means/Tools:
- Needed materials: work sheets, markers, pens flipchart sheets.
- Used methods: conversation, group debate, guided discussion, graphical organizers, the tour of the gallery.
- Ways of organizing the activity: group activity.

Strategies:
Suggested activities:
- Students must have knowledge of structured presentation of the information in five ways (comparative, descriptive ,sequential, causal, problematical) and about the techniques of graphic organization (Venn diagram, milling chronological diagram 'skeleton fish "diagram" spider web "cluster table" T ", the chain of events, double bubble, event map, tree ideas - network tree, table consequences, comparative table, concept, etc.
- Students are divided into 5-6 groups. The task is common to all groups: reading information about The European Coal and Steel Community and filling in the table. Table filled on a flipchart that will later be glued to the walls of the classroom (method "gallery tour"). After the presentation and after "gallery tour", each group will reconsider its own product compared to others.
- Students work in groups to solve the task. The representative of each group will present the result of teamwork.
- At the end of the class, the teacher emphasizes the essential ideas of the lesson.

Extensions:

- For strengthening the information about this step in European construction, the teacher can ask students (for homework to make, from the discussed text, a test with 10 questions (with answers open or closed).

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout: The European Coal and Steel Community

The establishment of international organizations provided a measure of American protection. But what about the future of Western European states? Both the First World War and the Second World War occurred in large part because of Franco-German conflicts. Creating a stable Europe required reconciliation between France and Germany.

One of the major obstacles to Franco-German reconciliation after the war was the question of coal and steel production. Coal and steel were the two most vital materials for developed nations; the backbone of a successful economy. Coal was the primary energy source in Europe, accounting for almost 70% of fuel consumption. Steel was a fundamental material for industry and to manufacture it required large amounts of coal. Both materials were also needed to create weapons.

The largest concentration of coalmines and steel production was found in two areas in Western Germany: the Ruhr Valley, and the Saarland. The Allies detached the Saarland from West Germany and made it a semi-autonomous region. In the Ruhr Valley, the Allies placed restrictions on the production, ownership and sale of coal and steel in an attempt to restrict German economic growth. The Ruhr Valley coal and steel production was also restricted as a guarantee to Germany's neighbours, France, Luxembourg, Belgium and the Netherlands, that these crucial resources would not be used to re-create a Germany army.

France wanted to control and access the coal and steel in the Ruhr Valley and wanted the Saarland permanently separated from West Germany. The French government was especially worried that West Germany could use its massive coal and steal resources to attack France once again. West Germans, under the leadership of Chancellor Konrad Adenauer, who was elected in 1949, wanted the Saarland returned to Germany and objected to the strict controls placed on Germany heavy industry. The Franco-German conflict persisted over coal and steel. A reconciliation of the two former enemies seemed unlikely.

The solution to the coal and steel problem and the core of the reconciliation between France and Germany was the Schuman Plan, named after the French Foreign Minister Robert Schuman. The Schuman Plan was presented on 9 May 1950. It argued that coal and steel production should be placed under a supranational High Authority. Following shortly after Schuman's declaration, the negotiations that established the European Coal and Steel Community began. The European Coal and Steel Community (ECSC) pooled the coal and steel resources of six European countries: France, Germany, Italy, Belgium, the Netherlands, and Luxembourg (BENELUX). These countries would be collectively known as "the Six". Pooling coal and steel resources greatly reduced the threat of war between France and West Germany. The ECSC became a reality in 1952.

The author of the Schuman Plan was another Frenchman, Jean Monnet a bureaucrat in the French government. Monnet had worked at the League of Nations between the World Wars and was committed to the goal of a United States of Europe. Monnet was also the first President of the ECSC. For Monnet, and for Schuman, the ECSC was to be the first step in creating an federal Europe.

[Въведете текст]

The European Coal and Steel Community

Field	Graphic organizer
The Comparative way	
The descriptive way	
The sequential way	
The causal way	

The problematical way	

3.3. FROM THE EUROPEAN COAL AND STEEL COMMUNITY TO THE EUROPEAN ECONOMIC COMMUNITY

Objectives:
- improving knowledge of European construction;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing skills of comprehension of texts by presenting information structured in five ways: comparative, descriptive, sequential, causal, questioning;
- developing skills of summarizing the information using graphic organizers.

Target: students between 14-19 years old

Time required: 50 minutes

Means/Tools:
- Needed materials: work sheets, markers, pens, flipchart sheets.
- Used methods: conversation, group debate, guided discussion, graphical organizers, the tour of the gallery.
- Ways of organizing the activity: group activity.

Strategies:
Suggested activities:
- Students must have knowledge of structured presentation of the information in five ways (comparative, descriptive, sequential, causal, problematical) and about the techniques of graphic organization (Venn diagram, milling chronological diagram 'skeleton fish "diagram" spider web "cluster table" T ", the chain of events, double bubble, event map, tree ideas - network tree, table consequences, comparative table, concept, etc.
- Update knowledge about the beginning of European integration.
- Students are divided into 5-6 groups. The task is common to all the groups: to read the information about the development of European construction and completion of the table. Students work in groups to solve the task. The representative of each group will present the result of the teamwork. The table is written on a flipchart that will later be glued to the walls of the classroom (method "gallery tour"). After the presentation and after the "gallery tour", each group will reconsider its own product compared to others
- At the end of the class, the teacher emphasizes the essential ideas of the lesson.

Extensions:
- For strengthening the information about this step in European construction, the teacher can ask students (for homework to make, from the discussed text, a test with 10 questions (with answers open or closed) or to make a comparison between ECSC and ECC.

Evaluation:

[Въведете текст]

- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout: From ECSC TO ECC

The ECSC provided the first a small but important step towards European integration. By integrating coal and steel under a single authority, the Schuman Plan demonstrated that European integration was feasible. Furthermore, it eased tensions between France and Germany.

The success of the ECSC led to other, more drastic proposals to integrate the original six member states. Because of the Korean War (1950-1953), the United States wanted to re-arm West Germany to give it a greater role in the defence of the continent from Soviet aggression. Many European countries did not want to see the re-establishment of a German army. So in 1952, shortly after the treaty on the ECSC was completed, another plan was advanced to create an integrated European Army. The European Defence Community (EDC) was supported by all of the member states except France. The French government vetoed the EDC in 1954. The goal of a single European Army was defeated and it seemed that European integration would begin and end with coal and steel.

However, in 1955 Belgian Foreign Minister Paul-Henri Spaak advanced a new proposal on the integration of European economies. The proposal was based on the experience the Benelux countries, Belgium, the Netherlands and Luxembourg in economic integration. On 5 September 1944, the leaders of the Benelux countries, who were exiled in London, signed the Netherlands-Belgium-Luxemburg Customs Convention. This treaty provided for the institutions and powers needed to integrate the economies of the three countries. The new economic area was called Benelux and, in 1958, the three countries signed the Benelux Economic Union Treaty. The treaty provided for the free movement of people, goods, capital and services and for the co-ordination of social and economic policy. Using the Benelux economic union as a model, it was proposed that the six member states of the ECSC integrate their economies.

At the Messina (Italy) conference between the member states of the ECSC on 15 June 1955, Paul Henri Spaak was charged with chairing a committee that would produce a draft version of the Treaty establishing the European Economic Communities (EEC). The aim of the EEC was to create a common market between the six member states (the Six). Spaak's committee also drew up a proposal for the integration of nuclear power among the Six at French insistence. The report on the EEC and the integration of atomic energy (Euratom) was submitted to the leaders of the six in May 1956.

After a year of negotiations, the Six signed the Treaty establishing the European Economic Community in Rome on 25 March 1957. This treaty, usually called the Treaty of Rome, was modelled on the ECSC. The Treaty of Rome marked a significant stage in the procession of European integration. The EEC was the main vehicle for European integration, both political and economic.

(Source: http://carleton.ca/ces/eulearning/history/a-european-community/

From ECSC TO ECC

Field	Graphic organizer
The Comparative way	
The descriptive way	
The sequential way	
The causal way	
The problematical way	

[Въведете текст]

4. Enlargements

4.1. EXTENSION O THE NORTH

Objectives:
- improving knowledge of European construction;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the comprehension and summarizing skills of texts, through exercising the method "Frame Routine".

Target: students between 14-19 years old

Time required: 50-60 minutes

Means/Tools:
- Needed materials: work sheets, markers, pens flipchart sheets.
- Used methods: conversation, group debate, guided discussion, graphical organizers, the tour of the gallery.
- Ways of organizing the activity: group activity.

Strategies:
Suggested activities:
- If students are not familiar with the method "Frame Routine", the teacher will briefly explain it.
- Students are divided into 5-6 groups. The task is common to all groups: reading the text and completion of the graphic organizer "Frame Routine".
- Students work in groups to solve the task. The representative of each group will present the result of the teamwork. The graphic Organizer 'Frame Routine" is filled on a flipchart that will later be glued to the walls of the classroom (method "gallery tour"). After the presentation and after "gallery tour", each group may reconsider its own product compared to others.
- At the end of the class, the teacher emphasizes the essential ideas of the lesson.

Extensions:
- Practicing skills of summarizing the information by completing other graphic organizers. The teacher can select the graphic organizers which he believes that best fit the text: Venn diagram, milling chronological diagram 'skeleton fish "diagram" spider web "cluster table "T", the chain of events, the bubble Double, the event map, the tree of ideas - network tree, the table of consequences, comparative table, concept, etc.
- Discussions with students on the difference between the process of deepening and enlargement of the European Union.
-

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout: Extension to the North

Many of the principles underlying the classical enlargement method have their origins in the 1940s and 1950s. In the early post-war period the need to reconstruct war-destroyed economies and political institutions led to the first endeavours on European cooperation and integration. But different experiences of three significant European nations – France, Germany, Great Britain – have led to suggestion of different models of integration. For France and Germany the main priority was to avoid war, and, thus, they emphasized the control of the raw materials, coal and steel, which are necessary to make war. Britain, whose economic development had been based on the maintenance of maritime trade, gave priority to creating open trade arrangements. That is why Britain has been always sceptical about the idea of a more economically integrated Europe. Nevertheless, in 1952, France, Germany, Italy and the Benelux countries established the European Coal and Steel Community, which underpinned the later Rome Treaty of creating the EC. This and other issues (decolonisation process, which rejected Britain's role as a world power, the US support for the development of the EC, fears about Britain's relative economic decline in integrated Europe) have influence Britain to reconsider its foreign policy options. But enlargement's negotiations in the UK's case were the most problematic. The situation was complicated both by uncertainty about joining the EC of British politicians and of existing EC members. It is widely known de Gaulle veto, which expressed doubts about Britain's ability to make necessary adaptations in order to be accepted to the EC. This veto was also a powerful reminder to all applicants that full membership demands not only technical and policy adjustment to the Treaties, but also a more profound reorientation of political attitudes.

For Ireland, Denmark and Norway's policies towards European integration were strongly determined be their relations with the UK. For these three countries EC membership was a way of retaining trade links with the UK but within a larger group that would reduce their historical dependence on the UK. From the moment of submitting application for accession Irish government sought maximum coordination with the British of its strategy toward EC accession. The main aim of this coordination was to avoid any new economic barriers appeared between Ireland and Britain as a part of transition process. The classical method posed few problems for Ireland. This was proved by a referendum on membership, which resulted in approval of accession by 83,1 per cent.

As one of Europe's largest food exporters Denmark was driven by rational economic calculations of national interests when announcing its intention of applying for membership. After the failure to create Nordic Customs Union in 1968 the Danes were sure that there was no realistic alternative to full EC membership. Referendum, where two-thirds of the participating 90 per cent voted in favour of membership, was followed by Denmark's joining the EC on 1 January 1973.

The Norwegian negotiations were complicated by domestic political concerns about sovereignty, combined with concerns about agriculture and fisheries. As a result rejection of the entry terms by 53,5 per cent to 46,5 per cent. Norway's demands directly challenged and tested the EC's classical method. The Norwegian example demonstrated that accession is not inevitable and may depend on a very fragile domestic consensus.
(Source: Katia Fedoreaca, *EU enlargement: main peculiarities and impacts*)

4.2. EXTENSION TO THE SOUTH

[Въведете текст]

Objectives:
- improving knowledge of European construction;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the comprehension and summarizing skills of texts, through exercising the method "Ask Questions".

Target: students between 14-19 years old

Time required: 50-60 minutes

Means/Tools:
- Needed materials: work sheets, markers, pens flipchart sheets.
- Used methods: conversation, group debate, guided discussion, graphical organizers, the tour of the gallery, Ask Questions.
- Ways of organizing the activity: group activity.

Strategies:

Suggested activities:
- Students are divided into 5-6 groups. The task is common to all groups: reading the text and filling the graphic organizer with questions grouped into three levels of difficulty. For each difficulty level will be drawn at least 3 questions. Students work in groups to solve the task. The representative of each group will present the result of the teamwork. Students from other groups can answer questions. At the end of the class, the teacher emphasizes the essential ideas of the lesson.

Extensions:
- Practicing skills of summarizing the information by completing other graphic organizers. The teacher can select the graphic organizers which he believes that best fit the text: Venn diagram, milling chronological diagram 'skeleton fish "diagram" spider web "cluster table "T ", the chain of events, the bubble Double, the event map, the tree of ideas - network tree, the table of consequences, comparative table, concept, etc.

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout: Extension to the South

Within 3 years of completing its first enlargement, the Community was faced with a new set of challenges in the Mediterranean region. Southern enlargement involved a much poorer group of states than the first enlargement. Both the capacity of the applicants to implement the acquis (the main principle of accession, which consists in the following: "accession implies full acceptance by your countries of the actual and potential rights and obligations attaching to the Community system and its institutional framework, known as the acquis communitaire. This includes also the content, the principles and political objectives of the Treaties, including those of the Maastricht Treaty", Christopher Preston "Enlargement and Integration in the European Union", London, 1997, page 18), and the sensitivity of the EC's domestic interests affected by enlargement put the classical method under severe terms. These pressures appeared first in the case of Greece. Its accession negotiations lasted 34 months, longer than the first enlargement negotiations. For Greeks EC membership meant economic development, especially for agriculture as the crucial sector in Greece's economic structure. That is why they used every diplomatic lever to ensure a speedy acceptation to the EC. The Community itself had a more complex set of opinions concerning Greece. No member state was really enthusiastic about Greek membership, though Germany considered that Greece was vital to the development of a Mediterranean security policy. Britain had a contrast point of view, considering that Greek membership might threaten the delicate Greek-Turkish balance over Cyprus.

The Greek negotiations show that the classical Community method of enlargement with its stress on adaptation to the acquis through transition arrangements could be achieved. However, this isolation of the accession negotiations from the wider debates within the EC costed a lot. Greeks were afraid that taking a strong position would risk the successful admission. For the Community, the stress on the classical method risked internalising Greece's economic problems before the Community had developed adequate instruments to solve them. The capacity of the Greek economic and political system to implement the acquis remained questionable. The demand for compensatory payments through the Integrated Mediterranean Programs shows how quickly the Greeks learnt to use their economic weakness to their advantage in Community bargaining.

During the third enlargement the need for policy adaptation within the EC, as well as extensive political and economic reform within the applicant states has become more pressing because the degree of diversity within the enlarged Community became clear. By opening to the South, the Community proved its intention to safe the balance of power and to help to establish Europe's new democracies on its southern periphery. The third enlargement also became a test of the ability of the Community to adapt its acquis to accommodate diversity and to develop appropriate new policy instruments.

The Iberian accession negotiations have been the most protracted, with the possible exception of the British negotiations. Yet, unlike the British case, accession quickly led to the active involvement of Spain and Portugal in the development of European integration.

Though the Spanish economy had some "crisis sectors" (e.g. steel) and some major adjustment problems (for instance in fisheries), generally the Spanish economy had enough means to make the necessary adaptations. Spanish public opinion saw Community membership as vital to their national development. From the side of Community despite the overall consensus that enlargement was a "good thing", there was no agreement concerning new potential members. This fact also postponed the accession negotiations. There was also another difficulty: Spain approached the negotiations with a strong belief that it has an evident right to be treated as an equal by the Community. But Spanish optimism was soon disabused after having faced with the reality of Community negotiations with its ignoring of domestic interest groups. This made the Spanish to focus more on issues which could more facilitate their entry to the EC. Yet a key lesson of the

Iberian enlargement negotiations was that EC policy reform needs to be confronted before enlargement can proceed.

(Source: Katia Fedoreaca, *EU enlargement: main peculiarities and impacts*)

ASK QUESTIONS	
Level 1. Define (description, identification, mentioning etc.)	
Level 2. Analyse (comparison, synthesis, inferences, conclusions ,the chronological order of events, summarize etc.)	
Level 3. Apply (evaluation, prediction, questioning, making opinions, argumentation etc.)	

4.3. EUROPE OF THE 15

Objective:
- improving knowledge of European construction;

- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing skills of summarizing the information using graphic organizers.

Target students between 14-19 years old

Time required: 50-60 minutes

Means/Tools:
- Materials: worksheet, pens, markers, flipchart paper.
- Methods: conversation, discussion group, guided discussion, summarization technique.
- Ways of organizing the activity: activity group/individual activity.

Strategies:

Suggested activities:
- Remind the previous stages of the process of European construction.
- Students are divided into 5-6 groups. The task is common to all groups: reading the text and filling the graphic organizer with the addition information.
- Students work in groups to solve the task. The representative of each group will present the result of the teamwork. Students from other groups can answer questions.
- At the end of the class, the teacher emphasizes the essential ideas of the lesson. The learning activity can be organized individually. In this case, students fill in the worksheet.

Extensions:
- Students must have knowledge of structured presentation of the information in five ways (comparative, descriptive ,sequential, causal, problematical) and about the techniques of graphic organization like Venn diagram, milling chronological diagram 'skeleton fish "diagram" spider web "cluster table" T ", the chain of events, double bubble, event map, tree ideas - network tree, table consequences, comparative table, concept, etc.

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout: Europe of the 15

Text A

The fourth enlargement of the Community, accepting Austria, Sweden and Finland in January 1995 was also, after ratification of the Treaty on European Union, the first enlargement of the EU. This enlargement was the last classical enlargement. As a homogeneous group of small, wealthy, open trading nations with long traditions of democracy, the countries of European Free Trade Area

[Въведете текст]

(1960, Stockholm Convention) were well able to adopt the acquis. However, this did not mean that the enlargement negotiations proceeded easy. All applicants had sensitive domestic political interests, which in several cases, were incompatible with EU membership.

In general, the fourth enlargement negotiations were conducted more speedily and more effectively than the last enlargement negotiations. The average duration of the forth accession negotiations was the shortest in the EC's history – 13 months. This can be explained by several reasons. First, the EFTA countries had closer ties with the Community than previous applicants. About 60 per cent of the acquis had already been adopted by the applicants as part of the EEA process.(European Economic Area). The actual negotiations, therefore, focused on the confined areas where applicants had important national interests.

The EU has also showed more flexibility in the interpretation of the acquis than it was in previous rounds. The acceptance of EFTA's environmental standards, the continuation of Austria's control on heavy lorries in transit and the continuation of the retail monopoly on sales of alcohol were not so common for EU policy towards the applicants. However, this flexibility was mostly due to the fact that none of these compromises affected any major existing EU interests. The forth enlargement was, therefore, the last to use the pure classical method of enlargement.

With the exception of Iceland, Liechtenstein, Norway and Switzerland, who have chosen for domestic political reasons to stay outside the EU, all the former members of EFTA have been accepted into the EU. To the East lies a group of potential applicants that poses more fundamental challenges to the EU and the classical method of enlargement.

(Source: Katia Fedoreaca, *EU enlargement: main peculiarities and impacts*)

Text B

On 1 January 1995, Austria, Finland and Sweden, all Member States of the European Free Trade Association (EFTA), became full members of the European Union, which thereby expanded from 12 to 15 Member States. This marked the conclusion of short negotiations that began on 1 February 1993 and ended in March 1994. Norway, which had submitted its application for accession on 25 November 2002 and had signed the Accession Treaty on 24 June 1994 in Corfu, rejected this prospect in the 28 November 1994 referendum, while Switzerland, officially a candidate since 20 May 1992, withdrew its application for accession to the European Communities following its rejection of membership of the European Economic Area (EEA) on 6 December 1992.

These 'small States' that attributed great importance to the policy of neutrality and non-alignment often imposed during the Cold War — except for Norway, a member of the North Atlantic Treaty Organisation (NATO) since 1949 — particularly wanted to join the European Union so that they could contribute to the taking of Community decisions which they were often already obliged to implement as members of the EEA. Rich countries facing a rather Eurosceptic public opinion in the most northerly regions, Austria, Finland, Norway and Sweden sought to vigorously defend their economic interests and the 'Nordic model'. Although these countries had already accepted many of the existing Community rules under the EEA Agreement, the accession negotiations were particularly arduous in relation to agriculture, the amount of regional aid, budgetary matters and fishing quotas. In line with their democratic traditions, Finland, Norway and Sweden submitted the accession agreement to the popular vote. The results were roughly as forecast: a clear and massive 'Yes' in Finland and Austria, a small 'Yes' in Sweden, and another 'No' from the Norwegians.

SUMMARIZE!	
The main idea(s) of the text	
Important details that support the main idea of the text	
3 key words of the text	
Summarize the text in one phrase.	

4.4. EUROPE OF THE 25 (THE GREAT EXPANSION TOWARDS EAST)

Objectives:
- improving knowledge about the process of European construction;
- the assessment of the impact of integration of the countries of the fifth enlargement;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the skill so of comprehension and summarizing of texts by practicing applying the method "ask questions".

Target: students between 14-19 years old

[Въведете текст]

Time required: 50 minutes

Means/Tools:
- Materials: worksheet, pens, markers, flipchart paper.
- Methods: conversation, discussion group, guided discussion, summarization technique.
- Ways of organizing the activity: activity group / individual activity.

Strategies:

Suggested activities:
- Remind the previous stages of the process of European construction.
  Students are divided into 5-6 groups. The task is common to all groups: reading the text and filling the graphic organizer with the addition information.
  Students work in groups to solve the task. The representative of each group will present the result of the teamwork. Students from other groups can answer questions.
  At the end of the class, the teacher emphasizes the essential ideas of the lesson.
  The learning activity can be organized individually; In this case, students fill in the worksheet.

Extensions:
- Students must have knowledge of structured presentation of the information in five ways (comparative, descriptive, sequential, causal, problematical) and about the techniques of graphic organization like Venn diagram, milling chronological diagram 'skeleton fish "diagram" spider web "cluster table "T", the chain of events, double bubble, event map, tree ideas - network tree, table consequences, comparative table, concept, etc.

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout: Europe of the 25

In order to be eligible for accession, the candidate countries had to adopt the Community *acquis* in its entirety, which meant transposing a substantial number of Community measures into the national systems of legislation and regulation established after the fall of the Communist regimes. To that end, the countries concerned received assistance from Community and Member State agencies for the creation of the necessary administrative and legal structures. Negotiations with each of the applicant countries were conducted at bilateral conferences. The Union's negotiating positions were laid down by the Council acting unanimously on proposals from the Commission for issues related to the 'first pillar' and on proposals from the Presidency for second and third pillar issues (the common foreign and security policy and justice and home affairs). The Commission — instructed to conduct the negotiations and to report back regularly to the Council on the candidate countries' progress with reforms — played a key role in the process, in particular the Commissioner for

Enlargement, a post which was held by Günter Verheugen from September 1999 to November 2004 and taken up by Olli Rehn in 2004.

Since not all the candidate countries were in a position to adopt the Community *acquis* at the same pace or in full prior to accession, provision was made, from the negotiation stage onwards, for transitional measures, valid for a limited period and in specific fields, which would be incorporated in the Accession Treaty.

One important aspect was completely ignored, namely the Schengen Agreement providing for the abolition of controls at the EU's internal borders (except those of the UK and Ireland), it being deemed that the new Member States would not be in a position to comply. They could join the 'Schengen area' at a later stage, following a unanimous decision by the Council. At the request of Germany and Austria, countries which feared a massive wave of immigration, the free movement of persons was restricted. A moratorium of three years, which could be renewed for two periods of two years, was adopted regarding access to employment. The Member States were able to apply this provision in accordance with the strength and requirements of their labour market. A restriction was also placed on the free movement of capital for the purpose of purchasing real estate in the new Member States, where land prices were lower. Environmental protection requirements, an area utterly neglected by the former Communist regimes, were so demanding that transitional periods of 10 years were allowed for the implementation of EU directives and co-financed initiatives. In relation to nuclear safety, rules and monitoring measures were put in place for the five countries that possessed nuclear reactors (the Czech Republic, Hungary, Lithuania, the Slovak Republic and Slovenia).

The draft Accession Treaty also included general safeguard clauses, which could be invoked in the three years following accession. A general economic safeguard clause could be applied by either the existing or the acceding Member States in the event of excessive upheaval at macroeconomic level or of an adverse effect on the competitiveness of certain regions or sectors; and two specific clauses, namely the 'internal market safeguard clause' and a justice and home affairs clause, were applicable at the Commission's initiative in the event of a serious breach of Community rules. These clauses constituted an innovation, as there was no parallel in earlier enlargement treaties.

In the field of monetary policy, the new Member States would retain their autonomy, but they were required to join the European Monetary System in order to keep fluctuations of their currencies against the euro within a 15 % band around a pivot rate for at least two years. They could then adopt the single currency if they fulfilled the Maastricht convergence criteria (namely price stability, government finances in a healthy condition, a stable exchange rate and a low long-term interest rate). The financial institutions did not encourage them to join too soon for fear that budget policy constraints might impede their adaptation to the single market.

Negotiations on the thorniest problems began in 2001 and were to continue up to the last minute before signing of the Accession Treaty.

The biggest issue was agriculture, primarily because of the high proportion of the workforce employed in that sector in the new Member States: 19.2 % in Poland, 16.5 % in Lithuania, 15.1 % in Latvia, 9.9 % in Slovenia, 7.1 % in Estonia, 6.3 % in Slovakia, 6.1 % in Hungary and 4.9 % in the Czech Republic (and in Romania and Bulgaria, the two countries whose accession had been postponed until 2007, 44.4 % and 9.7 % respectively). Agriculture was also particularly problematic because the CAP was the most expensive of the EU common policies — hence the need for reform so that an acceptable financial framework for extending it to the new Member States might be

created. Essentially, this would involve reducing guaranteed prices, so as to prevent over-production, and introducing compensatory support to maintain agricultural income.

In order to avoid driving the CAP budget through the roof, and to encourage essential restructuring of agricultural holdings, aid to farmers in the new Member States would have to be phased in over a period of 11 years according to the timetable established at the Brussels European Council (24–25 October 2002) and taken up in its entirety at the Copenhagen European Council (12–13 December 2002). It would amount to only a fraction of the corresponding sums paid out in the existing Union countries: 25 % in 2004, 30 % in 2005, 35 % in 2006 and 40 % in 2007, with further annual increments of 10 %, until it reached 100 % in 2013. Unhappy with these arrangements, and calling for equal treatment with the current Member States, the candidate countries, on a proposal from the Commission, succeeded in securing increased aid from the EU rural development budget and from national funds. The additional funding would bring the levels of support up to 55 % of the full Community rate in 2004, to 60 % in 2005 and to 65 % in 2006, with provision for a fifth of the annual total to come from each country's rural development budget. From 2007 onwards, the new Member States could continue to pay a 30 % supplement on top of the Community payments on condition that it was financed from national resources. Other areas of agricultural policy that were the subject of heated debate included milk quotas (with Poland having to agree to cut its milk production), sugar and isoglucose quotas, rice and banana import quotas and, in the case of the Baltic States, herring fishing quotas.

A further financial problem concerned the Structural and Cohesion Funds — on which the candidate countries would need to draw particularly heavily if they were to catch up in terms of development. Of the 105 million new inhabitants of the EU in 2007 (following the accession of Bulgaria and Romania), 98 million would live in areas with a per capita GDP below 75 % of the Union average; that number would represent 25 % of the population of the enlarged Union as against a comparable figure of 18 % in the 15-Member State EU. The Berlin European Council (24–25 March 1999) had decided that it would be impossible to include the new Member States in the existing regime — to do so would have doubled expenditure — and had placed a ceiling on the structural aid that they would receive at 4 % of their GDP, a level deemed to reflect their maximum capacity for using the funding in question. In the event, the level of structural aid for 2006 would represent just 2.5 % of the GDP of the 10 accession countries.

Meanwhile, the simultaneous accession of the Mediterranean islands of Cyprus and Malta shifted the EU's centre of gravity southwards. Although the accession of Cyprus posed few economic difficulties, it did raise the political issue of the island's division, since 1974, between the Greek and Turkish communities. Nonetheless, on 13 December 2002, the Copenhagen European Council concluded negotiations with Nicosia without any political resolution of the island's division, despite all diplomatic efforts under the aegis of the United Nations. By contrast, Malta's application for accession raised major political problems at domestic level. In October 1996, in spite of reforms introduced over a number of years, the new Maltese Labour Government put the island's application for EU accession on ice. In September 1998, however, when the Nationalist Party returned to power, they decided to reactivate Malta's application. In a referendum held on 9 March 2003, more than 53 % of voters opted to pursue Maltese accession to the EU.

The Union's financial perspective for 2000–2006 — which had factored in enlargement to include six new Member States from 2002 — now had to be adopted with provision for 10 new Member States from 2004, while staying within the ceiling of EUR 42.6 billion in commitment appropriations for the period 2004–2006. At the Brussels European Council (24–25 October 2002), the Commission submitted proposals, most of which were accepted, involving total expenditure of

just EUR 39.3 billion. This triggered protests from the candidate countries, and they joined forces to lobby for increases. Poland took the lead, hosting a meeting in Warsaw a few days before the Copenhagen European Council (12–13 December 2002), where the final decisions were to be taken. After intense discussions, the existing Member States had to give ground, chiefly by offering access to short-term funds to cushion the impact of the 10 new Member States' contributions to the Union budget following their accession — although the candidate countries had been asking for a long-term rebate arrangement similar to the one enjoyed by the UK.

SUMMARIZE!	
Level 1. Define (description, identification, mentioning etc.)	
Level 2. Analyse (comparison, synthesis, inferences, conclusions ,the chronological order of events, summarize etc.)	

[Въведете текст]

Level 3. Apply (evaluation, prediction, questioning, making opinions, argumentation etc.)	

4.5. EUROPE OF THE 27

Objectives:
- improving knowledge about the process of European construction;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the skill so of comprehension and summarizing of texts by practicing applying the method "ask questions".

Target: students between 14-19 years old

Time required: 50 minutes

Means/Tools:
- Materials: worksheet, pens, markers, flipchart paper.
- Methods: conversation, discussion group, guided discussion, summarization technique.
- Ways of organizing the activity: activity group / individual activity.

Strategies:

Suggested activities:
- Remind the previous stages of the process of European construction.
- Students are divided into 5-6 groups. The task is common to all groups: reading the text and filling the graphic organizer with the addition information.

- Students work in groups to solve the task. The representative of each group will present the result of the teamwork. Students from other groups can answer questions.
- At the end of the class, the teacher emphasizes the essential ideas of the lesson.
- The learning activity can be organized individually; In this case, students fill in the worksheet.

Extensions:
- Students must have knowledge of structured presentation of the information in five ways (comparative, descriptive, sequential, causal, problematical) and about the techniques of graphic organization like Venn diagram, milling chronological diagram 'skeleton fish "diagram" spider web "cluster table "T", the chain of events, double bubble, event map, tree ideas - network tree, table consequences, comparative table, concept, etc.

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.
- Solving worksheet 2.

Handout: The sixth wave of expansion

Following the collapse of the Communist regimes in Eastern Europe in the late 1980s, the countries of Central and Eastern Europe soon expressed a wish to accede to the European Communities. In order to help them progress towards political democracy and a free market economy, the European Union concluded Association Agreements with each of them with a view to future accession.

Romania and Bulgaria signed, on 1 February and 8 March 1993 respectively, the Association Agreements that established the legal framework for their gradual integration into the European Union. These Agreements provided for, in particular, the gradual establishment of a free-trade area, the maintenance of regular political dialogue, approximation of legislation and economic, financial and cultural cooperation. The Agreements entered into force on 1 February 1995.

The Copenhagen European Council of 21 and 22 June 1993 laid down the criteria to be met by all the associated countries of Central and Eastern Europe in order for them to be able to accede to the European Union. In the following year, on 22 June and 14 December respectively, Romania and Bulgaria applied to accede to the European Union. However, both countries experienced major problems in putting in place the reforms needed to meet the Copenhagen criteria. The economic reforms undertaken were not sufficient to establish a competitive market economy, and the existing administrative structures did not allow for acceptance of the Community *acquis*.

In July 1997, the European Commission issued an initial negative opinion on the accession applications submitted by Bulgaria and Romania. In its view, the two countries were on the way to fulfilling the political criteria, and it emphasized the progress that they had made in order to fulfill the economic criteria. Nevertheless, the Commission deemed the reforms carried out to be insufficient and noted that both countries were experiencing serious problems in transposing the Community *acquis* into national law. Accordingly, it concluded that accession negotiations should be begun once the two countries had made sufficient progress towards fulfilling the conditions for

[Въведете текст]

accession. Consequently, when the Luxembourg European Council met on 12 and 13 December 1997, Bulgaria and Romania were not part of the first group of countries with which accession negotiations were to begin in 1998.

In late 1996, political changes in Romania and Bulgaria resulted in a gradual improvement in the situation. In Bulgaria, the coming to power of President Stoyanov soon gave rise to a new policy of reforms aimed at ensuring political stability for the country and at preparing it for accession to the European Union. In Romania, the new President, Emil Constantinescu, also implemented a policy of change and declared that accession to the European Union was a political priority.

These new reforms were recognised and supported by the European Union. In its Monitoring Report published in October 1999, the Commission finally recommended the opening of accession negotiations with Bulgaria and Romania. The Helsinki European Council of 10 and 11 December accepted this recommendation and decided to organise, in February 2000, bilateral intergovernmental conferences with a view to opening with each applicant country negotiations on the terms for their accession to the European Union. In addition to Romania and Bulgaria, the Helsinki group comprised Latvia, Lithuania, Malta and Slovakia.

However, the accession negotiations with Bulgaria and Romania did not progress at the same rate as those with the other acceding countries. The delay in the progress of the negotiations resulted, in particular, from the problems that the two countries were experiencing in creating the administrative and legal systems required to transpose the *acquis* into national law and to bring the requisite economic reforms to a successful conclusion. The Copenhagen European Council of 12 and 13 December 2002 finally concluded negotiations with 10 countries applying to accede to the European Union and fixed the date for their accession at 1 May 2004. In the case of Bulgaria and Romania, the European Council followed the road map drawn up by the Commission in October in agreement with the two countries and set itself the objective of welcoming them as Member States in 2007.

Meanwhile, Romania and Bulgaria were gradually getting closer to the European Union. For example, between February 2002 and June 2003, the two countries were already participating in the work of the European Convention, and, in 2003, they established Permanent Representations to the European Union in Brussels. The accession negotiations with Bulgaria were finally concluded in June 2004, while those with Romania ended six months later. On 22 February 2005, the European Commission issued a favourable opinion on the applications submitted by Bulgaria and Romania for accession to the European Union. This opinion was supported by the European Parliament on 13 April. On 25 April, the Council of the European Union accepted the two countries' applications for accession and, on the same day, the representatives of Bulgaria and Romania signed the Treaty of Accession to the European Union in Luxembourg. However, the Treaty included a number of safeguard clauses providing, in particular, for a one-year delay in accession if the requisite commitment to the reforms was not demonstrated and if the countries were not in a position to fulfil the conditions for accession. In the case of some sectors, the safeguard clauses remained applicable after the two countries had actually acceded.

Accordingly, the Commission's Monitoring Reports assumed crucial importance. Particular attention was paid to combating corruption, to ensuring the independence of the judicial system, to combating organised crime, to respect for human rights and to protecting minorities, as well as to food safety. On 26 September 2006, the Commission published its final Monitoring Report on the state of preparedness for accession in Bulgaria and Romania. Although the Commission listed a number of areas that continued to pose problems, it concluded that Bulgaria and Romania were in a

position to assume the rights and obligations associated with their accession as of 1 January 2007. The Commission therefore allowed the two countries to continue the reforms required within the European Union and, in so doing, avoided the threat of uncertainty that could have ensued from a further postponement of their accession. Following Council approval on 17 October 2006, the accession of Bulgaria and Romania came into effect on 1 January 2007. These accessions, which brought the number of European Union Member States to 27, completed the process of accession of the countries of Central and Eastern Europe, thereby putting an end to the division of the continent of Europe.

(Source: http://www.cvce.eu/en/education/unit-content/-/unit/02bb76df-d066-4c08-a58a-d4686a3e68ff/3782dae5-807d-4383-b055-ac0e98818bae)

5. EU Treaties

5.1. FROM THE SINGLE EUROPEAN ACT TO THE TREATY OF MAASTRICHT

Objectives:
- improving knowledge about the process of European construction;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the skill so of comprehension and summarizing of texts by practicing applying the method "ask questions".

Target: students between 14-19 years old

Time required: 50 minutes

Means/Tools:
- Materials: worksheet, pens, markers, flipchart paper.
- Methods: conversation, discussion group, guided discussion, summarization technique.
- Ways of organizing the activity: activity group/individual activity.

Strategies:

Suggested activities:
- Remind the previous stages of the process of European construction.
- Students are divided into 6 groups. 3 groups will read worksheet 1 and will complete the graphic organizer about the Single European Act. The other 3 groups will read worksheet 2 and will complete the graphic organizer about the Maastricht Treaty.
- Students work in groups to solve the task. The representative of each group will present the result of the teamwork. Students from other groups can answer questions.
- At the end of the class, the teacher emphasizes the essential ideas of the lesson.

[Въведете текст]

- The learning activity can be organized individually; In this case, students fill in the worksheet.

Extensions:
- Reflection: In 1987 the Single European Act came into force. After 5 years there is a major revision of the document, by the Treaty of Maastricht. It means that not even a quarter of the time since the adoption of the Treaties of Rome to the Single European Act. What are the determining factors for this accelerated evolution?
Compare: The Single European Act vs. Maastricht Treaty.

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout 1: Single European Act

Single European Act (SEA), agreement enacted by the European Economic Community (EEC; precursor to the European Community and, later, the European Union) that committed its member countries to a timetable for their economic merger and the establishment of a single European currency and common foreign and domestic policies. It was signed in February 1986 in Luxembourg and The Hague and entered into force on July 1, 1987. Several significant provisions of the SEA brought important modifications to the foundational treaties of the 1950s that had established the European Communities—the EEC, the European Coal and Steel Community (ECSC), and the European Atomic Energy Community (Euratom).

The movement toward European integration began after World War II. It did so in rather halting steps, the first of which was the creation of the ECSC in 1952. With six members—Belgium, Luxembourg, the Netherlands, West Germany, France, and Italy—the ECSC was the first modern, wide-scale economic coalition in Europe. Six years later, when it was clear that economic cooperation in Europe was feasible, the member states of the ECSC deepened their arrangement through the signing of the Treaties of Rome, which set up the EEC and Euratom. The EEC's goal was economic harmonization of the region through a common market and the removal of barriers to free trade. In the 1970s and '80s the EEC expanded, adding the United Kingdom, Ireland, Denmark, Spain, Greece, and Portugal. That era's political and economic challenges included an oil crisis that reached its peak in 1973 and new pressures to compete on a global scale as the United States began more-liberalized international trade. The European governments responded with a vision of a unified front that would streamline their major economic and political differences. The SEA represented a large step toward that goal.

Although the European Parliament had been established by the EEC, it was limited to a mostly advisory role, and its officials were not directly elected. The SEA expanded the European Parliament's powers to include a veto over the admittance of new member states and over agreements made with associated states. It also established the direct election of the parliament's members. Further, the SEA gave more authority to the European Council, a body made up of the leaders of all member countries. The council may be understood as a unified executive branch of government; the president of the council is also known as the "president of the EU." Thus, not only did the SEA make significant institutional changes, it also made strides toward political integration of Europe. But the most important and sweeping aspect of the SEA's contributions was the timetable it detailed for the creation of a single European market in 1993.

With its economic provisions, the SEA began the world's largest trading area. It did so by permitting the free movement of goods, capital, labour, and services among and between member states. Before the implementation of the SEA's provisions, there had been some success toward the creation of a single market, but there were still many barriers (such as the differential rates of a [value-added tax](), and border crossings still involved much red tape, which complicated the shipment of goods. The SEA was the first attempt to have a Europe without frontiers by going further to ensure union than had any agreement before it. In addition to introducing unitary-market mechanisms—it had 272 such provisions—it established standards for workers' health and safety, set up European research and technology development strategies, and created policies designed to protect the environment. Hence, the SEA was a major step in the direction of establishing what is now the European Union, as it made a cohesive and harmonious economy the goal for Europe.

(Source: http://www.britannica.com/topic/Single-European-Act)

Single European Act	
Year of adoption	
The year when it took effect	
Background/reason	
Important stipulations	
Consequences of applying	

Why do you think The Single European Act is important?	

Handout 2: The Maastricht Treaty

The Maastricht Treaty (formally known as the Treaty on European Union), which was signed on February 7, 1992, created the European Union. The treaty met with substantial resistance in some countries. In Denmark, for example, voters who were worried about infringements upon their country's sovereignty defeated a referendum on the original treaty in June 1992, though a revised treaty was approved the following May. Voters in France narrowly approved the treaty in September, and in July 1993 British Prime Minister John Major was forced to call a vote of confidence in order to secure its passage. An amended version of the treaty officially took effect on November 1, 1993.

The treaty consisted of three main pillars: the European Communities, a common foreign and security policy, and enhanced cooperation in home (domestic) affairs and justice. The treaty changed the name of the European Economic Community to the European Community (EC), which became the primary component of the new European Union. The agreement gave the EC broader authority, including formal control of community policies on development, education, public health, and consumer protection and an increased role in environmental protection, social and economic cohesion, and technological research. It also established EU citizenship, which entailed the right of EU citizens to vote and to run for office in local and European Parliament elections in their country of residence, regardless of national citizenship.

The Maastricht Treaty specified an agenda for incorporating monetary policy into the EC and formalized planning that had begun in the late 1980s to replace national currencies with a common currency managed by common monetary institutions. The treaty defined a set of "convergence criteria" that specified the conditions under which a member would qualify for participation in the common currency. Countries were required to have annual budget deficits not exceeding 3 percent of gross domestic product (GDP), public debt under 60 percent of GDP, inflation rates within 1.5 percent of the three lowest inflation rates in the EU, and exchange-rate stability. The members that qualified were to decide whether to proceed to the final stage—the adoption of a single currency. The decision required the establishment of permanent exchange rates and, after a transition period, the replacement of national currencies with the common currency, called the euro. Although several countries failed to meet the convergence criteria (e.g., in Italy and Belgium public debt exceeded 120 percent of GDP), the Commission qualified nearly all members for monetary union, and on January 1, 1999, 11 countries—Austria, Belgium, Finland, France, Germany, Ireland, Italy,

Luxembourg, the Netherlands, Portugal, and Spain—adopted the currency and relinquished control over their exchange rates. Greece failed to qualify, and Denmark, Sweden, and the United Kingdom chose not to apply for membership. Greece was admitted to the euro beginning in 2001. Initially used only by financial markets and businesses, the euro was introduced for use by the general public on January 1, 2002.

The Maastricht Treaty significantly modified the EEC's institutions and decision-making processes. The Commission was reformed to increase its accountability to the Parliament. Beginning in 1995, the term of office for commissioners, who now had to be approved by the Parliament, was lengthened to five years to correspond to the terms served by members of the Parliament. The ECJ was granted the authority to impose fines on members for noncompliance. Several new institutions were created, including the European Central Bank, the European System of Central Banks, and the European Monetary Institute. The treaty also created a regional committee, which served as an advisory body for commissioners and the Council of Ministers on issues relevant to subnational, regional, or local constituencies.

One of the most radical changes was the reform of the legislative process. The range of policies subject to qualified majority voting in the Council of Ministers was broadened. The treaty also endowed the Parliament with a limited right of rejection over legislation in most of the areas subject to qualified majority voting, and in a few areas, including citizenship, it was given veto power. The treaty formally incorporated the Court of Auditors, which was created in the 1970s to monitor revenue and expenditures, into the EC.

As part of the treaty's second pillar, members undertook to define and implement common foreign and security policies. Members agreed that, where possible, they would adopt common defense policies, which would be implemented through the Western European Union, a security organization that includes many EU members. Joint actions—which were not subject to monitoring or enforcement by the Commission or the ECJ—required unanimity.

The EU's third pillar included several areas of common concern related to the free movement of people within the EU's borders. The elimination of border controls conflicted with some national immigration, asylum, and residency policies and made it difficult to combat crime and to apply national civil codes uniformly, thus creating the need for new Europe-wide policies. For example, national asylum policies that treated third-country nationals differently could not, in practice, endure once people were allowed to move freely across national borders.

(Source: http://www.britannica.com/topic/European-Union)

The Maastricht Treaty	
Year of adoption	
The year when it took effect	
Background/reason	
Important stipulations	
Consequences of applying	
Why do you think The Maastricht Treaty is important?	

| | |
| | |

5.2. FROM AMSTERDAM TO NICE

Objectives:
- improving knowledge about the process of European construction;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the skill so of comprehension and summarizing of texts by practicing applying the method "ask questions".

Target: students between 14-19 years old

Time required: 50 minutes

Means/Tools:
- Materials: worksheet, pens, markers, flipchart paper.
- Methods: conversation, discussion group, guided discussion, summarization technique.
- Ways of organizing the activity: activity group/individual activity.

Strategies:

Suggested activities:
- Remind the previous stages of the process of European construction. Students are divided into 6 groups. 3 groups will read worksheet 1 and will complete the graphic organizer about the Treaty of Amsterdam,. The other 3 groups will read worksheet 2 and will complete the graphic organizer about the Treaty of Nice
- Students work in groups to solve the task. The representative of each group will present the result of the teamwork. Students from other groups can answer questions. At the end of the class, the teacher emphasizes the essential ideas of the lesson. The learning activity can be organized individually; In this case, students fill in the worksheet.

Extensions:
- Compare: The Amsterdam Treaty vs. Nice Treaty.

Evaluation:

[Въведете текст]

- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout 1: The Treaty of Amsterdam

The Treaty of Amsterdam was signed on the 2nd of October 1997 and came into force on the 1st of May 1999. Its main changes were focused on the Treaty on European Union, created by the Maastricht Treaty in 1992. Its main areas of focus were increasing the democratic legitimacy of the European Institutions by increasing the powers of the European Parliament, Security and Justice Reforms including the introduction of a common foreign and security policy, the reformation of the three pillars of the EU and the reform of the institutions to better prepare them for the upcoming enlargement.

The Treaty of Amsterdam, or to give it its full name the "*Treaty of Amsterdam amending the Treaty of the European Union, the Treaties establishing the European Communities and certain related acts, commonly known as the Amsterdam Treaty*" came into force on the 1st of May1999. The Treaty was the result of a series of long negotiations beginning in 1995, in Messina, Sicily, and reached completion in Amsterdam on the 18th of June 1997. It was formally signed into EC law on the 2nd of October 1997 and a long and complex ratification process began. The procedure was finally concluded after the European Parliament ratified it on the 19th of November 1997 and after two referenda and 13 national parliament decision in the Member States.

The Treaty of Amsterdam is made up of 13 protocols and 3 huge sections, both introducing new articles and renumbering all the articles that came previously. Article 1 amended the Treaty on European Union and discusses criminal and policy cooperation as well as the Common Foreign and Security Policy. The following four articles amend the EC treaty and the European Coal and Steel Community Treaty (now expired), the EURATOM treaty and the acts covering the election and operation of the European Parliament. The final provisions contain a further four articles. The treaty also set out to simplify the Community Treaties, removing obsolete articles and renumbering the others to try to make the massive document more easily read and useful.

Other chapters of the treaty dealt with more pressing concerns mainly affecting European Citizens, dealing with their legal and personal security, immigration and fraud prevention. The EU could now legislate on immigration and civil procedure in so far as it was necessary to ensure the free movement of persons, one of the 4 core freedoms of the EC.

Two major reforms occurred with regards to the institutions. The Co-decision procedure, involving the European Parliament and the European Council was changed in terms of scope, with Parliament now playing a much stronger role. The president of the Commission also now needs the personal trust of the European Parliament, which will then give them the power to lay down the

Commissions policy guidelines more effectively and be able to actively choose members of the Commission with help from the national governments. This makes the Commission more politically accountable mainly as it is more accountable to the European Parliament. The treaty also allows the Member States to cooperate more closely, and encourages a multi-speed Europe, under a commission proposal, in areas where joint action can be taken, in so long as it does not undermine the Coherence of the EU or the rights and equalities of its citizens

Cooperation in the criminal justice systems of the Member States has also been improved, meaning States will now be able to coordinate their activities more effectively, creating a common area of "freedom, security and justice", in addition to the original idea of creating a common economic area. The Schengen Agreements allowing EU Citizens to travel across borders without border controls, as not been incorporate in the EU law (excluding Ireland and the UK). Linked to this the Treaty of Amsterdam laid down new principles for the Common Foreign and Security Policy, emphasising projection of the EU's values to the world outside of it, and reforming its modes of action. Common Strategies will be laid down by the European Council and Qualified Majority Voting will be used to put them into effect. Certain restrictions exist on the use o this voting, and abstentions can be made "constructively".

Also to ensure the EU was better recognised outside, a singular person was created, the High Representative for EU foreign Policy, so that outside actors had one person to go to when approaching the EU in terms of foreign policy. This put a "face and name" to EU foreign policy, and although Amsterdam did not provide for common defense in the EU, it did also increase peacekeeping responsibilities and humanitarian possibilities, forging closer links with the Western European Union Organisation. The Treaty of Amsterdam laid the foundations for future revisions of the treaty, being followed up with the treaties of nice and then the proposed constitutional treaty, which was eventually scrapped and replaced with the proposed Lisbon treaty.

The Treaty Attracted Criticism in many areas, mainly around democratic deficit, and the perceived short comings of its reforms.

The democratic deficit of the European Union was not fixed by this treaty. Negotiations preceding the treaty were primarily between governments and states, with no public participation, and the negotiations were held behind closed doors with again no transparency of discussion. The Europeans Parliaments power, although boosted by the treaty was not expanded into enough areas sufficiently. This was to be partly addressed by the Treaty of Nice. The Treaty did nothing to make it more understandable by the common citizen, and is a mess of 3 huge parts, and thirteen protocols, causing great difficulties when trying to interpret what its regulations are and thus how actors interacting with the treaty should behave. This was to be addressed by the Lisbon treaty. Also the heavy renumbering and restructuring of the treaty articles, although providing easier use for the future, caused confusion in the meantime as treaty articles had to be tracked down, using both the old and new numbers until people were used to the shifted article numbers.

The treaty also did not prepare the Union for the upcoming potential enlargement, and the institutions were poorly adapted to deal with this based upon this treaties revisions. Many states believed the intuitions were already unwieldy and inefficient even for the current 15 Member states, without even taking into account the potential for additional members. The composition of the Commission and the weighting of Member States votes and the use of Qualified Majority Voting were all not addressed, but were due to be in the Treaty of Lisbon.

Also it was heavily criticized for not being a large enough step towards political Union. Competence in areas outside of the economic sphere were not expanded much, and Police and

Judicial Cooperation, as well as the Common Foreign and Security Policy, remained weak and fledgling.

(Source:http://testpolitics.pbworks.com/w/page/20734325/The%20Treaty%20of%20Amsterdam)

The Treaty of Amsterdam	
Year of adoption	
The year when it took effect	
Background/reason	
Important stipulations	
Consequences of applying	
Evaluation of The Treaty of Asterdam	

Handout 2: The Treaty of Nice

The Treaty of Nice, agreed by the Heads of State or Government at the Nice European Council on 11 December 2000 and signed on 26 February 2001, is the culmination of eleven months of negotiations that took place during an Intergovernmental Conference (IGC) opened in February 2000. It entered into force on 1 February 2003 after being ratified by the fifteen Member States of the European Union (EU) according to their respective constitutional rules.

The Treaty of Amsterdam made specific provisions for the IGC 2000 in its Protocol on the institutions in the context of EU enlargement. It did in fact anticipate that "at least one year before the membership of the European Union exceeds twenty, a conference of representatives of the governments of the Member States shall be convened in order to carry out a comprehensive review of the provisions of the Treaties on the composition and functioning of the institutions". Furthermore, three Member States, Belgium, France and Italy were also intent on making a Declaration stating that strengthening the institutions was an "an indispensable condition for the conclusion of the first accession negotiations".

The Cologne European Council (June 1999) confirmed the need to convene an IGC to consider the institutional issues which had not been settled in Amsterdam and which had to be resolved before enlargement.

The Helsinki European Council (December 1999) reaffirmed this mandate and decided that the IGC would look at the size and composition of the Commission, the weighting of votes in the Council, the extension of qualified-majority voting, as well as any other institutional adjustments that would have to be made to the Treaties in connection with the above issues and in the context of implementing the Treaty of Amsterdam.

This European Council's conclusions left the option of adding further items to the IGC's agenda, which the Feira European Council (June 2000) took advantage of with the addition of enhanced cooperation.

Preparation for the IGC began in October 1999 when, at the request of the Commission, the group of high level experts led by Mr Dehaene presented its report on the institutional implications of enlargement. Following this report, on 26 January 2000, the Commission presented its opinion entitled "Adapting the institutions to make a success of enlargement".

After consultation of the Commission and Parliament, whose opinions must be sought before an IGC is convened (Article 48 of the EU Treaty), the conference of Member States' government representatives opened on 14 February 2000 under the Portuguese Presidency. From July 2000 the IGC worked under the French Presidency.

The Intergovernmental Conference which resulted in the Treaty of Nice had the very clear mandate of preparing the European Union for enlargement by revising the Treaties in four key areas:
- size and composition of the Commission;
- weighting of votes in the Council;
- extension of qualified-majority voting;

[Въведете текст]

- enhanced cooperation.

The institutional reform achieved in Nice has been described as "technical" and "limited".

The Treaty does not, in fact, drastically change the institutional balance but rather makes some adjustments, mainly to the function and composition of the institutions and enhanced cooperation. In addition to the discussion on the reform of the institutions, some more unusual non-institutional topics were tackled.

In the interests of clarity this guide to the Treaty of Nice has been divided into three chapters covering the main changes that have been made.

Institutional questions

- The Council of the European Union and the new weighting of votes in the Council: adjustment in the weighting of votes in favour of the more populated Member States and redistribution of votes among the 25 then 27 Member States.
- The European Commission: change in the composition of the Commission, increase in the powers of the President and change in the way he or she is nominated.
- Judicial System: new division of tasks between the Court of Justice and the Court of First Instance and the possible creation of specialist judicial Chambers.
- Other Institutions:Parliament: extension of the codecision procedure and adjustment of the number of seats allocated to each current and future Member State. The Court of Auditors, the European Economic and Social Committee and the Committee of the Regions: composition and nomination of members.

Enhanced Cooperation: the Treaty of Nice has made the enhanced cooperation system more flexible (less strict conditions, removal of the right to veto, more fields of application).

Qualified-majority voting: extension of the qualified-majority decision-making process to around thirty new Articles.

Other reforms

These involve several thematic provisions relating to fundamental rights, security and defence policy, cooperation over criminal law, the status of European political parties as well as a number of provisions contained in the Declarations and Protocols annexed to the Treaty.

(Source: http://eur-lex.europa.eu/legal-content/RO/TXT/?uri=URISERV%3Axy0017)

The Treaty of Nice	
Year of adoption	
The year when it took effect	
Background/reason	
Important stipulations	
Consequences of applying	
Why do you think The Treaty of Nice is important?	

5.3. THE TREATY OF LISBON

Objectives:
- improving knowledge about the process of European construction;
- identifying the modifications introduced by the Treaty of Lisbon;
- developing skills of students to participate in various communication situations, to work together, to cooperate, to respect the views of others;
- developing the skill so of comprehension and summarizing of texts by practicing applying the method "ask questions".

Target: students between 14-19 years old

Time required: 50 minutes

Means/Tools:
- Materials: worksheet, pens, markers, flipchart paper.
- Methods: conversation, discussion group, guided discussion, summarization technique;
- Ways of organizing the activity: activity group/individual activity.

Strategies:

Suggested activities:
- Updating the information on the other treaties of the EU.
- Students are divided into 5-6 groups. The task is common to all groups: reading the text and filling the graphic organizer with question grouped on 3 difficulty levels.
- For each level will be made at least 3 questions.
- Students work in groups to solve the task and write it on a flipchart. The representative of each group will present the result of the teamwork. Students from other groups can answer questions.
- At the end of the class, the teacher emphasizes the essential ideas of the lesson.
- The learning activity can be organized individually. In this case, students fill in the worksheet.

Extensions:
- Reflection: The qualified majority or double majority? Which system is more efficient?
- Key-dispositions of the Lisbon Treaty: research and filling in the table (worksheet 2).
- Case study: Ireland referendum

Evaluation:
- The systematic evaluation of the activity and students' behaviour during classes'
- The evaluation of students' answers at the tasks.

Handout 1: The Treaty of Lisbon

The Treaty establishing a Constitution for Europe, prepared by the European Convention and signed in Rome on 29 October 2004, would never enter into force. In spring 2005, although it had already been ratified by eleven Member States, the failure of the referendums in France and the Netherlands led to the suspension of the ratification process. While seven Member States subsequently continued with their ratification procedure, seven others postponed it indefinitely. The European Union (EU) was plunged into an unprecedented crisis that would last for two years. In 2007, the German Presidency stepped up consultations and managed to break the deadlock. On 23 June 2007, the Heads of State or Government meeting within the European Council agreed to convene a new Intergovernmental Conference (IGC) as soon as possible. In its mandate, the IGC was asked to draw up a 'Reform Treaty' amending the Treaties in force. The constitutional concept, which consisted in repealing all existing Treaties and replacing them by a single constitutional text, was abandoned.

The IGC began its work on 23 July 2007 and was concluded on 18 October 2007 with an informal meeting of the Heads of State or Government in Lisbon. During this meeting, a political agreement on the text of the new Treaty was finally secured. On 13 December 2007, the Heads of State or Government signed the *Treaty of Lisbon* and called for a swift completion of national ratification processes in the 27 Member States with a view to allowing entry into force of the Treaty on 1 January 2009.

The aim of the Treaty of Lisbon was to amend the Treaty on European Union and the Treaty establishing the European Community, which was renamed the 'Treaty on the Functioning of the European Union'. All references to the notion of 'Constitution' were removed. Yet this new Treaty was largely based on the substance of the 2004 Constitutional Treaty. It merged the three pillars (the Community and two areas of intergovernmental cooperation); granted legal personality to the EU, which replaced the Communities; made the Charter of Fundamental Rights legally binding; and brought about several institutional reforms. The Treaty provided for a strengthening of the legislative and budgetary powers of the European Parliament; the redefinition and extension of qualified majority voting in the Council; the formal recognition of the European Council as an institution and the creation of the post of President of the Council; the creation of the post of High Representative of the Union for Foreign Affairs and Security Policy; a strengthening of the role of national parliaments; and the new Citizens' Initiative.

Once the Treaty was signed by the Heads of State or Government on 13 December 2007, the ratification process could begin. On 12 June 2008, Ireland, the only country requiring ratification by referendum, rejected the Treaty. The solution recommended by the June 2008 European Council was to continue the ratification process that had been started. By this stage, the parliaments of 19 Member States had already approved the Treaty and a renegotiation of the text was inconceivable. After obtaining further guarantees from the European Council, Ireland held a second referendum on 2 October 2009. This time, the 'yes' vote won. On 3 November 2009, ratification of the Treaty by the Czech Republic brought the EU-wide ratification process to a close. The Treaty of Lisbon finally entered into force on 1 December 2009.

ASK QUESTIONS

[Въведете текст]

Level 1. Define (description, identification, mentioning etc.)	
Level 2. Analyse (comparison, synthesis, inferences, conclusions ,the chronological order of events, summarize etc.)	
Level 3. Apply (evaluation, prediction, questioning, making opinions, argumentation etc.)	

Handout 2: The Treaty of Lisbon – Key provisions

The Treaty of Lisbon – Key provisions

Field	Important provisions
Decision making	
Economic policy	
EU on world level	
Security and defence	
Social politics	
Human rights	

6. EU Institutions

6.1. EU INSTITUTIONS

[Въведете текст]

Objectives:
- improving knowledge about the functioning of the European Union;
- developing students 'skills to participate in various communicational situations, to work in teams, to cooperate, to respect the views of others;
- developing skills of comprehension and summarization of texts by filling in graphic organizers and generating questions ;
- developing skills for identifying similarities and differences between different information;

Target: students aged 14-19 years old

Time required: 90 minutes

Means/Tools:
- Materials: worksheet, pens, computer with internet connection.
- Methods used: conversation, group debate, guided discussion, summarization technique, brainstorming comparison.
- Forms of activity organization: activity group / individual activity.

Strategies:

Suggested activities:
- Group Activity: Students are divided into 5 groups. Each group will have access to at least one computer connected to the Internet. Students will read information about the main institutions of the European Union and will complete the graphic organizer (Worksheet no. 1). The representative of each group will present one institution.
- Brainstorming: Based on information selected and presented about each institution, the teacher and students will determine the steps that are followed for the creation and adoption of a law on the European Union.
- The teacher can add information about other institutions of the European Union, explains the concept of subsidiarity.
- Group activity. Students will work in groups to identify at least two similarities and two differences between the organization of the European Union and the USA. The representative of each group will present the identified similarities and differences.

Extensions:
- Making a comparison between the current European Union and "United States of Europe" mentioned by Winston Churchill in his speech from 19 September 1946 in Zurich. (Appendix 1)

Evaluation:

- systematic evaluation of the activity and behavior of students during class;
- assessing student responses from work tasks;
- completing an evaluation test (Worksheet no. 2).

Handout 1: The European Union Institutions

Institution	Structure	Tasks	Where?
Council of Europe			

[Въведете текст]

European Comission			
Council of Ministers			
European Parliament			
The Court of Justice of the European Union			

Appendix 1: Winston Churchill Speech
(Zurich, 19 septembrie 1946)

I WISH TO SPEAK TO YOU TODAY about the tragedy of Europe.

This noble continent, comprising on the whole the fairest and the most cultivated regions of the earth; enjoying a temperate and equable climate, is the home of all the great parent races of the western world. It is the fountain of Christian faith and Christian ethics. It is the origin of most of the culture, arts, philosophy and science both of ancient and modem times.

If Europe were once united in the sharing of its common inheritance, there would be no limit to the happiness, to the prosperity and glory which its three or four hundred million people would enjoy. Yet it is from Europe that have sprung that series of frightful nationalistic quarrels, originated by the Teutonic nations, which we have seen even in this twentieth century and in our own lifetime, wreck the peace and mar the prospects of all mankind.

And what is the plight to which Europe has been reduced?

Some of the smaller States have indeed made a good recovery, but over wide areas a vast quivering mass of tormented, hungry, care-worn and bewildered human beings gape at the ruins of their cities and homes, and scan the dark horizons for the approach of some new peril, tyranny or terror.

Among the victors there is a Babel of jarring voices; among the vanquished the sullen silence of despair.

That is all that Europeans, grouped in so many ancient States and nations, that is all that the Germanic Powers have got by tearing each other to pieces and spreading havoc far and wide.

Indeed, but for the fact that the great Republic across the Atlantic Ocean has at length realised that the ruin or enslavement of Europe would involve their own fate as well, and has stretched out hands of succor and guidance, the Dark Ages would have returned in all their cruelty and squalor.

They may still return.

Yet all the while there is a remedy which, if it were generally and spontaneously adopted, would as if by a miracle transform the whole scene, and would in a few years make all Europe, or the greater part of it, as free and as happy as Switzerland is today.

What is this sovereign remedy?

It is to re-create the European Family, or as much of it as we can, and provide it with a structure under which it can dwell in peace, in safety and in freedom.

We must build a kind of United States of Europe.

In this way only will hundreds of millions of toilers be able to regain the simple joys and hopes which make life worth living.

The process is simple.

All that is needed is the resolve of hundreds of millions of men and women to do right instead of wrong, and gain as their reward, blessing instead of cursing.

Much work has been done upon this task by the exertions of the Pan-European Union which owes so much to Count Coudenhove-Kalergi and which commanded the services of the famous French patriot and statesman, Aristide Briand.

There is also that immense body of doctrine and procedure, which was brought into being amid high hopes after the First World War, as the League of Nations.

The League of Nations did not fail because of its principles or conceptions. It failed because these principles were deserted by those States who had brought it into being. It failed because the Governments of those days feared to face the facts and act while time remained. This disaster must not be repeated. There is, therefore, much knowledge and material with which to build; and also bitter dear-bought experience.

I was very glad to read in the newspapers two days ago that my friend President Truman had expressed his interest and sympathy with this great design.

[Въведете текст]

There is no reason why a regional organisation of Europe should in any way conflict with the world organisation of the United Nations. On the contrary, I believe that the larger synthesis will only survive if it is founded upon coherent natural groupings.

There is already a natural grouping in the Western Hemisphere. We British have our own Commonwealth of Nations. These do not weaken, on the contrary they strengthen, the world organisation. They are in fact its main support.

And why should there not be a European group which could give a sense of enlarged patriotism and common citizenship to the distracted peoples of this turbulent and mighty continent and why should it not take its rightful place with other great groupings in shaping the destinies of men?

In order that this should be accomplished, there must be an act of faith in which millions of families speaking many languages must consciously take part.

We all know that the two world wars through which we have passed arose out of the vain passion of a newly united Germany to play the dominating part in the world.

In this last struggle crimes and massacres have been committed for which there is no parallel since the invasions of the Mongols in the fourteenth century and no equal at any time in human history.

The guilty must be punished. Germany must be deprived of the power to rearm and make another aggressive war.

But when all this has been done, as it will be done, as it is being done, there must be an end to retribution. There must be what Mr. Gladstone many years ago called 'a blessed act of oblivion'.

We must all turn our backs upon the horrors of the past. We must look to the future. We cannot afford to drag forward across the years that are to come the hatreds and revenges which have sprung from the injuries of the past.

If Europe is to be saved from infinite misery, and indeed from final doom, there must be an act of faith in the European family and an act of oblivion against all the crimes and follies of the past.

Can the free peoples of Europe rise to the height of these resolves of the soul and instincts of the spirit of man?

If they can, the wrongs and injuries which have been inflicted will have been washed away on all sides by the miseries which have been endured.

Is there any need for further floods of agony?

Is it the only lesson of history that mankind is unreachable?

Let there be justice, mercy and freedom.

The peoples have only to will it, and all will achieve their hearts' desire.

I am now going to say something that will astonish you.

The first step in the re-creation of the European family must be a partnership between France and Germany.

In this way only can France recover the moral leadership of Europe.

There can be no revival of Europe without a spiritually great France and a spiritually great Germany.

The structure of the United States of Europe, if well and truly built, will be such as to make the material strength of a single state less important. Small nations will count as much as large ones and gain their honour by their contribution to the common cause.

The ancient states and principalities of Germany, freely joined together for mutual convenience in a federal system, might each take their individual place among the United States of Europe. I shall not

try to make a detailed programme for hundreds of millions of people who want to be happy and free, prosperous and safe, who wish to enjoy the four freedoms of which the great President Roosevelt spoke, and live in accordance with the principles embodied in the Atlantic Charter. If this is their wish, they have only to say so, and means can certainly be found, and machinery erected, to carry that wish into full fruition.

But I must give you warning. Time may be short.

At present there is a breathing-space. The cannon have ceased firing. The fighting has stopped; but the dangers have not stopped.

If we are to form the United States of Europe or whatever name or form it may take, we must begin now.

In these present days we dwell strangely and precariously under the shield and protection of the atomic bomb. The atomic bomb is still only in the hands of a State and nation which we know will never use it except in the cause of right and freedom. But it may well be that in a few years this awful agency of destruction will be widespread and the catastrophe following from its use by several warring nations will not only bring to an end all that we call civilisation, but may possibly disintegrate the globe itself.

I must now sum up the propositions which are before you.

Our constant aim must be to build and fortify the strength of the United Nations Organisation.

Under and within that world concept, we must re-create the European family in a regional structure called, it may be, the United States of Europe.

The first step is to form a Council of Europe.

If at first all the States of Europe are not willing or able to join the Union, we must nevertheless proceed to assemble and combine those who will and those who can.

The salvation of the common people of every race and of every land from war or servitude must be established on solid foundations and must be guarded by the readiness of all men and women to die rather than submit to tyranny.

In all this urgent work, France and Germany must take the lead together.

Great Britain, the British Commonwealth of Nations, mighty America, and I trust Soviet Russia - for then indeed all would be well - must be the friends and sponsors of the new Europe and must champion its right to live and shine.

(Source: http://www.churchill-society-london.org.uk/astonish.html)

Handout no. 2
The Institutions of the European Union – evaluation test

1.The only institution whose members are elected by European citizens is:
A.European Commission B.European Parliament
C.European Council   D.European Ombudsman

2. The number of members in the European Parliament is established for each Member State according to:
A. surface B. Population C.seniority in the EU   D. prior activity

3. Composition of the European Union Council varies by:
A.disscused subjects   B. population of each state
C. decisions of each state D. the composition of this institution does not vary

4. "The Guardian of the Treaties" is:
A. European Commission B.European Parliament
C. European Council   D. The Council of the European Union

5. "The Voice of the European citizens" is:
A. European Commission B.European Parliament
C. European Council D. The Council of the European Union

6. Since 2004, the European Council meetings are held at:
A. Luxembourg B. Strasbourg C. Brussels D. Frankfurt

7. The main strategic directions for the EU are determined by:
A. European Commission B.European Parliament
C. European Council   D. The Council of the European Union

8. European Commissioners are appointed for a period of:
A. 1 year B.3 years C. 5 years D.7 years

9. The EU budget is voted every year by:
A. European Commission B.European Parliament
C. European Council   D. The Council of the European Union

10. The institution who may ask the European Commission's resignation is:
A. Court of Justice of the European Union B. European Parliament
C. European Council   D.The Council of the European Union

11. The institution which has the role of ensuring compliance with Community law is:
A. Court of Justice of the European Union   B. European Parliament
C. European Council   D.The Council of the European Union

12. MEPs are elected for a period of:
A. 1 year B.3 years C: 5 years D.7 years

13.The most part of the EU legislation is adopted by:
A. Court of Justice of the European Union and the European Ombudsman
B. The European Council and the European Parliament
C. The European Commission and the European Parliament
D: EU Council and the European Parliament

14. MEPs are grouped according to:
A. nationality   B.political affinities
C. opinions on various issues discussed D.alphabetically

15. The largest number of deputies in the European Parliament belongs to:
A. France B. Great Britain C. Germany D. Spain

16. The lowest number of deputies in the European Parliament belongs to:
A.Croatia B. Belgium C.Bulgaria D. Malta

17. The European Council consists of:
A. Heads of State or Government of the Member States
B. Heads of State or Government of the Member States, the President of the European Commission and European Council President
C. Members elected by European citizens
D. ministers

18. Since what year the MEPs are elected by the citizens?
A. 1951 B. 1967 C. 1979 D. 1993

19. ERASMUS$^+$ program is managed by:
A. European Commission B.European Parliament
C. European Council   D. The Council of the European Union

20. Within the European Union, legislative power is held by:
A. Court of Justice of the European Union and the European Ombudsman
B. The European Council and the European Parliament
C. The European Parliament and the European Commission
D: EU Council and the European Parliament

Answers:
1-B, 2-B, 3-A, 4-A, 5-B, 6-C, 7-C, 8-C, 9-B, 10-B, 11-A, 12-C, 13-D, 14-B, 15-D, 16-D, 17-B, 18-C, 19-A, 20-D.

6.2. THE DEMOCRATIC DEFICIT OF THE EUROPEAN UNION: MYTH OR REALITY?

Objectives:
- improving knowledge about the functioning of the European Union;
- understanding the concept of "democratic deficit";
- developing students 'skills to participate in various communicational situations, to work together, to cooperate, to respect the views of others;
- developing skills of comprehension and summarization of texts;

Target: students aged 14-19 years old
Time required: 90 minutes
Means/Tools:
- Materials: worksheet, pens, markers, flipchart sheets.
- Methods: conversation, group discussion, conducted discussion.
- Forms of activity organizing: group activity.

Strategies:
Suggested activities:
- Students are divided into 5-6 groups. The task is common to all groups: reading text and adopt a common view regarding the democratic deficit in the European Union. Students can access the Internet to complete the information.
- Students in a group must communicate and negotiate a common view of the group, respecting the opinions of others.
- During the debate, a graphic organizer will be completed with pros and cons on the democratic deficit of the European Union.
- At the end of the class, the teacher emphasizes the essential ideas of the lesson.

Extensions:
- Reflection: Why is the presence of citizens diminished in the European Parliament elections? Ask your parents, relatives, acquaintances. Write down the reasons for which they were / were not voting.
- Will you participate in parliamentary elections in 2019?

Evaluation:
- systematic evaluation of the activity and behaviour of students during class;
- assessing student responses to their work.

Worksheet 1: About the democratic deficit

There are several reasons for which it was said that there is a democratic deficit in the Union:

1. The absence of an European demos. There is no democracy without a demo, because only the existence of a national solidarity can create relationships to determine the minority to accept majority decisions. Failing that, majority decisions will always be challenged and suspected as serving their own interests. In addition, there are not truly European political transnational parties, and no common language to facilitate communication between the elected ones and between citizens, says Dieter Grimm in the mentioned article.

In fact the question is how we understand demos. If we do in in the German tradition (ethnos-culture- nation), then we will never have a European people. If we define it civically as a "daily plebiscite", it becomes possible. It is important from this point of view, not to equate nationality and citizenship. Some authors even believe that EU treaties could become a new "social contract" or that they are already a constitution without formally wearing this name.

2. The bigger the political system is / the more members it has, the less the weight or influence of a member is. The fact that the EU adds an additional level of government, it alienates more the decision of the citizen. This problem has been termed "reverse regionalism". To correct this problem it was appealed to the principle of subsidiary, which requires that any decision to be taken at the lowest feasible level.

3. Disruption of the balance between the executive and legislative government. In national states, there is a parliamentary control over government. In the EU, the most important decision-making body is the Council of Ministers, composed of representatives of governments. The control of the European Parliament is very limited and in terms of control of national parliaments on what governments do in the Council of Ministers, there are two problems: a) lack of transparency in decision-making in the Council makes it impossible for national parliaments to know exactly what position supported their governments; b) "the volume, complexity and time in community decision-making procedure transforms control of national parliaments into an illusion."

As a result, European integration has led in time to a marked weakening of the role of national parliaments (this thing happened because increasingly more materials were transferred to the competence of the Communities) and to an increase in power governments. To solve this problem, various solutions have been proposed, for example closer association of national parliaments in the decision-making or direct election of the European Commission.

4. The European Parliament still continues to be too weak and have limited powers, despite the introduction of universal vote and the recent extension of its powers. The advisory procedure is maintained for some materials, even though the Lisbon Treaty has remedied a large part of this shortfall. But even its budgetary powers are limited to non-compulsory expenditure. The Parliament can dismiss the Commission and approve the Commissioners, but the option for their appointment belongs to the Council. To all this is added the large number of parliamentarians and cumbersome procedures (translation etc.), which makes a real debate in the EP practically impossible.

5. There is virtually no electoral moment in which people can actually penalize Union policies. European elections are dominated by national agenda and have a more testing value (as in the US Mid-term Elections) for national elections. As a result, "citizens' preferences regarding political agenda of the EU, have, at best, only an indirect influence on policy."

6. The complexity of the political system of the Union. This is very different from the national

political system. In the EU there are many models and types of policy-making procedures, depending on the field - the Community model, the intergovernmental, multi-level governance etc. Separation of powers is not clear (for example, the Council has both legislative and executive functions). There is a pronounced lack of transparency on decision making. Council works are not public. And as a total crowning of the complexity, the Commission's works are based on some consultation procedures with countless committees made up of representatives of the Member States - it is about the famous 'comitology'.

7. Lastly, Follesdal and Hix and Diego Varela points out that there is an important gap between policies which the citizens want and policies which are actually applied. Governments take advantage of the lack of accountability to implement policies which they could not implement at national level due to lack of public support. Instead, the lack of transparency in the decision-making of the EU Council in general and of the Council in particular allows national officials to blame their European counterparts for the adoption of decisions to which they themselves participated. As a result, "EU policies are usually more to the right than the national ones."

Issues related to the EU's democratic deficit can be classified, eventually, into three broad categories. First, there is a problem of legitimacy, which I have set out in detail in this text. Secondly, there is a problem of transparency in decision-making. The complexity of the Union's political system makes this problem unsolvable any time too soon. The third category is the problem of accountability - who and how anyone can be held responsible to citizens for EU policies? As noted above, the European Parliament elections cannot be considered an effective tool in this respect and accountability through national level - the responsibility of governments in parliaments - is a difficult process because of the lack of transparency of the Council of Ministers.

The Lisbon Treaty brings a number of positive changes that try to alleviate the problem of the democratic deficit. It is primarily about extending co-decision to the vast majority of areas covered by the Treaty, especially in the field of Justice and Home Affairs (renamed "Area of Freedom, Security and Justice"), but also in terms of the Union budget. Secondly, national parliaments have the power to challenge EU draft legislation that is considered unnecessary. Thirdly, the Charter of Fundamental Rights is included in Community legislation and the Union becomes a part to the European Convention on Human Rights. Finally, it is laid down that at least one million EU citizens to have legislative initiative. But this is very difficult to enforce; it is not clear how to create an union at this scale.

(Source: http://www.sferapoliticii.ro/sfera/172/art18-Ivan.php)

7. Economic Integration

7.1. THE UNIQUE MARKET AND COMMERCE

Objectives:

- Improving knowledge on the economic integration of EU countries;
- Developing students ability to participate in different communication situations, of working in a team, of cooperating, of respecting the others' points of view;
- Developing text comprehension skills by presenting the information structurally in five ways: comparatively, descriptively, sequentially, causally, problematically;
- Developing the information summarizing skills by using graphic organisers.

Target: students aged 14-19

Time required: 50-60 minutes

Means/Tools:
- Materials: handouts, pens, markers, flipchart sheets.
- Methods: conversation, group debate, guided discussion, summarizing technique, filling in graphic organizers, gallery tour.
- Organisation: group activity.

Strategies:

Suggested activities:
- Students must have knowledge regarding structured information presentation in five ways comparatively, descriptively, sequentially, causally, problematically) and about graphic organization techniques (Venn diagram, fishbone diagram, Web diagram, cluster diagram, T table, chain of events, -network tree, consequence table, comparative table, etc.
- Students are divided in 5-6 groups. The task is common for all groups: reading information on the unique market and filling in the table. The table is filled in on a flipchart sheet that will be stuck on the class wall (the method "Gallery tour"). After the presentation and the gallery tour, each group analyses their product by comparison with the others.
- Students work in groups to solve the task. The representative of each group will present the result of team work.
- At the end of the class, the teacher underlines the main ideas of the lesson and brings further information.

Extensions:
- Filling in handout no. 2: What do the four liberties mean?

Evaluation:
- Systematic evaluation of students activity and behaviour during the class;
- Evaluating students' tasks solving.

<div align="center">

Handout: One market without borders
Read carefully the texts and fill in the graphic organizer:

</div>

In the EU's single market (sometimes also called the internal market) people , goods , services , and money can move around the EU as freely as within a single country. Mutual recognition plays a central role in getting rid of barriers to trade. EU citizens can study, live, shop, work and retire in any EU country - and enjoy products from all over Europe. To create this single market, hundreds of technical, legal and bureaucratic barriers to free trade and free movement between the EU's member countries have been abolished. As a result, companies have expanded their operations. The competition has brought prices down and given consumers more choice:
- Phone calls in Europe cost a fraction of what they did 10 years ago
- Many air fares have fallen significantly and new routes have opened up.
- Many homes and businesses can now choose their electricity and gas suppliers.

[Въведете текст]

At the same time, with the help of Europe's various competition and regulatory authorities, the EU works to ensure that these greater freedoms don't undermine fairness, consumer protection or environmental sustainability. European businesses selling in the EU have unrestricted access to nearly 500 million consumers, helping them to stay competitive. The single market is also attractive to foreign investors. Economic integration can also be a great advantage in times of recession, allowing EU countries to continue trading with one another, rather than resorting to protectionist measures that would worsen the crisis.

Many obstacles remain, however, in areas where integration is taking longer:
- fragmented national tax systems impede market integration and undermine efficiency
- separate national markets still exist for financial services, energy and transport
- e-commerce between EU countries has been slower to take off than at national level, and rules, standards and practices vary considerably
- the services sector is lagging behind the goods markets (although it has been possible since 2006 for companies to offer a range of services abroad from their home base)
- rules on the recognition of vocational qualifications need to be simplified to make it easier for qualified workers to find a job in another EU country.

The financial services market is a special case. The EU is seeking to build a strong, secure financial sector — while avoiding a repeat of the 2009 crisis — by supervising financial institutions, regulating complex financial products and requiring banks to hold more capital. The creation of the banking union transferred the mechanisms for bank supervision and resolution from national to EU level in several member countries. There are also plans to set up an EU-wide capital markets union to:
- reduce fragmentation in financial markets
- diversify sources of finance
- strengthen flows of capital between EU countries
- improve access to finance for businesses, particularly small and medium-sized companies.

EU citizens do not need a passport to travel within the Schengen areas, which currently comprises 26 countries:
- all EU countries except Bulgaria, Croatia, Cyprus, Ireland, Romania & the UK
- Iceland, Lichtenstein, Norway & Switzerland

Although Schengen countries no longer carry out checks at internal borders, they have stepped up checks on the EU's external borders. To ensure safety in the Schengen area, these countries have also increased police cooperation, in particular through hot pursuit and continued surveillance of suspects moving between countries. The Schengen Information System allows the police and customs and national border control authorities to circulate alerts about wanted or missing people or stolen vehicles and documents.

(Source: http://europa.eu/pol/singl/index_en.htm)

Domain	Graphic organizer
Comparative way	
Descriptive way	

Sequential way	
Causal way	
Problem making way	

Handout no. 2: What do the four liberties mean?

Check for each example.

Examples	Free circulation of persons	Free circulation of goods	Free circulation of services	Free circulation of capital
1. I may study in Italy.				
2. During my studies in Italy my parents can send me money.				
3. My parents can visit me in Italy.				
4. I can order online books from Spain.				

[Въведете текст]

5. During the university year I can participate by ERASMUS$^+$ programme, in mobilities in Portugal.				
6. During holidays I may volunteer in Greece.				
7. After graduation, I can find employment for a firm in Austria.				
8. Though I work in Austria, I can make money deposits in a bank in Germany.				
9. I may hire workers from Romania to build a house in Austria.				
10. I can buy a car from Germany and bring it to Austria without customs taxes.				

7.2. EURO AND THE ECONOMY

Objectives:
- Improving knowledge on economic integration of EU countries, on the history and advantages of Euro ;
- Developing students' abilities of participating in different communication situations, of working in a team, of cooperating and respecting the others' points of view;
- Developing the text comprehension and summarizing skills by filling in graphic organizers and asking questions.

- **Target:** students aged 14-19
Time required: 50-60 minutes

Means/Tools:
- Materials: worksheet, pens, markers, flipchart sheets.
- Methods: conversation, group debate, guided discussion, summarizing technique, filling in graphic organizers (network tree).
- Organization: group work

Strategies:

Suggested activities:
- Group activity: students are divided in 6 groups. Each group will have access to a computer with Internet connection. Each group receives a task:
  - Red group: The way to the unique currency.
  - White group: The unique currency. Benefits for citizens.
  - Blue group: The unique currency. Benefits for enterprises.
  - Yellow group. The unique currency: Benefits for Europe.
  - Green group: The unique currency. Myths.
  - Orange group. The unique currency. Facts and figures.
- Students will search on the Internet information that they will write on cards and later will be posted on the „EURO tree".
- The teacher gives further information and underlines the main ideas of the lesson. .
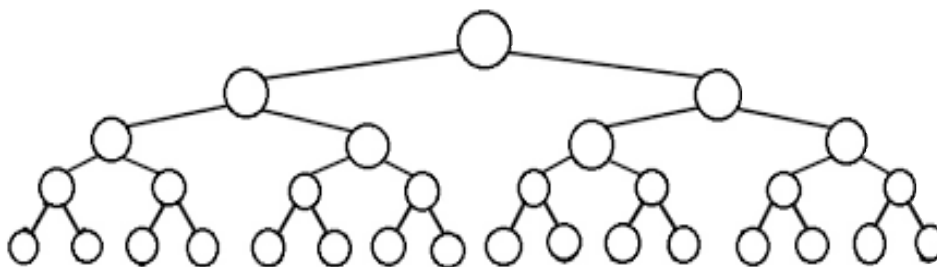
Extensions:
- Euro is the common currency for 19 European Union member states. Each country participating in Euro has its own design of the national side of the coin, which varies from the presentation of the monarch emblem on all coins (ex. Belgium) to a different drawing for each coin (ex. Italy).

Evaluation:
- Systematic evaluation of students' activity and behaviour during class;
- Evaluation of students answers at the tasks;
- Filling in the test about the Euro currency. (Handout 1)

[Въведете текст]

Handout: About Euro currency

Write the letter corresponding to the correct answer.
Each correct answer is 3 points.
Ten points granted.
Total points: 100

1.When was Euro launched officially?
A. 1957   B. 1993   C. 1999   D. 2002

2. When did Euro enter circulation?
A. 1951   B. 1967   C. 1999   D. 2002

3. How many states belong to Euro area?
A. 15 B. 19   C. 22   D. 28

4. Which is one of the advantages of using Euro as unique currency by the EU member states?
A. reducing the costs of transactions
B. price transparency
C. consolidating UE position within international monetary system
D. all variants

5. What is the name of the European monetary unit that was replaced by Euro?
A. ECU   B. pound   C. dollar   D. mark

6. What do the two parallel bars on the Euro coin mean?
A. solidarity   B. stability and security
C. tolerance   D. UE motto: „Unity in diversity"

7. What is the name of the criteria to be met by a EU member state to enter EU area?
A. convergence criteria   B. Stability criteria
C. monetary criteria   D. Adhesion criteria

8. What state did not adopt Euro although they meet the necessary criteria?
A. Romania   B. Russia   C. Germany   D. Great Britain

9. Who has the exclusive right of issuing Euro currency?
A. The European Parliament   B. The European commission
C. The European mediator   D. The Central European Bank

10. Euro banknotes have the same design in all the Euro area countries, but the Euro coins have a side that is common to all countries and a national one, representing the country they come from. This information is contained in a code on the verso of the banknote. What do the majority of the designs on the Euro banknotes represent?
A. bridges and windows   B. national leaders
C. the seven wonders of the ancient world   D. landscapes

11. Euro banknotes have the same design in all the Euro area countries, but the Euro coins have a side that is common to all countries and a national one, representing the country they come from. This information is contained in a code on the verso of the banknote .What is represented on the common side of Euro coins?
A. different maps of the European Union
B. landscapes of European Union countries
C. images with historical personalities from the European Union member countries
D. historical monuments from the European Union member countries

12. What illustrates the drawing from the common side of the 1, 2 and 5 Eurocents?
A. the position of Europe on the globe reported to Africa and Asia
B. The European Union before its extension from May 1st 2004
C. a landscape from an European country
D. a collage of European painters paintings

13. On all the Euro coins from this country there is one national symbol, the Celtic harp:
A. France   B. Ireland   C. Russia   D. Greece

[Въведете текст]

14. The motto « Liberty, equality, fraternity » is repeated 6 times on the two Euro coin from:
A. Romania   B. Italy   C. Cyprus   D. France

15. Dante Alighieri is represented on the 2 Euro coin from:
A. Cyprus   B. Spain   C. Italy   D. Great Britain

16The politician E. Venizelos is represented on the national side of the 50 cent coin from:
A. Greece   B. Romania   C. Italy   D. Mongolia

17. The horseback statue of the emperor Marc Aurelius is represented on the national side of the 50 cent coin from:
A. Greece   B. Russia   C. Italy   D. Great Britain

18. The Secession Palace is represented on the national side of the 50 Euro coin:
A. Austria   B. Russia   C. Italy   D. Albania

19. Bratislava castle is represented on the national side of the 10, 20 and 50 cents:
A. Great Britain   B. Slovakia   C. Russia   D. Romania

20. A sculpture of Umberto Boccioni is represented on the 20 cents coin from>
A. Greece   B. Romania;   C. Italy   D. Turkey

21The painting "The birth of goddess Venus" by Sandro Botticelli is represented on the 10 cent coin from:
A. Greece   B. Estonia   C. Cyprus   D. Italy

22. The cathedral Santiago de Campostella is presented on the national side of the 1, 2 and 5 cents from:
A. Romania   B. Spain   C. Cyprus   D. Slovenia

23. The mouflon, a species of wild sheep, is presented on the national side of the coin of 1, 2 and 5 cents from:
A. Estonia   B. Cyprus   C. Russia   D. Turkey

24. Brandenburg Gate appears on the Euro coin from :
A. Romania   B. France   C. Great Britain   D. Germany

25. Miguel Cervantes appears on the Euro coin from :
A. Spain   B. Portugal   C. Bulgaria   D. Turkey

26. Mariane is the symbol of this country and appears on the Euro coin from this country:
A. Great Britain   B. Romania   C. France   D. Spain

27. Mozart appears on the Euro coin from:
A. Romania   B. Cyprus   C. Estonia   D. Austria

28. The Euro symbol was inspired by the Greek letter:
A. Alfa B. Beta C. Eta D. Epsilon

29. The name of Euro currency was established in 1995 at the European Council reunion from:

A. Bucharest   B. London   C. Madrid   D. Rome

30. Euro Day is on :
A. January 1st B. May 9th C. June 1st D. December 10th

Correct answers:
1-C, 2-D, 3-D, 4-D, 5-A, 6-B, 7-A, 8-D, 9-D,10-A, 11-A, 12-A, 13-B, 14-D, 15-C, 16-A, 17-C,18-A, 19-B, 20-C, 21-D, 22-B, 23-B, 24-D, 25-A, 26-C, 27-D, 28-D, 29-C, 30-A.

8. Unity in Diversity

8.1. EUROPEAN CITIZENSHIP

Objectives:
- Improving students' knowledge on the European symbols, values and principles;
- Making students familiar with the values, rights and responsibilities that derive from assuming European citizenship;
- Giving students useful information for the exercise of the rights and obligations that derive from the concept of European citizenship.
- Developing students' abilities of participating in different communication situations, of working in a team, cooperating, respecting the others' points of view.

Target: students aged 14-19

Time required: 50-60 minutes

Means/Tools:

[Въведете текст]

- Materials: worksheet, pens, markers, flipchart sheets.
- Methods: conversation, group debate, guided discussion, brainstorming.
- Organization : group activity

Strategies:

Suggested activities:
- The teacher will address the students the following questions: How is European citizenship granted? Which are the rights of the European citizens? Which are the EU symbols? Which are the values and principles of EU?
- Commenting upon a quotation:" We may define the quality of an European by sharing a set o values. In other words, to be a European is to share European values." (Jonathan Scheele).
- The portrait of European citizenship. Students are divided in 6 groups. All the groups receive the same task: Imagine you participate in a student exchange in South Africa. Students in South Africa do not know much of Europe and of what means to be an European citizen. Each group has 5 minutes to make a presentation for the South African students referring to European citizenship. Each group will present the result of the group work.
- Analysis of the presentations made by the 6 groups. Which are the common elements? Are the positive or the negative aspects predominant? What aspects were rarely mentioned? What are the key words for the concept of European citizenship?

Extensions:
- Reflection: Is national identity compatible with European identity?
- Reflection: The education for European citizenship must be more promoted in the education system? The education for European citizenship has two important parts: developing knowledge and developing attitude. What is more important: developing knowledge or developing attitude?
- Make a comparison between: "The Chart of the Fundamental Rights of the European Union" and the constitution of the country.

Evaluation:
- Systematic evaluation of the students activity and behaviour during the class;
- Evaluation of students' answers to the tasks;
- Filling in the test on European citizenship. (Handout 1)

Worksheet: European Citizenship

Write the letter corresponding to the correct answer.
Each correct answer has 5 points.
Total points: 100

1.European citizenship was defined by the treaty signed at:
A. Roma   B. Maastricht   C. Lisbon   D. Amsterdam

2. To benefit from European citizenship a person must:
A. receive the agreement of the European Parliament and of the national government
B. to participate at least once at the elections for the European Parliament
C. to have citizenship of a member state
D. to agree to accept the values and principles of the European Union.

3. European citizenship is based on the basic common principles of the members states that are included in the Treaty from:
A. Roma   B. Maastricht   C. Lisbon   D. Amsterdam

4. One of the rights of the European citizens is the right to information. This means that:
A. the European citizens have access to all the documents elaborated by the European institutions

[Въведете текст]

B. the European citizens must be informed by their national governments about all the decisions taken by the European institutions
C. the European citizens have right to access the documents of the European Parliament, of the European Union Council within the limits of public or private interest
D. the European citizens are encouraged to read the email of the others

5. In 1998, to the purpose of informing citizens on the possibilities and rights that are offered to them by the European citizenship, the European Commission launched the information system:
A. Europe Direct   B. ERASMUS$^+$
C. the European mediator   D. Euroscola

6. The Chart of the European Union Fundamental Rights was signed in:
A. 1993   B. 1995   C. 2000   D. 2005

7. One of the supra–national rights, completion of European citizenship, of which the European citizens benefit is:
A. the right to vote and candidate to the elections for the European Parliament and the local elections in the residence state, under the same conditions as the citizens of the respective state.
B. The right to be chosen i the European Comission
C. The right of petition i front of the European Union Council and of the European Commission
D. the right to propose laws at European level

8. to examine the cases of faulty administration from community institutions and organizations, the European citizens have the right to appeal to:
A. The European Parliament   B. the European Commission
C. the European Ombudsman   D. All

9. the Chart of the Fundamental Rights of the European Union contains:
A. 10 articles   B. 25 articles   C. 36 articles   D. 54 articles

10. Among the social and economic rights of the European citizens mentioned under the chapter "Solidarity" from the Chart of the Fundamental Rights of the European Union are also:
A. the right to life, the right to strike, the right to social protection
B. the right to strike, the right to social protection, the right of the employees to information
C. the right to strike, the right to social protection, the liberty of expression
D. the liberty of expression, the liberty of conscience, the right to social protection.

11. One of the political rights of which the European citizens benefit is:
A. the right to free circulation
B. the liberty of settlement on the territory of any member state
C. the right to petition
D. the right to vote and to be elected for the elections for the European Parliament

12. The first provisions referring to the right of free circulation of persons are mentioned in the Treaty from:
A. Rome   B. Maastricht   C. Lisbon   D. Amsterdam

13. Chapter I from "The Chart of the Fundamental Rights of the European Union" is called "Dignity" and guarantees the following rights:

A. the right to life, the right to petition, the right to expression
B. the right to life, the life to the person's integrity, the right to dignity
C. forbidding slavery and forced labour, forbidding torture, the right to vote and be elected at the European Parliament elections,
D. forbidding slavery and forced labour, forbidding torture, the right of expression.

14.The European year of citizens was:
A. 1950 B. 1993   C. 2000   D. 2013

15. If one has a claim related to the problematic of EU, it may be addressed to:
A. The European Parliament or the European Mediator
B. The European Parliament and the European Commission
C. The European Parliament and the Court of Justice
D. all the European institutions

16. To organize a citizenship European initiative, citizens must make up a committee made up of at least 7 EU citizens, resident in at least 7 different member states. The European Commission will carefully analyze the initiative of th citizens and will establish a meeting with these ones when they gather: :
A. 100 000 signatures   B. 300 000 signatures
C. 500 000 signatures   D. 1 000 000 signatures

17.The net of European services for employment that may help you find a work place in another EU country is:
A. ERASMUS$^+$ B. Europe Direct
C. EURES   D. Euroscola

18.Beginning with 2001, this institution presents every year a report that analyses the measure in which the rights stated by The Chart of the European Union Fundamental Rights are respected:
A. The European Commission   B. The European Parliament
C. The European Union Council D. The European Union Court of Justice

19. The treaty that underlines the fact that the European citizenship completes the national citizenship and does not replace it was signed at :
A. Rome   B. Maastricht   C. Lisbon   D. Amsterdam

20. During the period 2007-2013, one of the initiatives implemented for the promotion of active European was the program:
A. Europe for citizens   B. Active citizens for Europe
C. Europe Direct   D. Democracy and tolerance

Correct answers :
1-B, 2-C, 3-D, 4-D, 5-A, 6-C, 7-A, 8-C, 9-D, 10-B, 11-D, 12-A, 13-B, 14-D, 15-A, 16-D, 17-C, 18-B, 19-D, 20-A.

[Въведете текст]

8.2. DIVERSITY-RESOURCE IN EUROPEAN CONSTRUCTION?

Title: Diversity – resource in European construction?

Objective:
- Exploiting different aspects of European diversity;
- Identifying your own attitude to diversity;
- Developing students abilities of participating in different communication situations, of team working, cooperating, respecting the others' points of view;
- Developing text comprehension and summarizing activities by filling in graphic organizers;
- Developing values and competences of democratic citizenship as positive relating to others, respecting human rights, admitting and accepting diversity, the respect to the others.

Target: students 14-19

Time required: 90 minutes

Means/Tools:
- Materials: handouts, pens, markers, flipchart sheets, computers with internet connection.
- Methods: conversation, group debate, guided debate, summarizing technique, filling in graphic organizers (network tree).
- Organization: group activity

Strategies:

Suggested activities:

- Warmer: the method of the thread. The thread goes from the teacher that introduces himself first and names a feature that begins with the same initial letter as his name. The thread goes from hand to hand, each student following the model of the teacher, introducing also himself to this one.
- The teachers conclusions after each student mentions a feature: The class is a society in miniature. We are different, we have personal qualities and defects but we also have something in common: we are human beings, we live in the same space and we must create conditions for everybody to feel good. Like the thread we have to find in ourselves the link that helps us feel better in our common world.

- Group activity entitled: Faces of human diversity". Students are divided in 5 groups. Each group will have access to a computer with internet connection. Each group has a different theme:
  - Red group: Political diversity.
  - White group: Cultural and linguistic diversity.
  - Blue group: Ethnic and demographic diversity.
  - Yellow group: Socio- economic diversity.
  - Green group: Geographic diversity
  - Orange group: Religious diversity.
- Students will look for information on the internet and will fill in the graphic organiser (network tree) referring to the theme they received. The information selected by each group will be used to fill in the graphic organiser : The Tree of European Diversity"
- The teacher fills in the information and underlines the main ideas of the lesson.
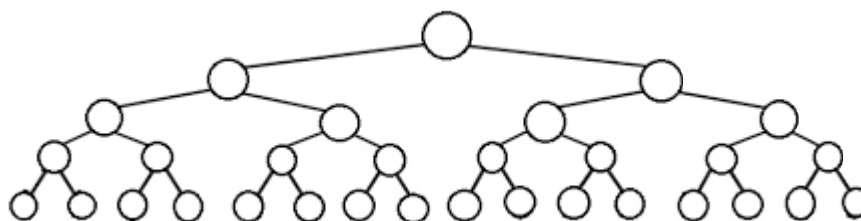
Extensions:
- Reflection: Is European diversity an obstacle or a resource in European construction? Which are the challenges of the diversity?
- Why does European Union have so many official languages?
- Make up a list with the stereotypes and prejudices on different European peoples.

Evaluation:
- systematic evaluation of students activity and behaviour during the class;
- evaluation of students answers to the tasks.

[Въведете текст]

9. Areas of Interest within the European Union

9.1. DOMAINS OF INTEREST IN THE EUROPEAN UNION

Objectives:
- The exploration of various aspects of the European Union activity in various domains(education, consumer security, health and security , the protection of the environment, agriculture);
- The development of students' ability to work in a team, to cooperate, to respect the others' points of view;
- The development of text comprehension and summarizing by making Power Point presentations and generating questions, the development of students' abilities of understanding texts, describe, select main ideas in texts;
- The development of digital skills (searching for information on the Internet on a given theme, the use of Power Point).

Target: students aged 14-19

Time required: 90-120 minutes

Means/Tools:
- Materials: computers with internet connection
- Methods: conversation, group debate, guided discussion, summarizing technique
- Organization: group activity.

Strategies:

Suggested activities:
- Introduction. Some people state that the European Union does not do enough, others say it gets involved in everything. Aren't both variants wrong? Then, what is the correct one? And what does EU do, in fact? EU is active in many political domains: economic politics,

consumers' security, external politics, environmental protection or internal policy and politics in the domain of justice, education, etc. The lesson" Domains of Interest in Europe" aims at presenting some aspects from these domains.

- Group activity: Students are divided in 5 groups. Each group will have access to at least one computer with Internet connection. Each group receives a theme:
  - Red group: Consumer security.
  - White group: The protection of the environment.
  - Blue group: Food health and security.
  - Yellow group: Culture, education and youth.
  - Green group: Transport and travelling.
  - Orange group: External policy.
- Students will look for information on the Internet and will make a power Point material where they will make a synthesis of the information on the subject they received. Each presentation will end with 5-7 question referring to the theme. The questions will be addressed to the other students.
- The teacher evaluates the presentations made by the students.

Extensions:
- Elaboration of a discourse with the theme „European opportunities for young people".

Evaluation:
- Systematic evaluation of the activity and behaviour of the students during the class ;
- Evaluation of the   PowerPoint presentations made by the students ;
- Filling in the handout with the theme: "The European Union". Labelling textile products and ready- made clothes." (Handout out no.1)

[Въведете текст]

Handout no. 1
The European Union. Labelling textile products and ready- made clothes.

Read the following text then answer the questions:

To export textile and clothing articles on the European market it is necessary to observe the labelling requirements imposed by the European Union. These requirements allow the European consumers the equal and proper access to the information regarding the textile products they purchase. The textile products that are not labelled in conformity with these requirements may not be traded on the UE market. The textile products must be labelled so as to indicate the fibre content. The directive2008/121/EC establishes the requirements regarding the denominations that are to be used to describe the textile fibres as well as the requirements regarding the products labelling.

The requirements regarding the labelling of the fibre content are as follows:

1. All textile products must have a label to indicate the content of fibre either on the product, or on the product package. The label must not be permanently attached to the product, so it may removed.

2. If the product is made of two or more components with different fibre content(for ex. a jacket with a lining) it must state the content in fibre of each component of the product, excepting the cases when these components represent less than 30% from the product(except for the linings).

3. A textile product consisting in two or more fibres of which one represents at least 85% of the product, must be marked.:
   - According to the denomination of the fibre, followed by the percentage of the respective content.
   - According to the denomination of the fibre, followed by the specification "minimum 85%" or
   - According to the denomination of all the fibres, with the percentage of the content for each fibre.

4. A textile product consisting of two or more fibres, which totally detain 85% of the product, must be marked according to the denomination of the fibre, followed by the percentage of content corresponding, in descendent order. However, the fibres that separately cumulate less than 10% may be denominated collectively, by the expression "other fibres", followed by the total percentage or mentioned with their own denomination, followed by the percentage corresponding to each denomination.

5. The term "fibre mixture» or «unspecified textile composition »may be used for a product whose composition is difficult to establish at the manufacturing moment.

6. The textile products that contain pure cotton and pure linen, in which the percentage of linen is at least 40%, may be denominated with the term "cotton mixture fabric", followed by the specification of the composition "pure cotton- pure linen fabric".

7. The fibre content of the exclusively decorative articles that are contained in 7% or less in the product, must not obligatory be indicated on the label.

8. The term" silk" may not be used for the description of the texture of other textile fibres.

9. The terms" pure", "wholly", or "100%" may be used only when the product is made of only one fibre type. It is not allowed to use other terms. (There applies a tolerance of o2% other fibres-technical impurities. For the products that passed through a carding4 process, the tolerance level is 5%).

The European legislation referring to textile products labelling is closely related to Directive 96/73/EC. This one specifies the analysis methods that may be used to check whether the structure of textile fibre mixtures is in conformity with the information specified on the label.

A. (50 points) Formulate as statements answers to each of these tasks, by using the text:
1. Mention where the labelling requirements presented in the text may be disregarded. (10 points)
2. Mention two situations where the fibre content must not be presented on the label obligatory). (10 points)
3. Explain what buyers of a product labelled "fabric made of cotton mixture - pure cotton-impure fabric" should know about the fibre content. (10 points)
4. You bought a clothing article and its label writes:

Is labelling correct? Motivate your answer (10 points)

5. Present, using the text what the two European Directives mentioned in the text refer to: (10 points)

B. (40 points)
1. Imagine you argue with a colleague on the topic of clothing products labelling. Write a text of no more than 20 lines, to support your opinion on the necessity of mentioning the fibre content of the clothing products, mentioning two beneficial effects of this one.

10 points are granted.

10. DILEMMAS AND CHALLENGES OF EUROPE

10.1 Euro scepticism – a challenge for the European Union

Objectives:
- exploring the different aspects related to euro scepticism towards European Union;
- developing the students' abilities to participate in different communication situations, to work in a team,to cooperate, to repect others points of views;
- developing students' abilities to understand texts ,to describe, to select the main ideas of the text.

Target: students between 14-19 years old.

Time required: 90-120 minutes

Means/Tools:
- Needed materials: work sheets , pens, markers, flipchart sheets.
- Used methods: conversation, group debate, directed discussion, summarising technique, generating questions, graphic organizer "network tree".
- ways of organizing the activity: group activity.

Strategies:

Suggested activities:
- The teacher will make a short introduction on the concept of euro scepticism.
- Group activity. The students will work in group and will solve work sheet no. 1. The answers will be discussed with the whole class. Conclusions of the article will be drawn and the graphic organizer network tree, will be filled in, taking into consideration different aspects related to euro scepticism(causes, ways of manifestation/anti-European reactions, types, consequences, diminishing actions, other names of the phenomenon).
- Students may be required to, starting from the article, make 5 questions with 4 choices.

Extensions:

- Group activity: "Great Britain and the European Union: in or out?" The students will be divided in 4 or 6 groups. The students from the 2/3 groups will play the role of the euro sceptics and will have as a task finding at least 5 arguments for which Great Britain should leave The EU. The students from the last 2/3 groups will play the role of those who sustain the maintaining of the Great Britain in the EU and will have as a task the identifying of at least 5 arguments for this. The arguments will be debated by the 2 sides.

Evaluation:

- the systematic evaluation of the students' activity and behaviour during the class;
- The evaluation of the Power Point presentations made by the students;
- Solving a test to check the knowledge (work sheet no. 2)

[Въведете текст]

Worksheet no. 1
The article "Euro scepticism – a new doctrine in Europe?"
(Source: http://www.titulescu.eu/2013/06/euroscepticismul-o-noua-doctrina-in-europa/)

Complete the dotted spaces, using your own words or information from the text.

As the European Union competences and power have expanded, the citizens' interest EU issues and integration, increased . In the 60s, 70s and 80s, the development of the European project was based more or less on an obedient population. The political elites enthusiastically supported the integration process, managing to attract at least the consent, if not the support of the population in this matter. Consequently, for years, to the public opinion has not been assigned much importance. (...)	A consequence of expanding the EU... The process of European integration....
But since the 90s (ratification of the Maastricht Treaty), when the Union began to engage not only in economic matters but also political, the EU was faced with great difficulties. The Union came to be regarded as lacking legitimacy, which made its action to be labeled as having a serious "democratic deficit". The opinion polls have shown a drop in public support for European integration. In terms of where the project is heading, it seems it has been created a gap between the population and political elites. This situation gave rise to the concept of euro skepticism. The phenomenon has become increasingly problematic for the Union, especially when the Netherlands and France rejected a draft for an European "constitution" or when ratifying the Lisbon Treaty.	Until the adoption of the Maastricht Treaty... After the signing of the Maastricht treaty, the public opinion..... Two manifestations of euro scepticism were....
As the EU action is growing and is more ambitious, both the opposition and skepticism of citizens towards the European project become increasingly worrying for the political class. The European Union is increasingly challenged because it is perceived to have become a too complex political project. Citizens feel far from institutions and the integration process. Using referenda as instruments of support or legitimacy of major changes (see enlargement) highlighted the risk of a negative public reaction. The Maastricht Treaty in 1991, not only ended the era of permissive consensus, but it also marked the renunciation of the referendums fashion for ratification, their results clearly showed that the political elites of European no longer afford to rely on the support of the population regarding the integration project.	Euro scepticism accentuates..... ..... An action through which citizens express their opinion.....
Since then, there have been attempts to regain citizens' trust. The European Commission has developed the so-called "Plan D for Democracy, Dialogue and Debate", which identifies in the democratic shortcomings and lack of information, the leading	It is avoided the organization ratification referendums......

causes of skepticism. Paradoxically, however, it is that the rejection by France and the Netherlands, of the Constitutional Treaty (among which objectives is precisely to strengthen the participation of citizens in decision-making at EU level) was held following a campaign highly disputed in public . The very process of drafting the draft treaty was conducted by a new and open mechanism in order to increase democracy and transparency. It seems, however, that the result was just the opposite. In other words, the efforts of the political class have not had much influence on public opinion increasingly contesting the Union .	To restore the trust in the EU......
	The main causes of distrust of the citizens toward EU.....
	The constitutional Treaty ....
Initially, Euro skepticism was perceived as a British syndrome. Now, however, it swept the entire continent. As the latest Euro barometer data show ,the confidence in the European project fell from +10 to -22%, in France, from +20 to -29% in Germany, from +30 to 22% in Italy, from 42 to -52% in Spain, from +50 to + 6% in Poland and -13 to -49% in the UK.	Euro scepticism characterizes.....
	Euro scepticism manifest itself especially.....
Among the major criticisms of EU action is *the democratic deficit, lack of transparency, inflexibility, complicated language, the trend of creating a highly centralized super state, fear of a symbolic threat to the national communities etc*. The major obstacle in the relations with European institutions seem to be the inability to identify appropriate ways of managing the relationship national vs. supranational, at the level of governmental responsibilities.	The arguments of euro sceptics are.....
Most theorists believe that there are several definitions and degrees of Euro skepticism, from criticism to some topical issues of EU action but favorable to the idea of European integration, the total rejection of this project. According to the studies published on the subject, four types of skepticism we identified:	
–Euro skepticism based on the *economic criteria* (also called instrumental euro skepticism) - quantifying pragmatically the concrete benefits and costs arising from EU membership, resulted or not from a cooperative process	Although agree with the European integration process, some.... .
–Euro skepticism based on the *sovereignty criteria* - which believes that, at the EU level, cooperation should not be a challenge to national sovereignty. Euro skeptics of this type are in favor of supranational cooperation on matters on which the state can not handle alone (such as problems related to the environment or the fight against organized crime), but want to keep the competences at national level where social and cultural policies;	On the economic level, the euro sceptics have identified....
–Euro skepticism based on the *democratic criteria* - which perceives the current institutional structure of the Union as inadequate in terms of representation and democratic participation of citizens;	The euro sceptics consider that the European states must cooperate....
–euro skepticism based on *the political criteria* - which assesses	

the EU action based on the doctrine of / belonging to a political family; analysts believe that the dominant form of this type of complaint is "social" (Europe is not social enough).	A challenge for the European integration process is....
It is believed that the integration process has strengthened the EU's executive powers to the detriment of national parliaments. The European Parliament, the only elected institution, is perceived as having a relatively weak position in the institutional configuration of the Union, unable to fulfill its primary function of executive control and censorship of his actions. Although the PE powers have increased in recent years, elections for this institution are considered "second-class", which means that interest in national politics continues to be dominant. (...)	euro sceptics believe that the democratic participation of citizens .....
European institutions are seen to be too far from citizens, who do not understand the EU system. Policies adopted at this level do not have the support of the majority population and the neo-liberal character of the single market and European Monetary Union, seems to have deviated from voter preferences that generally favors a more social Europe.	euro sceptics believe that the executive powers of national parliaments....
	Members of the European Parliament...
Most often, Euro skepticism is assumed by political protester parties, which are at the margins of the current party system and outside governments. This attitude is not necessarily their main objective, but it is considered as a source of income in electoral terms. Euro sceptics of such type, speculate the general decline of trust in governments and political institutions and use the public policy alienation and cynicism in the advantage of its formations.	euro sceptics consider that the European parliament....
	According to euro sceptics ,the European citizens...
The reasons of Euro skepticism are different in old and new Member States of the European Union. The debated "post-EU accession syndrome " in Central and Eastern Europe has its springs in the disappointment level of economic development, with an impact on the political confrontation. (...)	Some politic parties support euro scepticism.....
According to the latest data published by the Euro barometer, everyone seems to have lost confidence in the European project, both the main creditor states and the debtor, euro area member States, candidate countries and those applying targeted policies of "opt-out". The current economic crisis has deepened the differences between the "center" and "periphery" (which can be read in the key North-South relations), both sides using EU institutions to promote their interests. Thus, citizens of the creditor states refuse to finance the debts of other countries, in the absence of some mechanisms to control spending. Through the fiscal Pact and the criteria imposed by European Central Bank, officials in Brussels have gone beyond the "red line" of national sovereignty of member countries. (...)	The states from the Central and eastern Europe....
	a consequence of the actual economic crisis was.....
Some proposals for improving the democratic deficit were advanced , by reforming the institutional mechanism of decision-making at EU level, such as *increasing the role of*	to reduce the dissatisfaction of

national parliaments (currently they do not have the power to include topics on the European agenda, neither to initiate or revise EU legislation; in this way, the mechanism of decision would become broader and more transparent, and the Commission would lose its monopole of initiator) or the introduction of an allegation of a majority of two thirds of national parliaments to a Commission proposal.	the citizens for the creditor states.....
	An attempt to reduce the democratic deficit....
Is there a link between the coverage by the media, of subjects about the European Union and skepticism? According to some experts, the media can both feed and reduce euro skepticism. (...)	National parliaments ...
	an important role in the accentuation and diminishing the euro scepticism...
Despite this challenger current of opinion, the question remains: is there a viable alternative to this project? (...)	Exceeding the economic crisis.....
There is hope that once economic growth resumes, euro skepticism will diminish. But the collapse of confidence in the European Union signifies more than that. The enthusiasm for the European project will not return if the EU will not significantly change the way they relate to Member States and their citizens.	Diminishing euro scepticism

Worksheet no. 2: On euro skepticism

Circle the letter corresponding to the right answer:

1. The popular euro scepticism manifest itself at the level of:
A. political elite   B. mass-media   C. business men   D. public opinion

2. A factor that feeds the euro scepticism is:
A. signing the Maastricht treaty   B. the economic crisis

[Въведете текст]

C. the adherence of Romania and Bulgaria   D. the rejection of Turkey

3. A factor that did not feed the euro scepticism is:
A. the unique market and the euro   B. the lack of economic performance in some states
C. the difference between the debtor and creditor states
D. The institutional structure of the EU.

4. Another term proposed by some authors to describe the phenomenon of euro scepticism is:
A. euro-indifference   B. euro-phobic
C. euro-realism   D. all the terms mentioned at A, B and C

5. The origins of euro scepticism start, at the beginning of the 80s from:
A. France   B. Romania   C. Greece   D. Great Britain

6. Euro scepticism started to spread with:
A. adherence of Spain and Portugal   B. economic crisis
 C. debates on the Maastricht treaty D. the Euro crisis

7. The term Brexit refers to:
A. the exit of Belgium from the EU   B. hard euro scepticism
C. the exit of Great Britain from the EU   D. the exit of Bulgaria from the EU

8. The hard version of euro scepticism:
A. Sustains the exit of the poor states from the EU   B. is against the integration of some new members
C. Is against the participation in the EU   D. criticises some aspects related to the institutional structure of the EU

9. The soft version of euro scepticism:
A. proposes to reduce the aid for the states which have economic problems   B. is against the integration of new members
C. sustains the accentuation of the economic and political integration of the member states
D. criticises some aspects of the EU politics

10. Euro scepticism is very high in:
A. France B. Great Britain   C. Italy   D. Spain

Answers: 1-D, 2-B, 3-A, 4-D, 5-D, 6-C, 7-C, 8-C, 9-D, 10-B.

10.2. EUROPEAN UNION, WHERE TO?

Objectives:
- improving knowledge on the adherence criteria at the EU, the candidate states ;
- exploring the different aspects related to the extension and evolution of the EU in the fallowing years.
- developing the students' abilities to participate in different communication situations, to work in a team,to cooperate, to repect others points of views;
- developing students' abilities to understand texts ,to describe, to select the main ideas of the text.

-

Target: students between 14-19 years old.

Time required: 90-120 minutes

Means/Tools:
- Needed materials: computers with internet, work sheets ,pens.
- Used methods: conversation, group debate, directed discussion, summarising technique.
- Ways of organizing the activity: individual and group activity.

Strategies:
Suggested activities:
- Reminding the information on the stages of the extension of the EU: Extension towards North (1973), Extension towards South (1981, 1986), the AELS extension (1995), Extension towards East (2004, 2007, 2013).
- Group activity: The students will fill in work sheet no. 1 with the title: " Who can become a member?"

- Group activity: The students will fill in the work sheet no. 2 with the Title "The European Union and the West Balkans". The answers will be checked and completed orally. Using the information from the work sheet and searching on the internet, the students will establish for each state, the stage in which it is in the adherence process.

Extensions:
- Group activity: "Points of view: Deeper integration or extension?"
- Group activity: "points of view: Which are the limits of the EU extension?".
- The students will have access to the internet and will search information on the mentioned aspects, will establish for and against arguments for each point of view, at the group's level, it will be settled a point of view which will be shared to the other groups.

Evaluation:
- the systematic evaluation of the students' activity and behaviour during the class;
- The evaluation of the Power Point presentations made by the students;

<div align="center">

Worksheet no. 1
Who can become a member?

</div>

Read carefully the text and then solve the task:

The requesting state must:
- be a state from the geographical region of Europe;
- to respect and to be committed to the settled values in article 2of TUE, respectively: respecting the human dignity, of freedom, democracy, equality and of the state of law; respecting the human rights, including the rights of people of minorities and respecting a society characterised by pluralism, no discrimination, tolerance, justice, solidarity and equality between men and women.

The requesting state, must also, fulfil the eligibility criteria of EU. These are known as the " Copenhagen criteria", because they were defined by the European Council which took place in Copenhagen in June 1993. These criteria are the following:

[Въведете текст]

- establishing the institutions which guarantee the democracy, the state of law, human rights and respecting and protecting the minorities;
- functioning market economy and the capacity to cope the competition and the forces of market from the EU.
- The ability to assume and to apply efficiently the obligations associated to the quality of a member state, including the objectives of the political, economic and monetary union.

The European Council, which took place in Madrid in December 1995, added that the candidate state must be able to apply the EU right and to be able to assure the EU right transposed in the national legislation, is applied efficiently through the corresponding administrative and juridical structures.

The EU reserves the right to decide when the candidate state meets the adherence criteria . Also The EU must itself integrate new members.

(Source: http://eur-lex.europa.eu/legal-content/RO/TXT/?uri=URISERV%3Al14536)

Who can become a member of the European Union?

A state in which ...	Can become an EU member	Can not become an EU member
... the citizens can be held or arrested without breaking the law.		
... is applied the penalty of beating.		
... is respected the freedom of press.		
... are not regularly organised elections for the Parliament		
... the representatives of the national minorities do not have the right to edit their own news papers.		
... there is only one political party.		
... The national minorities do not have representatives in the Parliament		
... the citizens are not allowed to protest against the Government.		
... in which the king rules until his death and then follows at the throne his son or daughter.		
... the citizens do not want the replacement of the national currency with the euro.		

Worksheet no. 2
The European Union and the West Balkans

Read carefully the steps which must be followed in the adherence process at the European Union. Then search information on the internet on the stage in which the candidate states from the West Balkans are.

They first have to sign a stabilization and association agreement with the European Union, binding them to concrete reforms. This agreement then has to be ratified in all Member States, and of course in the partner country itself, which means that the parliaments must vote it through.

Then the agreement has to be implemented. If that happens, the states concerned can apply for membership. If the European Commission takes a positive view of this, the European Council (the Heads of State or Government of the EU) will recognise them as candidates.

Once further reforms have been implemented, the negotiations can begin. These are about how quickly the candidate countries can adopt the common laws of the EU.

If the negotiations are concluded successfully, which is likely to take several years, the treaty of accession has to be ratified by the candidate countries and all members of the EU. In some countries this is done by a referendum. The European Parliament also has to vote in favour. Only then do the candidates become members of the European Union.

(Source: Europe: a magazine for youth, European Union, 2015, p. 37)

In what stage are the countries from the West Balkans?

State	The stage they are in
Albania	
Bosnia and Herzegovina	
Macedonia	
Montenegro	
Serbia	

Opinions: Which state do you think will be the first an EU member?
Bring arguments to support your answer.

10.3. EUROPEAN UNION AND TURKEY

Objectives:
- exploring the relations between European Union and Turkey;
- developing the students' abilities to participate in different communication situations, to work in a team,to cooperate, to repect others points of views;
- developing students' abilities to understand texts ,to describe, to select the main ideas of the text.

Target: students between 14-19 years old.

Time required: 90-120 minutes

Means/Tools:
[Въведете текст]

- Needed materials: work sheets, pens, markers, flip chart sheets, tokens.
- Used methods: conversation, group debate, directed discussion, summarising technique.
- Ways of organizing the activity: individual and group activity.

Strategies:

Suggested activities:
- Brainstorming: What do you know about Turkey? The teacher can complete the students' answers with other information about Turkey and of the steps it followed in the adherence process.
- Group activity: "The adherence of Turkey at the EU : For and against arguments". The students will analyse the texts and fill in the table with for and against arguments of Turkey's adherence to the EU. The teacher can write the argument on the board, putting them into categories: geographical, historical, cultural, political, economical, religious.
- Let's vote! Each student will receive a token on which he will write the answer to the question. "Do you agree with the Turkey's adherence to EU?" The vote will be secret. The teacher will count the votes and will announce the results of the "referendum".

Extensions:
- Each student will have as a homework, making a Power Point presentation about Turkey. The students can choose a theme proposed by the teacher: "Turkey and Cyprus", "Women in Turkey", "human rights in Turkey", "the Turkish nationalism", " Turkey and the national minorities".

Evaluation:
- the systematic evaluation of the students' activity and behaviour during the class;
- The evaluation of the Power Point presentations made by the students;

Worksheet no. 1
"The adherence of Turkey at the European Union:
For and against arguments"

**Read the sources and write the for and against arguments for the adherence
of Turkey at the European Union.**

Source A
(...) The European construction started in the 50s, under the security umbrella provided to the Western Europe by the United States. Contrary to what some believe, the European Union appeared with the direct support of global policy promoted by the United States during the Cold War. The American contribution to the common European project is huge. Gradually, this multi- and supranational body was expanded. As naturally as possible , Turkey has taken the necessary steps towards integration into the EU. Personally, we believed that Turkey's EU membership will not be achieved in the coming decades because of some factors that we will enumerate .

(...) Turkey is a founding member of the Council of Europe, and form 1963 is an associated state of the European Economic Community (the predecessor EU body). Turkey applied for full membership of the EEC in 1987, and the formal EU membership negotiations began on 30th October 2005. But in Turkey's integration into the European Union are some major obstacles that ultimately could compromise the process.

First of all, in terms of geography, Turkey is not an European state, and the accession to the community space of a non-European country, would lead to the disappearance of the European Union's title. So the European Union would not be very European. Turkey has an area of approximately 780,000 km² of which only 3% is in Europe. In other words, Turkey is an Islamic country, insufficiently democratized and secularized. Recurrently, the army intervenes more or less directly to preserve the fragile democratic and secular character of the country. From the Middle Ages and far into the last century, Turks were a constant threat to Europe. It is hard to see in the Christian European Union ,an Islamic state, which was a terrible threat to the "old continent". The Turks besieged Vienna twice (1529 and 1683) and were on the brink of entering the heart of Europe. In addition, the late Ottoman Empire is responsible for the return of the peoples of Southeast Europe and of the delicate ethnic and religious problems in the Balkans. So mentally, there are many barriers to be overcome.

With a population of nearly 70 million and an army which is the second in NATO, as effective after the US, Turkey is a colossus that within the EU could decisively influence the European policies. Whereas, especially in rural areas, still persist medieval practices from an erroneous interpretation of the Koran, we doubt that the Turks can beneficially effect the EU's progress. On the other hand, exacerbated nationalism is still popular in this country, in which the genocide against Armenians is a taboo and the Kurdish national aspirations are violently suppressed by force of arms. A basic rule regarding the adherence to the EU, is the consensus of the Member States. Which can not be achieved because of Greece and Cyprus, who asks, rightly, to solve the thorny problems of the Turkish Republic of Northern Cyprus, appeared in 1974. (...)

(Source:http://www.geostrategic.eu/de-ce-nu-va-intra-turcia-in-uniunea-europeana.html)

Source B:

(...) The history of European integration approaches of Turkey is long. Not only that the Turkish state has access to the Council of Europe shortly after the founding of this organization in 1949 and is a founding member of the Organization for Economic Cooperation and Development (1961) and the Organization for Security and Cooperation in Europe (1973), but become, since 1963, an associate member of the European Economic Community, so in 1987 to officially submit their candidacy for the status of a full member of this organization precursor of the European Union. Then, in 1995, Turkey signed a customs union treaty with the European Union and since 1998 it is recognized its status of candidate for the adherence, so in 2005 the actual negotiations on adherence, to begin. (...)

(...) Usually, the geographical argument is used just to the contrary in the Turkish issue, but the geographic interpretation which would exclude Turkey from Europe is a scholastic and abusive one, in which it operates with rigid and simplistic conceptual delimitations. (...) And, not least, if Cyprus is in the EU, why would not be the mountains and plateaus of Anatolia?

(...) The Turkey nowadays, is a brilliant synthesis of historical, cultural and ethnic elements, of European and Asian alike. Hardly it might be said, that one of the two halves of Turkey would prevail, what is really important is the fact that Turkey's European identity is strong enough to

[Въведете текст]

justify its integration into the European Union. (...) In the Byzantine Empire, which it inherits ,the Ottoman Empire, today, Turkey can claim a descent from the ancient civilizations of Rome and Greece as strong and the rest of the European states. (...)

On the other hand, the Asian and Islamic identity of Turkey is an important resource that will greatly improve the EU's ability to communicate with its neighbors in the Middle East, Central Asia and North Africa.

(...) The politico-military and economic integration of Turkey into the European system is already very advanced: the most EU Member States, like Turkey, are members of NATO, and of the numerous other continental organizations, Turkey and the EU have a treaty of union customs, the EU is the main trading partner of Turkey, being the destination for about 45% of Turkish exports. Once the stage of integration is so advanced, why it can not be made the next step, that of joining the EU, more so as it would benefit for both parts? For the European Union would mean an extension of the single market with about 76 million consumers, which would constitute a further stimulus to the economy, competition and prosperity. Would also mean a better exploitation of the key trade routes, both from West to East, from the North Sea to Central Asia and the Persian Gulf, and from north to south, from the Black Sea to Suez. Lastly, the Ukrainian crisis demonstrating the importance of this issue would mean a huge step towards ensuring the energetic independence of the Union ,that would sensibly approach to the alternative sources of natural gas in Asia. (...)

(...) An argument apparently strong, is the one of disputes with neighbors. Mainly it refers to support for the Turkish Republic of Cyprus, but also at the unrecognizing the controversial genocide against Armenians in 1915 and the persistence animosities with Greece. The question I ask myself and I invite you to ask yourself is whether by the inclusion of Turkey in the EU, would be created a more favorable framework for resolving these problems, than by keeping Turkey out? Wouldn't the dialogue mechanisms be more powerful and effective when many of these problems would become the EU's internal problems? We already have the example of simultaneous accession of Greece and Turkey in NATO, since 1952, which contributed a lot to enhancing the dialogue, mutual trust and reduce historic argues between the two countries.

Another rumored argument is that the Turks are Muslims and Europeans are mostly Christians (is right, not a formal argument, but which sometimes reflects greatly attenuated in some official positions). If one were to accept such an argument, no doubt that the European Union should be abolished immediately: it is not possible that a confederation which adopted the motto "Unity in diversity" and which passing with flying colors over differences of language, race, history, traditions, to consider instead religion a criterion on which we can draw borders. And this is all the more that in the EU are already many Muslim citizens who actively contribute to the common good.

(...)Instead, an argument against really strong is the objections towards the minuses of the state of law and respect for human rights and freedoms. I would incline to think that this argument is the only real argument against: The European Union is formed around such values and no one can accede to the European family without adopting and believing in these values to their most subtle nuances. There are many areas in which European states object, often based, and Turkey has already made higher or lower progresses, so that a review does not have a point into a small analysis like this. However, it should be noted that through the recent measures such as restrictions placed on access certain sites (like Twitter or You tube), Turkey departs from the goal of EU integration. The freedom of expression, especially freedom of expression must be respected for a democracy to function effectively. Without freedom of speech, an article such as this, of rational

support Turkey's adherence to the European Union it may never been published . However, as a proof that Turkey is a serious candidate for membership, a court in Ankara declared unlawful the restriction on Twitter shortly after the measure entered into force as a result of electoral interests. I welcome the decision of the Turkish judiciary and I am convinced that in time, with the support of European states, Turkey will eliminate this type of arguments against its inclusion. (...)

(Source: http://europunkt.ro/2014/03/31/turcia-in-uniunea-europeana-argumente-pro-si-contra/)

Source C
"There is also an opposition to Turkish membership. It is believed that the country is too Islamic. [...] Of convenience, we   forget that Turkey is not an Islamic state. Moreover, in the official buildings, public schools and universities, headscarves are prohibited. «Too Islamic " is therefore not an argument. Otherwise, French liberals might consider the Polish too Catholics . If, in your leisure, you believe in God, in Allah or trolls and dwarves, this has nothing to do with the European Union which, by definition, is based on the separation of the powers of Church and State, a principle that Turkey fulfills much more consistent than the most present member States. "

(Hendrik Vos în *De Standaard*, 2-3 October 2004)

THE ADHERENCE OF TURKEY AT THE EUROPEAN UNION	
FOR	AGAINST

[Въведете текст]

Lessons about

Non-material Cultural Heritage

Bulgarian team

Je m' présente, je m'appelle Claire
J'ai de beaux yeux bleu-vert
Je voudrais bien passer tout mon temps
Sans jamais manquer d'argent

Je voudrais avoir de grandes vacances
Pour éviter l'école et les souffrances
Et que l'année se transforme en été
Au bord de la mer
Pour ne pas rencontrer de mes parents
Le regard sévère.

Je voudrais q
Soient des fêtes sans fin,
Et qu'auprès de moi
soient toujours mes copains
Qu'on s'amuse, qu'on chante et qu'on danse
Et que tous le monde ait toujours de la chance

Je m'apelle Dassin
J'aime les petits lapins
J'suis chasseur,
 un métier de bonheur

1. EUROPEAN CULTURAL HERITAGE

1. Objectives: Content and skills
- Ability to listen, participate in discussions with a speech by adhering to theme logically organize their speech and can challenge the opinion different from theirs.
- Ability to create a short text in response to a question on a particular topic, related to real communication and interests in this age.
- Development of information literacy - a key component of independence and lifelong learning. Ability to determine the necessary information that can be used effectively to accomplish a specific goal.
- Perception and understanding of the text.
- Improving reading techniques.
- Development of motivation for creativity - curiosity and interest in new, respect for the creative personality, emotional attitude towards products of creativity and awareness of their benefits, demand, joy and satisfaction of creative expression and discovery;
- Development of skill to tell justifies be, ask questions, explained as use appropriate language tools specific to the situation of communication according to participants, subject, purpose and conditions.

2. Workgroup / target - students of 9-10 years

3. Pre-requisites: posters, markers, colored pencils, models of landmarks

4. Time: 40 minutes

5. **Means / tools:** group work, discussion, creative games, cube

6. Strategies:
Brainstorming of favourite characters from stories or fairytales.
The class writes the characters on the board, the story with which each of them is associated with and the country from which the story is.
Red Riding Hood - France
Wolf - ....
Winnie the Pooh - ………………..
The class then discusses the countries the fairy characters come from.

Placing the topic:
This time students play the role of travelers and will visit the sights of the two European capitals.
The following game will help them know the capitals of the countries.
In a big box the teacher puts appropriate objects - a model of the Arc de Triomphe, Big Ben, Tower Bridge, the Eiffel Tower. All children must touch the objects in the box. Students should not say aloud their guesses till the last student touches them. Only after each child touches the items they all together talk about what might be the items in the box.
Before they read the texts, the teacher should draw their attention to whether they will recognize the items in the box. After the reading is finished, the secret is revealed and the teacher opens the box.

Group work The class is divided into three groups handing out material of each group - Appendix 1 Appendix 2 Appendix 3 .

[Въведете текст]

Students are instructed to read accurately for a detailed understanding and retrieval of specific information. When looking for knowledge through reading of educational texts the teacher must make sure that they read actively.

The teacher gives four tips for active reading:

1. Highlight and mark.
2. Mark keywords.
3. Write questions or question words like; why, where, how, when etc.
4. Summarise and study

The group's task is to read the text, titled it and write a short summary.

The summary is presented to the class.

Children are shown one by one all subjects. Now they can say what they were, whether they correctly guessed each item/object.

Give the photos / Appendix 4 / and the lesson continues with the cube - pedagogical technique that supports students to ask six different types of questions on a topic- Facilitates the examination of a topic from different countries. Use a real cube whose sides stimulates thinking. On each side are written the following phrases:

1. What is it like? / Describe /
2. what does it look like and how is it different? / Compare /
3. What does it make you think about? / Associate /
4. What is it made of? / Analyze /
5. What would you use it for? / Apply /
6. It is good or bad? / Argue For and Against/

Save the last word for me: Students record facts of the text which impressed them on one side of a card and submit comments on the reverse side. Each student could comment on the passage, but the student who wrote the card has the last word.

7. Assessment

- formed an interest in reading, build readers' independence and stimulation of reading activity.
- Improving the skills of students to read correctly, consciously;
- Development of oral and written language, thinking, memory, imagination and creativity.
- build-up spelling skills; consolidate skills for differentiation of verbal expression and knowledge transfer.

8. Evaluation results: Develop the following skills:

Ability to oral communication, to understand or to get someone to understand certain messages in a variety of situations with different purposes.

Ability to formulate opinions in oral speech in a respectful manner and considering other points of view.

Ability to conduct critical dialogue.

Use of oral communication to understand or to get someone to understand certain messages in a variety of situations with different purposes.

Apply the techniques of active listening, supporting the process of communication.

Develop skills for written communication in different situations for different purposes.

Skills to search, collect and process written information and concepts and systematically organize them.

Formulate own arguments in writing persuasive speech.

Skills to use resources (notes, schemes, maps ...) to create written texts

WORKSHEETS

Appendix 1

London's Tower Bridge is one of the most recognizable bridges in the world. Its Victorian Gothic style stems from a law that forced the designers to create a structure that would be in harmony with the nearby Tower of London. The bridge consists of two bridge towers tied together at the upper level by two horizontal walkways, designed to withstand the horizontal tension forces exerted by the suspended sections of the bridge on the landward sides of the towers. The vertical components of the forces in the suspended sections and the vertical reactions of the two walkways are carried by the two robust towers. The bascule pivots and operating machinery are housed in the base of each tower. The bridge's present colour scheme dates from 1977, when it was painted red, white and blue for Queen Elizabeth II's Silver Jubilee. The bridge deck is freely accessible to both vehicles and pedestrians, whereas the bridge's twin towers, high-level walkways and Victorian engine rooms form part of the Tower Bridge Exhibition, for which an admission charge is made.

Plans for the Tower Bridge were devised around 1876 when the east of London became extremely crowded and a bridge across the Thames in that area of the city seemed a necessity. It would take another eight years - and lots of discussions about the design - before construction of the bridge started.

The bridge, designed by city architect Horace Jones in collaboration with John Wolfe Barry, would eventually be completed in 1894. Five contractors and nearly 450 workers were involved in the construction of the 265- meter long bridge. It took 11,000 tons of steel to build the framework. At the time many people disliked its Victorian Gothic design, but over time the bridge became one of London's most famous symbols. The bridge was built in the period 1886-1894. The value of the project is £ 1,184,000 (£ 100 million in 2011). The bridge was opened on June 30, 1894 by Prince Edward of Wales (the future King Edward VII) and his wife Princess Alexandra.

Appendix 2

The Arc de Triomphe is perhaps the most iconic of all French monuments, and without a doubt one of the most triumphal. Built between 1806 and 1836, it's iconic in style and sculpture to the decoration popular at the first half of the nineteenth century and visitors can admire its delicate design and engravings. Instantly recognisable and deeply evocative of the military history of France, the Arc de Triomphe provides a glimpse into France's social past as well as spectacular views across central Paris. The observation deck at 50m up the Arc de Triomphe has some of the best views in Paris. At the summit of 234 steps you can see for miles and take in the spectacular panoramas of La Défense, the Champs Elysées and up to the Sacré Coeur. At sun set, you can see Paris fall under the cloak of night and illuminate under the street lamps at dusk; a truly romantic experience… And you can't beat the symbolism and importance of the monument on which you are standing either.

The **Arc de Triomphe** stands at the centre of the Place Charles de Gaulle, also known as the "Place de l'Étoile". It's located at the western end of the Champs-Élysées. The arches whole decorative style is entirely of the tradition of sculpture from the first half of the nineteenth century.

The triumphal arch is in honor of those who fought for France, in particular, those who fought during the Napoleonic Wars. Engraved on the inside and at the top of the arch are all of the names of the generals and wars fought. There are inscriptions in the ground underneath the vault of the arch which include the Tomb of the Unknown Soldier from World War I where the Memorial Flame burns and have made the Arc de Triomphe Paris a revered patriotic site.

Appendix 3

Big Ben (English: Big Ben, Clock Tower, Palace of Westminster, St. Stephen's Tower, Elizabeth's Tower) is the clock tower bell of the Palace of Westminster in London. At the time of Queen Victoria this tower was called the Tower of St. Stephen.

[Въведете текст]

The largest bell weighs 13.76 tons, is 2.29 meters high and its diameter at the bottom is 2.74 meters. Big Ben is the largest bell in the clock mechanism. In London, bigger than this one is only the church bell St. Paul, which weighs 17 tons.

The clock tower was built in 1858, and the clock mechanism is started up on September 7, 1859. The tower is 96 meters high (with pilots). The clock is located 55 meters above the ground. In diameter the dial of the clock is seven meters and the length of the hand- 2.74 and 4.3 meters, it has long been considered the largest in the world. At the bottom part of each of the 4 faces there is an inscription in Latin' Domine salvam fac Reginam nostram Victoriam Primam', which means "God save our Queen Victoria I!".

The melody of the bell tower every hour once was sounded at early broadcasts of Radio London (BBC) abroad for more than eight decades, incl. Bulgarian language from 1940 to end of 2005

Today, Big Ben is one of the most famous symbols of London, England, United Kingdom; often used in advertisements, tourist brochures, films, souvenirs and others.

In 2012, the tower was officially renamed the Elizabeth Tower (Elizabeth's Tower). The decision was made to commemorate the 60th anniversary of the reign of Queen Queen Elizabeth II.

Appendix 4

2. EUROPEAN CULTURE – "LE CHANTEUR"- DANIEL BALAVOINE

1. Objectives: Content and skills
- •To develop students' listening skills
- •To develop students' reading skills
- • To encourage students to collaborate in a group project.
- • To develop students' creative writing skills
- • To show students that creative writing can be fun.

2. Workgroup / target – students- level B1 of French/ aged 14-19/

3. Pre-requisites: Computer, the internet, projector, loudspeakers, dictionaries

4. Time: 80 minutes / 2 classes/

5. Means/tools: listening and reading comprehension, team work skills, creative writing, speaking skills

6. Strategies:
Previously held a brief inquiry "What do you mean by the term 'European culture'?/ this could be a 5-min and-of-class activity so as to prepare students for the theme of the next 2 lessons/ . The most common answer students give are: museums, monuments, songs, literature, music, sculpture, painting, architecture, behavior of people, food ...
So The teacher decides on what aspect the next lesson will be. So the teacher picks a song with interesting lyrics.
    A. The lesson begins with a brief introduction of the French singer from the 80s - Daniel Balavoan and one of his song. / the teacher could give in advance an assignment to students to find one of his songs /.
        B. Then the teacher distributes materials- worksheets- prepared in advance: exercise with gaps to fill and questions to the lyrics. Next step is explanation or translation of new/ unfamiliar vocabulary.
Appendix 1
        C. First listen to the song and answer the question "What is the main idea?" - Dreams of Henry / Henri / https: //www.youtube.com/watch? V = Jcys3B3eBAI
        D. The second listening of the song the students fill in the gaps in the lyrics on the worksheet – define different parts of the text - presentation, profession, dreams.
        E. Divide the class into groups of 3.
        F. Give the task of creative writing: "In this model students replaces the name, occupation and the dreams of character." If possible in rhyme.
        G. Each group presents to the class their finished works
Appendix 2
        H. Evaluate students using the following criteria: spelling, proper arrangement of parts, coherence, originality.
For further resources :
https://www.youtube.com/results?search_query=emmanuel+moire+le+chanteur+balavoine
http://www.dbalavoine.com/
http://www.rfimusique.com/artiste/chanson/daniel-balavoine/biographie

8. Assessment
• Formation of interest in French music
• Encouraging creativity and imagination of students
• Expanding vocabulary;
9. Evaluation results:
• interest in French music
• stimulation of creativity and imagination of students
• Improved skills of students to listen, read, write, think, search for information
• through language is transmitted cultural knowledge, values are formed.
• develop skills for analyzing and creating texts and use language means adequate to the situation

[Въведете текст]

WORKSHEETS

I.Quelle est l'idée principale de la chanson?...
II.En écoutant la chanson remplissez les trous :

Je m'présente, je m'................... Henri
J'voudrais bien .... ma vie, être aimé
Etre beau ....de l'argent
Puis surtout être ....
Mais pour tout ça il faudrait que .... à plein temps

J'suis .... je chante pour mes copains
J'veux faire .... et que ça tourne bien, tourne bien
J'veux écrire une chanson dans ....
Un air gai, chic et ....
Pour faire danser dans .... de Monsieur Durand

Et ....t dans la rue
J'veux qu'on parle de moi
Que les .... soient nues
Qu'elles se jettent sur moi
Qu'elles m'................., qu'elles me tuent
Qu'elles s'arrachent ....

III. Distinguez les 3 parties du texte et de quoi il y est question?

_____

Je m'présente, je m'appelle Henri
J'voudrais bien réussir ma vie, être aimé
Etre beau gagner de l'argent
Puis surtout être intelligent
Mais pour tout ça il faudrait que j'bosse à plein temps

J'suis chanteur, je chante pour mes copains
J'veux faire des tubes et que ça tourne bien, tourne bien
J'veux écrire une chanson dans le vent
Un air gai, chic et entraînant
Pour faire danser dans les soirées de Monsieur Durand

Et partout dans la rue
J'veux qu'on parle de moi
Que les filles soient nues
Qu'elles se jettent sur moi
Qu'elles m'admirent, qu'elles me tuent
Qu'elles s'arrachent ma vertu

Je m' présente, je m'appelle Claire
J'ai de beaux yeux bleu-vert
Je voudrais bien passer tout mon temps
Sans jamais manquer d'argent

Je voudrais avoir de grandes vacances
Pour éviter l'école et les souffrances
Et que l'année se transforme en été
Au bord de la mer
Pour ne pas rencontrer de mes parents

[Въведете текст]

Le regard sévère.

Je voudrais que les saintes journées
Soient des fêtes sans fin,
Et qu'auprès de moi
soient toujours mes copains
Qu'on s'amuse, qu'on chante et qu'on danse
Et que tous le monde ait toujours de la chance

Je m'apelle Dassin

J'aime les petits lapins
J'suis chasseur,
 un métier de bonheur

Vieux garçon, j'voudrais trouver
Ma grande passion
Une fille belle et intelligente
 ne rêvant pas de mon argent

Par malheur, elles sont toutes matérialistes
Je trouve ça vraiment triste
En Arabie j 'ai aimé une terroriste
Qui m'a fait un vrai jihadiste
Il y a beaucoup d'années
La bombe d'amour a explosé

Je n'oublierai jamais cette femme voilée
De feu et de neige
Qui m'a quitté
Pour aller au collège
Quel manège !

C'est ma chanson
 pour tous mes frères vieux garçons
qui n'ont pas trouvé l'amour grand
 et souffrent en le cherchant.

Je m'appelle Adrian
Et je suis traficant
J'aime les autos
Et les belles photos

Je vends de la cocaïne
Et toutes sortes d'héroïne
Je suis toujours leaubé,
J'aime bien travailler
et du fric collecter

Je voudrais être aimé
Et que les filles m'adoraient
J'ai des gardes pour me protéger
Et être sur qu'on ne va pas me tuer.

Bonjour, je m'apelle René
J'habite sur les Champs Elysés
Je suis chef cuisinier
Je suis né en janvier
J'aime regarder la télé

J'adore manger du poulet
J'aime le violet
Je veux maitriser l'anglais,
Chanter et danser.

Ma copine s'appelle Louisette
Elle porte des chaussettes
Avec des rosettes
Elle est coquette
Et adore les noisettes
Elle est souvent à Internet
Et contemple de belles toilettes
Elle rêve voyager
Sans se noyer
Sur   un nouveau Titanic
Et traverser le Pacifiqu

3. ЕРМИТАЖ /WORLD CULTURE HERITAGE/

1. Objectives: Content and skills

• Formation of an idea in students for Hermitage as a treasury of world art.
• Nurturing moral and aesthetic attitude to the world, love and interest in art.
• Developing the ability to read and understand scientific and popular text.
• The student is able to find specific information in the text.
• The student is able to summarize the information in the plan.
• The student knows how to make a brief oral statement prepared.
• Develop skills in oral unprepared speech.

2. Workgroup / target – students aged 18-19

3. Pre-requisites: film about Petersburg – 5 min.; sights from Moscow and Petersburg

4. Time: 40 min

5. Means / tools: independent work with a text, front feedback and check, pair work

6. Strategies:

The lesson begins with a five-minute film about Petersburg, created for the 300-year anniversary of the city.
Questions to students who in 11th grade have taught the story of the creation of Petersburg.
Who founded St. Petersburg?
When was the city founded?

[Въведете текст]

Why is this city important in the history of Russia?
Name some of the most famous architectural, historical and cultural landmarks.

• Before each student there is a picture of a sight of Moscow and St. Petersburg.
Name the only landmarks that are located in St. Petersburg. Take note of the architectural features of the two cities. Students work in pairs.
Which of these landmarks are considered symbols of the city?
• When naming the Hermitage the teacher explains that this is one of the richest art museums in the world, along with the Louvre and the British Museum, and on p. 44 students can see what some of the halls and the exhibits of the museum look like. The teacher writes on the board the subject of the lesson and puts the goal - students should get acquainted with the history of Hermitage.

• The teacher explains that the word Hermitage is of French origin and means "abode of a hermit." In the 18th century in the homes of wealthy people there were specially designed places or chambers with retractable tables where they had lunch in peace and quiet. Such a place had Catherine II too but slowly and gradually this secluded place grew into five buildings, which now house unique exhibits.
• The teacher writes on the board new vocabulary
 example of active and passive in synonymous constructions
topical vocabulary
• Students independently get acquainted with the text of the textbook - exercises. 1.
• The Teacher checks if basic information is properly understood – ex2. The exercise consists of 4 multiple choice questions.
• The language exercises follow:
Checked verb sequence and form.
 Check the use of the active voice and passive voice in separate sentences for Bulgarian translation from Russian. Students work in pairs.
Checks ability to restore in 6 sentences the missing words and phrases /based on the content of the text./
 Attention is drawn to the use of adverbs of quantity and impersonal verbs with genitive.
• The teacher asks the students to resource to the text again - exercise 1 with the task to draw up a summary plan of the text. The plan should summarize key information about the history of Hermitage. Students provide suggestions, the teacher corrects errors and records a plan for the entire class.
⌉ What task did Russian diplomats in Europe receive?
⌉ Where were works of art bought from?
⌉ For what purpose?
⌉ How did the construction of the Hermitage begin?
⌉ Which collections of celebrities filled the halls of the Hermitage?
⌉ How did the rich library of Denis Diderot appear in Petersburg?
• The teacher offers students to tell a brief history of the Hermitage using the text from the textbook and the plan as a visual anchor.
• The teacher summarizes:
⌉ What was our task today?
⌉ What helped us in the work?
• The teacher evaluates the work of the class.
• The teacher gives homework: Students choose an exhibit of the Hermitage- to tell its story and to describe it.

4. KUKERI NON-MATERIAL CULTURAL HERITAGE

1. Objectives: Content and skills
- perception and understanding of the text.
- Improving reading techniques.
- Development of motivation for creativity - curiosity and interest in new, respect for the creative personality, emotional attitude towards products of creativity and awareness of their benefits, demand, joy and satisfaction of creative expression and discovery;
- Development of socio-cultural competence - the ability to tell, justify, ask questions, explain, use appropriate language tools specific to the situation of communication according to participants, subject, purpose and conditions.
- Fluent standard expressions of politeness, use forms of politeness.
- Tolerance - ability to listen to others speak, to stick to the topic , to participate in discussions with a statement as to comply with the topic, logically organize speech and to challenge the opinion different from his.
- Ability to create a short text in response to a question on a particular topic related to real communication and interests at this age.

2. Workgroup / target – students aged 9-11

3. Pre-requisites: paper for posters, markers, colour pencils

4. Time: 40 min

5. Means / tools: team work, discussion, creative games, reading of implicit meaning

6. Strategies:
The lesson begins with the game "Tea Party"
The objective is to help students to consider parts of the text before reading it. The teacher writes on cards phrases and words from the text - "masks", "Games", "traditionally organizes the fair," "chase away evil spirits," "magic dances and the scary masks to frighten and chase away evil spirits and fairies, so that there is a rich harvest in the coming business year ', "Most of the masks are wooden structure."
Then the teacher hands out cards to students. They walk into the classroom, share the writing, listen to others and discuss how cards can be connected and make a conclusion on the subject of the text.

Placing the theme: Non-material cultural Heritage - Kukeri

Group work. Students are divided into five groups. Each group is provided with a different text /appendix1/
How comes this custom?
What does "kukeri" mean?
mere ritual
kukeri masks - symbols and meaning

We use the strategy- Read between the lines

I already know	Today I've learnt	I have questions

[Въведете текст]

Each group presents its poster to the class.

Reading is the entire text.

Discussion on the origin of the custom, the meaning of the word "kukeri", the importance of masks. The teacher adds that koukeri games are preformed at the feast "Surva" which is hosted in the city of Pernik. "Surva" is listed in the UNESCO non-material Cultural Heritage.

In oral narrative students share their own experiences and the experiences of participation in kukeri festivals.

'Running' dictation: Appendix 2

'Do kukeri exist in other parts of the world?

This dictation is a team activity as students in advance decide which role to take - writing / reading. When launched by the teacher, the first student randomly picks an extract from the dictation. The students task is to read the text, try to remember it and then to come back to the group and dictate as much as they can remember.

The Writer writes what s/he is dictated by the Reader. The roles change. At the end of the dictation, students need to read together and discuss spelling. If parts are wrongly ordered, the students have to re-assemble the entire text.

Feedback:

Make a frontal examination by the teacher on the board.

Assess work on the following criteria: spelling, penmanship, proper arrangement of parts.

7. Assessment:

- Readers interest and independence
- Stimulation of reading
- Improving the skills of students to read correctly, consciously;
- Development of oral and written language, thinking, memory, imagination, and creativity.
- Through practical self-activity, students discover the signs of sentence. Consolidate their knowledge of word order, spelling skills, skills to differentiate verbal expression for knowledge transfer.

8. Evaluation results:

- Upgrading skills to compose a text;
- Expansion of vocabulary;
- Through language is transmitted cultural knowledge, build "world picture" form social and individual values.
- Skills for analyzing and creating texts similar to the feelings and interests of students;
- Develop skills to use language resources adequate to the situation of communication according to participants, subject, purpose and conditions, the ability to ask questions and give answers to questions on the topic, to rule formulas of speech etiquette in public.

WORKSHEETS

Appendix 1

Whence comes this custom?

Kukeri appeared in honor of the coming of new year during Shrovetide at the beginning of the agricultural year. The custom of kukeri symbolizes the departure of winter and the return of new life with the onset of warm days and is one of the oldest in our land, dates back to 6,000 years ago. At the time of the Thracians, people noted these days of the ancient Greek god of wine and joy Dionysus. In ancient times worshipers of Dionysus were called satires and later their powerful prototypes appeared as kukeri. Satyrs are depicted as bearded men with long animal ears and goat legs

What does "kukeri" mean?
The word "Kukeri" is also of Thracian origin and means "tall, masked men." Most participants in the kukeri festivals wear tall hats / sometimes over 2 m /. The root of the word kukeri "Cook" and its ancient form "Kauko" means "height, curvature, high place." From "Kauko" comes the explanation of the name of the Caucasus mountains. Such word exists in the Lithuanian language "kaukaras" – it means "peak of the mountain."

The mere ritual
 In the custom may participate only men bachelors. The main actors are A Lad (Santa) Bride (Baba), King and other kukeri. Only the King is a man in adulthood, who has already created a family, has children and property. The men gather in the center of the village, from where to go round the houses with wishes for fertility and health. The hosts donate "guests" with wine, food, and the kukeri kiss the hand of the host of each house the visit.

 After touring the village the band returns to the square where they play an ancient rite. First, the kukeri run in different directions and they rattle loud their copper bells. It is believed that the more noisy, the more certain is that they will drive away evil spirits and ghosts. There is also waiting the 'bride'. The King blesses of fertility, one of the kukeri ritually kills him and the others are gathering over him and "resurrect". 'Bride' gives birth to a baby - a new beginning. Now the agricultural year can begin and the fun continues with folk dances. Finally, all gather to have a rich feast of food donated by the people of the village.

Kukeri masks - symbols and meaning

 Making kukeri masks is a kind of art. Most of them have a wooden structure. On the mask people stick colored threads, pieces of fabrics, mirrors, beads and other items. The mask must be ugly and scary so as to "scare" evil away. The most ancient masks are in the form of a ram, a goat and a bull. Some masks have two faces. On one side of the mask the face is kind - snubby nose, smiling face. On the other side the nose is large and hooked, the face is grim. So in this way people show both good and evil, which coexist in the world. No less important than the material are the colors of the decoration. The main color is red - a symbol of fertility and rebirth of nature, the sun and fire. In Bulgarian symbolic tradition red is used to "chase" evil forces and spirits. The other predominant color is white. White is a symbol of water, light and purity.

Appendix 2

Do kukeri exist in other parts of the world?

 1. Kukeri games are widely spread in Bulgaria and some other countries - Romania, Serbia, Greece, Macedonia, Moldova, Slovenia, Croatia.

[Въведете текст]

2. Italy also held similar carnivals of "mamutones." They wear black wooden masks, bells on the waist and thick fur coats.

3. In Cantabria, Spain celebrates so-called. "Kihanera". Notes during the first Sunday of the new year.

4. In all corners of the world masked people bring good luck, fertility and prosperity. It is believed that the more "hits" get by masked mummers, the away evil will stand by you. Therefore, people have collected and meet them with honors and treats.

5. LESSON OF PERCEPTION OF LITERARY WORK

TOPIC: ANTOINE DE SAINT-EXUPERY "THE LITTLE PRINCE"

1.Objectives:
• Developing skills for overall perception of literary work.
• Develop skills to extract information from text on a given task and keywords;
• Develop skills for writing riddles using keywords;
• Develop listening skills and perception of essential information;
• Develop presentation skills for oral text.
• Developing skills for accurate use of words in order to fully understand the interlocutor;
• Development of observation and concentration;
• Develop creative abilities through written speech;
• Develop skills in listening comprehension.
Target group: aged 10- 11 years

2.Pre-requisites:
Beforehand all students are set the task to read the book "The Little Prince" by Antoine de Saint-Exupery
Work in small groups - 3-4 students
Materials:
• Illustrations from the book - as many as the groups are;
• Excerpts from the text of the work to the relevant illustrations;
• Envelopes;
• White paper sheets;
• Cardboard;
• Adhesive tape or magnets.

3.Methods:
• Talk;
• Telling the story of life and works of the author by the teacher;
• Use of resources from other arts - visual arts; interdisciplinary relation of supportive materials
• interactive methods - game.

4.Strategies:
4.1. Preparation for the Adoption of the text:
• Beforehand independent reading of the book "The Little Prince" by Antoine de Saint-Exupery;
• Activation of experience and knowledge of students;
4.2. Work with the text:
• Brainstorming
• Listen-Read-Discuss (LRD)
• Asking and generating questions
• Visual prompts
• Exit slips

The teacher assigns students to read "The Little Prince" before the lesson at home.
For the class the teacher prepares envelopes with an illustration and a text that is not related to it. Students are divided into groups of 3 or 4. Each group draws on the envelopes random text and illustration.
Brief presentation of the book "The Little Prince" and a biography of Antoine de Saint-Exupery a presentation.
Students share which facts of the biography of Antoine de Saint-Exupery impressed them most.

[Въведете текст]

Installing the task:

The teacher explains that each group has a text and illustration, which are not connected. The task is to write a riddle based on the text so that they can find its relevant illustration which is in another group and link the text to it. The text and illustrations must be attached to a sheet and placed on the board. At the end of the class the hour episodes must be arranged chronologically according to the plot of the book and to share personal impressions from reading.

Instruction / either write on the board or prepare in advance and distribute to groups in printed form /

• Remove what's in the envelope.

• Take illustration aside and work only with the text.

• Read carefully the text and answer the following questions:

What is the main subject in the passage?

What is the word that defines the most important in this text and can be a key to the illustration?

• Make a riddle whose answer is determined by your key word.

/ Students must be familiar with the genre riddle and its characteristics so as to be engaged in exercising writing riddles. /

Give 15-20 minutes to work on the task. The teacher passes between the groups and assist, give further explanation.

After the time is out the group that has completed the task first, should first read their riddle. Others listen carefully and look at the illustrations that are in their envelopes. The group, which owns the illustration to the riddle must show it to receive its text. The group that received your text, in turn read their riddle. After all groups have found their relevant text, they glue the picture and text on a piece of A4. The sheets are arranged on the board. Each group reads their text - the task is to arrange chronologically the episodes of the plot of the book. Their A4 papers are arranged on the panel and later could be added or compiled riddles.

Share personal impressions from reading the book.

Reflection:

The most interesting thing in this lesson was ...

The hardest thing in this lesson was ...

The lesson made me think about ...

Performance evaluation.

5. Assessment:

Methods and strategies in the lesson are selected and adapted to the age of the students and according to present experience in working with artistic text.

Work in class is organized through interactive methods based on games that support children's interest, help to check the perception and understanding and prepares them for the next few classes to analyze the passages in the book.

6. Results:

After this class students manage to connect snippets of text with illustrations and arrange chronologically the events of the plot of the book. They are satisfied with the results achieved and the opportunity to express their creative abilities by means of speech.

6.   MEDIEVAL DANCE IN EUROPE

SUBJECTS	English, Music, History, Computer studies
TARGET GROUP	Age 14 - 19

[Въведете текст]

SUBJECT CONTENT PRE- REQUISITES	• Students can define the begining and ending of the Middle Ages and how they are subdevided. They can discuss the characteristic features of the period: the role of the church; the specifications of the society; the Medieval culture and the development of literature, art and music in Europe and in their country; • They can name some Medieval composers and musical instruments; • They can work with Microsoft Office –Powerpoint and the Internet;
LANGUAGE PRE- REQUISITES	Level B1 / B2
LEARNING AIMS	• to enrich students' knowledge about Medieval times with additional details about the music, dance and costumes in the period; • to provoke them to make analysis of the period and compare its culture (music and dance in particular) with the culture of other periods, including the 21st century • to practice their speaking skills using vocabulary connected with history and music and learn some new terms; • to practice group discussions and team work; • to apply their skills in searching information on the Internet and making Powerpoint presentations; • to improve their presentation skills;
ACTIVITIES	**Lesson 1 (timing: two classes of 40 minutes or one of 60 minutes)** • **Warm-up discussion** about the Medieval period – the teacher asks questions in order to activate the knowledges students already have (speaking) • **Watching videos of different Medieval dances from different countries, group discussion, answering questions** (speaking) After each video students may share their impressions- about the music, the dance, the costumes and take notes. After they see all the videos, they make a discussion about the music, steps and costumes- what the different dances have in common, and what is different; if it depends on the country or on the historical period; if the dances resemble any contemporary traditional dances and costumes, etc • **Practicing with worksheets (in pairs). Discussion.**(reading comprehension/ vocabulary practice/ speaking) The students read the text, answer the questions and do the vocabulary exercise. The teacher checks the answers with the class. Then in a dicussion students analyse the information from the text: the non-contact dance, the instruments, the specific clothes (especially the materials and colours which were used at that time, as well as some pieces of clothing which are not used anymore) and compare them with those from later periods and from nowadays. • **Homework task** (computer skills/ vocabulary practice/ teamwork)– students are devided into teams of two or more. For the next class they have to make a research on the Internet

	and make a Powerpoint presentation about some of the specific notions which were mentioned in the lesson: particular dances (Carol, Basse Dance, The Egg Dance, Scottish Dance, Morris Dance, etc) their origin and the traditions connected with them; particular instruments (jingles, bells, lutes long drums, side drums, kettle drums, tabors, tambourines) and their use in the past and now; specific clothing and the fashion in the Medieval period (Medieval headdresses, petticoats, etc.); or another topic which is related to the lesson. **Lesson 2 (40- 60 minutes)** • **Giving presentations** – the teams show their presentations on the Interactive whiteboard and answer the questions of the other students. There may also be a class discussion about each of the topics. The teacher may use this task to evaluate the skills which the students have demonstrated.
MATERIALS	• Interactive whiteboard • Computer with Internet connection • Worksheets

Annex 1:

Links of the videos:
https://www.youtube.com/watch?v=PWMyb1UtlzE - **Saltarello.** Italian Medieval dance.
https://www.youtube.com/watch?v=Pti0Mp_TI4A - **The Egg Dance-** English dance
https://www.youtube.com/watch?v=A7AzGhMV1T8 – **Passamezzo** (3,21 min.) **–** Italian dance
https://www.youtube.com/watch?v=u4vZS7M8YiE -Baroque Dance **- Pavan**
https://www.youtube.com/watch?v=cZWDrjLO7r4 - **Allemande** – German dance
https://www.youtube.com/watch?v=rrvYXkqK0pI - **Rigaudon** -French dance
https://www.youtube.com/watch?v=fqCJ3Za4toA -(**Newcastle,**" an English Country Dance (1,53 min.)
https://www.youtube.com/watch?v=6fa2wZEsRWM – (France) G.F.Haendel - **Watermusic**
(PART III: Hornpipe-Menuet-Rigaudon I/II-etc.) (8.22 minutes) – this video presents a mix of three dances

Reading activity:

M e d i e v a l   D a n c e

During the Middle Ages, dancing was a very reserved practice and the church played a crucial role in the development of medieval dances. The church primarily did not approve of medieval dancing. However, it eventually became accepted and became part of some religious sermons or ceremonies.

Medieval dances showcased a variety of rich cultures from different parts of Europe. There were several types of dances that were popularised during the medieval period such as Carol, Basse Dance, The Egg Dance, Scottish Dance, among many others.

[Въведете текст]

Medieval dance music varied with the different kinds of dances. The earlier medieval dances had musical instruments and singing as music to the dances. Later on, some only used music instrumental variations with the use of jingles, bells, lutes long and side drums, kettle drums, tabors and tambourines. While others only had singing as music to the dances.

Medieval Dance Costumes

Medieval dance costumes varied per class. The upper class men and women wore more vivid, dramatic and luxurious attire. They mostly wore gowns that were made of silk and other expensive materials. Some medieval dance costumes were strapless while others had longer sleeves for a more dramatic effect.

Various kinds of laces were used, sewn and entwined carefully over these medieval dance costumes. Underneath medieval dance costumes, women wore corsets and heavily structured petticoats to form perfectly rounded shapes towards the bottom of the gown. Headdresses were also very popular among women from the upper-class society as they played a major part of the medieval formal attire and were worn during social occasions and medieval dances.

Medieval Men, on the other hand, wore bold coloured tunics that were mostly decorated with emblems signifying their wealth and influence. Some medieval men would carry swords, fitted at the right hand side of their belts. These expensive looking outfits usually came with leather shoes and fur hats to accessorise them.

Meanwhile, peasants wore their daily clothing to medieval dances. Most peasants during the medieval times only had one set of clothing but if they owned more than one, they most likely wore the more fashionably acceptable ones during these occasions. Females commonly wore plain cut coloured dresses while males wore dull coloured woollen jackets and shirts.

Types of Medieval Dance

There were several types of medieval dances. The most common types were the Circle Dances, Court Dances and Country Dances.

Circle dances were probably the oldest type and perhaps the oldest medieval dance formation ever known. This type of medieval dance has been a part of community life ever since people started dancing, not just during the medieval period. However, some of these dances were not documented in history.

Court Dances were dignified dance performances done at a court. As recorded in historical documents, these dances included tiptoeing and jumping steps, as well as several curtseys. The most common court dances were the Basse Dance, Black Alman, Black Nag, Rufty Tufty.

Line Dance was another type of medieval dance. Line dances were choreographed dances with repeated steps. Similar to the circle dance where the dancers formed a circle, a line dance was performed in one line or several rows. Common lines dances were La Spagna, The Morris Dance and The Jig.

Country Dance were considered folk dances and were identified by a combination of circle and line dancing. It also involved a lot of clapping and spinning steps. The most popular country dances during the medieval period were The Egg Dance, Quadrille, Pavan, Farandole and Burgundian dance.

Medieval Dance and Common People

About 90 percent of the families who lived in villages were either peasants, farmers or village labourers. Most of these people did not own several sets of clothing unlike the nobles and royalty. Nevertheless, peasants still spent their holidays in church festivals, some engaging in medieval dances and social gatherings. However, they only mingled strictly within the same social class. Peasants had never joined or been seen around the wealthy people's social gatherings, especially when there was royalty involved.

Medieval Dances for Royals and Nobility

Kings and Queens usually sent invitations to noblemen to attend Royal Balls, where lavish banquets were held followed by music and medieval dancing. Young nobles and royalties greeted each other in the form of courtesy. They would dance slowly in circle. Sometimes, people from the noble classes would arrange some of these social events. They provided funding for them and spent a great deal of money ensuring that the events were attended and enjoyed by people from the same class. The preparations involved performances of travelling minstrels as well as medieval dancing to the celebration.

Read the text. Mark the statements true (T), false (F) or no information (NI)?

1. Medieval dances were restricted by the church.

2. At the beginning of the medieval period the dances were accompanied by both musical instruments and singing.

3. The dancing costumes of the rich men were in vivid colours.

4. To medieval dances villagers wore fur hats and leather shoes.

5. The dresses of the poor women didn't have petticoats .

6. An element of the court dance was the deep bow.

7. Line dances were improvised dances with repeated steps.

8. Country Dance included two other types of dance

9. Peasants celebrated their holidays only within their social class.

10. The noblemen danced only at balls held by the king and the queen.

Vocabulary practice:

[Въведете текст]

Activity 1: Match the pictures (1-5) with the words (a-c)

1.   2.   3.   4.   5.

a) jingles   b) petticoat   c) tambourine   d) Medieval headdress   e) kettle drum

b)

Activity 2: Complete the sentences with words from the list:
lace, strapless, showcase, entwine, attire

1. I hardly think jeans are appropriate ……… for a wedding.

2. My sister was stunning in her dress trimmed in white ……. .

3. The snake ……… itself around the branch.

4. The main aim of the exhibition is to ………. British design.

5. The designer presented a beautiful ………… evening gown.

7. PERSPECTIVES ON SUPERNATURAL - MACBETH

1.Lesson objectives:

Compare historical perspectives on the supernatural with today's understanding of these phenomena.

Describe how Shakespeare uses the theme of the Supernatural in *Macbeth*.

Interpret a literary text by identifying the techniques used by the author and how they contribute to its meaning.

Use internet resources for independent research

2.Time: two 40-min lessons / non-formal school setting or library/

3.Pre-requisites: handouts (1- opening scene in act 1; 2- extract from act1 with the witches meeting Macbeth after the battle) ; paper for note taking;

4.Introductory activity - 20 min

What did Shakespeare's audience believe about witches? */ suggested procedure is discussion and brainstorming of students' ideas so as to make them recollect knowledge from history studies and literature; the point of this activity is to stimulate students to transfer knowledge from different fields of studies or experience- e.g movies/* (suggested answer- People in 16th century believed witches were real. Most of the students would know stories of people who were believed to be witches-e.g fairytales)

Give the students the handout with the opening scene in act 1 in Macbeth. Ask them to read it to themselves and pay attention to the atmosphere that the author creates.

 / suggested procedure- ask 3 students to read aloud the scene with the witches/ Then give them the second handout – act 1- with the prophecies of the witches made to Macbeth and Banquo. (suggested outcome ideas- the witches have or haven't total control over Macbeth. In literary context it's important to elicit that the more fearsome the witches are, the more likely the audience to anticipate a bad outcome for Macbeth. Some students might also think that Macbeth's interest in what the witches say and his desire to hear more suggests that he is either tempted by their prediction or he is already corrupted.) The main idea of this part of the lesson is to let students decide to what extent the witches have control over people's destiny, if they have any at all.

5.Core activity - 15 min

Tell your students that you'd like them to give examples how the beliefs described in the segment compare to our modern ideas about the supernatural. Ask them to identify different beliefs in the supernatural that they have heard of or personally experienced. Some examples may include:

Horoscopes

Fortune tellers

Ghosts

Superstitions, such as breaking a mirror or walking under a ladder bringing bad luck/UK/ or a black cat crossing your way/BG/

Make a brief overview of their ideas through the following questions:

When have you encountered mention of this phenomenon in your life?

Have you seen movies or news stories about it?

[Въведете текст]

Do people believe in this phenomenon today? Is that surprising?

Make a common list of the examples. Then break the class into two groups and assign each group one of the tasks: 1. Search the Net or brainstorm and find about supernatural creatures in folk myths, legends or fairytales. 2. Search the Net or brainstorm and find about modern beliefs in supernatural.
(suggested answers- 1. supernatural creatures in folklore such as fairies, witches, dragons, ghouls etc; 2. Movies about vampires or supernatural powers like mind-reading, common everyday superstitions e.g. spilt salt brings bad luck and you should spit three times and throw a pinch of salt behind your back to avoid it)

6.Close-up activity - 5 min
Give each group of students homework assignment to make a PPt presentation or prepare leaflets on the topics from 3. / *suggested procedure-1. since this assignment supposes teamwork, the teacher may ask them to do the research work at home and then arrange a time for them to meet and compile the materials, or ask them to communicate via social platforms and come up with one group material to present to the class 2. Ask the two teams to bring books of folk tales and newspapers for the next class, find examples in them of the assigned topic to illustrate their leaflets/*

End of the first lesson

8. SECOND LESSON

1.Pre-requisites: pencils, paper, ppt presentations, computer, projector, pens

Introductory activity: 5-7 min

The teacher again introduces the topic of 'Supernatural in the past and today'. Then asks each team to make a brief lead-in for the rest of the class for their presentations.

Core activity: 20-25 min

Each team has to present their work as it was assigned during the previous lesson. Meanwhile the rest of the students are taking brief notes for the most essential information. The teacher may assign one or two students to draw pictures or sketches on the topics.

Close-up activity: 5 min

The teacher asks students to review their notes for about a minute and then make a common list for the class. When the teacher shows them the sketches s/he asks students to find similarities between traditional and modern beliefs in Supernatural.

2.Evaluation: The teacher sets the criteria before the lesson: creativity of presentation, speaking skills, relevance of the information, grammar and vocabulary correctness, overall team impression

3.Assessment: through these two lessons we develop:
Skills for filtering information
Skills to make comparisons and analogies
Critical approach through questioning and doubt to understanding cultural and historical content
Skills for oral presentations
Necessity of creative expression and understand the overlapping of language and art
Skills to make transfer of knowledge from history to literature
Skills to understand implicit meaning and function of language
Skills to apply interdisciplinary approach to problem-solving

[Въведете текст]

9. THE ROAD AND THE JOURNEY IN THE WORLD OF FAIRY TALES

1.Objectives:
• Summary of knowledge about the genre of the story and drawing the main motif - the journey;
• Highlight the different meanings that the motif of the Road brings
• Develop skills to extract relevant information from text assignment;
• Sharing experiences;
• Individual study of the problem; draw conclusions and summary.
2.Target group: the 23 students from IV "B" class, Foreign Language School, c. Pleven, aged 10-11 years
3.Time: 40-50 min
4.Pre-requisites:assignment of students to recall and read stories that are studied.
materials:
• sheets of painting;
• pencils;
• dance music
5.Methods:
• Associations;
• Talk;
• Story of the teacher to introduce the topic of road;
• Use of knowledge and resources from other arts - visual arts, music;
• interactive methods - play, group work, sharing of personal experience.

6.Strategies:
1. Preparation work:
• Preliminary reading of fairy tales
• Activation of personal experience and knowledge of students;
7.Cross-curricular links:
• Bulgarian language - study and clarification of the ambiguity of the word "time";
• Fine arts - painting;
• Geography - drawing on the map;
• Music

Game associations - "Let me record everything that comes to mind when you hear the word " journey ".
Read associations with a brief comment.

Lead-in
Ask students where they like travelling.
Here's what the wise wizards - Everyone has his own way. Everyone with heart and mind feels their way and wants to move on it. But what if each has their road and wants to go only on it? What if you don't need the road of other people, how will you get along with them? If you think so, it would appear that everything in life is arranged so that each goes their road, but do we have the right to help others? This is support.
It is not necessary to follow the road of others in order to preserve friendship. We just need to learn to respect our and their road.

What does the road in fairy tales mean?

• Movement - physical and spiritual;
• Sense of perspective future;
• New open roads;
• New opportunities;
• The call of the road is a call for change;
• Personal need for change;
• Bringing something new in life.

Task: / class is divided into two groups /:
Gr.I - Draw a road that is pleasant to go and describe it.
Gr. II - Draw a road that hides danger. Tell us what this danger is and what can be done to avoid it.

Then the class is divided into small groups to draw a map of the road and the surroundings

Summary of the concepts and meaning of Road in fairy tales.

Game for reflection
Imagine that two of your fingers are actually your legs and now try to dance with the fingers. Then choose a partner to make a dance together with your 'finger-legs'. Music is played and remind students to focus on movements and ignore other people.
How did you feel while dancing? Would you rather dance alone or a couple?

8.Assessment
Work is organized through interactive methods of game basis that support children's interest, help to check the perception, understanding and identification of layered meanings of the road in fairy tales. An important point in the lesson is intensified personal experience of students and through skills development for analysis and summary of knowledge.

9.Results:
At the end of the class students on a practical basis manage to discover the different meanings of the motif of the road and the journey in tales, exploring different stories and characters. Summarize and draw conclusions about the changes that occur in the characters related to personal experience.

10. TRADITIONS AND SYMBOLS IN CULTURAL CONTEXT

[Въведете текст]

When we aim at developing our students' literacy, we should not only concentrate on improving the different skills relevant to the acquisition of a new language, but also on teaching knowledge about the cultural environment in which the language is spoken, as well as the culture and traditions of the European countries and the world in general. In this way we will help our students become intelligent, informed and open-minded citizens of Europe and the world. In relation to these aims, we offer you a lesson about one of the most popular traditions in Bulgaria. It incorporates speaking and reading comprehension skills, as well as some vocabulary practice.

1.Topic: Traditions, Holidays, Culture

2.Objectives: developing reading comprehension skills; acquiring new vocabulary; getting to know another county's culture;

3.Target group:/aged 10-18/

Speaking Activity: As *a pre-reading activity* students are given several pictures which present typical traditions from different countries. For example:

Then they are asked to do the following exercise in pairs, in groups or as a whole class discussion:

Look at the pictures and answer the questions:
What do you see in the pictures?
Do you know anything about these traditions? Do you know which countries they are typical of?
(The first picture shows Chinese New Year, also known as Spring Festival in China; the second picture is from the Carnival in Rio de Janeiro and the third one presents the Tea Ceremony in Japan)
Talk about some traditions and customs which are popular in your country?
Have you ever seen or experienced at first hand any foreign traditions or customs?

The pictures illustrate the target topic and make it more meaningful for the learners. Moreover, this activity helps activate the vocabulary schemata of the students related to the topic and the work in pairs or in groups increases the interaction among students. Sharing their ideas with the whole class provides them with feedback from both their friends and the teacher.

Working sheet 1

1.a. Read the given text extracts 1 and 2 and try to define the term "refugee".

1.b. Read the given text extracts 2 and 3 and try to define the term "migrant".

1.a

R E F U G E E	CHARACTERISTICS OF A REFUGEE

1b.

M I G R A N T	CHARACTERISTICS OF A MIGRANT

2.a. Definition of "refugee"

Refugee is:

…………………………………………………………………………………………………
………………………………………………….
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………….

2.b. Definition of "migrant"

Migrant is:

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

1. Point out the differences between the two terms, in the following table, after taking into consideration the elements that you have reported in your previous answers.

REFUGEE	MIGRANT	DIFFERENCES BETWEEN THE TWO TERMS

2. After reading the excerpt 4 "Article 1, A 2. International Geneva Convention (1951)", you are asked to check if the previous definition of a refugee should be changed. Rewrite the new definition with further clarifications.

a. Additional information:

…………………………………………………………………………………………...............
………………………………………………………………………………………………
………………………………………………………………………………………..
………………………………………………………………………………………………
…….………
………………………………………………………………………………………………
……………………………………………………………………………..
………………………………………………………………………………………………
……………………

b. Final definition:

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

a. "A person without a nationality…": Find the definition.
The definition is : …………………………………………………………………………

b. What difficulties do you think that a person like this faces and why?
The difficulties are
………………………………………………………………………………………………
………………………………………………………………………………………………
  because……………………………………………………………………………………
…………………………………………………………………………………………..

Working sheet 2

1.Assume that you are persecuted in your country. Which incidents would make you want to leave your country? Read the first five texts which were given to you, for extra inspiration.

The reasons why I decided to leave my country
a.
b.
c.
d.
e.
f.

1. Assume that you find yourself in a situation of pressure and fear because of the prosecutions you face. You are getting prepared to escape from your country. Therefore, select three objects from the following that you want to take with you. Pack them in the bag that is given to you.

"We walked for days, months, thousands of kilometers. We slept on the floor and had to eat even leaves to survive. They shot us. Many boys were killed. What happened to my parents? I do not know. But now we are here, in a new life. And I saw snow for first time!" (From the words of one of the "Lost Boys of Sudan" who settled in the US.)

a. Which criteria defined your choice of objects?
The criteria were:
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………

b. Do you think that you may need something else which isn't included in the list that has been given to you?

YES.
What;……………………………………………………………………………………………
Why;
……………………………………………………………………………………………………

NO.
2. When you decided to leave your country, you found yourself in front of the need to leave something beloved behind:˙ a person, an animal or an object. What was that? Choose from the list below
- The parents
- A baby (child/brother/sister)
- A disabled person
- A Grandfather - Grandmother
- Personal belongings
- A boyfriend/A girlfriend
- A favorite pet (a dog, a cat, etc.)

a. Which criteria defined your choice?

The criteria were:
i.   ……………………………………………………………………………………………
ii.   ……………………………………………………………………………………………
iii.   ……………………………………………………………………………………………

iv.   ………………………………………………………………………………………

b. Record all the memories and emotions associated with the loss and harm you felt in your soul.

………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………

Working sheet 3

1. Write down on a piece of paper, based on your experience, a word – term which is related to refugees/migrants.
2. Link the words - terms you proposed in the previous exercise with the right answer given in the next column.

a. Asylum seeker	1. Act of agency or authority of a state that seeks to ensure the removal from its territory of persons, against their will.
b. Stateless	2. Naturalization is a legal process whereby a person becomes a citizen of a country.
c. Deportation	3. A person who chooses to move not because of a direct threat of persecution or death, but mainly to improve its life by finding work, or in some cases for education, family reunion, or other reasons.
<u>**d. Unaccompanied minors**</u>	4. Legal process by which a citizen of one country becomes a citizen of another.
e. Migrant	5. A person whose asylum application has been unsuccessful and who has no other claim for protection awaiting a decision.
g. Naturalization	6. The process refers to the situation where family members who have been separated due to forced or voluntary migration join another member of the family who is already living and working in another country
h. Non-refoulement	7.Girls and boys under 18 years, foreigners, who have been separated from both parents and nobody adult is responsible to take care of them
i. Family reunification	8. The act of making the migrants and the refugees acceptable by the society.
j. Legalization	9. a person who is not considered as a national by any State under the operation of its law
k. Integration	10. it concerns the protection of refugees from their return in parts where their life or their freedom could be in danger.

a→……..,b→……….,c→……….,d→……….,e→……….,f→……….,g→……...,h→……...,i →…….,k→……...

3. Please refer to the UNHCR website – both the Greek and English version - and answer the following questions:

a. When was the UNHCR founded, by whom and where are the headquarters?
UNHCR was founded in……………………………………………………………………….
By………………………………………………………………………………………………
The headquarters are ……………………………………………………………………….

b. What is the main responsibility of the UNHCR?
The main responsibility of UNHCR
 is……………………………………………………………………………………….

c. The main tasks of UNHCR are:
   I. …………………………………………………………………………………………
    …
   II. …………………………………………………………………………………………
    …
   III. …………………………………………………………………………………………
    …
   IV. …………………………………………………………………………………………
    …
   V. …………………………………………………………………………………………
    …

d. The UNHCR deals with the "internally displaced populations". Who is included under this name? What caused their displacement? Why are the numbers IDPs constantly increasing?
   i. …………………………………………………………………………………………
    …………………………………………………...
    ....
   ii. …………………………………………………………………………………………
    …………………………………………………………………………………………………..
    …………………………………………………………………………………………...……..
    …………………………………………………………………………………………………
    ...…
   iii. …………………………………………………………………………………………
    …………………………………………………….…………………………………………..
    ……

Working sheet 4

1. Please refer to the Rights and Obligations of Refugees, as read in the International Convention of Geneva (1951), towards the country of reception.
2.

Refugees' Rights	Refugees' Obligations

1. 2. 3. 4. 5. 6. 7.	1. 2. 3. 4.

3. If Hitler, after the end of the Second World War remained hidden somewhere in Germany or resorted to another country could immediately after the signing of the International Geneva Convention request and be granted asylum in another country? Yes or No and why?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

4. Can a soldier be recognized as refugee and be under the protection of the International Convention for the Refugees?

Yes or No and why?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

5. Study the extract of poem, which allegedly was written by Bertolt Brecht:

When the Nazis attacked the roma, I did nothing.
I was not a roma.
When the Nazis attacked the Communists, I did nothing.
I was not a Communist.
When the Nazis attacked the Jews, I did nothing.
I was not a Jew.
When they attacked me
there was nobody there to react for me…
For all of you, that believe..
 That it will never be your turn..

And:

    a. Try to find out if the poem has some meaningful relation with the explosion of migration and the refugee problem. What is the protagonist's attitude lacking? You can combine it with the saying of Nikos Kazantzakis: "If the world is not saved, you ought to say the fault is mine. I myself have the duty to save the world."

b. Rewrite the poem replacing the protagonist with the citizen of a financially powerful country while in the place of Roma, communists etc. put a citizen from the European countries affected by the suffering of the economic crisis.

α.
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………

β.
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
……………………………………………………………………………………………………
…………………………………………………………………………………………………

After reading
Summarizing (5 – 4 – 3 – 2 – 1)
Oral activities (1 hour)

a.i.1.   We separate the students in four teams, with 5 members each.

a.i.2.   The two of them will compete in a debate. The first group represents all those who support the view that migrants - refugees can contribute decisively to the development of the host country, while their escape is a big misfortune for their homeland, and the second one asserts that migrants - refugees constitute an obstacle for the development of the host country. **(30΄)**

a.i.3.   The other two teams will describe the images that are given to them (photographs –paintings). Then they shall talk to us about the emotions these images create to them, while listening and watching in video the song of Sivert Høyem "Prisoner of the Road" written for the Council of the Norwegian Refugees. **(30΄)**

Να δοθεί τέλος στην στρατιωτική και αστυνομική διαχείριση της προσφυγιάς και της μεταναστευτικής ζωής και εργασίας.

ΑΛΛΗΛΕΓΓΥΗ ΣΤΟΥΣ ΜΕΤΑΝΑΣΤΕΣ

Writing Activities

1. According to official information from the Greek state, 91% of migrants and refugees with direction Europe via Greece come from 3 countries, Syria, Afghanistan and Iran. Write an article in the newspaper of your school where you report about the political and social situation in these countries and mention the possible reasons which force these persons to leave. (600 Words)
2. Write a letter to the UN Secretary General, concerning the current in Greece with the constant flow of refugees and migrants. Make a special reference to the attitude of other European countries, for example by restricting the free movement and closing their borders. With this in mind, ask the UN Secretary General to approach the governments of these countries and to remind them, bluntly, that their attitude violates the rules of international treaties and unwritten customary laws, and proceed immediately with a political framework in order to face the issue effectively, in terms of equality and fairness. (400 words).

Evaluation

- The teacher had the possibility of evaluating the students individually and in groups, depending on the requested tasks.
- Dealing with a subject like this gives young people, such as students, the opportunity, to realize the need for a culture of moral values, as humanity, solidarity, support, altruism, freedom, equality and egalitarianism.
- Students recognized the need for an education that fights xenophobia and racism and cultivates the faith in man, regardless of the colour, the language, the religion, the sex or the race.

Texts

1. "One and a half million people suddenly found themselves out of their ancestral land. Killed children and parents were left unburied. Abandoned properties, fruits on the trees, food in stove, crop in storage, money in the drawer, portraits of ancestors on the walls. And they were forced to leave, chased from the Turkish knife and the fire of war. And they were considered lucky that they exchanged their fortune, their homeland, their past with a trickle confidence ... They grabbed boats, caiques, rafts, ferries and passed the sea altogether as a team in a horrible wave of migration. They

slept overnight as housekeepers in their city and woke up as fugitives, navigators, homeless, paupers, vagabonds and beggars in the ports of Piraeus, Salonika, Kavala, Volos, Patras. "(Dido Sotiriou: Through the Flames)

2. **THE EMIGRANTS** , BERTOLT BRECHT (in Refugees: An Anthology of Poems and Songs. Edited by Brian Coleman. Ottawa 1988)

I always found the name false which they gave us: Emigrants.
That means those who leave their country. But we
Did not leave, of our own free will
Choosing another land. Nor did we enter
Into a land, to stay there, if possible for ever.
Merely, we fled. We are driven out, banned.
Not a home, but an exile, shall the land be that took us in.
Restlessly we wait thus, as near as we can to the frontier
Awaiting the day of return, every smallest alteration
Observing beyond the boundary, zealously asking
Every arrival, forgetting nothing and giving up nothing
And also not forgiving anything which happened, forgiving nothing
Ah, the silence of the Sound does not deceive us! We hear the shrieks
From their camp even here. Yes, we ourselves
Are almost like rumors of crimes, which escaped
Over the frontier. Every one of us
Who with torn shoes walks through the crowd
Bears witness to the shame which now defiles our land.
But none of us
Will stay here. The final word
Is yet unspoken.

3.   " We did our best to prove to other people that we were just ordinary immigrants. We declared that we had departed of our own free will to countries of our choice, and we denied that our situation had anything to do with " so – called Jewish problem. " Yew, we were " immigrants " or " newcomers " who had left our country because, one fine day, it no longer suited us to stay, or for purely economic reason. We wanted to rebuild our lives, that was all. In order to rebuild one's   life one has to be strong and an optimist. So we are very optimistic." (We, Refugees, Hannah Arendt)

4.   Article 1, A.2 International Convention of Geneva (1951)
 " As a result of events occurring before 1 January 1951 and owing to well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it." ()

5. "During the civil war, I was child"
"Really, why did you come to Germany?" Very often ask and expect a brief and standard response such as if asking "how are you". But my story is not suitable for the little chat at a party or on the street. Anyone who wants to understand my story must allocate time. My story is great and I would say tragic.

My name is Paulo. I would like to describe how I spent my childhood in Angola, but I had no childhood. When I was born in 1967 in Banza Luanda prevailed war. When I left Angola in 1988, there was war yet .

My father was a truck driver. When the war allowed he lead in the city with his truck to bring things for his boss, who had his own shop. The work of my father gave us little "luxury" in our lives. Sometime he managed to bring soap or sugar from town.

In the refugee camp
When I was nine years old we had to leave our village as FNLA rebels approached our area. The army led us to a refugee camp in Shogo. There we stayed in a room with other 20 to 30 people. There were no beds. Just on your toes you could walk because of the many people who lived in the same room. In front of the shacks was sports field. We, children, spent most of our hours there. Sometimes they are shooting and sports field, so we ran to escape falling to the ground. There were no games and no place to play.

More than three million people died during this war
The war not only means violence, it means hunger: We often could not sleep from the noise made by the stomach. Our village except rebels were full of corn, peanuts and fruit. Although we feared not our halt the rebels, our hunger was far greater than our fear and inter-risked to get ourselves into the fields to find food. "If you have not eaten for two days, you become brave."

"We heard gunshots, screams, crying"
Our fields were located about fifteen kilometers from the camp of refugees. If we were lucky, the army came with us there. If we were not lucky enough we had to go on our own and many times it was. In our fields we went in groups and we children were following. Once the group ahead was halted by the rebels. They killed all the children immediately, while they massacred men. Women were abducted. We heard gunshots, screams, tears. With great fear we fled and hid under a bridge. Shortly after the rebels came to take a break on this bridge.

We heard the disgusting jokes about the women who had abducted. We dived into the icy waters. We kept each other because of the power of water. I did not know swimming and y I do not know up till now. God knows that i was not drowned that day.

We waited for hours in the icy waters. Each breath could be mean our death. The rebels continued their way. But we dared to leave our hideout after hours. We managed to save our lives. Where should however go now? In front of us was our village conquered by the rebels. Behind us was the long road to the settlement of refugees, which had already encircled by the rebels.

The new homeland Germany
Now sixteen years since I came to Germany, almost half my life. In Germany, I feel like my house, but my heart is in Angola. In 2001 I traveled to Angola. The war is over, but the memories still continue to be alive in the souls of men. In the streets of Luanda disabled soldiers beg. They have given everything for Angola and now Angola disappoint them. Death was routine in Angola. Now the war is over, and life goes on. However mothers seeing the

rapists of their children every day to walk freely in the streets while killers are neighbors with bereaved.

In the streets of Luanda I've heard a young man telling the history of Angola through rap. If I can go a day in Angola, I want to bring this music there. I want people to be able to sing, laugh and dance again.
(From the book: "Fluchtwege - Lebenswege. Meine Geschichte: Jetzt will ich sie erzahlen")
(UNHCR)

Students were also provided with copies of:
- Universal Declaration of Human Rights(1948)
- International Convention of Geneva (1951)
- Convention of the Rights of the Child (1989)

2. PAGES FROM MODERN GREEK HISTORY

BE AN ACTIVE AND THOUGHTFUL READER

General Objectives
- Encouraging students to think actively as they read a historical text.
- Developing students' ability to make inferences from the information they've got and to organize historical information according to criteria, such as time or place.
- Guiding students to find the causes and effects of an important historical event.
- Motivating students to find similarities and differences between the behavior of indigenous population towards refugees after the War in Asia Minor and nowadays.
- Helping students to express their thoughts about the timelessness of historical phenomena.
- Familiarizing students with team work

Target Group : 17/18 year-old students (3d class of High School)

Means/Tools: the book of history, board, markers, worksheets.

Before reading: (Students work as a whole group)
Didactic methods and procedures: text comprehension strategies: First lines, Skimming, Scanning, Creating a word wall.
Time: 15 minutes

During reading: (**Students work in groups of five with the same worksheet**)
Didactic methods and procedures: Say Something strategy, worksheet with graphic organisers)
Time: 25 minutes

After reading (Students work as a whole group)
Didactic methods and procedures: Summarizing: 5-4-3-2-1,Now and Then Chart, Exit slips
Time: 25 minutes

REFUGEE ISSUE IN GREECE (1821-1930)
E. THE INTEGRATION OF REFUGEES IN GREECE

1. The integration of refugees
The rehabilitation and integration of refugees in Greece was, undoubtedly, the most important achievement of the new Greek state. If one takes into account the objective difficulties, as the dire economic situation, the political circumstances in the 1920s and 1930s, the lack of state organization and, above all, the enormous number of refugees who arrived in Greece, one will understand why the project of refugee rehabilitation has been described as "titanium". Much of this work was done from 1924 to 1928 and in this the operation of the National Refugee Rehabilitation Organization (NRR) played a key role. The fact that it was an organization under international control helped it to be detached from the troubled Greek political life and therefore more effective. Of course, the Greek State gave NRR the material means and human resources to implement its programmes. And if in some cases the work of local committees of

the NRR or the state was hasty, empirical and makeshift or simply served immediate needs and political considerations, this does not diminish the importance of the overall project achieved.

The refugees did not constitute a single entity. Among them there were differences in social background, cultural tradition, dialect, and even language (about 100,000 refugees were Turkish-speaking). The affluent inhabitants of Asia Minor and Eastern Thrace, who were able to bring to Greece much of their property, were almost immediately incorporated into their new installation location and mixed with the natives. However, for the great mass of refugees, despite their rapid rehabilitation, assimilation was a process that was initiated at a much slower pace. Most refugees, mentally traumatized and anxious first about their survival and later about the improvement of their lives, often expressed complaints about the management of the state, but also of the indigenous inhabitants. They accused the Greek state that by signing the Lausanne Exchange Agreement (1923) and the Greek-Turkish Pact of 1930, it violated their basic rights
• that they were only partly compensated for the property left in their homelands
• that finally the exchangeable property was not always received by them.

Indeed, despite the existence of laws (since before 1922) which prohibited the transfer of Muslim property, the lack of land, the lack, in many cases, ΚΤΗΜΑΤΟΛΟΓΙΟ and the difficulty in defining or enclosing it, helped such land to reach to locals. Also, the State itself sometimes gave exchangeable property to indigenous landless people or charitable institutions

Generally, there was a difference in mentality and temperament between refugees and natives. Natives often referred to the refugees' and their wives' morals (mainly urban), their tendency to entertainment and cosmopolitan behavior. The refugees, on the other hand, put emphasis on the low educational and cultural level of locals and stressed their Greek origins, which the locals often questioned.

The diversity between refugees and indigenous population was expressed mainly:
• **In economic life**. There was competition regarding the labor market, land ownership and other business activities.

• **In political life**. Even before obtaining a house and a profession, refugees acquired Greek citizenship and political rights. They joined the party of Venizelos both as voters and as politicians, MPs and ministers. The anti-Venizelists and anti-Venizelist type cultivated hatred against them.

• **In social life**. The refugees living in settlements were isolated, did not have frequent contacts with locals and preferred to marry among themselves .This is not the case for refugees who settled in cities or villages. The workplace, school, church and especially the neighborhood gave communication opportunities with the locals. Slowly they began to have mixed marriages, which gradually became increasingly more and more.

In a few cases the contrast between refugees and natives took the form of open conflict. The term "refugee", however, had in the common consciousness pejorative meaning, for many years. The dividing line between refugees and natives ceased to exist after the 1940s.Even before that, the first generation refugees and later their children and grandchildren participated in all social activities in their new homeland

MOMENTS OF THE ACTIVITY

BEFORE READING ACTIVITIES
The title of the text to be read is presented on the board.

<div align="center">

REFUGEE ISSUE IN GREECE (1821-1930)

THE INTEGRATION OF REFUGEES IN GREECE
</div>

Step 1
- Students through the title of the new chapter think actively **about the phrase Refugee Issue**, which is already familiar to them, since they have examined the same issue during other historical periods in previous lessons and focus their attention on what the title sets as new; in this way they make their first predictions. (First lines strategy)

Step 2
- Students are asked to have a quick look at the text to find out the most important information regarding **a)** the socioeconomic conditions in Greece exactly before refugees fled from Turkey **b)** the consequences of the integration of refugees in Greek society (Skimming)

Step 3
- Students are asked to find out and make a list of the words/phrases related to the rehabilitation and integration of refugees in Greece, i.e. rehabilitation and integration, the troubled Greek political life, differences in social background, cultural tradition, dialect, and even language…….. (creating a word wall) .Some of these words/phrases may need to be explained ,as they are important for the better appreciation of the topic discussed.

DURING READING ACTIVITIES
Step 4
- Students are separated in groups and are asked to take turns in reading the text from their history books and think aloud while reading (Say Something strategy). To ensure that everyone will be able to contribute in the discussion a sheet is given to each team with potential sentence starters like the ones below**:**

 Make a Prediction
* I predict that…
* I bet that…
* I think that…
* Since ___ happened, I bet ___ will happen
* I wonder if…
Ask a Question
* What's this part about… * Why did…
* How is ___ like this ___... * Why…
* What would happen if… * Who is…
* What does this section ___ mean…
* Do you think that…
Clarify Something
* Now I understand…
* This makes sense now…
* No, I think it means…
* I agree with you. This means…

* At first I thought___, but now I think…
Make a Connection
* This reminds me of… * This part is like…
* The differences are… * This character ___ is like ___ because…
* I also/never (name something that happened in the book)…
* This character makes me think of…
* This setting reminds me of
Make a Comment
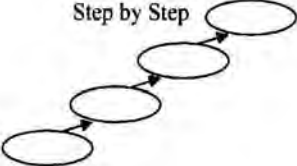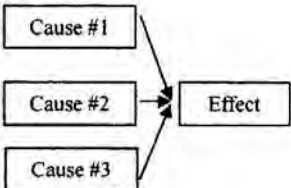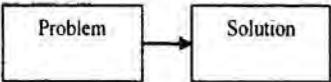* This is good because…
* This is confusing because…
* I like/don't like the part where…
* My favorite part so far is…
* I think that

Step 5
  ▪ The following worksheet is handed out to each team to fill in.

Directions: Read the text from your book and on a sheet of paper, **put the information from the text into an appropriate graphic organizer**.   The following graphic organizers are examples. Feel free to make changes if necessary. Each is used **at least once**.

Chronological	Sequence	Cause and Effect
Time Line	Step by Step	Cause #1, Cause #2, Cause #3 → Effect

Problem and Solution	Compare and Contrast
Problem → Solution	Differences between Refugees-Natives

AFTER READING ACTIVITIES

Step 6

- Students work as a class. Each student is asked to write a short paragraph summarising what they have previously read, after having been reminded the **5-4-3-2-1 Strategy.**

5-4-3-2-1 Strategy
5 keywords from the page
4 facts related to the main topic
3 new words
2 facts you already know
1 Questions you still have

Step 7

Students are asked to think about the refugee issue of our time and find similarities and differences between **Now** and **Then.** They are guided to
• reflect upon the ideas and information in the text they studied.
• relate what they have read to their own experiences and knowledge.
• clarify their understanding of the text.
• extend their understanding in a critical issue of today (i.e. the refugee crisis in Europe).

	THEN	NOW
Who are the refugees?		
Why have they left their homes?		
How do they choose where to go?		
How do local people behave to them? (Positive and negative aspects of their behaviour)		
Differences between Locals and Refugees,(as regards religion, language, social life , education, etc)		

Write one thing you learned during this teaching unit

_____
_____
_____
_____
_____
_____

Name   _____

Name one positive and one negative thing that happened during the group work.

_____
_____
_____
_____
_____
_____

_____   Name...........................

Homework assignment – Writing
- ▪ Write the consequences of the rehabilitation of refugees in Greek society during the 3rd decade of 20th century and express your opinion about The Refugee Crisis in Europe nowadays (you may reflect on the issues mentioned in class while discussing on the chart Then and Now or/and any other aspect you find important. (about 350-400 words)

EVALUATION
- The students have studied an important issue of their history and realised that several historical phenomena are repeated again and again under similar conditions.
- They have been faced with a very important issue of our days and they have thought about it using a historic point of view.
- They have used various reading strategies, which offers them good practise in improving their reading techniques.
- They have worked in groups, method which reduces the implementation of the teacher in the learning procedure and makes students more confident and thoughtful and   less manipulated and passive.

3. MODERN GREEK LITERATURE. MIGRATION AND LIFE AS A REFUGEE: TWO FORMS OF UPROOTING

General Objectives
- Encouraging students to think actively as they read a literary text.
- Developing students' ability to make inferences from the information they study.
- Provoking students' awareness and empathy towards migrants and refugees and the presence of the "other person" in their lives.
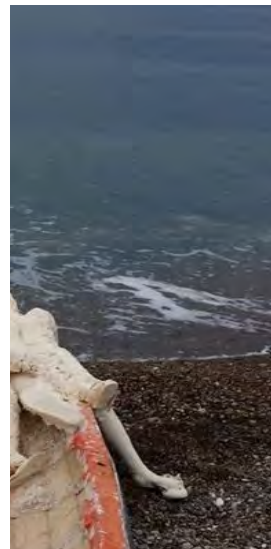- Familiarising students with team work.

Target group: 16/17 year-old students(2nd class of High School)

Means/Tools: Photos, articles, lyrics from songs, board, markers.

Before reading: (Students work as a whole group)
Didactic methods and procedures: Pre-Reading Plan, Brainstorming
Time: 07 minutes

Step 1
- The teacher introduces the subject by inviting the students to share anything that comes to mind when they see these photos. As students share their thoughts, the teacher writes them on the board or on chart paper.
- (The photos show a construction made by a group of 30 students from a High School in Lemesos, Cyprus, and its title is IMMIGRANTS.)

Step 2
- The teacher writes on the board all the words and phrases the students come up with.

While reading strategies (students work in 3 groups of 6 or 7)
Time: 35 minutes
Didactic methods and procedures: text comprehension strategies
    1. Asking questions
    2. Skimming and scanning to preview text
    3. SQ3R: Survey-Question-Read-Recite-review
    4. Reading between the lines

GROUP 1

The students are given the poem "Home" by Warsan Shire from Kenya and are asked
 A. to produce a definition of **Life as a refugee**
 B. to discuss about the **causes of this phenomenon and its effect** on people by filling in the chart provided with the text.

No one leaves home unless
home is the mouth of a shark
you only run for the border
when you see the whole city running as well
Your neighbors running faster than you
breath bloody in their throats
the boy you went to school with
who kissed you dizzy behind the old tin factory
is holding a gun bigger than his body
you only leave home
when home won't let you stay.
No one leaves home unless home chases you
fire under feet
hot blood in your belly
it's not something you ever thought of doing
until the blade burnt threats into
your neck
and even then you carried the anthem under
your breath
only tearing up your passport in an airport toilet
sobbing as each mouthful of paper
made it clear that you wouldn't be going back.
You have to understand,
that no one puts their children in a boat
unless the water is safer than the land
no one burns their palms
under trains
beneath carriages
no one spends days and nights in the stomach of a truck
feeding on newspaper unless the miles travelled
means something more than journey.
No one crawls under fences
no one wants to be beaten
pitied
No one chooses refugee camps
or strip searches where your
body is left aching
or prison,
because prison is safer
than a city of fire
and one prison guard
in the night
is better than a truckload

of men who look like your father
no one could take it
no one could stomach it
no skin would be tough enough
The
go home blacks
refugees
dirty immigrants
asylum seekers
sucking our country dry
niggers with their hands out
they smell strange
savage
messed up their country and now they want
to mess ours up
how do the words
the dirty looks
roll off your backs
maybe because the blow is softer
than a limb torn off
Or the words are more tender
than fourteen men between
your legs
or the insults are easier
to swallow
than rubble
than bone
than your child body
in pieces.
I want to go home,
but home is the mouth of a shark
home is the barrel of the gun
and no one would leave home
unless home chased you to the shore
unless home told you
to quicken your legs
leave your clothes behind
crawl through the desert
wade through the oceans
drown
save
be hunger
beg
forget pride
your survival is more important
No one leaves home until home is a sweaty voice in your ear
saying-
leave,
run away from me now
I don't know what I've become

but I know that anywhere
is safer than here

The text says …	I know …	So I infer that …
.		.

<u>*GROUP 2*</u>
- ▪ The students are given an extract from an essay of Pavlos Charamis from Greece ("Migrants") and are asked:

A. to produce a definition of **Migration**

B. to discuss about **the causes of this phenomenon and its effect** on people by filling in the chart provided with the text.

MIGRANTS….

In their homelands poverty and unemployment is big. So they are forced to seek a new homeland. They follow the road to emigration. They often change many countries, many jobs, many names. The luckiest of them manage to settle somewhere, find a job, earn some money. Money for them to live and for the members of their family, who are left behind and wait.

Years go by. They live in countries that may be totally different to theirs. They hear languages they do not comprehend. They show patience and wait. They hope that in five or ten years they may be able to go back home. Their own home. They dream to open their own shop, buy their own house. They dream. However, by the time their dreams become true, they will still be migrants.

Migrants. Economic refugees. Illegal immigrants. Foreigners. Every language has many words for them. And every word hides its own meanings. They know them pretty well.

The text says …	I know …	So I infer that …
.		.

- ▪ The students are given the lyrics from some songs and are asked to discuss about and give answers to the following questions:
  - A. Which **problems** do migrants and refugees face in their new settlement?
  - B. What are **the emotions and the psychological profile** of those people and of their relatives who are left behind?
  - C. How do **local people behave** to the "newcomers"?

Alive separation
You can find consolation in death and oblivion in loss
Alive separation doesn't have consolation.
Mother is separated from child and child from mother,
Beloved couples are separated, too.

Emigration is the hardest
Emigration, imprisonment, poverty, orphan hood
The four were weighed
And emigration was found the hardest
Because of its bitterness

When you emigrate
When you emigrate, my love,
Don't stay for more than a year
Because I cannot stand
The pain of being apart.

When you emigrate, take me with you
Take me with you to be a companion for you.

I can't be separated from you, not even for a day
How am I going to stand this for a year?
Without you, my love I will soon die.

When you are away, please remember me,

remember me forever,
When you emigrate, take me with you
Take me with you to be a companion for you.

The poor of the world
 We, the poor of the world, living in places we didn't know
Were seeking for a little affection
Poor and underprivileged
Barefooted and with little food
We all felt humble
And condemned
Barefooted and with little food
We all felt humble
And condemned

Ships come and go
Ships come and go
Filled with refugees
They've painted their sails black
Their masts purple

On which stone on which soil
Can you root after all,
You, refugee life **,** are harder than death.

Where could father be?
Mother is seeking for her children
Wind has scattered us apart
To another land, another shore.

On which stone on which soil
Can you root after all,
You, refugee life**,** are harder than death.

After reading **(Students work as a whole group)**
Time: 10 minutes
Reading methods:
 Summarizing: 5-4-3-2-1

5 Important pieces of information					
4 Keywords					
3 Questions you have					

2 Facts you already knew					
1 Interesting idea you find out					

It says-I say-and so,

QUESTION Write the question (created or provided)	IT SAYS … Find information from the text that will help answer the question.	I SAY … Think about what you know about that information. (Initial thoughts and previous knowledge)	AND SO Combine what the text says with what you know to come up with the answer. Conclusions: So, I conclude … So, I think … So, I judge … So, I predict …

Visual imagery
- Share the image you've created in your mind, and talk about which words from the book helped you "draw" your picture. Your picture can relate to the setting, the characters, or the actions.

HOMEWORK ASSIGNMENT
- Students are asked to make a drawing or a poster or a collage in reference with the subject Migrants- Refugees. Alternatively, they could create a short film.

Conclusion   **EXIT SLIP**

Write one thing you learned during this teaching unit
_____
_____
_____
_____
_____

Name _____

Name one positive and one negative thing that happened during the group work.
_____
_____
_____

Name _____

4. ENGLISH LESSON ON THE TOPIC OF REFUGEES

General aim:
- The students become aware of certain aspects of a refugee's life , develop the idea of empathy towards the refugees so that they become more sensitive and tolerant towards them and eventually appreciate the values of human life, human rights, education, equality for all people.

Objectives:
- to familiarize the students with terminology used for refugees and help them understand the differences in meaning of relevant words;
- to help the students develop their critical thinking skills;
- to promote the systematic use of reading, writing, speaking and listening skills, as well as integrated learning skills;
- to develop students' ability to understand, describe and select information, facts and main ideas from a text;
- to encourage students to make connections between texts and their personal experience;
- to develop students' abilities to take part in different communication situations with a favourable attitude towards communication;
- to develop abilities to interpret situations and actions, to express opinions, and to recognize the cause-effect relationship;
- to help students develop the skill of finding similarities and differences by comparing and contrasting parallel texts;
- to promote the team spirit and collaboration in group work.

Target group: 1ˢᵗ and 2ⁿᵈ graders of Senior High School

Materials: overhead projector, PC, flipcharts, worksheets, highlighters, pens and pencils

Time allotted: 160 minutes

Method: experiential learning through collaboration, task-based approach

Reading strategies
Warm-up (pair work)
Activation of the students' prior knowledge
Discussion on a video, relevance of the topic to their everyday life, definition of terms related to refugees

Pre-reading (pair work)
Anticipation guide, making predictions, creating a word-wall , scanning

While-reading (group work)
SWBS Somebody wanted but so
Venn diagram
Compare and contrast matrix

Post reading (individually)
Summarising 5-4-3-2-1

Integration of Writing strategies and Oral strategies (group work)
Writing a story – narration of the story
Writing a dialogue – acting the dialogue
Writing a story- Still images (Groups can tell a story to the others by using three images to create a beginning, middle and end) -discussion
Writing an interview- acting the interview
Writing a letter –discussion on the human rights of the refugees

The steps of the procedure

Warm-up stage (30 min)
A.The teacher presents the class a **video** by the UNHCR. He asks the students :
   a.   What do you see?
   b.   Who has created the film?
   c.   What is the message of this video?
   d.   How did you feel when you saw it?
         https://www.youtube.com/watch?v=-Nnloq4zy14

B. The teacher asks the students if they know who a refugee is and **the definition of the terms: refugee, migrant and asylum seeker.**
Refugee: someone who has been forced to leave a country because of war or for religious or political reasons
Migrant: A person who moves from one place to another in order to find work or better living conditions.
Asylum seeker: a person who fled from their country (endangered) but is not accepted yet as a refugee.

C. In the following task, the students are invited to do the matching of the definitions with their meanings:

a. **Unaccompanied minor**	1. The process of moving people to a different place to live, because they are no longer allowed to stay in the area where they used to live.
b. Deportation	2. A person who is not considered as a national by any State under the operation of its law.
c. Settlement	3.The removal from a country of an alien whose presence is unlawful or prejudicial.
e. **Stateless person**	4.A child without the presence of a legal guardian.
f. **Human trafficking**	5.A business transaction between two willing parties involving movement across borders, usually by illegal means.
g. **Smuggling**	6.A form of slavery involving the illegal trade of people for exploitation or commercial gain.

A.ANTICIPATION GUIDE
- The teacher asks the readers to read the following sentences and say whether they agree or disagree with them. At the end of the lesson, they are going to read them again and decide if they still hold the same beliefs or not.

BEFORE READING	Quotations	AFTER READING
AGREE DISAGREE		AGREE DISAGREE
	Education is the armour that will protect you in life.	
	No matter what obstacles I face in life, they can be overcome.	
	If you get married before finishing your education, you won't be able to solve your own problems or educate your own children.	
	Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times.	
	In a refugee's life, all tomorrows are the same.	.
	Tolerance is the rule of the game and it is the way to sanity.	
	Tomorrow is just another miserable day.	

 B.MAKING PREDICTIONS

First text
1.UNHCR Stories of refugees and aid workers -Muzon's Story
A Teenage Refugee Champions Girls' Education
Second text
2.Misganaw Worknehe Ethiopia
All tomorrows are the same
from *Tilting Cages: An Anthology of Refugee Writings*. **Edited by Naomi Flutter and Carl Solomon. Sydney, 1995**

Before the students read the following texts , they have a look at the title, the photos and the subtitles and try to answer the questions:
1. What is the form of each text that follows?
2. Where can you find it?
3. Who is the writer?
4. Who might be the reader?
5. Guess the content of the article from the title and the photos.

C. CREATING A WORD WALL

- The students read the text quickly and write the words they are not familiar with on a post-it. Then, they come to the word wall and stick it there. The teacher helps them with the translation of the new words.

D.SCANNING

The students scan the text and underline the words which are related to the refugees' lives.

While reading stage (Group work) (45min)
A.The students read the two texts and in groups try to complete the following table.
SOMEBODY WANTED BUT SO (SWBS)

SOMEBODY …. (Decide who the somebody is: character/person/people)	WANTED (What did that somebody want: goal/motivation)	BUT … (But what happened? Examine the conflict/challenge/ problem)	SO/SO THEN. (So, finally how did everything work out? – the solution)
1ˢᵗ TEXT			
2ⁿᵈ TEXT			.

B.COMPARE AND CONTRAST MATRIX

The students try to fill in the missing information.

	TEXT 1	TEXT 2
LIFE BEFORE		
WHAT CAUSED THE FLEE		
LIFE NOW- CHANGES (WHERE, WHO, WHAT, LIFE CONDITIONS)		
PROBLEMS, DIFFICULTIES		
FUTURE LIFE, EXPECTATIONS		
FEELINGS		

C. Fill in the Venn Diagram by writing the similarities and differences in the two texts.
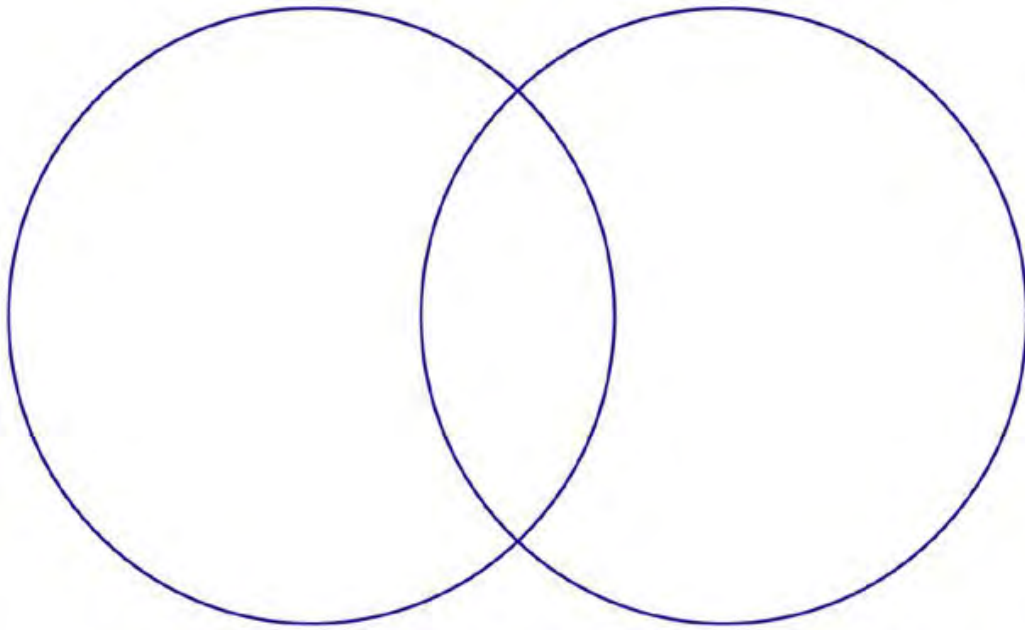
Reading texts

Stories of refugees and aid workers -Muzon's Story
A Teenage Refugee Champions Girls' Education
A passionate advocate for the education of girls and young women in Jordan's refugee camps, Muzon has been hailed as Syria's answer to Malala.

When Muzon's family fled the war in Syria in early 2013, they briefly considered leaving her behind. The bright 14-year-old had been studying hard all year for her grade-nine school exams, which were just a month away, and her aunt urged the family to let her stay and continue her education.

In the end, her father decided the risks were too great, and so she fled with him and her siblings across the border to Jordan. "I knew she could make up for lost schooling, but if you lose your life there's no way to make up for that," Abu Mohammed, 45, told me when I met the family in Jordan's Azraq refugee camp.

Education has always played a big part in Muzon's life. Both of her parents were teachers back in Syria's southern Dara'a province, and her aunt and uncle were head teachers at local schools. "I didn't need them to tell me that education is important. I always just felt it," she explains. "Our house was built by an engineer. When I was sick I went to a doctor. Education is everything in life."

Now 17, her deeply held conviction of the importance of education has become a defining feature of Muzon's life in exile. Not only has she continued her studies in Jordan, but she has also become a forceful and increasingly high-profile advocate for education among Syrian refugees, particularly young women and girls.

Her campaigning has drawn comparisons with Malala, Pakistan's Nobel Prize-winning education advocate, whom Muzon has met several times and considers a personal friend. "She taught me that no matter what obstacles I face in life, they can be overcome."

Before the crisis began, Muzon remembers a normal, middle-class life surrounded by friendly neighbours and relatives. "I'm not saying I was a queen back in Syria. We had problems, good things and bad things, but it was like any normal life," she says.

The family's main home in Izra was close to a military base that regularly came under attack, leaving them trapped in the crossfire. Unable to endure the fighting any longer, they made their way to Jordan and settled initially in Za'atari refugee camp.

Before arriving they had little idea what to expect, and the transition was tough. Back home, Muzon and her three younger siblings each had their own room, and now the whole family was forced to share a single tent where they slept, cooked and washed.

Thankfully, Muzon's biggest fear – that there would be no schools in the camp – was quickly dispelled. She enrolled in summer classes to get to grips with the new Jordanian curriculum before passing her grade-nine exams.

As she continued her schooling, she noticed that many of her fellow pupils stopped attending classes, often girls around her own age. She heard about one girl who had dropped out and was trying to sell her schoolbooks. Muzon sought her out and convinced her to change her mind. A campaigner was born.

"After that I began advocating for education any time and any place. To my friends, their parents, neighbours or even just girls I met in the street," she says. She has also fought against the widely held belief within the camps that early marriage is the best way to secure the future of young female refugees.

"When I hear of people not letting their daughters go to school or marrying them off early, it makes me angry," she says. "Education is the armour that will protect you in life. If you get married before finishing your education, you won't be able to solve your own problems or educate your own children."

When I first meet Muzon in Azraq, where the family moved a little over a year ago, it's hard to imagine this neat, polite young woman going door-to-door to cajole parents into letting their daughters attend school. But as our interview starts, her gaze becomes intense and the pitch of her voice begins to rise with the passion of her argument. "Indomitable" was the description used by award-winning author and UNHCR Goodwill Ambassador Khaled Hosseini when he met Muzon on a visit to the camp, and it's easy to see why.

She says she has encountered opposition along the way: "some people refuse to listen from the start. They think, 'Why should we listen to her? She's my children's age.' But I don't let it discourage me. The opposite, in fact; it makes me want to talk to more people and try again and again."

Her friendship with Malala has provided Muzon with a role model for her campaigning cause, as well as raising her profile within the camp and beyond. She has met several other high-

profile visitors to Azraq, and understands the importance of spreading her message through them to a wider audience.

"As an individual, I can convince people I meet to go to school but I can't build the schools or provide the teachers," she acknowledges. "We need the help of the international community to do that, so I need to get the message out to those who have the resources to help."

When I express admiration at what she has achieved despite her age and difficult circumstances, she brushes off the compliment. "Of course I have tried to turn this experience into a positive one," she says. "Being a refugee doesn't have to ruin your life. Many successful people have gone through hard times."

Education has given Muzon's life in exile a newfound purpose, and her simple message to the world is that the same can and should be true for every young refugee.

Muzon studies in her home at Azraq camp.
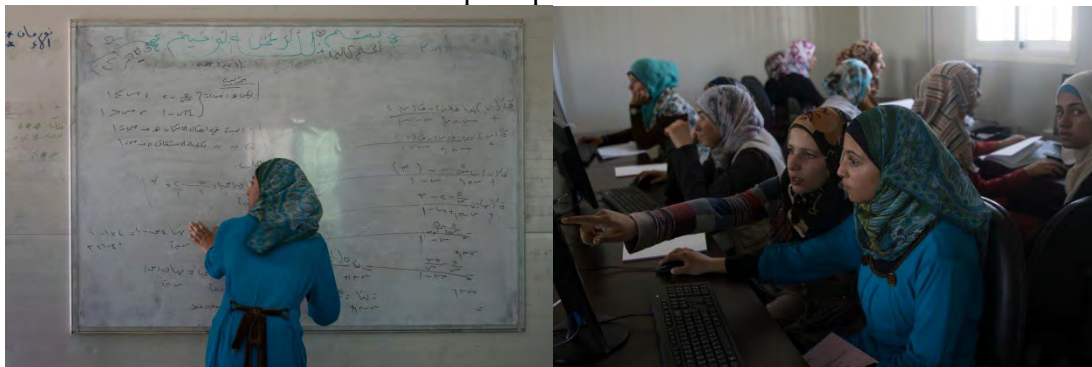
Muzon and her classmates at Azraq camp work on their computer skills. UNHCR/Ed Ou

Misganaw Worknehe Ethiopia
All tomorrows are the same
from *Tilting Cages: An Anthology of Refugee Writings*. Edited by Naomi Flutter and Carl Solomon. Sydney, 1995

Kakuma is found in Turkana district which is situated in the north-western part of Kenya, bordering Ethiopia, Uganda and the Sudan. The area where the refugee camp is located is dry, dusty and sunny. Sometimes you feel the heat as if the sun is only kilometers away. The air is full of dust particles.

At the far end of the refugee camp stands a lone plastic make-shift hut, as if it has no care for what exists in the world. The owner is also lonely; he lives by himself in an alien land. The shabby shelter is neither a house nor a pen. But it partially protects its owner from the sun and

the big grains of sand and it is the only worldly thing which related Mesfin with property. He says "It is my house", but deep inside he knows that he does not deserve it.

When Mesfin feels the stress from the combined forces of loneliness, lack of love and hunger he usually loiters in the forest. Moreover, when there is a shortage of firewood, which is more often than not, he walks for about twenty kilometers to fetch twigs. The wood is essential to provide the energy required to boil the beans which are hard to cook. The firewood rationed is hardly enough to make a day's meals, so fetching wood is one of Mesfin's main activities.

Buying charcoal is out of the question since money is hard to come across; collecting from around the camp is illegal and it would invite confrontation with the uncompromising local Turkana people. But having a piece of wood is the difference between eating and going without food. So, to cook and eat a decent meal, he has to rise with the sun and go in search of firewood.

Once he almost lost his life because of a bundle of firewood. Shame. On this occasion he walked very far from the camp. He collected fallen trees and branches, tied the pieces together with the rope he had carried with him and started his journey back to the camp. He braved the scorching sun from above and the burning heat of the sand under his feet. He took strength from the hope that he would reach home safely with his bundle, to cook and to eat his fill.

After traveling much of the distance back to the camp, sweating and panting under the load of the bundle, the unexpected happened. Unfortunately he met an aggressive local Turkana armed with knives and arrows and was asked to throw the bundle he was carrying down. Poor chap! He tried to reason with the Turkana forgetting that neither of them could understand the other. He tried to win his heart by showing submissiveness and bowing repeatedly, but in vain. He even tried to cry to evoke sympathy, but to no avail. The local was determined and uncompromising. He threatened Mesfin with his armaments and indicated the place where Mesfin should place the bundle of wood. Finally, when Mesfin understood his position and when he knew that he was beaten, he abandoned the bundle and restarted the interrupted journey back home. He doesn't know how he covered the remaining distance, since he finished it moving as a corpse, cursing the star under which he had been born.
B
ack at home he lay on his mat. He forgot that he had eaten nothing the whole day and that his stomach was empty. He crouched with his head and knees together as a hungry dog and cried for peace. He wondered if it was proper to cry at the age of 40 or so, but it was the only way to keep his sanity; all he could do to keep himself from self-destruction.

When he sits and ponders what he is doing with his life or what is being done to him, Mesfin always ends up confused. He first fled his home country to the Sudan when the Marxist junta – which had stood for the down-trodden – won state power and started to eliminate the so-called reactionaries. He returned to Ethiopia when President Mengistu took his turn to flee the country and to join the refugees in Harare, and when the new Ethiopian Transitional Government came to power. He returned and stayed in the country long enough to see how fast Ethiopians were going "from the frying pan into the fire". Then he took off again, this time to Kenya. Born to run away as a rabbit at the first sight of a problem, he thought to himself silently.

He learned nothing from his running, but his long life as a refugee taught him tolerance. He knows that tolerance is the rule of the game and it is the way to sanity. That is why he is still

alive. He remembered how many of his friends perished and how many went mad and disappeared into the desert, left to unknown fates. Once while wandering around somewhere, he had found an identity card, an Ethiopian one, near a partially decomposed body. He tried to see the face of the deceased but his legs failed him. He fell to the ground and vomited. When he had composed himself, he ran to the camp and hid in his hut for days.

He hated remembering, sitting on his mat, counting the days that he had lived in the refugee camp, enduring the unendurable. But here he was, sitting and remembering.

He tolerated the police who behave as if they own the world, and demand so much when they see a refugee. He tolerated the workers of the humanitarian organisations who think that they know the needs of the refugees. And he also tolerated the hunger, the thirst, the cold and the sun which are intolerable.

As he sat, he prayed for his deliverance. But he knows God is unfair in his treatment of individuals. The illogical God allows some creatures to wither away in a hot desert, in an alien land, while others are leading luxurious lives. Today, he doubts fairness.

Finally, he was tired and went to sleep, to wait for another tomorrow. In a refugee's life, all tomorrows are the same. No story to tell, no history to write and no future to plan. Tomorrow is just another miserable day.

Post-reading stage (individually) 10 min

5-4-3-2-1 Strategy	TEXT 1	TEXT 2	
5 keywords from the page			
4 facts related to the main topic			
3 new words			
2 facts you already know			
1 Questions you still have			

Writing stage- oral communication (45 min) Group work

The teacher divides the class into five groups . All groups are given the same key words and they have to use any of them for their story.

Exploitation, danger, life jacket, trafficking, smuggling, dinghy, pain, suffer, army, asylum, borders, contract, detention centre, education, deportation, fear, family reunion, chance, parents, passport, persecution, poverty, protection, return, smuggler, labour, visa

Each group is asked to choose **one photo showing refugees** .Then they are invited to make up a story of their own related to that photo , in which they have thought about their **names, their family names, the background, their country and what happened**.
They may also decide to use some **small items** they think are necessary to make their story more vivid and realistic (eg, a photo, a piece of clothing….)

Taking all the above into consideration, the members of the first group are asked to make up **a story** based on the picture and use some of the key words. They give their story a title and then they **narrate** it to the class.

The second team is asked to pick up another photo and key words and they should try to write a **dialogue** among the imaginary people involved in their story and act it before their classmates.

The other team should also make up a story in which they should use **freezing statues**, the moment of their story which is the most critical one. The others should try to understand what it is about.

In the fourth team, there will be two students playing the role of the reporters of a big international channel who will interview them. That **interview** will be about their background, the difficulties they face , their dreams…….

In the last team, the students have decided to write a **letter** to the international community to sensitize people of other countries about the human rights of refugees.

Homework
The students are invited to choose any of the following tasks for homework.
1.Ask ss to talk with their parents about the ***origins of their families and draw their family tree.***
The ss ***draw their story or use the tools of technology*** to present their story.
They are asked to ***take interviews from refugees or migrants*** they know and present it in class.
They are asked to ***search the internet and find stories*** they would like to share with in class.
They are asked to find examples with ***refugees from their country's history*** and present them in class.
The ss prepare a ***board game with questions related to basic principles and issues of refugees.***
They search for ***relevant literature on refugees from their country*** and make a presentation in class.

EVALUATION
- The students are exposed to two different types of text (an article and a literary text) about the refugee crisis and they are invited to apply a repertoire of reading, writing and oral communication strategies (skills integration).

- In this way, they become fully aware of the critical conditions in a refugee's life and empathise with them by developing appreciation of the values of human life, education and equality for all.

- The teacher assesses the students' performance through class discussion, their individual, pair or group participation in the tasks as well as the task assigned for homework.

5. THE PROTECTION OF HUMAN RIGHTS IN THE CASE OF REFUGEES

Objectives:
The students will
- learn to understand the meaning of human rights;
- realize that the existence of refugees consists violation of a great number of human rights;
- become sensitive towards the issue of refugees and be opposed to the racism against them.

Target group: 1ˢᵗ and 2ⁿᵈ graders of Senior High School

Materials: overhead projector, PC, flipcharts, worksheets, highlighters, pens and pencils

Time allotted: 90 minutes

Methods:

Pre-reading stage
1.Brainstorming
- ▪ The teacher writes the word "refugee" on the board and asks the students to come up with words and short phrases related to that specific word.

While reading stage
1.Think aloud strategy
Think-aloud Procedures:
Making predictions - students make predictions by using the chapter title or subheadings found within the chapter.
Developing images - students get mental pictures of information found in the text.
Share analogies - students use analogies to link new information to prior knowledge.
Monitor comprehension - students think about their confusion over difficult information.
Regulate comprehension - students read beyond a confusing section to see if the information that comes next will clear up their confusion.
Asking questions

 2.Inquiry chart
- ▪ The Inquiry Chart (I-chart) is a strategy that enables students to gather information about a topic from several sources.

 Post reading stage
 1.Exit slips
- ▪ The Exit-Slip strategy requires students to write responses to questions at the end of class. Exit Slips help students reflect on what they have learned and express what or how they are thinking about the new information.

Steps of the procedure
The teacher asks students to be divided into **four** groups of five members each one.
Students are being given:
1.a list with the titles of the human rights
2. a number of pictures,

3. articles and summaries of news related to the issue of refugees (especially those coming from Syria). Each group is asked to select one of the following topics and in collaboration to find and write about:
- • the **human rights being violated** in the case of refugees
- • What are the **reasons** of this problem
- • What **factors worsen** the problem
- • What are the **consequences for the children**

Writing activity

- The students are asked to write **an article** in which they propose ways to deal with the problem.

The list of human rights

- 1. We Are All Born Free and Equal
- 2. Don't Discriminate
- 3. The Right to Life
- 4. No Slavery
- 5. No Torture
- 6. You Have Rights No Matter Where You Go
- 7. We're All Equal Before the Law
- 8. Your Human Rights Are Protected by Law
- 9. No Unfair Detainment
- 10. The Right to Trial
- 11. We're Always Innocent Till Proven Guilty
- 12. The Right to Privacy
- 13. Freedom to Move
- 14. The Right to Seek a Safe Place to Live
- 15. Right to a Nationality
- 16. Marriage and Family
- 17. The Right to Your Own Things
- 18. Freedom of Thought
- 19. Freedom of Expression
- 20. The Right to Public Assembly
- 21. The Right to Democracy
- 22. Social Security
- 23. Workers' Rights
- 24. The Right to Play
- 25. Food and Shelter for All
- 26. The Right to Education
- 27. Copyright
- 28. A Fair and Free World
- 29. Responsibility
- 30. No One Can Take Away Your Human Rights

2. Pictures
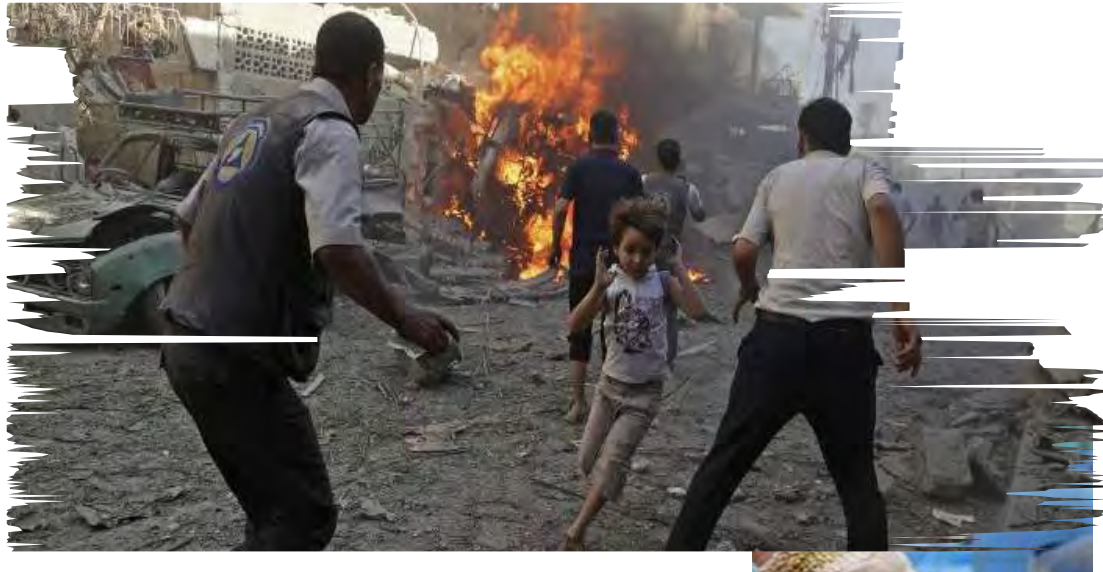
3. Articles and summaries of news related to the issue of refugees (especially those coming from Syria)

A. **Amnesty International**

Amnesty International is urging the European governments not to succumb to the antirefugee rhetoric after the terrorist attacks in Paris.

"The refugees are trying to avoid the same dangerous situation that people in Paris, Beirut and in other parts of the world have experienced" said Mr George Kosmopoulos, Head Officer of the Greek department of Amnesty International, on the occasion of the new exhibition of the organization entitled " Fear and Fences: How Europe is trying to keep the refugees away".

"The danger of terrorism has to be dealt with determination and in accordance with the international law, as for example, the people who are to blame for the war crimes in Syria should be taken to the International Court," emphasized Mr Kosmopoulos.

B. **The Times**

In a shocking report, which has alerted the Interior Ministry, The Times reveal that the asylum seekers' doors were painted red.

That is a sign which was compared to the yellow stars that Jewish people had to wear in Nazi Germany.

The residences hired by the Interior Ministry for the hospitality of asylum seekers all belong to the real estate company Jomast, which has subcontracted the work by the security company G4S that has signed the relevant contract with the State. A lot of the refugees and immigrants who are staying there have complained that they have found nationalist symbols carved outside their houses or animal faces and they are subject to verbal attacks by young

gangsters. The Jomast, which wholly belongs to the tycoon Stewart Monk, has denied that there is an apartheid policy that stigmatizes the asylum seekers.

In Denmark, the authorities will confiscate the jewelry as well as valuable objects that refugees will bear on them, according to a law that was passed by the government. The goal of the confiscation is to cover the expenses of the people who enter the country.

Sweden: right-wing extremists were arrested carrying axes and knives, before they were about to attack the refugees.

10,000 refugee children are missing, says Europol

The EU's criminal intelligence agency warns pan-European gangs are targeting minors for sex abuse and slavery.

At least 10,000 unaccompanied child refugees have disappeared after arriving in Europe, according to the EU's criminal intelligence agency. Many are feared to have fallen into the hands of organised trafficking syndicates.

6. THE RESULTS OF THE A' WORLD WAR AND SURREALISM

Fields: History, Literature, Art.

Class: B' of senior high school.

Method: Group collaboration

Objectives: Students understand the effects of the A' world war and realize the multiple and various effects of a war (generally).
become sensitive and motivated to the matter of peace.
realize the relationship between art and reality.
learn about Surrealism as a cultural phenomenon and realize that it is a reaction to the absurdity of the war.

Strategies: 1) Read and say something
                         2) Inquiry chart

Tools: Maps, projector, worksheets.

Lesson duration: 2 hours.

Steps of the procedure

First step: Recall of previous knowledge.

        Students see on the map the rival coalitions and answer questions about
the countries involved in the war
its duration
its causes
its characteristics (trenches, toxic gases, modern weapons.)

Second step:
        Worksheets containing texts and charts where results can be written are given to students. Then they are asked to study the texts and presume and write, as groups, on their charts the results in
casualties (number of dead, blind,…)
material losses (in infrastructures, lending, production.)
Geopolitical changes (borders, new states)
Psychology
Politics, Ideology (doubting of the capitalism, revolutionary ideas,…)
Art (surrealism)

Third step:
        Poems of French and Greek surrealists are given to the students and pictures of paintings (surrealistic) are projected. Students are asked to work as groups in order to identify and record the characteristics of both paintings and poems that constitute reaction
In form (absence of punctuation, free verse)

In content (threads, absence of topic, automatic writing,…)
    The findings of each group are presented to the whole class.

Conclusion:
    The class discusses the relationship between a historical fact and the artistic creation.

Homework:
    Based on one of the poems studied or one of the paintings shown, students are asked to to write a poem or
paint something.

ANNEX : TEXTS AND PICTURES GIVEN TO THE STUDENTS

Η ζωή στα χαρακώματα

Μέσα σ' αυτούς τους τάφους που τους ονόμαζαν χαρακώματα, με τα συστήματα των υπογείων διαβάσεων και των διόδων, μας έλειπαν σχεδόν τα πάντα. Έμαθα γρήγορα... να κρεμάω το ψωμί σ' ένα σύρμα τοποθετημένο στη μέση του ορύγματος για να μην το φτάνουν τα ποντίκια, να κοιμάμαι με βρεγμένες αρβύλες, γιατί το να προσπαθήσεις να τις ξαναβάλεις, αφού τις είχες βγάλει, θα ήταν μάταιο, να κοιμάμαι τυλιγμένος σε μια μουσκεμένη χλαίνη, να κοιμάμαι τέσσερις ώρες ανάμεσα σε θορύβους, σε φωνές ανθρώπων, σε βρωμερές αναθυμιάσεις.

Φλοράν Φλες, *Ιδού*.

....

Μια αποπνικτική βρώμα μας σφίγγει το λαρύγγι στο νέο μας χαράκωμα, προς τα δεξιά του Επάρζ. Βρέχει κατακλυσμιαία, και βλέπουμε ότι οι πλευρές του χαρακώματος ήταν σκεπασμένες με καραβόπανο. Την άλλη μέρα, την αυγή, ανακαλύπτουμε ότι το χαράκωμά μας είχε ανοιχτεί στη θέση ενός παλιού νεκροταφείου: το καραβόπανο έκρυβε τη θέα των πτωμάτων και των διασκορπισμένων οστών. Σε λίγες μέρες, όταν ο καιρός άρχισε να ζεσταίνει, οι μύγες άρχισαν να μας κυκλώνουν από παντού, η όρεξη χάθηκε. Όταν έφταναν στο χαράκωμα τα ξερά φασόλια ή το ρύζι, τα πετούσαν πάνω από το παραπέτο. Μόνο το κρασί και το ρούμι ήταν καλοδεχούμενα.

Δεκανέας Μπρουαζά

Δε γνωρίζω άλλο ψυχικό συγκλονισμό που να συγκρίνεται μ' αυτόν που υφίσταται ο στρατιώτης που βρίσκεται στο χαράκωμα, όταν οι οβίδες πέφτουν γύρω του. Η ασφάλεια πληρώνεται μ' ένα φοβερό σπάσιμο των νεύρων. Αυτό το σφυροκόπημα σε καταδιώκει και σε κρατά θαμμένο σε μια βρωμερή γαλαρία που μπορεί να γίνει, σε λίγο, κι ο αληθινός τάφος σου.

Γκαμπριέλ Σεβαλιέ, *Ο φόβος*

(Κείμενα που αναφέρονται από τους Α. Ντυκάς, Φ. Μεγιέρ και Γ. Περρέ στο έργο τους, *Ζωή και Θάνατος των Γάλλων*, (1914-1918).

Μια σπαρακτική κραυγή της γενιάς του πολέμου

Είμαι νέος, μόλις έκλεισα τα 20· από τη ζωή δεν ξέρω παρά μόνο την απελπισία, το θάνατο, το φόβο και μια αλυσίδα από ανόητες επιπολαιότητες, πάνω από μια άβυσσο πόνων και θλίψεων. Βλέπω τους λαούς να ορμούν σε άλλους λαούς, να σκοτώνουν και να σκοτώνονται, χωρίς ούτε κι εκείνοι να ξέρουν το γιατί, υπακούοντας σ' αυτούς που τους στέλνουν, χωρίς συναίσθηση του κινδύνου ή της ευθύνης τους. Βλέπω πως οι δυναμικότεροι εγκέφαλοι του κόσμου εφευρίσκουν όπλα για να γίνονται όλ' αυτά μ' έναν τρόπο ακόμα πιο ραφιναρισμένο και να διαρκούν όσο γίνεται περισσότερο. Κι όλοι οι συνομήλικοί μου εδώ, στην αντικρυνή παράταξη, σ' ολόκληρο τον κόσμο το βλέπουν όπως εγώ. Αυτή είναι η ζωή της γενιάς μου και η δική μας. Τι θα κάνουν άραγε οι πατεράδες μας αν μια μέρα σηκωθούμε και παρουσιαστούμε μπροστά τους για να τους ζητήσουμε λογαριασμό; Τι περιμένουν από μας όταν μια μέρα τελειώσει ο πόλεμος; Χρόνια ολόκληρα σκοτώναμε μόνο. Αυτό ήταν το πρώτο μας επάγγελμα στη ζωή. Για μας η επιστήμη της ζωής περιορίζεται στο θάνατο. Τι θα συμβεί ύστερα; Και τι θ' απογίνουμε εμείς;

Έριχ Μαρία Ρεμάρκ, *Ουδέν νεώτερον από το δυτικό μέτωπο.* Μετάφραση: Στέλλα Βουρδουμπά.

Το τίμημα του Α´ Παγκοσμίου πολέμου σε ανθρώπινες ζωές:

Γαλλία:	1.400.000	νεκροί
Αγγλία:	740.000	»
Ιταλία:	460.000	»
Ε.Π.Α.:	125.000	»
Βέλγιο:	44.000	»
Ρωσία:	5.000.000	»
Γερμανία:	2.000.000	»
Αυστροουγγαρία:	1.200.000	»

Πολεμικά χρέη: 750 δισεκατομμύρια γαλλικά φράγκα.

Δημόσια χρέη Αγγλίας - Γαλλίας το 1919:

Γαλλία: 219 δισεκατομμύρια γαλ. φράγκα
Αγγλία: 1 δισ. 875 εκ. λίβρες στερλίνες
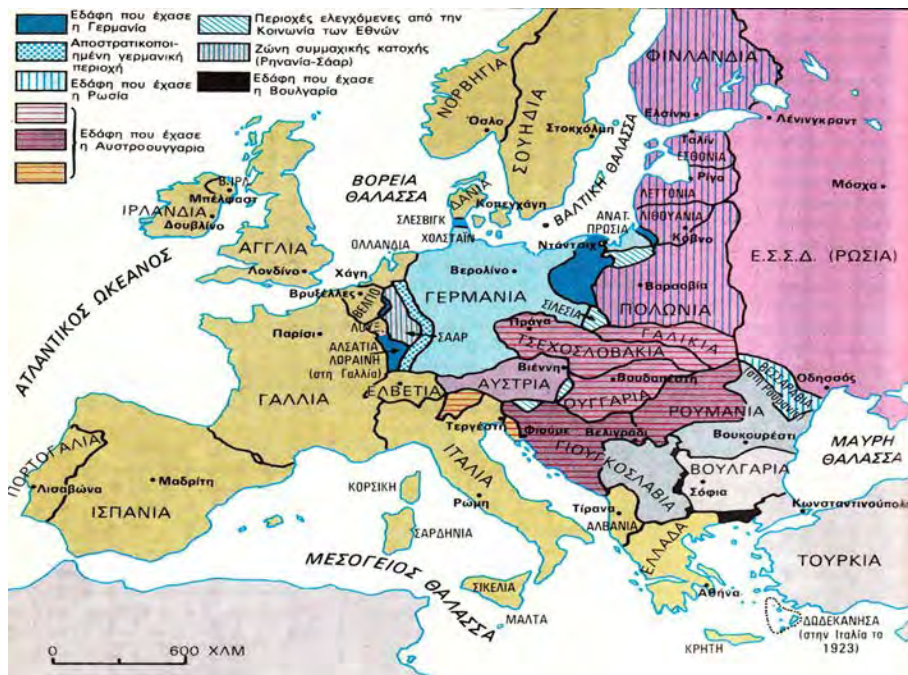
Ορισμένες βασικές αρχές του υπερρεαλισμού, όπως καταγράφονται στην Διακήρυξη της 27ης Ιανουαρίου 1925:

1. Δεν έχουμε καμία σχέση με τη λογοτεχνία. Αλλά μπορούμε θαυμάσια να τη χρησιμοποιήσουμε, αν χρειαστεί, όπως όλος ο κόσμος.

2. Ο σουρεαλισμός δεν είναι κανένα καινούργιο ή ευκολότερο μέσο έκφρασης, ούτε κάποια μεταφυσική της ποίησης. Είναι ένα μέσο για την ολοκληρωτική απελευθέρωση του πνεύματος και όλων όσων του μοιάζουν.

3. Είμαστε αποφασισμένοι να κάνουμε Επανάσταση.

4. Κολλήσαμε τη λέξη σουρεαλισμός με τη λέξη Επανάσταση μόνο και μόνο για να δείξουμε τον αμερόληπτο, αδέσμευτο και εντελώς απεγνωσμένο χαρακτήρα αυτής της Επανάστασης.

5. Δεν ισχυριζόμαστε πώς θα διορθώσουμε κανένα από τα σφάλματα των ανθρώπων. Σκοπεύουμε όμως να τους δείξουμε πόσο εύθραυστες είναι οι σκέψεις τους και πάνω σε ποία κινούμενη άμμο, σε ποίο σαθρό έδαφος έχουν θεμελιώσει τα ετοιμόρροπα σπίτια τους.

6. Στέλνουμε στην κοινωνία αυτή την αυστηρή προειδοποίηση: να προσέχει τη διαγωγή της. Κανένα πνευματικό της παραστράτημα δεν πρόκειται να μας διαφύγει… 7. Είμαστε δεξιοτέχνες στην Εξέγερση. Δεν υπάρχει ένα μέσο δράσης που να μην είμαστε σε θέση να χρησιμοποιήσουμε, αν χρειαστεί…

Ο Σουρεαλισμός δεν είναι μορφή της ποίησης. Είναι μια κραυγή του πνεύματος που ξαναγυρίζει στον εαυτό του με την απεγνωσμένη απόφαση να σπάσει τις αλυσίδες του. Και στην ανάγκη με υλικά σφυριά.

Ο Υπερρεαλισμός είναι αναμφίβολα ένα επαναστατικό κίνημα. Επιδίωξε πολλές ριζοσπαστικές αλλαγές στο χώρο της τέχνης αλλά και της σκέψης γενικότερα. Ο αρχικός και μετέπειτα πυρήνας καλλιτεχνών που το αποτέλεσαν αντέδρασαν στα ιδεώδη της αστικής τάξης και σε αυτό που ερμήνευαν ως κρίση του Δυτικού πολιτισμού (καπιταλισμού).Πρότειναν την αναθεώρηση των ανθρώπινων αξιών,στηριζόμενοι στις ψυχαναλυτικές θεωρίες του Φρόυντ και στα ιδεώδη του Μαρξισμού. Προέβαλαν τον αυτοματισμό δηλαδή τη διαδικασία γραφής ή σχεδίασης κατά την οποία ο δημιουργός λειτουργεί αυθόρμητα, προβάλλοντας με αυτό τον τρόπο το ασυνείδητο, χωρίς κανένα στοιχείο αυτολογοκρισίας ή ηθικού και αισθητικού περιορισμού. Επιδίωκαν τη διερεύνηση του ασυνειδήτου,την απελευθέρωση της φαντασίας με την απουσία κάθε ελέγχου από τη λογική.Οι υπερρεαλιστές μετέτρεψαν το ελευθερία – ισότητα – αδελφότητα της Γαλλικής Επανάστασης στο δικό τους τρίπτυχο: ελευθερία – αγάπη – ποίηση. Θεωρούσαν όλη την τέχνη τοτεμική, υπό την έννοια ότι το οποιοδήποτε υπερρεαλιστικό φετίχ περιείχε ένα μυστικό, δηλαδή απελευθερωτικό νόημα. (θεωρία του Μαρξ : φετιχισμός) Είναι προφανές ότι το υπερρεαλιστικό κίνημα είχε έντονη πολιτική χροιά. Γεγονός που δεν έκρυψαν ποτέ τα μέλη του , καθώς τα συνθήματα τους ήταν "Να αλλάξουμε τη ζωή" (Ρεμπώ) και "Να αλλάξουμε τον κόσμο" (Καρλ Μαρξ). Η πολιτική θέση του κινήματος βέβαια,αρχικά,είχε περισσότερα αναρχικά στοιχεία αν και στη συνέχεια προσχώρησαν στην άκρα αριστερά ώσπου το 1929 αποτέλεσε επίσημα μέλος του γαλλικού κομμουνιστικού κόμματος γεγονός που σφραγίζεται με την έκδοση του περιοδικού "ο Σουρεαλισμός στην υπηρεσία της επανάστασης"

Ανδρέας Εμπειρίκος

[Τρία αποσπάσματα]*

ΤΑ ΠΑΡΑΚΑΤΩ αποσπάσματα να διαβαστούν ως αυτοτελή ποιήματα. Ανήκουν στη συλλογή Ενδοχώρα (1945). Τα δύο πρώτα στην ενότητα Ο Πλόκαμος της Αλταμίρας και το τρίτο στην ενότητα Πουλιά του Προύθου.

1
Λίγα κοσμήματα στη χλόη. Λίγα διαμάντια στο σκοτάδι.
Μα η πεταλούδα που νύκτωρ* εγεννήθη μας αναγγέλει την
αυγή, σφαδάζουσα στο ράμφος της πρωίας.

2
Η ποίησις είναι ανάπτυξι στίλβοντος* ποδηλάτου. Μέσα της
όλοι μεγαλώνουμε. Οι δρόμοι είναι λευκοί. Τ' άνθη μιλούν.
Από τα πέταλά τους αναδύονται συχνά μικρούτσικες παιδίσκες.
Η εκδρομή αυτή δεν έχει τέλος.

3
Είναι τα βλέφαρά μου διάφανες αυλαίες.
Όταν τ' ανοίγω βλέπω εμπρός μου ό,τι κι αν τύχει.
        Όταν τα κλείνω βλέπω εμπρός μου ό,τι ποθώ.

Οδυσσέας Ελύτης

Η τρελή ροδιά

Πρωινό ερωτηματικό
κέφι à pleine haleine*

 Σ' αυτές τις κάτασπρες αυλές όπου φυσά ο νοτιάς
Σφυρίζοντας σε θολωτές καμάρες, πέστε μου είναι η τρελή ροδιά
Που σκιρτάει στο φως σκορπίζοντας το καρποφόρο γέλιο της
Με ανέμου πείσματα και ψιθυρίσματα, πέστε μου είναι η τρελή ροδιά
Που σπαρταράει με φυλλωσιές νιογέννητες τον όρθρο
Ανοίγοντας όλα τα χρώματα ψηλά με ρίγος θριάμβου;

 Όταν στους κάμπους που ξυπνούν τα ολόγυμνα κορίτσια
Θερίζουνε με τα ξανθά τους χέρια τα τριφύλλια
Γυρίζοντας τα πέρατα των ύπνων τους, πέστε μου είναι η τρελή ροδιά
Που βάζει ανύποπτη μες στα χλωρά πανέρια τους τα φώτα
Που ξεχειλίζει από κελαηδισμούς τα ονόματά τους, πέστε μου
Είναι η τρελή ροδιά που μάχεται τη συννεφιά του κόσμου;

Στη μέρα που απ' τη ζήλια της στολίζεται μ' εφτά λογιώ φτερά
Ζώνοντας τον αιώνιον ήλιο με χιλιάδες πρίσματα
Εκτυφλωτικά, πέστε μου είναι η τρελή ροδιά
Που αρπάει μια χαίτη μ' εκατό βιτσιές στο τρέξιμό της
Ποτέ θλιμμένη και ποτέ γκρινιάρα, πέστε μου είναι η τρελή ροδιά
Που ξεφωνίζει την καινούρια ελπίδα που ανατέλλει;…

7. ENGLISH LESSON: ART IN EDUCATION-THE LIFE AND WORK OF GREAT ITALIAN PAINTERS OF RENAISSANCE

General aim :

The familiarization of students with art and their appreciation of it

Objectives:

a) to familiarize the students with great painters of Renaissance

b) to help the students recognize the particular characteristics of the Renaissance art

c) to encourage students to read authentic texts taken from the Internet

d) to enable students to realise the connection and relationship between art, history and language

e) to develop the students' artistic perception

f) to help the students develop their critical thinking skills through the observation and interpretation of paintings;

g)   to promote the systematic use of reading, writing, speaking and listening skills, as well as integrated learning skills;

h) to develop students' ability to understand, describe and select information, facts and main ideas from a text;

i) to encourage students to make connections between texts and their personal experience;

j) to encourage learners to express their preferences and justify their choices

k) to promote the team spirit and collaboration in group work

Target group: mixed ability classes of 1ˢᵗ and 2ⁿᵈ graders of Senior High School

Materials : overhead projector, PC, flipcharts, worksheets, highlighters, photocopier, pens and pencils

Time allotted: 90 minutes

Method: crosscurricular approach (English, Art, History), learner- centered method with emphasis on the individual' s needs-differentiation (choice of the homework task to accommodate different learners' types), experiential and empirical learning through the use of authentic texts and paintings from the Internet,   adoption of spiral form in the class management through collaboration, (individual work, pair work, group work, sharing the findings of each group with the class)

Reading strategies

Warm-up (individual work 5 min)

Activation of the students' prior knowledge

Pre-reading (pair work 15 min)

Pre-reading plan, Think-pair-share, making predictions, creating a word-wall

While-reading (group work 60 min) SQRRR strategy, graphic organizer

Survey: Record important titles and subtitles from work

Question: Write "Who, What, When, Where, and Why" questions from main topics

Read: Write answers to questions from above.

Recite: Record key facts and phrases as needed for each question.

Review: Create a summary paragraph for each question.

Post -reading (individually 10 min)

Summarising 5-4-3-2-1

Integration of Writing strategies and Oral strategies

1.writing a summary of the main points of the text

2.drawing a painting and presenting it to class

3.writing an article

4.writing an essay

5.preparing a powerpoint presentation of a work of art

6.writing an imaginary interview with one of the great painters of the Renaissance

The steps of the procedure

Warm-up stage (5 min)

A.The teacher asks the class general questions about forms of art they are familiar with in order to engage the students' interest and activate their prior knowledge to the matter.

Pre-reading stage (15 min)

Pre-reading plan, Think-pair-share, making predictions, creating a word-wall

The teacher asks questions about the Renaissance period in History and the painters who are the representatives of that.

The teacher shows the students six paintings to guess , in pairs , who the painter is and do the matching.(1ˢᵗ worksheet)

Then, they watch a video relevant to it and check their answers.
https://www.youtube.com/watch?v=KUvbyJrDjuw

By observing the paintings more closely, they decide which one they prefer and explain why they prefer this one and the feelings they have.

The students read the text quickly and write the words they are not familiar with on a post-it. Then , they come to the word wall and stick it there. The teacher helps them with the translation of the new words.(2ⁿᵈ worksheet)

While reading stage (60 min)

The teacher asks the students to work in groups, fill in the charts and write a summary of each text. Then, they will have to make an oral presentation to their classmates and have a class discussion.

Post reading stage (10 min)

5-4-3-2-1 Strategy	TEXT
5 keywords from the text	
4 facts related to the main topic	
3 new words	
2 facts you already know	
1 Questions you still have	

HOMEWORK

Choose one of the following tasks:

1.Draw one painting and show it to your classmates.

2.There is a competition in your school newspaper about the best **article** to be published regarding a work of art.

3.Find more information on the Renaissance Period, its characteristics and its impact on the world and write an **essay** of about 300 words.

4. Prepare a **powerpoint presentation** on a work of art.

5.Write an **imaginary interview** with one of the great painters of the Renaissance.

Evaluation Questionnaire

1.Generally, how interesting did you find the activities?	very	litt le	Not at all
2.How difficult did you find the activities in the first worksheet?	very	litt le	Not at all
3.How would you characterize the cooperation with your classmate in this part?	Very good	Go od	Not good at all
4.How difficult did you find the activities in the second worksheet?	very	litt le	Not at all
5.How would you characterize the cooperation with your classmates in this part?	Very good	Go od	Not good at all
6.What do you think you have learnt from this lesson?			

EVALUATION

- ➢ **The students are exposed to a variety of Renaissance paintings and learn about great Italian painters' life and work from authentic texts taken from the Internet. In this way, they are given the opportunity to become familiar with art and appreciate it through observation and development of their critical thinking skills.**

- ➢ **They are invited to apply a repertoire of reading, writing and oral communication strategies (skills integration).**

- ➢ **The teacher assesses the students' performance through class discussion, their individual , pair or group participation in the tasks as well as the task assigned for homework. There is also a questionnaire completed at the end of the lesson for the teacher to reflect upon the issues raised by the students.**

WORKSHEET 1

A. Have a look at the drawings below. Can you guess who the painter is? In pairs, do the matching of the drawings with the names of the painters.

Michelangelo, Leonardo da Vinci, Raphael, Bellini, Fra Angelico, Botticelli, Verrocchio

B. Watch the video, listen carefully and check your answers.

C. Observe the paintings above and decide which painting you like the most and why. Keep notes about what you see and your feelings and be prepared to share it with your partner .

WORKSHEET 2a

In your group, read the text below. Then, fill in the missing information in the table that follows. When you are finished, write a summary of the main points in one paragraph. Be prepared to read it aloud in class and share it with your classmates. Don't forget to write your names and your group's nickname at the end. If you wish, you can decorate your work by drawing something of your own.(It's a lesson about painting after all!)

Leonardo Da Vinci was one of the great creative minds of the Italian Renaissance, hugely influential as an artist and sculptor but also immensely talented as an engineer, scientist and inventor.

Leonardo da Vinci was born on 15 April 1452 near the Tuscan town of Vinci, the illegitimate son of a local lawyer. He was apprenticed to the sculptor and painter Andrea del Verrocchio in Florence and in 1478 became an independent master. In about 1483, he moved to Milan to work for the ruling Sforza family as an engineer, sculptor, painter and architect. Then , he produced the famous Madonna on the Rocks and The Last Supper which has been described as one of the greatest spiritual paintings. Unfortunately over the time the quality of the original painting has deteriorated despite frequent restoration attempts..

During his time in Florence, he painted several portraits, but the only one that survives is the famous 'Mona Lisa' (1503-1506). The Mona Lisa is one of the world's most famous and intriguing pictures. It is a portrait of a wife of a Florentine noble. For several days she came to Leonardo and sat for her portrait to be painted. However she refused to smile, Leonardo even tried hiring musicians but to no avail. One day just for a fleeting second she gave a faint smile and Leonardo was able to capture it. Her smile encapsulates a tremendous mysteriousness which is both fascinating and intriguing.. In 1517, at the invitation of the French king Francis I, Leonardo moved to the Château of Cloux, near Amboise in France, where he died on 2 May 1519.

The fame of Da Vinci's surviving paintings has meant that he has been regarded primarily as an artist, but the thousands of surviving pages of his notebooks reveal the most eclectic and brilliant of minds. He wrote in left-handed mirror script and drew

on subjects including geology, anatomy (which he studied in order to paint the human form more accurately), flight, gravity and optics . He 'invented' the bicycle, airplane, helicopter, and parachute some 500 years ahead of their time.

Da Vinci's place as a pioneering scientist is beyond dispute. Yet his true genius was not as a scientist or an artist, but as a combination of the two: an 'artist-engineer'. His painting was scientific, based on a deep understanding of the workings of the human body and the physics of light and shade. His science was expressed through art, and his drawings and diagrams show what he meant, and how he understood the world to work.

He was born in	(place, time)
His fields of work	
His most famous works of art	
He died	(place, time)
The impact of his work	

The vitruvian man

La Gioconda

The Virgin of the
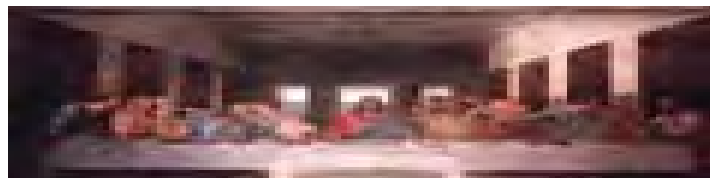
**The Last
Supper**

In your group, read the text below. Then, fill in the missing information in the table that follows. When you are finished, write a summary of the main points in one paragraph. Be prepared to read it aloud in class and share it with your classmates. Don't forget to write your names and your group's nickname at the end. If you wish, you can decorate your work by drawing something of your own.(It's a lesson about painting after all!)

Michelangelo (1475-1564)

Michelangelo was a painter, sculptor, architect and poet and one of the great artists of the Italian Renaissance.

Michelangelo Buonarroti was born on 6 March 1475 in Caprese near Florence (Italy) where his father was the local magistrate. A few weeks after his birth, the family moved to Florence. In 1488, Michelangelo was apprenticed to the painter Domenico Ghirlandaio. He then lived in the household of Lorenzo de' Medici, the leading patron of the arts in Florence.After the Medici were expelled from Florence, Michelangelo travelled to Bologna and then, in 1496, to Rome. His primary works were sculpture in these early years. His 'Pietà' (1497) made his name and he returned to Florence a famous sculptor. Here he produced his 'David' (1501-1504).

In 1505, Pope Julius II summoned Michelangelo back to Rome and commissioned him to design Julius' own tomb. Due to quarrels between Julius and Michelangelo, and the many other demands on the artist's time, the project was never completed, although Michelangelo did produce a sculpture of Moses for the tomb. Michelangelo's next major commission was the ceiling of the Sistine Chapel in the Vatican (1508- 1512). It was recognised at once as a great work of art and from then on Michelangelo was regarded as Italy's greatest living artist.

Michelangelo was greatly affected by another artist of the day, Leonardo da Vinci. The two artists battled for different commissions in the city, but Michelangelo was summoned by the Pope to complete a vast number of projects. None of these were ever completed in their full mastery, as was the Sistine Chapel. In 1534, Michelangelo returned to Rome where he was commissioned to paint 'The Last Judgement' on the altar wall of the Sistine Chapel (1537-1541). From 1546 he was increasingly active as an architect, in particular on the great church of St Peter's. He died in Rome on 18

February 1564. He completed more paintings, sculpted, wrote poetry, and contributed to many architectural projects during his lifetime. Michelangelo's unmistakable genius in various art forms was early recognised and he became one of the world's most famed artists remembered and adored by future generations.

He was born in	(place, time)
His fields of work	
His most famous works of art	
He died	(place, time)
The impact of his work	

The creation of Adam

David

WORKSHEET 2c

In your group, read the text below. Then, fill in the missing information in the table that follows. When you are finished, write a summary of the main points in one paragraph. Be prepared to read it aloud in class and share it with your classmates. Don't forget to write your names and your group's nickname at the end. If you wish, you can decorate your work by drawing something of your own.(It's a lesson about painting after all!)

Alessandro Filipepi, known as Sandro Botticelli, (1444-1510) began his career during the Italian Renaissance period. Botticelli was born in Florence around 1445 where he would live out the rest of his life. As the youngest of five children, Botticelli's father, a tanner, allowed him to become an apprentice to a goldsmith. During this apprenticeship, the goldsmith he worked with gave him the name Botticelli, meaning 'little barrel.'

After a time, Sandro convinced his father that he wanted to study painting and was chosen to be apprentice to the well known painter Fra Filippo Lippi.. Botticelli quickly became recognized as a gifted artist all by himself. By the time he was 15 years old, he was able to open a workshop dedicated to his own work. Botticelli's style evolved into one that was very distinct. His portraits seemed to have a melancholy or sad characteristic to them. Botticelli also included Neo-Platonism in his work. This meant that he would bring together in one painting ideas that belong to both Christianity and pagan ideas which may have included mythology. One theme that Botticelli used over and over again was the idea of a very sad young girl that was detached from what was going on around her. This theme appeared in many of his portraits throughout his career. Another theme Botticelli liked tackling were the roles male and females played in society. In 1481, Botticelli was invited to Rome to take part in the painting of the Sistine Chapel. Among his greatest works are the Primavera, Pallas and the Centaur, Venus and Mars, and The Birth of Venus,
all painted between 1477–90.

As Sandro grew older, his style underwent a remarkable change. Many of his works contained a very religious feel to them. Sandro included highly religious symbolism in his paintings; they seemed to be telling a story . After 1490 Botticelli concentrated on paintings with many small figures, so that the entire picture surface seemed more alive. Many works showed this new method, such as the *Calumny of Apelles*, the *Crucifixion,* the *Last Communion of St. Jerome,* and the *Nativity* (1501).

Sandro Botticelli died at the age of 65. Some say Sandro was poor and unaccomplished at his death. This could be attributed to the rising popularity of new and contemporary artists such as Michelangelo, Raphael and Leonardo Da Vinci.

Even though his work is now thought to be among the most masterful of his time, his work lay forgotten for over 400 years after his death. Looking back at history, he now has the respect he earned through a lifetime of achievement. Sandro Botticelli's contribution to the Italian Renaissance period was one of great distinction . About 75 of his paintings survive, many of them in the Uffizi Gallery in Florence and today he is one of the most esteemed painters of the Italian Renaissance.

He was born in	(place, time)
His fields of work	
His most famous works of art	
He died	(place, time)
The impact of his work	

The birth of Venus

The Nativity|

WORKSHEET 2d

In your group, read the text below. Then, fill in the missing information in the table that follows. When you are finished, write a summary of the main points in one paragraph. Be prepared to read it aloud in class and share it with your classmates. Don't forget to write your names and your group's nickname at the end. If you wish, you can decorate your work by drawing something of your own.(It's a lesson about painting after all!)

Raphael , (son of the painter Giovanni Santi and his wife Magia Ciarla), was born on the 28th March or the 6th April 1483. His father Giovanni Santi was a competent painter and was highly regarded in Urbino, a province that housed one of the most glittering courts in It

This provided the young Raffaelo with quite a privileged upbringing within the culture of the Umbrian court.However, Raphael's mother dies in 1491 when he is 8 years old. His father Giovanni dies three years later when he is still only eleven Before his death Giovanni manages to place his son as an apprentice in the workshop of Pietro Perugino Although Raphael very quickly freed himself frothe painting style of his master, he followed Perugino's method of constructing paintingsall of his life.

Raphael died on the 6th of April 1520 at the age of 37 in Rome and was buried the next day in the Pantheon. He was a famous, wealthy and popular renaissance personality and his funeral was very well attended attracting large crowds. His compositions were referred to extensively when training successive generations of artists. Raphael became, along with Michelangelo and Leonardo, one of the three greatest masters of the High Renaissance.

He was born in	(place, time)
His fields of work	
His most famous works of art	
He died	(place, time)
The impact of his work	

The school of Athens

WORKSHEET 2e

A.In your group, read the text below. Then, fill in the missing information in the table that follows. When you are finished, write a summary of the main points in one paragraph. Be prepared to read it aloud in class and share it with your classmates. Don't forget to write your names and your group's nickname at the end. If you wish, you can decorate your work by drawing something of your own.(It's a lesson about painting after all!)

Andrea del Verrocchio

Andrea del Verrocchio (c. 1435–1488) was born in Florence in or about 1435. His father was Michele di Francesco Cioni, who worked as a tile and brick maker and, later, as a tax collector. Verrocchio never married, and had to provide financial support for some members of his family. He was at first apprenticed to a goldsmith.

He was an Italian sculptor, goldsmith and painter who worked at the court of Lorenzo de' Medici in Florence in the early renaissance. Few paintings are attributed to him with certainty, but a number of important painters were trained at his workshop. His pupils included Leonardo da Vinci, Pietro Perugino and Lorenzo di Credi. His greatest importance was as a sculptor and his last work, the equestrian statue of Bartolomeo Colleoni in Venice, is universally accepted as a masterpiece.

A small painting on panel of Tobias (Tobias and the angel) setting out on his journey with the Archangel Raphael, carrying the fish with which he was to heal his father's blindness, was probably painted as a private devotional picture. It is now in London at the National Gallery. The Baptism of Christ, now in the Uffizi at Florence, was painted in 1474-75. In this work Verrocchio was assisted by Leonardo da Vinci, then a youth and a member of his workshop, who painted the angel on the left and the part of the background above. Andrea resolved never to touch the brush again because Leonardo, his pupil, had far surpassed him. The Madonna enthroned with John the Baptist and St Donato is in the Cathedral at Pistoia. It had been left unfinished and was completed by Lorenzo di Credi when Verrocchio was in Venice near the end of his life. He died in Venice in 1488.

Verrocchio was a Florentine sculptor and painter who is ranked second only to Donatello among the Italian sculptors of the Renaissance. He set an example for other Renaissance sculptors to follow which brought many new artists into the world.

He was born in	(place, time)

His fields of work	
His most famous works of art	
He died (place, time)	
The impact of his work	

Madonna with St John the Baptist
and Donatus

The Baptism of Christ

8. MATHS AND POETRY- TWO ANCIENT SPIRITUAL ACTIVITIES

GENERAL OBJECTIVES

♣ To encourage students to think in a creative way regarding the relationship between Maths and Poetry

♣ To approach the way of thinking used in Maths and Poetry in an interdisciplinary manner

♣ To draw the students' attention to the importance of the selection of the most appropriate word both in Maths and Poetry , in order to avoid misinterpretations

♣ To enable students to realize the special intellectual process required for the understanding of both Maths and Poetry

♣ To familiarize the students with the collaboration method.

Level: students of 1ˢᵀ GRADE OF SENIOR HIGH SCHOOL

Tools: worksheets, videoprojector, texts, poems

Time allotted: 90 minutes

FIRST SESSION

I. MATHS AND POETRY

Pre-reading stage:

Activation of previous knowledge

Time : 10 minutes

Step one: Introduction// The teacher introduces the topic under discussion.

Both Maths and Poetry are two ancient spiritual and creative human activities, autonomous and robust, which help in the understanding of the world and make our life more beautiful.
If we hear someone say that Mathematics is associated with poetry, they will encounter our dissatisfaction and our negative view on this, because they seem to be two completely mismatched things.

Using mathematical terminology , coupling " plus " leads to the intersection of two sets. Is the intersection of mathematics and poetry sets an empty set or not?

Step 2- Activation of prior knowledge related to the Maths science//Brainstorming

Let us try to remember:
The following sentences are given:
"Naxos is an island", " Five is less than three", "Takis has been absent for many days".
Which of the previously mentioned sentences is called "Mathematical"?
What are the "original meanings"? Mention some of them.
What are the "axioms"? What is their usefulness?
Then, the teacher records the students' answers by forming a list of key words, to show the definition of the mathematical sentence, the original meanings and the axiom (creating a word wall)

While reading stage
 First part
Time: 45 minutes
Step 1a

The students read the first part of the text by Cornelius Castoriadis and identify key words in order to understand the meaning of the text.

Reading Between the Lines (inferences) They link the text with the previous task about what the axioms are. Recapitulation by the teacher.
TEXT
The Greek philosopher Cornelius Castoriadis writes: "On the one hand ,the work of Mathematics is based on : 1. the logic of the theory of sets, with any refinements or treatments that may have occurred in the 20th century and 2. the principle of identity , that is the principle of non-contradiction, the principle of the excluded third. On the other hand, regarding the choice of axioms Maths is strictly poetic, that is "creative".

Step 1b

The students read the second part of the text by the Greek philosopher.

Reading strategy :The text says, I infer, So I infer that..
"... There are cases where it can be said that mathematicians, after much work, drew the axioms of all the proposals that were in front of them (or, otherwise, they subsumed them therein). We can say, for example, that Euclid had in front of him a huge geometric work, the product of the previous three centuries, and formulating for the first time the hypotheticdeductive method wondered what is the minimum of principles that can support these theorems, which, by the way, are true or seem to be true • so he was "led" to his axioms.

He gathered all the knowledge of mathematics from the Babylonians to Thales and Pythagoras and composed the Elements of Euclidean Geometry . More broadly , however, what characterizes the work of mathematics is the "point of view" , the choice of axioms which are not drawn from any experience or just out of reason because if they were produced rationally, they would not be axioms ,they would be theorems of logic . "
If there had been no "creation" of new axioms, whenever the need appeared , mathematics would have stopped long ago . Note here the example of China , where very important mathematicians appeared in antiquity who got "stuck " somewhere and since then they have been unable to further develop their thinking . "

The text says …	I know …	So I infer that …
The maths choose their axioms from a set of proposals.	Axioms are…..	The mathematical thinking captures an initial concept and onto that supports a set of theorems ...

The mathematical thinking is still evolving	The mathematical thinking needs axioms to make theorems	So mathematicians capture ....

Step 2// Exercise 1

«Students are asked to read the words below by Elytis:
" Someone makes the truth
just as they make the lie"(Maria Nephele)
and to find analogies between the poetic phrase " Someone makes the truth... " and the definition of the axiom.

(Read and say Something Strategy).
The students organise their thoughts in sentences , which may begin as follows :
" *Someone makes the truth* " I think it means ...... "
"Since the axiom is not open to proof, it is a truth , as Elytis says , ..."

Step 2//Exercise 2

Students are asked to read a mathematical proposition and a verse by Elytis , in order to find out common points between the classic and " lyrical " mathematics .
- "If on a straight line, we note two points A and B, then there is at least one point C between A and B. "
- "Somewhere between Tuesday and Wednesday should be mislaid your true day ' Elytis (Maria Nephele)

Step 2 // Exercise 3
Students are asked to read a mathematical proposition and a verse of Elytis , in order to formulate common points betwen the classic and " lyrical " mathematics .
- "Two lines are parallel when they are at the same level and when being projected, they never meet"
This is echo of one saying by Heraclitus : " route up and down one and the same "
- " The arrows downward and upward arrows never met "

Elytis (Three poems)

Step 2 // Exercise 4
In the following chart, match the lyrical passages (first column) with the respective type of mathematical processing (second column)

1. " If you deconstruct Greece , at the end you will see that what remains is an olive tree , a vine and a boat, which means that with these you remake it."	1. Problem of analysis
2. "A sunset at the Aegean Sea includes joy and sorrow In such equal dosages that there is nothing left at the end but the truth "	2. Problem of formulation
	3. Set new concept
3. "A recluse for half men , is necessarily a Coming for the other half "	4. Property which characterizes the space data
4. "Where there are figtrees, there is Greece. where a mountain projects from the word exists a poet. The pleasure is not moveable "	5. Theorem with obvious proof
5. 'The product of fragrant grass on innocence always gives the shape of some Jesus Christ "	
6. "Hades does not exist if we do not build it"	

Conclusion

To the question "Is the intersection of math and poetry sets an empty set or not?" what can we answer?
Note:
1. The axiomatically defined mathematical truth is creation, an abstract and hypothetical capture by mathematicians.
2. The poetic truth is captured in an abstract way, and it is the creation of poets.

Therefore
The mathematical science as regards the choice of axioms is poetic, that is a creative action.
Poetry mostly requires a creative reading of the world.
Thus
Is the intersection of mathematics and poetry sets an empty set or not?

SECOND SESSION

MATHEMATICS AND " LYRICAL MATHEMATICS "

Pre-reading Stage: // Time : 10 minutes

Teaching Techniques / Procedures: Recall prior knowledge about the relationship of Mathematics and Poetry.

The following words of the great mathematician David Hilbert are given to students to comment on:

"*I don't need a point , line ,or plane to make Geometry . A chair, a table and a bottle of beer are enough for me. »*

(Think Aloud Strategy or Reciprocal Think- AIouds).

Presentation // The teacher introduces the subject for investigation.

Mathematics handle perfect concepts ,have an absolutely precise language, that's why they create perfect relations and harmonies in their world.

True Poetry is like maths when it is looking for such a harmony of the speech that even the slightest addition or subtraction or moving of a word reduces or destroys either the musicality of speech or the truth that is "cavalcade" in the lyrics.

Therefore

Mathematics and poetry meet in a common ideal: the perfect art. But while the perfect art abuts Mathematics, Poetry proceeds to a perfection which , still, is always unending.

Reading stage // time: 35 minutes

WORKSHEETS

Students are divided into groups and invited to understand two texts regarding the mathematical and poetic language to a level beyond the obvious and to make their own interpretations of what they read, to think in a more creative way, a process that is essential both in Mathematics and in Poetry.

1st Worksheet

The infinite

¬ The infinity in mathematics, as an original meaning, is not defined but understood by its properties.
¬ The infinite exists for us
In the same way as the language for the deaf
Odysseas Elytis (Maria Nephele)

Elytis uses a mathematical concept. Is there a definition of this concept? Is infinity for the poet, too ,an initial concept?

2nd Worksheet

The concept of the axis and the zero

¬ In mathematics "As the beginning of the axis we name a point that is matched by zero"
¬ At point Zero, where a bird

scents from the beginning again
Odysseas Elytis (AXION ESTI // PSALM PKH '// Genesis)

Elytis uses the number Zero in this verse. Does he relate it with the beginning, the start? Relate it with the title "Genesis".
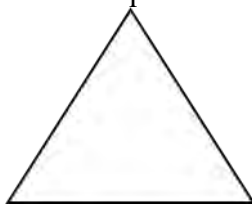

3rd Worksheet

UNITS AND UNIT

➢ ¬ Each geometric shape is a poem of the unit.

isosceles triangle

POEM INSPIRED BY THE isosceles triangle (by K. Kavafis)

What is the meaning of the unit in Kavafis' poem ?

➢ Equilateral triangle   scalene TRIANGLE

Write a short poem inspired by the geometric shapes you are given.

4th Worksheet

The Maths Acts
 « *If you deconstruct Greece , at the end you will see that what remains is an olive tree , a vine and a boat .Which means that with these you remake it*"(From Elytis ' Little nautilus ' project)

What maths acts "does Elytis do" in this verse ? Does he result in original concepts , as the mathematicians ?

5th Worksheet

"*The great book of nature is written in mathematical symbols*" . Galilean

The rigorous mathematical language describes the Universe .
Can a mathematical equation be, in a way, a piece of art , a poem, despite the exact mathematical language used which presents a natural law?

The texts of each group are presented to class.

Conclusion

Although mathematics and poetry seem to be two things completely dissimilar , they are in fact largely related . Mathematics is therefore a way of life we can meet in many forms and in many things in our everyday life, from school, and supermarkets where we go shopping , ,up to poetry as we saw before .

BELOW THERE IS A POWERPOINT PRESENTATION OF POEMS   RELATED TO MATHEMATICS

ΣΠΟΥΔΑΙΟΙ ΠΟΙΗΤΕΣ ΠΟΥ ΣΥΝΔΕΟΥΝ ΤΑ ΜΑΘΗΜΑΤΙΚΑ ΜΕ ΤΗΝ ΠΟΙΗΣΗ

- Γεώργιος Βαφόπουλος
- Έκτωρ Κακναβάτος
- Γιάννης Υφαντής
- Οδυσσέας Ελύτης
- Γιάννης Ρίτσος
- Κ.Π. Καβάφης
- Κ. Κύρου
- κ.α.

Γεωργίου Θ. Πράσινου

○ Το 'χω ήδη πει: Της αριθμητικής μου
η μόνη πράξη που έμεινε είναι η πρόσθεση.
Φαίνεται πως στην αρμονία του Σύμπαντος
η πρόσθεση ταυτίζεται με την αλήθεια...
Γ.Θ. Βαφόπουλος

Αφεγγή πάλι απόψε η Σελάνα
κάθισε στο βαθύ επωάζοντας τα έμμηνά
της. Πέραν του απείρου ο ορίζοντας
τρικλίζοντας φορτωμένος τρεις άγριες
γεωμετρίες
Έκτωρ Κακναβάτος

Και τα σχήματα όλα καθαρογραμμένα μέσ'
στα φρούτα: ο κύκλος, το τετράγωνο, το
τρίγωνο και ο ρόμβος
όπως τα βλέπουν τα πουλιά, να γίνει απλός
ο κόσμος.
Ελύτης

«Πέρα στη δημοσιά
φάνηκε πρώτα στήλη κουρνιαχτός
ως τα μεσούρανα.
Δεν άργησε πολύ.
Ο δρόμος έφερνε το ποδοβολητό
τον χουγιαχτό της
κλείνατε παράθυρα κατέβαιναν ρολά.
Σιδηροντυμένη έμπαινε πια στην πόλη
η εξίσωση»
(Άλγεβρα)
Έκτωρ Κακναβάτος

 EXIT SLIP

Write ONE thing you learned during this lesson

_____
_____
_____
_____
_____
_____
_____

Name _____

Say ONE Positive and ONE Negative aspect of this lesson

_____
_____
_____
_____
_____
_____
_____

Name   _____

ANCIENT GREEK HISTORY AND MODERN GREEK POETRY

ANTIQUITY AS SOURCE OF POETIC INSPIRATION: The example of the defeat of Athens at Aegospotami (405 BC) and the eight-month reign of the Thirty Tyrants in Athens (404 BC)

 A cross-curricular approach based on the second book of "Greek" by Xenophon and the poem "After the defeat" by J. Ritsos (Ancient Greek History / Ancient Greek Language and Historiography, Modern Greek History / Modern Greek Poetry / Modern Greek Art /Poetry set to music)

• **Aim of the lesson**
1. As a teacher I think that the knowledge of antiquity and the study of ancient Greek language is perceived as a static museum-like engagement by Greek students and therefore presents many educational problems, mainly due to incomplete antiquarian and linguistic backgrounds of the students. A renewed interdisciplinary approach can demonstrate that the historical texts of the classical era co-relate to contemporary life and that modern Greek poetry uses the ancient history material as canvas, as a vehicle to describe contemporary historical events, personal experiences, feelings, reflections.
2. In the multilingual and multicultural environment of the united Europe, moreover, antiquity is an inexhaustible source of deep thinking, an educational resource that contributes to the foundation and coherence of the system of European values , cornerstone of which is the reflection and the continuous dialogue with a view to identifying the concepts of democracy, freedom // bondage, human rights. Such considerations are the aim of this interdisciplinary course.

• **Didactic-pedagogical objectives**.
The students are guided to
1. Understand that the defeat of the Athenians at Aegospotami in 405 BC, led to the end of the Peloponnesian War, the tradition of Athens to the winners, Spartans, the termination of the Athenian Republic and the establishment of the regime of the Thirty Tyrants. (404 BC)
2. Reflect about the features of the Thirty Tyrants regime imposed on Athens by the Spartans as winners.
3. Shift in historical line from ancient to modern Greek history ,i.e. the year 1968 when J.Ritsos wrote the poem "After the defeat," which is approached interdisciplinary to the ancient text of Xenophon.
4. To understand the latent experience of Modern Greek historical reality (military coup and overthrow of Greek democracy in 1967), which is implied in the poem "After the defeat,", by J. Ritsos.
5. To reflect on the regime of the military dictatorship(junta) of 1967 -73 in Greece by comparing it with the regime of Thirty Tyrants
6. To understand that a historical fact of antiquity is recreated by the poet J.. Ritsos and associated with the current reality and the poet's experiences.
7. To discuss in class about the deprivation of rights and the violence
imposed by dictatorial / authoritarian regimes, using the regime of the Thirty Tyrants and the military dictatorship in Greece as a starting point and look for similar examples in other countries of the modern world.

Grade: A Grade of Senior High School, students of 16 years old

THE STEPS OF THE PROCEDURE

1. Pre-requisites:
A. The facts of the Battle Aegospotami, 405 BC (Described by Xenophon, the Athenian historian writer to his work "Greek", book 2, Chapter 1, && 16-32):
(Based on the Greek curriculum, students of A' Senior High School have been taught in the subject of Ancient Greek language the chapters listed above and they have translated them in modern Greek)

B. Writing activities upon certain topics related to the facts of the Battle Aegospotami, 405 BC.
(In the context of writing activities (II Module) 1st Guide of our Erasmusplus program, students have presented written homework - a report, pages of a diary, an essay)
C. Creation and presentation of a tv - breaking news bulletin about the facts of the battle Aegospotami, 405 B.C. (oral Activity)
(In the context of the oral activities (III Module) 1st Guide of our Erasmusplus program, students improved their effective Communication, especially their Listening, Speaking and Presentation Skills)

D. The facts after the Battle Aegospotami: End of the Peloponnesian War // Surrender of Athens // Start of the eight-month regime of the Thirty Tyrants (Described by Xenophon, the Athenian historian writer to his work "Greek", book 2, Chapter 2, && 1-23 and Chapter 3, && 1-16)
(Based on the Greek curriculum, students of A' Senior High School have been taught in the subject of Ancient Greek language the chapters listed above and they have translated them in modern Greek

Teaching Strategies:
 Recalling prior knowledge with **Brainstorming, creating a word wall, story sequence, Skimming and scanning strategies, Graphic Organiser strategy (Events --- Outcomes or Causes-- Outcomes), Graphic Organiser (The compare Matrix), Reading Between the lines / inferences and Reading Between the lines / inferences- template, Asking Questions strategy and Asking and Generating Questions / Evaluation**

FIRST SESSION

Pre-Reading Stage:

Step 1- Presentation // The teacher introduces the topic to be investigated
Time: 4 'minutes.

Can the facts of ancient history inspire modern writers? Is Ancient Historiography an educational resource that resonates in contemporary reality? Or do we tend to believe that in ancient history are presented facts of a distant era, which has little to do with our times?

Step 2 // Teaching Actions

A. INTRODUCTION

If you hear someone tell us that the facts we learned about the defeat of the Athenians at Aegospotami, the surrender of Athens to the Spartans and the 30 tyrants regime may inspire contemporary writers and poets in a creative way , how will you react?

B. Recalling prior knowledge (for all students)

 The professor recalls with appropriate questions the students' prior knowledge .//

Brainstorming

1. What were the reasons for the destruction of the Athenian fleet at the Battle Aegospotami and what was the role of the Spartan general Lysander therein?
2. In what terms did Athens surrender to Spartans?
3. Which regime was imposed immediately after the surrender of Athens and the destruction of the Athenian walls?
The teacher records the students' responses on the board, creating a list of Key-words associated with the events at Aegospotami and what ensued forming a "word wall". **(Creating a word wall)**

C. **Utilization of existing knowledge in an interdisciplinary way**

1st GROUP // 1st Activity
 Using the word wall write a short text, based on the story of Xenophon, which explains how the battle Aegospotami led to the regime of the 30 tyrants in Athens. **(Story sequence strategy)**

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………

1st GROUP // 2nd Activity

a. Read the first two verses of the poem by J. Ritsos "After the defeat," and find which events you already know by the History of Xenophon are mentioned. **(Skimming and scanning strategies)**

Yannis Ritsos: After the defeat

After the rout of the Athenians
 at Aegospotami
and later on
after our final defeat
there is no more free chat
there is nothing left from the Periclean glamour

heavy silence came on the market
and promiscuity of the thirty tyrants.

Everything happened in our absentia
even the most private
without even the possibility of a formal
protest
In the fire papers and books
And the country's honour in garbage

b. Based on the verse you read fill in the following table:
   (Graphic Organiser / Cause --- Outcomes)

Yannis Ritsos: After the defeat

Cause	Result // s
The rout of the Athenians at Aegospotami	1. 2. 3. 4.

2nd GROUP // 1st Activity

a. Read the facts described by Xenophon to his work "Greek", book 2, Chapter 3, && 11-14)
and fill in the following table: Graphic Organiser, Event / Cause --- Outcoms)

Event	Actions of thirty
The election of the 30 tyrants in Athens	1. 2. 3. 4.

2nd GROUP // 2nd Activity

Read the first three verses of the poem "After the defeat" and find out arbitrary actions of the
thirty tyrants referred to in the poem. Which political climate prevailed, according to the poet,
in this regime? How are political opponents of the regime treated? **(Asking Questions
strategy)**

After the rout of the Athenians
 at Aegospotami
and later on
after our final defeat
there is no more free chat
there is nothing left from the Periclean glamour
 heavy silence came on the market
and promiscuity of the thirty tyrants.

Everything happened in our absentia
even the most private
without even the possibility of a formal
protest
 In the fire papers and books
And the country's honour in garbage

And if they ever allowed us
 to bring as witness
an old friend of us
He would not accept it due to fear
lest he would suffer our mishaps
(we cannot blame him for this)

Announcements from groups / End of first session

SECOND SESSION

Reconnect / Recall **Starting point** :The students listen to the poem which was set to music
in 1975 by the composer D. Moutsis. It is included in the composer's album 'Tetralogy".

1st GROUP // third ACTIVITY (COMMON TO BOTH GROUPS OF STUDENTS)

A. The poem "After the defeat" was written in Leros, on 21.03.1968, as the poet himself
notes, when military dictatorship was imposed violently on Greece and he was exiled there.
Transfer yourselves mentally to this era and see the artwork which follows by the artist
Dimitris Alithinos. The artist exhibited it in 1972 at the Art Gallery Link. The project has
clear references to the deprivation of liberty imposed by the regime.

Answer the following questions

Which religious representation does the artwork refer to? In which visual way does the artist convey the notion of unfreedom? What do you think that the red color symbolizes? (**Reading Between the lines / inferences**)

…………………………………………………………………………………………………..

……………………………………………………………………………………………………

………..

…………………………………………………………………………………………………..

……………………………………………………………………………………………………

………..

Complete the table below (**Graphic Organiser / Event --- Outcomes**)

Event	Results
Imposition of military dictatorship in Greece	1. 2. 3. 4.

B. The ages of the thirty tyrants and of the military dictatorship have obvious similarities regarding the violation of basic rights of citizens. Discuss how the two regimes treat their political opponents. **(Graphic Organiser --The compare Matrix)**

Thirty Tyrants	Military Dictatorship	Political Opponents

1st GROUP // 4th Activity (COMMON TO BOTH GROUPS OF STUDENTS)

Reread the poem "After the defeat" and try to determine the correspondences between what is said and written (the "said") and what is implied (the "implied») **(Reading Between the lines / inferences - template)**

The text says ... I know ... So I infer that ...

The text says …	I know …	So I infer that …
The defeat of Athenians at Aegospotami leads to promiscuity of the 30 tyrants	Ritsos in 1968 suffers the impunity of the dictatorship that imprisons him in Leros.	We suppose he refers to the 30 tyrants, because he parallels it with …………………………
In the regime of the 30 tyrants we did not have the right even of a formal protest	Ritsos in 1968 is politically opposed to the regime and thus is isolated, exiled and imprisoned in Leros.	We suppose he refers to the 30 tyrants and describes the climate that prevailed, because he parallels it ……………………………..

Based on what you have found explain the following quote " The lens of Ritsos' poetic art focuses on historical past, which is used to interpret a contemporary event"
(Asking and Generating Questions // Evaluation). Students ask themselves questions and combine information from different texts)

2nd GROUP // third ACTIVITY (COMMON FOR ALL STUDENTS)

A. The poem «After the defeat" was written in Leros, on 21.03.1968, as the poet himself notes, when the military dictatorship was violently imposed on Greece and he was exiled there.
Transfer yourselves mentally to this era and see the artwork which follows by the artist Dimitris Alithinos. The artist exhibited it in 1972 at the Art Gallery Link. The project has clear references to the deprivation of liberty imposed by the regime.

Answer the following questions

Which religious representation does the artwork refer to? In which visual way does the artist convey the notion of unfreedom? What do you think that the red color symbolizes? (**Reading Between the lines / inferences**)

……………………………………………………………………………...
………………………………………………………………………………………..
………..............
……………………………………………………..………………………...………...……
……………………………………………………………………………….……..
……
………………………………………………………………………………..
………………………………………………………………………………………………
………

Event	Results
Imposition of military dictatorship in Greece	1.
	2.
	3.
	4.

Complete the following table: **(Graphic Organiser, Event / Cause - Outcoms)**

Both the regimes of the thirty tyrants and the military dictatorship violate human rights. Brainstorm and refer to examples in other countries of the modern world,   where there are tyrannies. **(Graphic Organiser --The compare Matrix)**

Human rights Thirty Tyrants	Human rights military dictatorship	Human rights modern authoritarian regimes

4th Activity (COMMON FOR ALL STUDENTS)

4th Activity (COMMON TO BOTH GROUPS OF STUDENTS)

 Reread the poem "After the defeat" and try to determine the correspondences between what is said and written (the "said") and what is implied (the "implied») **(Reading Between the lines / inferences - template)**

The text says ... I know ... So I infer that ...

The text says …	I know …	So I infer that …
The defeat of Athenians at Aegospotami leads to promiscuity of the 30 tyrants	Ritsos in 1968 suffers the impunity of the dictatorship that imprisons him in Leros.	We suppose he refers to the 30 tyrants, because he parallels it with …………………………
In the regime of the 30 tyrants we did not have the right even of a formal protest	Ritsos in 1968 is politically opposed to the regime and thus is isolated, exiled and imprisoned in Leros.	We suppose he refers to the 30 tyrants and describes the climate that prevailed, because he parallels it ………………………..

Based on what you have found, explain the following quote " The lens of Ritsos' poetic art focuses on historical past, which is used to interpret a contemporary event"

(Asking and Generating Questions // Evaluation). Students ask themselves questions and combine information from different texts)

Announcements from groups / Discussion
CONCLUSION // HOMEWORK

A. In the beginning of the course we set a question:

Can the facts of ancient history inspire modern writers? Is Ancient Historiography an educational resource that resonates in contemporary reality? Or do we tend to believe that in ancient history are presented facts of a distant era, which has little to do with our times?

Can you reply writing a text of about 10 lines?
………
………
………
………
………
………
………
………
………
…………………………………………………………………………………………………….………

B. Make a drawing, a graffiti, a poem inspired by the violation of human rights in authoritarian regimes.

EVALUATION
Reflect on our activity and write:
a) What was it that you liked most and why, what was it that you did not like and why?
b) To what extent, in your opinion, are such teaching practices meaningful in Greek schools?

10. UNEMPLOYMENT

COURSE: MODERN GREEK LANGUAGE

GRADE : B SENIOR HIGH SCHOOL

General Aim of the lesson : To awaken each student to become an active citizen claiming his rights in any legal way.

Didactic objectives
Drawing on the data from photos related to the problem of unemployment and texts on unemployment, the students:
clarify the concept of unemployment in comparison with the meaning of inactivity
are concerned about the causes and consequences of the serious phenomenon of unemployment
are informed about the different types of unemployment
 investigate ways to tackle unemployment
become familiar with economic terms

Fields: Modern Greek Language, Economics, History

Method : cross-curricular approach, collaboration in teams

Time: 45 minutes

Target group: B Grade of senior high school

Reading strategies
Brainstorming strategy
Scanning and skimming strategy
Summarization: Most /Least important idea/s and information
Reading Between the lines / inference
Inquiry Chart
Question the Author

Writing and oral strategies

Writing an essay
Class discussion on photographic material
Creation of a slogan, sketch or painting

STEP 1
Linguistic observations (word initial analysis , analysis of synthetic words , definitions)
(Brainstorming strategy)
Starting point: The students are given a photo of OAED and they are called upon to interpret the title and to discuss the organization's activities in relation to the problem of unemployment in the context of Greek society .
• Teacher: etymological analysis of terms unemployment and inactivity
 Semantic difference of words

 STEP 2
Students are divided into 4 groups of 5 students each.
A text entitled " Unemployment leads to loss of self " is given to all groups . (WORKSHEET 1)
(Subject : Greek Language, B grade of senior High school -Bank of suggested topics for exams)
(Scanning and skimming strategy)
TASK
(Summarization: Most /Least important idea/s and information)
Identify the main idea of the text among other less important ideas.

Key Idea of the text:

Most Important Idea/s and Information	Least Important Idea/s and Information

GROUP 1 : TYPES OF UNEMPLOYMENT

First, a text is given to the students on various types of unemployment. (WORKSHEET 2)
More specifically, the text is about the
friction
 circular
structural forms of unemployment.

TASK
In the following photos you can see workers , who get unemployment benefits for 4-6 months
each year. Drawing on the text about the different types of unemployment, explain the type of
unemployment that affects these workers in a small text.
(Reading Between the lines / inference)

GROUP 2 :CAUSES OF UNEMPLOYMENT

TASK
(Inquiry Chart)
A. See the text written by the man in the photo on the left and try to answer the following
questions:
• What is his request ?
• What is his job experience ?
• What skills does he have?
• How long has he been unemployed ?

B. The text of the unidentified man says he fought for three years . Combine this information and think about the economic crisis of which historical period is referred to in that photo .

C . Respectively,by observing the picture on the right, in the economic crisis of which historical period would you incorporate it?

D . Create a table with causes of unemployment. Each student from your group should consider a different cause of unemployment.

GROUP 3: CONSEQUENCES OF UNEMPLOYMENT

TASK (Question the Author)

Write one word that , in your opinion , best describes the message of each photo on the effects of unemployment .

GROUP 4 :TACKLING UNEMPLOYMENT
TASK
Many people have lost their jobs or cannot find work after finishing their studies. Make with your team a slogan , a sketch , or a painting in order to suggest ways of tackling unemployment .

RESULTS OF WORK TEAMS

Announcements from groups about the causes, effects of unemployment and about the ways of tackling unemployment.

The teacher organizes the students' arguments on the causes , effects, and ways of tackling unemployment in titles.

 STEP 4 Homework
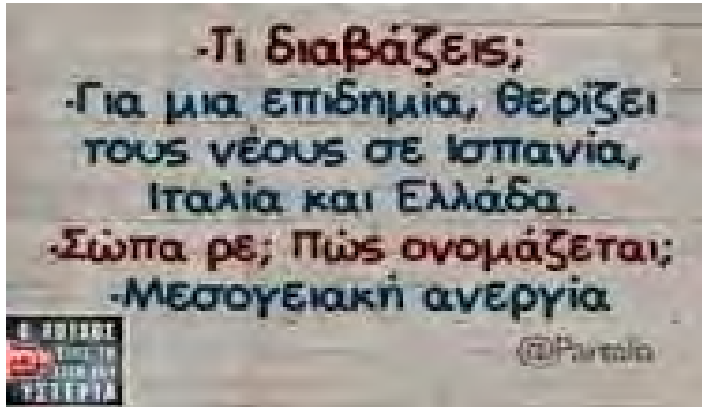
a) All groups are given the above caption that comments in a humorous way on the phenomenon of youth unemployment in the Mediterranean countries . Students are asked to compose an essay of 400 words in which they will present their views on the position of young people today in the workplace in comparison with earlier times .
b) Collection of photographic material related to the above topic and discussion in class.

Κείμενο

Η ανεργία οδηγεί σε απώλεια του εαυτού

Πώς αντιδρούν τα περισσότερα άτομα αν, από τη μια μέρα στην άλλη, βρεθούν χωρίς εργασία; Όταν μάλιστα, για λόγους εντελώς άσχετους με τις εργασιακές τους ικανότητες, η απόλυσή τους συνεπάγεται την είσοδό τους σε ένα μακροχρόνιο και αδιέξοδο καθεστώς ανεργίας;

Η καλπάζουσα ανεργία στον τόπο μας, αλλά και στις περισσότερες «αναπτυγμένες» κοινωνίες, είναι το προϊόν της ολότελα ανορθολογικής επιλογής κατά τη δεκαετία του '70 να εναποθέσουμε το μέλλον των κοινωνιών μας στην άναρχη και ανεξέλεγκτη ανάπτυξη των αγορών. Η πρόσφατη διεθνής οικονομική κρίση σε συνδυασμό με τις εγχώριες αδυναμίες διπλασίασαν την ανεργία στην Ελλάδα. Μάλιστα, με δεδομένη την παρατεταμένη οικονομική ύφεση την επόμενη δεκαετία η **επέκταση** της μόνιμης ανεργίας σε ολοένα και ευρύτερα στρώματα του πληθυσμού πρέπει να θεωρείται βέβαιη. Και η προοπτική μιας παρατεταμένης κατάστασης ανεργίας δεν απειλεί μόνο τους νέους κάτω των 25 ετών αλλά και τους άνω των 40 έως 60 ετών μεσήλικες, οι οποίοι, ενώ έχουν εργαστεί επί σειρά ετών, εν μια νυκτί βρίσκονται απολυμένοι, χωρίς καμιά δυνατότητα επανένταξης στον κόσμο της εργασίας.

Προφανώς, η πρώτη συνέπεια της απώλειας της εργασίας είναι η στέρηση μιας σταθερής πηγής εισοδημάτων απαραίτητων για την επιβίωση. Όμως, η παρατεταμένη κατάσταση ανεργίας έχει και άλλες δραματικές **επιπτώσεις** στην κοινωνική και ατομική ζωή των ανέργων. Επιπτώσεις που σε αρκετές περιπτώσεις είναι πολύ πιο **επώδυνες** και καταστροφικές από την έλλειψη χρημάτων. Το γεγονός αυτό, μολονότι **υποβαθμίζεται** ή και παραβλέπεται συστηματικά από τις αρμόδιες αρχές, εντούτοις επιβεβαιώνεται από πλήθος ερευνών από ειδικούς.

Ήδη, οι πρώτες σοβαρές μελέτες των ψυχολογικών επιπτώσεων της ανεργίας πραγματοποιήθηκαν το 1938 από τους Philip Eisenberg και Paul F. Lazarsfeld, οι οποίοι αναλύοντας τις αντιδράσεις των ανέργων αναγνώρισαν τρία τυπικά στάδια ή φάσεις. Το πρώτο στάδιο χαρακτηρίζεται από την απόρριψη και τη συστηματική άρνηση της νέας κατάστασης. Το άτομο δηλαδή αρνείται να αποδεχτεί ότι έχασε την εργασία του και ελπίζει ότι με κάποιο τρόπο θα επαναπροσληφθεί ή θα βρει άλλη καλύτερη εργασία. Ακολουθεί στη συνέχεια το στάδιο της απαισιοδοξίας και της ανησυχίας, καθώς ύστερα από αρκετές αποτυχημένες προσπάθειες εύρεσης εργασίας αρχίζει να συνειδητοποιεί τη δεινή κατάστασή του. Τότε, συνήθως έπειτα από εννιά

μήνες ανεργίας, εισέρχεται στο στάδιο της απελπισίας και της κατάθλιψης. Δε βλέπει πια καμία διέξοδο ή προοπτική λύσης στο πρόβλημά του.

Άλλωστε, μετέπειτα έρευνες κοινωνικών ψυχολόγων έδειξαν ότι κάθε άνθρωπος τείνει να δημιουργεί μια εικόνα του εαυτού του ανάλογα με τους κοινωνικούς ρόλους που έχει αποδεχτεί και στη βάση αυτών των ρόλων διαμορφώνει τη **σιγουριά** που απαιτείται για τη «σωστή» κοινωνική ένταξή του. Επομένως, η απώλεια εργασίας επηρεάζει αρνητικά και τις δύο αυτές συμπληρωματικές διαστάσεις της ζωής μας, τόσο τον «πραγματικό» κοινωνικό μας ρόλο όσο και την «υποκειμενική» αυτοεκτίμησή μας. Και ίσως γι' αυτό οι περισσότεροι ειδικοί επιμένουν ότι το πιο ουσιαστικό σύμπτωμα της απώλειας εργασίας δεν είναι τόσο η έλλειψη χρημάτων, όσο η απώλεια της αυτοεκτίμησης και του αυτοσεβασμού. Η εσωτερίκευση αυτής της κατάστασης οδηγεί κατά κανόνα σε ενοχικά και αυτοευνουχιστικά[1] αισθήματα, τα οποία όχι μόνο καταστρέφουν κάθε προσπάθεια εξόδου από την «προσωπική» κρίση, αλλά και εμποδίζουν την αναζήτηση εργασίας, ιδίως σε χαλεπούς οικονομικά καιρούς. Η αδράνεια και η ακινησία αποτελούν τα τυπικά γνωρίσματα μιας εσφαλμένης και ενοχικής «εσωτερίκευσης» του προβλήματος της ανεργίας ως προσωπικού προβλήματος των ανέργων που σχετίζεται, υποτίθεται, με κάποιες υποκειμενικές ελλείψεις ή αδυναμίες και όχι, όπως συμβαίνει στην πραγματικότητα, με τα αντικειμενικά οικονομικά και πολιτικά συμφέροντα που επιβάλλουν τη βαρβαρότητα της ανεργίας.

Σπ. Μανουσέλης, εφημ. *Ελευθεροτυπία*, 30.4.2010 (διασκευή).

---

[1] αυτοευνουχιστικός: αυτός που ευνουχίζει τον ίδιο του τον εαυτό – ευνουχίζω (κυρίως για άτομο αντρικού φύλου): αφαιρώ ή καταστρέφω τους γεννητικούς αδένες, με αποτέλεσμα τη στειρότητα και την απώλεια των δευτερευόντων χαρακτηριστικών του φύλου//(μεταφορικά): αφαιρώ από κάποιον το δυναμισμό που φυσιολογικά πρέπει να τον χαρακτηρίζει.

Υπάρχουν τρία κύρια είδη ανεργίας:

Η **Ανεργία τριβής** προκύπτει λόγω της ακατάπαυστης κίνησης των ανθρώπων μεταξύ περιοχών και θέσεων εργασίας ή διαφόρων σταδίων του κύκλου ζωής. Επίσης, περιλαμβάνονται τα άτομα που, λόγω φυσικών αιτιών, καθίστανται ανίκανα προς εργασία. Ουσιαστικά, αποτελεί το ελάχιστο επίπεδο ανεργίας που δεν μπορεί να μειωθεί σε μια δυναμική κοινωνία (εφ' όσον, ακόμη και αν η οικονομία είναι σε πλήρη απασχόληση, κάποιοι θα αποχωρούν από τις θέσεις τους, κάποιοι φοιτητές θα ψάχνουν για εργασία μετά την αποφοίτησή τους, κάποιοι γονείς θα επανεντάσσονται στο εργατικό δυναμικό, και κάποιοι να θέλουν μια καλύτερη ή μια διαφορετική εργασία).

Η **Δομική ανεργία** (ή **διαρθρωτική ανεργία**), οφείλεται στις αναντιστοιχίες μεταξύ προσφοράς και ζήτησης, καθώς κάποιοι κλάδοι (ή ειδικότητες, ή γεωγραφικές περιοχές) έχουν αυξανόμενη ζήτηση και κάποιοι άλλοι πτωτική ζήτηση.

Η **Κυκλική ανεργία** οφείλεται στην μειωμένη συνολική ζήτηση προϊόντων και υπηρεσιών. Αυτή η μορφή ανεργίας είναι αποτέλεσμα της επιβράδυνσης της ανάπτυξης σε περιόδους οικονομικής ύφεσης, η οποία έχει ως επακόλουθο την αδυναμία απορρόφησης του εργατικού δυναμικού.

Επίσης, η ανεργία μπορεί να κατηγοριοποιηθεί, ως προς την χρονική διάρκεια που το άτομο παραμένει εκτός απασχόλησης, σε **μακροχρόνια ανεργία**, σε **βραχυχρόνια ανεργία** και σε **εποχιακή ανεργία**.

Περαιτέρω κατηγοριοποιήσεις της ανεργίας γίνονται ανάλογα με τα κοινωνικά, δημογραφικά, εκπαιδευτικά, ηλικιακά ή άλλα χαρακτηριστικά (π.χ., **γυναικεία ανεργία**, **ανεργία αποφοίτων Α.Ε.Ι.**, **νεανική ανεργία**, κ.ο.κ.).

Τα στοιχεία για την ανεργία στηρίζονται συνήθως στις ίδιες τις δηλώσεις των ανέργων στα ταμεία ανεργίας. Έτσι μια χώρα με πολύ υψηλότερα επιδόματα ανεργίας από μια άλλη, είναι δυνατόν να παρουσιάζει περισσότερη ανεργία επειδή περισσότεροι άνεργοι δηλώνουν επίσημα την κατάσταση τους για να λάβουν το επίδομα.

Σύμφωνα με το **νεοκλασικό** μοντέλο, σε μια πλήρως **ελεύθερη αγορά** δεν θα πρέπει να υπάρχει καθόλου μη-εθελοντική ανεργία, εκτός από την λεγόμενη ανεργία τριβής.

WORKSHEET 3
SUGGESTED ANSWERS
CAUSES OF UNEMPLOYMENT
economic crisis
political and economic considerations
new turn of the young people to a few university -level occupations (ie saturation)
replacement of manpower by machinery
illiteracy
lack of planning by the state
cronyism
highly skilled work
cabotage ... ..

CONSEQUENCES OF UNEMPLOYMENT
INDIVIDUAL

difficulty in developing survival skills
anxiety
insecurity , fear
feeling of inferiority
breakdown of trust in the state
allegiance to any authority figure
depression
lack of confidence and self-esteem
cynical commentary of the prevailing situation on the part of the journalistic team
SOCIAL
unequal distribution of wealth
shadow economy
creation of marginal groups
migration , refugees
crisis of the family institution / low birth rate ...

TACKLING UNEMPLOYMENT

• situation awareness
• Problem study
• political / state planning
• Simplification / elimination of bureaucracy
• humanistic education
• correct professional orientation
• meritocracy

Lessons Plans

Turkish team

1. WHAT I LOOK LIKE

Lesson Plan Ref.	LESSON PLAN 1	Course Ref.	COURSE 1
Subject/Course:	Productive Skills		
Topic:	Describing people's appearance		
Lesson Title:	What I look Like		
Level:	Pre-Intermediate	Lesson Duration:	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Identify the person being described**
- **Describe a person's appearance**
- **Ask for and give information & describe people**

Summary of Tasks / Actions:

Procedure

Warm-up	While-Activity	Role Play
The teacher gets two students in front of the class and asks the class what the similarities and differences between these students are. Uttered sentences are written on the board. Finishing this, the teacher shows three images of people on the board (smart board) and asks students to listen to a dialogue to understand who is who.	1-Students are paired and each group is given a sheet of photos of people at a party. One of the students chooses one of the people in the picture. The other starts asking questions trying to find out who is the person the former student picked. Sample questions: "Is he/she young? Does he wear t-shirt? Is it a man or girl? Does he/she wear glasses? 2-Give students a chart shows on what occasions what optional clothes/dresses are worn and each student defines/ticks his/her own style. In pairs, students discuss about their clothing styles.	Student A: A friend of yours is missing and you are reporting it to the police.Answer the police officer's (Student B) questions. Use previously given vocabulary and expressions. Student B: You are a police officer and you are asking Student A questions about the missing boy/girl. Fill the MISSING PERSON'S FILE asking the following questions: -What……name? -How old/ tall……..? -What color ………………? -What about …………………..? -How much ………….? -What ……………wearing? -What's …………...like? -Where ………..for the last

	Sample expressions:
	1. usually/never wear …..
	    When I go ……I wear my black ……..
	    What about you?
	    What do you wear at ……./on …………?
		time? Etc.

Materials / Equipment:

1- **Listening Track**
2- **Images of some different dressed people in digital format**
3- **Images of people at a party (hard copy)**
4- **The chart showing what to wear to the occasions. (hard copy)**
5- **Missing Person's File Document (hard copy)**

Key Words/Expressions:

Vocabulary
Young-Old   Tall-Short   Thin-Fat   Straight-Curly-Black-Blonde hair   Long-Oval-Round face
Beard-Moustache   Glasses-Watch   Jeans-Trousers-Skirt-Dress   Jacket-T-shirt-Top   Leather Shoes-Flat Shoes-Trainers

Expressions
He/She is tall with brown/blonde hair
He/She is quite ………….
He/She has got long/round face with black moustache, etc.

Take Home Tasks:

Write a letter to one of your friends about your best friend in the class. Introduce and describe your friend as much.

2. ALL ABOUT ME

Lesson Plan Ref.	LESSON PLAN 2		Course Ref.	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Introducing yourself and talking about hobbies and Interests			
Lesson Title:	All about me			
Level:	Pre-Intermediate		**Lesson Duration:**	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Introduce themselves**
- **Talk about their/ someone's hobbies or interests**
- **Start a dialogue in order to find out about a person**

Summary of Tasks / Actions:

Procedure

Warm-up	While-Activity	Role Play
1-The teacher shows a slide on the board (an aquarium with goldfish) and asks students if they have it, then expand the questions to hobbies and interests. Students take turn to discuss their personal interests.	1-The teacher shows four of the pictures on the board, each related to a different person and ask questions in terms of guessing their age, nationality, where they live, what they do, their possible interests and hobbies.	Student A: A student recently arrived at your class and you do not know about him/her. Try to talk and ask related questions to find out about him/her.
2-The teacher opens another slide that shows several sports or games. Then, s/he makes students listen to a recording talking about people who have these hobbies. Students try to figure out who is interested in what hobby. There may be extra pictures other than the hobbies mentioned in the listening.	Some expressions: He/She/They may be…… He/She/ They could live in…… Maybe he/she/ they like(s)….. He/She/ They probably enjoy…. 2-The teacher makes students pair and gives each pair a different person's image. Then, in pairs students ask/ answer in similar way in turn. A:Where do you think	Student B: You are a new student in a this class and one of the students in the class asks you questions. Answer the questions and also try to know him/her as well. **Helping Questions & Expressions** Where/from? How/old? Play/sports? Have any/ pet? What/ favourite subject? What/hobbies? What/do/in free time? Have/ brothers/sisters?
3-The same listening is listened again to fill out the blanks in comprehension		

section.	she is from?
	        B: She may be from Morocco
	        A: How old is she?
	        B: She is maybe 25 years old.	

Materials / Equipment:

6- **Listening Track**
7- **Power point Slides**
8- **Photocopied images of different people**

Key Words:

<u>Vocabulary</u>
Primary school- Junior-Senior High School- University Student   town/city
countryside/lake/sea   collecting shells/game card
Cycling   keeping fit   being outdoors   football/rugby/basketball
books/surfing the internet   friends-making

Take Home Tasks:

Imagine you had a pen friend recently from Greece, write down an e-mail introducing yourself and talking about your personal interests, doings. Also request a reply to your e-mail asking the similar things (where/live? What/hobbies? Etc.)

3. PLACES I HAVE BEEN TO

Lesson Plan Ref.	**LESSON PLAN 3**		**Course Ref.**	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Talking about Places			
Lesson Title:	Places I have been to			
Level:	Pre-Intermediate		**Lesson Duration:**	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Describe their hometown**
- **Talk about the places they would like to live with reasons.**
- **Present about famous places in their country.**

Summary of Tasks / Actions:

Procedure

Warm-up	While-Activity	Task

1-The teacher asks students where each of them is from and then asks students to define their places with some adjectives.
 	
2-The teacher shows a short video about famous places in the world and asks questions related to it.
	1-The teacher shows a slide on the board in which two different types of living places are shown and asks students to be in pair and discuss the differences between places for certain features:
	
	    Atmosphere
	    Buildings
	    Roads
	    Transportation system
	    Nature
	    Lifestyle
	    People
	2-In pairs, students are asked to discuss which one they would like to live in and why.
		With a group of 5 people, imagine one of your foreign friends is coming to your country for a trip. Get prepared to show him/her around. Decide on 5 places with pictures to travel around and talk to him/her and describe the places, tell why you chose those.

Materials / Equipment:

| 9- Video about famous places. |
| 10- Power point Slides. |
| 11- Pictures of certain places (5) |

| |

| **Key Words:** |

| <u>Vocabulary</u> |
| Magnificent   view   construction   unique   traditional |
| relaxed   souvenirs |
| Portrait   Architecture   Sculpture   Crowded   Historical |
| Countryside   Downtown |

| |

| **Take Home Tasks:** |

| Write down a paragraph describing the place where you spent your last holiday. How was it? |
| |
| Where was it? What did you do? Was it fun and why? |

4. ON HOLIDAY

Lesson Plan Ref.	LESSON PLAN 4		Course Ref.	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Talking about Experiences			
Lesson Title:	On Holiday			
Level:	Pre-Intermediate		**Lesson Duration:**	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Express their experiences**
- **Describe touristic areas**
- **Question about a touristic place before they decide to go.**

Summary of Tasks / Actions:

Procedure

Warm-up	While-Activity	Task
1-The teacher opens a map of the country (Turkey) on the board and shows neighbor countries and asks students whether they had been to abroad. Depending on the answers, students either start to describe the country or if they haven't been to any other country, they start to talk about where they would like to go and why. 2-Students listen to a recording of two friends talking about visits to different places and try to find out which cities/countries they have gone.	1-Students in pairs make a discussion about 3 touristic places (teacher gives details) to decide which type of holiday is the best. Then group of 4 people who have the same decision about the best holiday come together, list the details of the place and the type of holiday and put the reasons to pick it.	For the 2nd lesson hour, students present their best holiday with pictures and express their experiences during the holiday. Other students are to ask questions if they wonder about more.

Materials / Equipment:
12- **Image of the Map of Turkey**   **13-** **Recording**   **14-** **Introductive Pictures of 3 Places**
Key Words:
<u>**Vocabulary**</u>   **Vacation   Abroad   Climate**   **Town/City/Downtown/County   cheerful**   **Kind   Chilly   Warm   Dive/**   **Scuba/Sail   Terrific/Joyful/Relaxing**

5. AN IMAGINARY WORLD

Lesson Plan Ref.	LESSON PLAN 5		Course Ref.	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Telling a story			
Lesson Title:	An Imaginary World			
Level:	Pre-Intermediate		Lesson Duration:	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Use past expressions in order to convey the meaning of a story.**
- **Talk about something happened to them.**
- **Use time linkers between events and sentences.**

Summary of Tasks / Actions:

Procedure

Warm-up	While-Activity	Task
1-The teacher asks several students what they did yesterday. Then asks some other students the worst day they had in their life. 2-Students listen to a recording between a woman and police officer and try to find the problem from a number of pictures. Discuss about the details of the event.	The teacher makes students group of 5 and gives them a number of pictures related to a story randomly. Asks each group to put the pictures in the correct order and students start to utter sentences from the beginning of the story to the end. Each group possibly tells the story in a different aspect.	Students of a group of 4 find a legendary story in history and change the characters in it and modify the story according to their imagination. They talk about it to the class and discuss why it happened that way.

Materials / Equipment:

15- **Recording/Listening Track**
16- **Pictures for listening**
17- **Pictures of a story**

Key Words:

Vocabulary

Dark   Lost   Forest   Torch   Strange noise   Huge creature Alliens
Sharp   terrified   attack   run away
Scare away   save   shoplift   burglar   Chase
Escape   catch   arrest   kidnap

6. LET'S CELEBRATE

Lesson Plan Ref.	LESSON PLAN 6		Course Ref.	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Talking about Celebrations/Occasions			
Lesson Title:	Let's Celebrate			
Level:	Pre-Intermediate		**Lesson Duration:**	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Use suggestions for certain occasions**
- **Describe the customs of several national or universal celebrations**
- **Write invitation cards to people for special days/events**

Summary of Tasks / Actions:

Procedure

Warm-up	While-Activity	Final Activity
-Teacher writes down the questions below on the board to be asked to students for warm up. a) Have you ever been to a wedding or a formal dance? b) Where did you go? c) What did you do there? -Students listen to a recording of two students talking about the end of the school year dance; decide what tasks they do successively.	-Teacher gives passages of 4 different special days. 2 will be given to one student and the other 2 will be in the other student's hand. Students will be, in pairs, looking at two different detail passages of special days. First student will need information that second student has and ask for details of it. The same process is applied for the other student too.	-Teacher asks students to prepare an invitation card for a birthday party. It should include place,time, what to bring, who are invited details. Then students work in pairs to talk about their invitation cards. Each one will give the needed information following the questions of other pair, to him/her. The same process is applied for the other pair.

Materials / Equipment:
18- Listening Track   **19-** Images of some items related to celebrations

Key Words/Expressions:
Vocabulary İnvitation, invite, celebrate, celebration, occasion, Halloween, Boxing Day, present, gift, receive, hand in **Expressions** We could buy…   How about having… Why don't we have …   We must buy… I would like to…   I think it would be nice to… Shall we…   I don't think … is a good idea, because…

Take Home Tasks:
Write an invitation letter to one of your friends in another city. Talk about what is the occasion, what to do during the celebration, where to do, when to do, who is coming to the occasion.

7. FILMS I HAVE SEEN

Lesson Plan Ref.	LESSON PLAN 7		Course Ref.	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Talking about Films			
Lesson Title:	Films I have seen			
Level:	Pre-Intermediate		**Lesson Duration:**	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Talk about films**
- **Describe the features of a film**
- **Use certain adjectives related to films**

Summary of Tasks / Actions:

Procedure

Warp-up	While-Activity	Post Activity
<u>Warm-up</u> -Teacher opens the screen and shows 5 different film posters, asks students to comment about each of them. He/she has students listen to a recording of 4 different people talking about films, and students will try to match titles and film pictures. After the listening, students answer the questions related to these 4 people.	<u>While-Activity</u> -Teacher divides students into pairs. Each group will be shown 5 different film trailers. Students then will discuss about which film to see. Students give reasons, use certain adjectives related to films.	<u>Post Activity</u> - Each student will comment about the chosen film's plot, theme, acting and ending.

Materials / Equipment:

20- Listening Track **21-** Film Posters **22-** Film Trailers
Key Words/Expressions:
<u>Vocabulary</u> Exciting   interesting   scary   silly   violent   unrealistic suspense   action   adventure Special effects space exploration   aliens   clown   drugs science fiction   love story comedy <u>Expressions</u> I would/wouldn't like to see…   I enjoy/don't enjoy watching…   I really like/love…..because….   I hate/dislike…. I find …….films…   I prefer….   I think we'd both enjoy   It sounds …
Take Home Tasks:
See the poster of Titanic film. Using the information given, write an introduction for a film review of Titanic.

8. MY EVERYDAY EXPERIENCES

Lesson Plan Ref.	LESSON PLAN 8		Course Ref.	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Talking about Experiences			
Lesson Title:	My Everyday Experiences			
Level:	Pre-Intermediate		**Lesson Duration:**	2 Hours

Lesson Objectives
By the end of this lesson, students will be able to;   - Talk about their experiences in the past   - Understand the order of sequence of past events   - Define a route of place where an action took place
Summary of Tasks / Actions:

Procedure		
Warm-up - Teacher asks students if they have ever had a bad experience with animals. They are supposed to describe what happened. Teacher shows 4 pictures of an event and students listen to a recording related to pictures. Students will try to find out which picture is number 1,number 2, and so on. Students listen to the recording again with a map on shown on the screen. They will try to draw the person's route on the map.	**While-Activity** - In pairs, students will see two different sequence of a person's exam experience. One of the students will describe the situation that is missing on the paper of the other pair. Each student in the group has 3 pictures and 3 missings of that event. So, students will try to define the action happened during the event to the other pair.	**Post Activity** - In pairs, everybody thinks an experience that they had before which can be embarrassing, funny, grateful, disastrous and surprising. Then each pair in the groups will talk to each other about this experience. To find out details, they would ask questions to one another.

Materials / Equipment:

23- **Pictures of an event**
24- **Listening track**
25- **Activity chart including pictures of a sequence of an event.**

Key Words/Expressions:

Vocabulary
  Afternoon, drink, cafeteria, smoke, act quickly, set off, shout, run, courtyard, fire brigade, put out, injure, destroy

Take Home Tasks:

Write about your experience in the past.

9. OUR GREEN WORLD

Lesson Plan Ref.	LESSON PLAN 9		Course Ref.	COURSE 1
Subject/Course:	Productive Skills			
Topic:	Talking about Environment and Problems			
Lesson Title:	Our Green World			
Level:	Pre-Intermediate		Lesson Duration:	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Talk about green life, recycling, nature**
- **Suggest opinions for solutions to pollution**
- **Find out causes& effects of problems**

Summary of Tasks / Actions:

Procedure		
Warm-up - Teacher shows several pictures of recycled materials and asks students if any of them is recycled/ reused in their city/country. Students then listen a recording between two people talking about what people generally recycle, general facts about recycling, how many machines there are, how recycled paper is made and ticks the topics mentioned in the listening. Some of the topics are not mentioned in the listening track.	**While-Activity** - Teacher divides the students into pairs then gives a poster of an environmental organization called 'Clean-up Day' to first student. Afterwards, second student is given details of the organization. Students start to talk about organization at first then the first person in each groups asks questions to find out what the organization directly about, when, how, where, what to bring and why it will place. The same process can be repeated with another poster of activity/organization. This time students change.	**Post Activity** - Students take a big paperboard and start to create an advertisement of environmental organization project. They will include any information related to the organization and present it inside the class and out of the class.

Materials / Equipment:

   26- Listening Track
   27- Pictures of materials
   28- Posters

Key Words:

Vocabulary
  Pulp   recycling plant   magnet   waste paper   glass can   shabby clothes   junk
  Pollution   clean up   smoke   dirt   natural life gas   toxic   reuseable

Take Home Tasks:

Your school is organizing a 'Recycling week' to make students more aware of this matter. You are in charge of creating posters to be put on the walls of school in order that students will be informed and motivated to recycle in the school and/or at home. Include the details of Recycling process, materials.

Lesson Plan Ref.	**LESSON PLAN 10**		**Course Ref.**	**COURSE 1**
Subject/Course:	Productive Skills			
Topic:	Comparing Information			
Lesson Title:	Let's Decide			
Level:	Pre-Intermediate		**Lesson Duration:**	2 Hours

Lesson Objectives

By the end of this lesson, students will be able to;
- **Differentiate the similarities or differences between two things**
- **Tail about reasons of a decision.**
-

Summary of Tasks / Actions:

Procedure

Warm-up	While-Activity	Final Activity
On the board, teacher shows several gift names (book, CD, letter, flowers, birthday card, money) and asks students to decide which gift they would like to receive or not and why, why not.	Students in group of four are given two pictures. Then teacher asks students to describe the pictures and find similarities and differences between these pictures regarding the people, their relationship, where they are, what they are doing and how they may feel. Each group talks for half of the lesson time and one representative of the group summarizes the discussion happened in the group.	Students in pairs each chooses 2 of the lessons in their schedule and discuss the similarities and differences and then talk about which lesson they like more than the other and give reasons why.

Materials / Equipment:

29- **Pictures of some gifts**
30- **Pictures of some people in two different circumstance and places.**
31- **Students' schedule.**

Key Words/Expressions:

Vocabulary
Difference, similarity, because, that's why, different, similar, because of

Take Home Tasks:

Write down a paragraph talking about your best friend and your worst friend. Talk about their personalities and give some reasons why one is your best friend while the other is your worst.

Lessons Plans

Italian team

1. The Industrial Revolution In England

1. THE CAUSES OF INDUSTRIAL REVOLUTION (1h)
2. THE TRANSPORT REVOLUTION (1h)
3. THE SOCIAL EFFECTS OF THE INDUSTRIAL REVOLUTION (3h)

1.1. THE CAUSES OF INDUSTRIAL REVOLUTION

Prerequisites:
- Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places. Use historical terms and concepts.

Content: The causes of Industrial Revolution.

Target Audience: 21 Students of High School (4 C ISISS RODARI).

Materials Needed: Worksheets, Pen.

Other Resources: Internet.

Teaching Methods: Inquiry-Based Learning and Cooperative Learning.

Main Unit Objectives:
- On the completion of this Unit the students should be able to understand the early industrialisation and the importance of developments in England. Moreover, the student should be able to produce an essay suitable for interpreting and reporting what they have learned in this Unit.

Specific Lesson Objectives:
- The students will be able to describe the phenomenon known as Industrial Revolution, and explain why it first started in Great Britain in the mid-18th century, using appropriate terminology.

Abilities /Skills: Reading and Speaking.

Step 1 (10 minutes)
- Students are given an article/extract explaining the causes of Industrial Revolution. To begin the class, the teacher might focus on one or two key words to determine whether the students were able to analyse the text.

Key Words
- **Industry**: economic activity that deals with manufacturing raw materials into goods and products
- **Demand**: the willingness and ability to buy a certain product at given time.

EXTRACT/ARTICLE

INDUSTRIAL REVOLUTION (source: *www.uen.org/.../downloadFile.cgi?...*)

Vocabulary: Industrial Revolution, seed drill, cottage industry, factories, spinning wheels, spinning jenny, spinning mule, power loom, cotton gin, steam engine.

Most people today buy clothes that are made by machines. However, about 1750, people began to invent new machines to help them make clothes. These machines could do the work that people had always done by hand. This was the beginning of the Industrial Revolution which was not a war, but a change in the way goods were made.

The Industrial Revolution began with another revolution. This revolution was an agricultural revolution. During the Stone Age, people learned to plant seeds to grow food. They no longer had to move from place to place to place to hunt animals. The first agricultural revolution changed the way of life for the Stone Age people. For thousands of years, farmers did most of their work by hand, by planting seeds by throwing them on top of

the ground. The wind blew away most of the seeds. Most of the seeds didn't grow which made it very difficult for the farmers to grow enough food.

The Industrial Revolution began in Great Britain. There were five major reasons the Industrial Revolution started there. First, Great Britain had a large population. An expanding population that increased with the labour supply and the demand for more production was part of this reason. Clothing had been made in what was called the cottage industry. Products would be made in homes and then sold by pieces to individuals or business owners.. A social structure allowed and even encouraged people of different classes to work together, especially artisans, who worked with their hands, working with financiers, provided capital. As factories grew, the cottage industry died out and the factories were built in cities, especially near waterways. So, people moved from the rural areas into cities for work in the factories.

Secondly, Great Britain had many natural resources. Great Britain had a lot of iron, coal, rivers, and steams. Iron was needed to make machines. Rivers and streams were needed to provide water power to run the machines and to move the final products to market. Sheep were plentiful in Great Britain for wool cloth. And they got a lot of cotton from the Colonies. The discovery of massive deposits of gold and silver in the New World also increased capital and accumulation.

Thirdly, there was no war on Great Britain soil and years of peace gave people more time and money to invent new machines. Many people were interested in science and inventions. This helped with the process of the revolution.

A fourth reason that the revolution began in Great Britain was the banking system was so much more developed. The banking system helped people have more money. Rich merchants used their money to buy machines, build factories, and build large ships to take goods to far-off places. Not only the availability of money but slave labour in plantation economies brought more than a century of exceptional capital accumulation.

Great Britain was in a good location geographically for the fifth reason. Goods could move to and from many other lands easily by sea. Also, Great Britain had many harbours that ships could carry goods to other countries for trade.

The cloth industry was the first business to change because people all over the world wanted to buy more wool and cotton cloth. Workers who made cloth at home could not make enough cloth with the spinning wheel. The spinning wheel could only spin one thread at a time. About 1764 a machine call the spinning jenny was invented. It was a machine that could spin up to eight threads at one time and the worker turned the wheel by hand. By 1779 the spinning mule was invented that was powered by water to turn the wheel. This was much better than the jenny because it could spin much more thread more quickly.

People made cloth by weaving many threads together on a loom. For thousands of years, weaving had been done by hand. In 1785 a machine called power loom was invented in Great Britain. It used water power to weave cloth. People could now make a lot of cloth quickly. Now, people began to need more natural resources such as cotton. And for the first time, farmers could not grow enough cotton.

In the United States, large cotton crops were grown. Seeds had to be pulled out of the cotton plant to so the cotton could be used to make cloth. This was slow work. In 1793, an American name Eli Whitney invented a machine called the cotton gin. The cotton gin quickly pulled the seeds from the cotton. One gin could do the work of fifty people.

The Industrial Revolution changed the ways people lived and worked. For hundreds of years, most families had worked together at home. The new spinning and weaving machines were too big to be used at home. Merchants built factories that needed water power that had to be built near water.

People learned they could burn coal to make hot water for steam power. In 1769, James Watt built a good steam engine. The steam engines were being used to run machines in

factories instead of water power. Now factories could be built farther away from water sources. A steam engine could be built to be used anywhere.

As time passed, more and more people left farms to work in factories that were located in cities. More people moved to the cities to find jobs in factories. Cities grew larger and more changes took place.

Step 2 (30 minutes)
- ▪ Students are organized into groups of 4 for the purpose of sharing answers to following questions:

1. Why did the Industrial Revolution happen in England? Explain the five major reasons why the Industrial Revolution started there.
2. What were the main raw materials of the British textile industry?
3. Before the invention of the steam engine, where were the factories located?
4. What was the main source of power used during the Industrial Revolution?
5. Which sectors were the first ones to industrialise?
6. Who developed the steam engine?
7. Where did factory come from?
8. How different is the situation today? can you think of any advantages of people making things themselves? Disadvantages?
9. What if the Industrial Revolution had never happened? Try to think of 10 ways the world might be different today.

Step 3 (20 minutes)
- ▪ Each group should select a spokesperson to share its group finding. Are the answers different? Why do you think that is? Which seems the most accurate?

1.2. THE TRANSPORT REVOLUTION

Prerequisites: Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places. Use historical terms and concepts.

Content: The Transport Revolution.

Target Audience: 21 Students of High School (4 C ISISS RODARI).

Materials Needed: Photocopies, Pen, Worksheets.

Other Resources: Internet

Teaching Methods: Inquiry-Based Learning and Cooperative Learning.

Main Unit Objectives:
- ▪ On the completion of this Unit the students should be able to understand the early industrialisation and the importance of developments in England. Moreover, the

student should be able to produce an essay suitable for interpreting and reporting what they have learned in this Unit.

<u>Specific Lesson Objective</u>:
- The students will be able to describe and explain how the movement of people and goods changed during the Transport Revolution, using appropriate terminology.

<u>Abilities /Skills</u>: Reading and Speaking.

<u>Step 1</u> (10 minutes)
- Students are given articles/extracts explaining how Industrial Revolution led to a big increase in the movement of goods and people. To begin the class, the teacher might focus on one or two key words to determine whether the students were able to analyse the text.

<u>Key word</u>
- **Transport:** the movement of people and goods from one location to another.

EXTRACTS/ARTICLES

THE TRANSPORT REVOLUTION (source: Juan Carlos Ocaña, María Jesús Campos, HISTORY, OXFORD University Press 2010, pp. 26-27)

The Agricultural and the Industrial Revolution led to a big increase in the movement of goods and people. The existing transport system was unable to support this increase. As a result, new ways of carrying people and goods were invented. This was called the Transport Revolution.

A lot of money was invested in improving transport links. Canals were built to increase transport by water. Better roads were built from firm foundations and with pavements. Still, travel was slow and expensive. Steam power seemed to be the answer. Seam ships replaced sailing ships, making travel by sea faster.

George Stephenson invented a reliable and cheap locomotive, a steam-driven wagon, which ran on a rail system. Soon, railways were being built throughout Britain. This new form of transport was fast, efficient, and easy to fuel.

Improvements in the transport infrastructure greatly helped the growth and spread of the Industrial Revolution. Transport was now fast and efficient.

Thank to this, raw materials could be transported cheaply and quickly to the factories. The new means of transportation also allowed manufacturers to transport their finished goods from factories to markets more quickly. This led to a sharp decrease in the prices of manufactured goods.

At the same time, the demand from the iron and steel used to construct these new forms of transport increased. in addition, the demand for coal, the main energy source for railroads, increase, further stimulating industry.

INDUSTRIAL REVOLUTION (source: *www.uen.org/.../downloadFile.cgi?...*)

Transportation evolved with the need to move products from the factories into the centre of the United States or even across the continent. The locomotive was strong enough to pull other train cars. They moved faster than horses and cost less money to send goods on trains that on carts pulled by horses. The railroad helped other industries grow.

People wanted to travel faster by ships. For hundreds of years, people had travelled by ships with sails. Wind blew these ships across the seas. In 1807 a steamboat was invented. The steamboat had a steam engine that moved the ship. People on longer had to wait for wind to move their ships.

As people invented better ways to travel, they began to find other ways to help them travel more quickly. They began to build better roads. They also built canals. Canals are water routes that connect rivers, lakes, and oceans. By using canals, merchants no longer had to move their goods from a ship, then across land, and then to another ship. One important canal is the Suez Canal, which was built in 1869. This canal connects the Mediterranean Sea with the Red Sea near Egypt.

Many other inventions helped with the development of the Industrial Revolution, such as strong metal for machines, factories and railroads. Iron was made very clean and very hot. Then some materials were added to change it into steel. Steel lasts longer. In 1870 Elijah McCoy invented a way to help trains and other machines run better. In the past, people had to stop their machines to oil them. McCoy invented a better way for people to oil machines without having to turn them off.

Step 2 (30 minutes)
- Students are bee organized into groups of 4 for the purpose of sharing answers to following questions:

1. What happened during the Industrial Revolution in response to the increase in the movement of goods and people?
2. From which invention did the biggest changes come?
3. Which invention made sea transport faster?
4. Which was the newest and most revolutionary means invented by George Stephenson?
5. Which the main effect of the Transport Revolution?
6. What kind of influence did the new forms of transport have on industry?
7. What did Elijah McCoy invent in 1870?
8. What if Transport Revolution had never happened? Try to think of 5 ways the word might be different today.

Step 3 (20 minutes)

Each group should select a spokesperson to share its group finding. Are the answers different? Why do you think that is? Which seems the most accurate?

1.3. THE SOCIAL EFFECTS OF THE INDUSTRIAL REVOLUTION

Prerequisites: Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places. Use historical terms and concepts.

Content: The social effects of Industrial Revolution.

Target Audience: 21 Students of High School (4 C ISISS RODARI).

Teaching Methods: Inquiry-Based Learning and Cooperative Learning.

Materials Needed: Photocopies, Pen, Worksheets.

Other Resources: Primary Source and Internet.

Main Unit Objective:
- On the completion of this Unit the students should be able to understand the early industrialisation and the importance of developments in England. Moreover, the student should be able to produce an essay suitable for interpreting and reporting what they have learned in this Unit.

<u>Specific Lesson Objectives</u>:
- The students will be able to describe and understand the Social Impact of the Industrial Revolution, working with an article/extract and with a Primary Source. Moreover, the student will be able to explain the premises of the Industrial Revolution as well the social consequences the it had in Britain, and produce an essay suitable for interpreting and reporting what they have learned in this Unit.

<u>Abilities /Skills</u>: Reading, Speaking and Writing.

<u>Step 1</u> (10 minutes)
- Students are given an article/concerning the social effects of the Industrial Revolution. To begin the class, the teacher might focus on one or two key words to determine whether the students were able to analyse the text.

<u>Key word</u>
- **Overcrowding:** when a space has more occupants that it can accommodate.
- **Sanitation:** the policy and practice of protecting health through hygienic measures.

EXTRACT/ARTICLE

THE SOCIAL EFFECTS OF THE INDUSTRIAL REVOLUTION (source: Juan Carlos Ocaña, María Jesús Campos, HISTORY, OXFORD University Press 2010, pp. 28-30)

In 1750, 25% of the population of Great Britain lived in towns and cities. By 1850, this figure had increased to 50%. One of the push factors was the enclosure system, which forced small farmers and labourers to abandon their land and work in towns. It also caused the disintegration of the domestic system, which could not compete with the factory system, thereby forcing workers to move to the cities.
The rapid increase in the size of cities caused overcrowding. Some factory owners built houses for their workers near the factories. Many other families lived in a single room in larger houses. they did not have access to clean water. The toilets were located outdoors and were shared by all the families living in the same building. There was very little sanitation. This situation led to the outbreaks and spread of diseases such as smallpox, cholera, and tuberculosis.
Parents and children were separated and forced to work to pay for their food and shelter. Parents could not afford to keep their children in school because they needed money to survive. Working conditions were harsh as well. Work in the factories was dangerous. The working day was long. A 15-hours working day was not unusual. The only day off was Sunday. Wages were low. Those who could not work due to illness or injury did not receive financial assistance. Children were widely exploited for labour.

It was with the spread of cholera, which killed both the rich and poor that the government began to worry. In 1848, the Parliament passed the Public Health Act. It forced cities to install sewage pipes and improve the condition of water. Some workers organized themselves and demand better treatment for workers. Some artisans protested against the changes produced by the Industrial Revolution because they were leaving them without work. They attacked factories and smashed the new machines. The members of this group, known as the Luddites, were quickly arrested.

Other workers drew up a list, or chart, of the changes they wanted to take place. The so-called Chartists' demands included:

1. All men should be given the right to vote.
2. Members of Parliament should be paid. This would mean that poor workers could afford to run for office.
3. There should be a secret ballot at elections, so that employers would not know which way the workers voted.

Although the Chartist movement did not lead to immediate changes, their demands were eventually achieved by the end of the 19th century. Middle class parliamentary radicals implemented the changes on behalf of the workers. Meanwhile, the ruling classes tried to maintain the status quo.

The working class's long struggle led to the development of new ideologies such as communism. Karl Marx observed the exploitation of the proletariat (factory workers) by the wealthy factory owners, whom he called capitalists. Marx and Engels wrote the *Communist Manifesto*, which outlined a theory that working-class revolutionaries should overthrow their capitalistic masters.

Communists proclaimed that after seizing power through force and violence, the proletariat would then rule until a utopian state of socialistic government could be established. At the same time, some members of the Marxist movement claimed that social ownership could be achieved gradually, peaceably, and even democratically. This was called Socialism.

Step 2 (30 minutes)
- Students are organized into groups of 3 for the purpose of sharing answers to following questions:

1. What were the causes of urbanization between 1750 and 1850?
2. What do you suppose you would hear and smell in towns and cities during this period?
3. Why did parents send the children to work in factories during the Industrial Revolution?
4. What were the factors that gave rise to the Communism?

Step 3 (20 minutes)
- Each group should select a spokesperson to share its group finding. Are the answers different? Why do you think that is? Which seems the most accurate?

Step 4 (10 minutes)
- Students are given a Primary Source concerning the social effects of the Industrial Revolution. To begin the class, the teacher introduces the source.
- This source shows the testimony of a working girl, Elizabeth Bentley, who was interviewed by the Sadler Committee.
- Michael Sadler was a member of the House of Commons, who was concerned about the conditions of children and poor people working in the factories. as a member of Parliament he tried to introduce legislation to improve working conditions. He

interviewed more than 80 workers and published a report that shocked the British public.

EXTRACTS FROM A TESTIMONY GIVEN BEFORE THE SALER COMMITEE, 1832

Elizabeth Bentley, called in; and examined.

What age are you?
Twenty-three.

What time did you begin to work at a factory?
When I was six years old.

What were your hours of labour in that mill?
From 5 in the morning till 9 at night, when they were thronged (busy).

For how long a time together have you worked that excessive length of time?
For about half a year.

What were your usual hours of labour when you were not so thronged?
From 6 in the morning till 7 at night.

What time was allowed for your meals?
Forty minutes at noon.

Had you anytime to get your breakfast or drinking?

No, we got it as we could.

Explain what it is you had to do!
When the frames are full, they have to stop the frames and take the flyers off, and take the full bobbins of, and carry them to the roller; and then put empty ones on and set the frames going again.

Does that keep constantly on your feet?
Yes, there are so many frames, and they run so quick.

Suppose you flagged a little, or were to late, what would they do?
Strap us.

Are they in the habit of strapping those who are last in doffing?
Yes.

Constantly?
Yes.

Girls as well as boys?
Yes (...)

Were the children beat up to their labour there?
Yes.

With what?
A strap; I have seen the overlooker go to the top end of the room, where the little girls hug the can to the backminders; he has taken a strap, and a whistle in his mouth, and sometime he has got a chain and chained them, and strapped them all down the room (...)

Had the children committed any fault?
They were too slow.

Were the children excessively fatigued at that time?
Yes, it was in the afternoon.

If the parents were to complain of this excessive ill-usage, the probable consequence would be the loss of the situation of the child?
Yes (...)

Did (your work) affect your health?
Yes; it was so dusty, the dust got upon my lungs, and the work was so hard; I was middling strong when I went there, but the work was so bad; I got so bad in Health, that when I pulled the baskets down, I pulled my bones out of their places.

Step 5 (80 minutes)
- ▪ Students are organized into groups of 4 for the purpose of sharing answers to following questions:
1. Who was Elizabeth Bentley?

2. How long was Elizabeth Bentley's working day?

3. What happened if they did not their work well?

4. What were the working conditions for the children in factory like?

5. How was Elizabeth Bentley's health affected by her work? Write a paragraph explaining your answer.

6. According to the document, what biases, if any, does the author have?

7. Why was the document produced? Was it written to be shown to the public?

8. Write a critical paragraph analysing whether the source is useful in understanding the social effects of the Industrial Revolution.

9. According to what you have learned during this lesson, write an essay describing what the working conditions were like during Industrial Revolution.

Step 6 (30 minutes)
- Each group should select a spokesperson to share its group finding. Are the answers different? Why do you think that is? Which seems the most accurate?

EXAMPLES OF TWO ESSAYS WRITTEN BY STUDENTS

GABRIELE INNOCENTI
ESSAY ABOUT WORKING CONDITIONS DURING THE INDUSTRIAL REVOLUTION
In the 18th century the industrial revolution began, triggering the mass production due to steam machines, new energy sources and, unfortunately, exploitation of poor social class. This latter has been ignoble but necessary for the creation of human rights.

In general, we can aver that population growth caused a big demand for new clothes, which could not be produced by domestic system. To satisfy the need of new products the bourgeoisie bought expensive machines and built large factories, as a result the peasants moved to live beside establishments (this process named "urbanisation") giving life to run-down slums, thereby ills and outbreaks spread (such as smallpox and malaria) as well; to sum up the life was short and violent.

The working conditions were extremely harsh and unhealthy, luckily we got several documents which allow us to understand the workers' sufferings. For example Michael Sadler published a report interviewing more than 80 men and women. One of them, called Elizabeth Bentley, tells that hours of labour could even be 16 or more and the time for meals was not enough. Moreover, the over lookers used to beat up the children if they were not quick.

Obviously the toxic substances (like the dust) killed a very high number of people. Although the government knew everything about the factories it did not attempt to improve the situation, at least initially.

How could that realty be changed? The answer is evident: everything had to be the opposite of what it was. Indeed neither the learned men nor the proletarians sat around, the parties of luddites and chartists demanded new rights or simply tried smashing the machines, of course the results were shattering. The only one who got a great echo during the modern history was Marx, he theorized the communism affirming how the awareness could be the unique path to overthrow the capitalistic power.

Nothing needs to be demonstrated, it is clear that in the British society the slavery existed for white people too, while it is not trivial asserting as the birth of human rights started from here.

In fact, the industrial revolution allowed to mankind to learn from its own mistakes, thus the workers' unions rose up and the conflict between communists and capitalists sired a better world.

GUGLIELMO INNOCENTI IV C

ESSAY ABOUT WORKING CONDITIONS DURING THE INDUSTRIAL REVOLUTION
The industrial revolution, is a process started in England, which caused the destruction of the domestic system leading to a new kind of production named "mass production". Moreover, a lot of farmers moved to the cities looking for a job in the factories. This process was started because, due to the population increase, the demand for clothes grew and the domestic system was not able to satisfy it; the process was helped by the invention of new technologies, among these the most important was the steam machine.

Quickly, the great amount of farmers who moved to the city caused overcrowding and the health conditions which were already bad, became harsh: often, there were outbreaks of cholera, when tuberculosis and smallpox. In addition, the work conditions in the factories were inhumane: although the workers worked even for fourteen or sixteen hours everyday, the wages were very low and they were often beaten up, even children.

We have some documents which deals with these arguments: Elizabeth Bentley tells that she started to work when she was six years old and that she sometimes had worked even from five in the morning until nine in the night. Therefore, she tells that workers and children were beaten with a strap. Toxic substances killed a lot of workers and the government, although it knew the situation, initially did nothing to improve the work and health conditions.

It is evident what the people had to do to change the reality: do the opposite of everything that capitalists were doing. The parties of luddites tried to smash machines and demand new rights, but the results were terrible. Karl Marx Theorized communism and saying that awareness was the only way to "defeat" capitalists.

It is clear enough that in England, slavery for white people had existed for a very long time. It is not absurd or trivial affirming that the birth of human rights bore even from here. These events had been necessary: The conflicts between capitalists and communists, and between workers and bourgeoisie, sired a new world, better than precedent, but mankind should learn from his own mistakes, theoretically at least.

CRITERIA OF ESSAY EVALUATION

Criteria	2	1,5	1	0,5
Focus on topic	There is one clear, well-focused topic. Main idea is supported by detailed information.	Main idea is clear, but the general.	Main idea is somewhat clear, but there is need for more supporting evidence.	Main idea is *not* clear. There is a seemingly random collection of information.
Organization	Details are placed in a logical order and the way they are presented effectively keeps the reader's interest.	Details are placed in a logical order, but the way they are presented sometimes make the writing less interesting.	Some details are not in a logical or expected order, and this distracts the reader.	There is no clear introduction of the main topic or structure of the paper.
Originality and strength of ideas	Formulates a thought-provoking, well-developed, and fairly original position on an issue.	Writer takes a clear position on an issue, though it is not developed fully.	Writer's position is evident, though it is vague.	Fails to take a clear position, or writer contradicts herself.
Evidence and/or reasoning	Provides specific reasons and/or evidence that demonstrate understanding and insight.	Offers adequate – though perhaps vague or incomplete – supporting reasons and/or evidence	Provides less than adequate or contradictory reasons or evidence to support position.	Offers only general reasons or evidence or none, or offers evidence contradictory to the writer's thesis or main idea.

Command of grammar and conventions	*Command* of conventions exhibited. Creative word choice and varied sentence structure.	*Correct use* of grammar and conventions (for the most part).	Weak control of grammar and conventions. Errors distracting.	Use of grammar and conventions interferes with understanding.

2. PSYCHOLOGY CONGRESS "THE WELL DONE HEAD"

Aims:
knowledge of the main psychological and pedagogical theories of learning
knowledge of mental models

Skills:
development of analytical skills and understanding of the text
developing the ability to identify and link information based on previous knowledge
developing the ability to express the information learned using correct words and the ability to communicate them to others
development of problem solving skills
development of the capacity of collaboration with other students
development of meta-reflection and critical thinking skills
development of creativity and invention

Target: Class 2E, 21 students between 15 and 16 years old

Prerequisites: basic knowledge pertaining to the topic; positive attitude towards problem solving

Teaching methodology:
brainstorming
Understanding Group Tour
interactive lesson
cooperative learning
role play

Materials:
texts of author E. Moren "The well done head " (excerpt)
Text book
Photocopies provided by the teacher

Instruments:
Computer
Magnetic Whiteboard
video camera
camera
paper

Documentation
Video on the simulated congress

Scanning work process: Phases

1. Brainstorming on the term "learning" – Collective work, one hour
2. Restructuring of the thought of subjects, times, places of learning - Collective work, one hour
3. Work in groups on the four models of the mind by Bruner (photocopy provided by the teacher and manual), each group takes care to understand, reflect and present a model of the mind to the class - Work in groups, 2 hours

4. Role play: each group simulates a lesson on the same content (the solar system), organized according to the model of the mind proposed - Group work 4 hours more than the average working time plus 2 hours homework

5. Collective discussion on the strengths and weaknesses of each model -2 hours.

6. Guided reading of some parts of the text by E. Morin "The well done head" Collective work, two hours

7. Organization of interviews and questionnaires for data collection, given to the head teacher, teachers, students, parents on the idea of "well done head" and the role of the school. Working in groups average time for each group 2 hours

8. Graphics processing on the data collected with the math teacher collaboration
 Collective work - 1 hour

9. Role play: Organization of the International Congress of Psychology:
choice of roles, defining the times 2 hours homework Collective work

10. Development of assigned tasks - Work in groups. Average time for each group 4 hours

11. Role play: Simulated Congress, collective work two hours

3. JOHN F. KENNEDY'S INAUGURAL ADDRESSES

Objectives:
* Students read and listen to a famous speech to acquire new information.
* Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate the tex
* Students understand, summarize, and analyze original texts of historical significance

Target group: mixed ability class of 18 students aged 17-18 mostly girls (4 boys only)

Pre-requisites:
- basic use of present, past and future tenses; brief biography of President John F. Kennedy, his perspective on the role of the United States as a contributor to global affairs, and US citizens' responsibility to serve their country.

Method: cooperative learning, group work, brain storming

Materials: worksheet with the text, whiteboard, paper and markers for keeping records of class discussions.

Time allotted: 1 55-minute lesson module

Warm up: 5 minutes
- The teacher projects a photo of John F. Kennedy during his first speech on the magnetic whiteboard and ask the student questions about the president and the situation in the photo

Example questions:
a. Who can you see in the picture?
b. Where do you think he is?
c. What do you think he's doing?
d. How do you think he feels?
e. When do you think the photo was taken?

Then the teachers hands out the worksheet with the speech and a glossary for the words that the students might not know (Annex 1), asks the students to read the title aloud and then to make predictions about the content of the speech they will be going to read.

Step 1: 10 minutes
- The students make predictions and the teacher sums them up on the board, asking the students: "you have just said that in your opinion Kennedy… haven't you?" in order to help the students to make correct sentences to express their opinions.

Step 2: 10 minutes
- the students are split in mixed-ability groups of 4 or 5 and the teacher shows a video with the speech (https://youtu.be/PEC1C4p0k3E) and asks the students to underline in their scripts, the parts of the speech that confirm their predictions about its contents in red and in green the parts of the speech that are completely different from what they would expect.

Step 3: 5 minutes
- One speaker for each group sums up the differences between their predictions and the content of the speech

Step 4: 20 minutes
The teacher writes the following questions on the board and asks the group of students to answer them:

a. Focus on one of the most famous lines from the President's speech : "the torch has been passed to a new generation of Americans..." Explain in your own words what he means. What is the torch? Why does it apply to President Kennedy?

b. According to the opening of this address, what human right is threatened?

c. To whom is JFK speaking?

d.JFK makes several pledges for America during his address. For each pledge, identify:

- What the pledge is
- To whom it is made

e. What is expected from the citizens of the "new states?

f. In his speech President Kennedy reminds his audience that "those who foolishly sought power by riding the back of the tiger ended up inside." What does the tiger represent? How does it relate to supporting freedom?

Step 5: Wrap-up 5 minutes
- The teacher discusses the process with the students and reviews words and expressions that they found confusing or difficult. Students may have questions that require some research. The teacher challenges students to do this on their own and bring their findings to the next lesson.

Annex 1

JFK's inaugural addresses

John F. Kennedy was inaugurated as President on January 21, 1961. He was 43 and the youngest person to be elected President. Below you will read part of his inaugural speech.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world. Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty. This much we pledge – and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do; for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny.

We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom; and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

4. IS IT THE SAME STORY? COMPARING NOVELS TO FILMS

Objectives:
* identify the characters, setting, plot, and resolution in a novel and in the film based upon the book
* describe how the elements of the book and film are similar and different
* discuss the effects of and state preferences toward these similarities and differences
* hypothesize reasons that movie makers altered characteristics from the book.

Target group: mixed ability class of 19 students aged 16-17 mostly girls (5 boys only)

Pre-requisites: The students will have already read the novel The Fault in Our Stars
by John Green and they will have completed a reading guide (Annex 1) as they read

Method: cooperative learning, group work, brainstorming

Materials:
▪ LCD projector and whiteboard/interactive whiteboard, novels for the students, worksheets, the film "The Fault in Our Stars".

Time allotted: 4 55-minute lesson modules (125 minutes to watch the movie)

Lesson 1

Warm up: 10 minutes
▪ The teacher asks the students to think about a time when they read a book and then saw a movie based upon that book and to recall the kinds of things that they thought about as they watched the movie, noting similarities and differences.
▪ The teacher informs the student that they are going to watch a movie based upon the book they have read. During the movie they will consider how well the movie respects the events and the ideas presented in the book.

Step 1: 15 minutes
▪ The teacher asks the students to read their reading guide, reviews the items as a class, and asks students to watch for these elements during the film.

Step 2: 30 minutes

- The teacher hands out the viewing guide (Annex 2), splits the class in groups of 4 or 5 and asks them to fill in the guide during the movie and the class begin viewing the film.

Lesson 2

Warm up: 5 minutes
- The teacher reviews the previous viewing and asks the students if they have any questions regarding the film section of the viewing guide.

Step 1: 50 minutes
- Continue viewing the film.

LESSON 3

Warm up: 10 minutes
- The teacher reviews the previous viewing and asks the students if they have any questions regarding the film section of the viewing guide.

Step 1: 45 minutes
- Continue viewing the film

Lesson 4

Warm up: 10 minutes
- The teacher reviews the previous viewing and asks the students if they have any questions regarding the film section of the viewing guide.

Step 1: 10 minutes
- The teacher goes over students' responses to the viewing guide.

Step2: 15 minutes
- The teachers hands out copies of the comparison/contrast (Annex 3), and the students in groups of 4 or 5 are asked to fill it in, determining how the elements of the story are alike and different.

Step 3: 30 minutes
- The students are asked to share their observations with the class saying why they think some of the elements are different and whether it is important for movies to remain identical to the novels on which they are based.

Title of the book:
Author:
When it was published:
Setting:
Characters:
Plot events:
Resolution

Title of the film:	
Director:	
Sceenplay by:	
Release date:	
Setting:	
Characters:	
Plot events:	
Resolution	
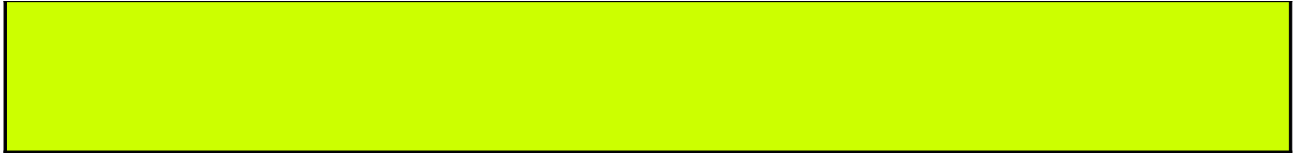
Title of the film:	Title of the book:
Director:	Author:
Sceenplay by:	
Release date:	Published in:
Setting:	Setting:
Characters:	Characters:
Plot events:	Plot events:

5. PLAUTUS AND TERENCE IN COMPARISON

TEACHING UNIT: LATIN/HISTORY – 3 E

TITLE: PLAUTUS AND TERENCE IN COMPARISON

EDUCATIONAL GOALS	knowledge: • to know the characteristics of ancient Latin comedy; • to know the characteristics of the major works of Latin comedy writers; • to improve Latin; • to know specific tools of Classics: philology. competences: • to read and to analyse unknown texts of known writers; • to improve the competence of comprehension and translation; • to make inferences, to recognize style and contents of known writers and to formulate an educated guess (a hypothesis); • to expose clearly and properly the results of their work; • to work together in a teamwork; • to listen to others' contributions and to reassemble the knowledge they built together into a proper unified framework.
TARGET	class III E, 25 students, seventeen years old
PREREQUISITES	▪ knowledge of the origins of Latin literature and its historical and cultural context; Knowledge of the difference between literary and preliterary sources; ▪ knowledge of the structure of theatrical engagement; ▪ Knowledge of the first authors of Latin literature and of the greek theater's basics; knowledge of complete texts and anthological reading of Plautus and Terence; ▪ skills of text analysis
TIMING	First 10 minutes: interactive lesson to summarize the essential knowledge of the two playwrights in order to compare them and to point out the differences: the teacher invites the students to identify the required knowledge and reassemble them in the **concept map** on the IWB (Annex 1; 1.B). 20 minutes: workgroups: the students, divided in six group of 4/5 students, should analyze passages, not read before, from different comedies of Plautus

	and Terence: they have to make the author's identification on the basis of the elements of analysis (Annex 2). 30 minutes: 5 minutes per group, each group exposes the results of its work: describes the text, projected on the IWB, gives the the identification of the author and motivates the hypotheses.
TOOLS	interactive whiteboard (IWB), photocopies of the concept map and of the Latin texts that have to be analyzed: Latin passages to read: • Plautus, *Curculio, 145-157* • **Plautus, *Miles gloriosus, 1-78*** • Plautus, *Stichus, 155-195* • **Terence, *Adelphoe, 26-77*** • **Terence, *Andria, 236-300*** • **Terence, *Heautontimoroumenos, 1-47***
METHODS	▪ interactive lesson to summarize the essential knowledge of the two playwrights; ▪ workgroups: the students, divided in six group of 4/5 students, should analyze passages, not read before, from different comedies of Plautus and Terence; ▪ oral exposition: report: each group gives the report.
ASSESSMENT AND EVALUATION	Oral exposition in order to present and explain Latin literary texts

Annex 1

Annex 1.B. Plauto e Terenzio allo specchio
Contesto storico-culturale

Cronologia di Plauto	Cronologia di Terenzio
Rapporto con il teatro preletterario	Circolo degli Scipioni, filosofia greca

Modello Greco

C. Palliata
Teatro "nuovo"
Commedia di costume
Verosimiglianza
Trame ripetitive
Linguaggio sobrio

Scopo del teatro

Comicità totale, liberazione delle tensioni, "amoralità", "società alla rovescia", Saturnalia	Realismo, messaggio morale, valore del dialogo, intento pedagogico

Temi

Denaro, amore, beffa	Humanitas, contrasto tra generazioni, incomprensione

Personaggi

Tipi e stereotipi	Personaggi complessi, umanizzazione, smontaggio degli stereotipi

Trama e struttura

Fabula motoria	Fabula stataria
Prologo espositivo	Prologo programmatico

Libertà dal modello	Coerenza col modello
Rottura d. illusione scenica	Assenza di tale tecnica

Lingua

Plurilinguismo, sperimentalismo, metafore, parodie, doppi sensi	Linguaggio sobrio ed elegante

Metrica e musica

Numeri innumeri, cantica ampi e vari	Prevalenza dei deverbia, pochi tipi diversi

Annex 2

Plautus, *Curculio, 145-157*
Fedromo is in love with Planesio, and she reciprocates but is a prisoner of a pimp. Fedromo and Palinuro servant are waiting for the old doorkeeper, who have to open the door for a stealthy nocturnal encounter. The serenade of the young man is directed to bolts, funny parody of the typical motif of Greek lyric "paraklausithyron".

Phaed. Quid si adeam ad fores atque occentem? **Pal.** Si lubet, neque   145
    veto neque iubeo,
quando ego te video immutatis moribus esse, ere, atque ingenio.
Phaed. Pessuli, heus pessuli, vos saluto lubens,
vos amo, vos volo, vos peto atque obsecro,

gerite amanti mihi morem, amoenissumi,
fite causa mea ludii barbari,   150
sussilite, obsecro, et mittite istanc foras,
quae mihi misero amanti ebibit sanguinem.
hoc vide ut dormiunt pessuli pessumi
nec mea gratia commovent se ocius.
re spicio, nihili meam vos gratiam facere.   155
st tace, tace. **Pal.** Taceo hercle equidem. **Phaed.** Sentio sonitum.
tandem edepol mihi morigeri pessuli fiunt.

Fedromo è innamorato di Planesio, che lo ricambia ma è prigioniera di un lenone. Fedromo e
il servo Palinuro attendono che la vecchia portinaia apra la porta per un furtivo incontro
notturno. La serenata del giovane è rivolta ai chiavistelli, divertente parodia del motivo tipico
della lirica greca del *paraklausithyron*.
Si deve riconoscere:
il pezzo di bravura
il monologo
la parodia di un genere alto
l'inventiva comica nella lingua
la convenzionalità disimpegnata dell'amore

Annex 2.1.

Plautus, *Miles gloriosus, 1-78*
*The first act, functional to the presentation of Pirgopolinice, consists of the brilliant dialogue
between the miles gloriosus and the parasite Artrotogo: it is an interesting example of
linguistic inventiveness: the self-evident names, the unbridled use of hyperbole and fantastic
onomastics, the narration. The combination of military prowess / beauty is what every
braggart soldier boasts of.*

ACTVS I

I.i
Pyrgopolynices Curate ut splendor meo sit clupeo clarior
quam solis radii esse olim quom sudumst solent,

ut, ubi usus veniat, contra conserta manu
praestringat oculorum aciem in acie hostibus.
nam ego hanc machaeram mihi consolari volo,;   5
ne lamentetur neve animum despondeat,
quia se iam pridem feriatam gestitem,
quae misera gestit ~ et fartem facere ex hostibus.
sed ubi Artotrogus hic est? **Artotrogvs** Stat propter virum
fortem atque fortunatum et forma regia;   10
tum bellatorem—Mars haud ausit dicere
neque aequiperare suas virtutes ad tuas.
Pyrg. Quemne ego servavi in campis Curculioniis,
ubi Bumbomachides Clutomistaridysarchides
erat imperator summus, Neptuni nepos?   15
Art. Memini. nempe illum dicis cum armis aureis,
cuius tu legiones difflavisti spiritu,
quasi ventus folia aut paniculum tectorium.
Pyrg. Istuc quidem edepol nihil est. **Art.** Nihil hercle hoc quidemst
praeut alia dicam—quae tu numquam feceris.   20
periuriorem hoc hominem si quis viderit
aut gloriarum pleniorem quam illic est,
me sibi habeto, ego me mancupio dabo;
nisi unum, epityrum estur insanum bene.
Pyrg. Vbi tu es? **Art.** Eccum. edepol vel elephanto in India,   25
quo pacto ei pugno praefregisti bracchium.
Pyrg. Quid, bracchium? **Art.** Illud dicere volui, femur.
Pyrg. At indiligenter iceram. **Art.** Pol si quidem
conisus esses, per corium, per viscera
perque os elephanti transmineret bracchium.   30
Pyrg. Nolo istaec hic nunc. **Art.** Ne hercle operae pretium quidemst
mihi te narrare tuas qui virtutes sciam.
venter creat omnis hasce aerumnas: auribus
peraurienda sunt, ne dentes dentiant,
et adsentandumst quidquid hic mentibitur.   35
Pyrg. Quid illuc quod dico? **Art.** Ehem, scio iam quid vis dicere.
factum hercle est, memini fieri. **Pyrg.** Quid id est? **Art.** Quidquid est.
Pyrg. Habes—**Art.** Tabellas vis rogare? habeo, et stilum.
Pyrg. Facete advortis tuom animum ad animum meum.
Art. Novisse mores tuos me meditate decet   40
curamque adhibere, ut praeolat mihi quod tu velis.
Pyrg. Ecquid meministi? **Art.** Memini: centum in Cilicia
et quinquaginta, centum in Scytholatronia,
triginta Sardos, sexaginta Macedones
~ sunt homines quos tu occidisti uno die.   45
Pyrg. Quanta istaec hominum summast? **Art.** Septem milia.
Pyrg. Tantum esse oportet. recte rationem tenes.
Art. At nullos habeo scriptos: sic memini tamen.
Pyrg. Edepol memoria es optuma. **Art.** Offae monent.
Pyrg. Dum tale facies quale adhuc, assiduo edes,   50
communicabo semper te mensa mea.
Art. Quid in Cappadocia, ubi tu quingentos simul,

ni hebes machaera foret, uno ictu occideras?
Pyrg. At peditastelli quia erant, sivi viverent.
Art. Quid tibi ego dicam, quod omnes mortales sciunt,   55
Pyrgopolynicem te unum in terra vivere
virtute et forma et factis invictissumum?
amant ted omnes mulieres, neque iniuria,
qui sis tam pulcher; vel illae quae here pallio
me reprehenderunt. **Pyrg.** Quid eae dixerunt tibi?   60
Art. Rogitabant: 'hicine Achilles est?' inquit mihi.
'immo eius frater' inquam 'est'. ibi illarum altera
'ergo mecastor pulcher est' inquit mihi
'et liberalis. vide caesaries quam decet.
ne illae sunt fortunatae quae cum isto cubant.'   65
Pyrg. Itane aibant tandem? **Art.** Quaen me ambae obsecraverint,
ut te hodie quasi pompam illa praeterducerem?
Pyrg. Nimiast miseria nimis pulchrum esse hominem. **Art.** Immo itast.
molestae sunt: orant, ambiunt, exobsecrant
videre ut liceat, ad sese arcessi iubent,   70
ut tuo non liceat dare operam negotio.
Pyrg. Videtur tempus esse, ut eamus ad forum,
ut in tabellis quos consignavi hic heri
latrones, ibus denumerem stipendium.
nam rex Seleucus me opere oravit maxumo,   75
ut sibi latrones cogerem et conscriberem.
regi hunc diem mihi operam decretumst dare.
Art. Age eamus ergo. **Pyrg.** Sequimini, satellites.—

Il primo atto, funzionale alla presentazione di Pirgopolinice, è costituito dal dialogo brillante fra il Miles e il parassita Artrotogo: è interessante come esempio di inventiva linguistica, attraverso i nomi parlanti, l'uso sfrenato dell'iperbole e di un'onomastica inventata, l'affabulazione. Il binomio valore militare / bellezza è ciò che ogni soldato spaccone si vanta di possedere.

Si deve riconoscere la situazione comica del contrasto e della presa in giro
La rottura dell'illusione scenica
Lo stile funambolico e l'inventiva linguistica
I personaggi tipo

Annex 2.2.

Plautus, *Stichus, 155-195*
Portrait of a Plautus typical mask: the parasite, scrounger, flatterer and, when it is necessary, buffoon. Gelasimo is engaged in a paratragic monologue, where he says he is the son of Hunger and explains the meaning of his own name, that is "homo ridiculus", ridiculous man, combining the two typical elements of the parasite, throat and comedy.

I.iii
GELASIMVS Famem ego fuisse suspicor matrem mihi, 155
nam postquam natus sum, satur numquam fui.
neque quisquam melius referet matri gratiam
[quam ego meae matri refero invitissimus.]   157a
neque rettulit, quam ego refero meae matri Fami.
nam illa me in alvo menses gestavit decem,
at ego illam in alvo gesto plus annos decem.   160

atque illa puerum me gestavit parvolum,
quo minus laboris cepisse illam existumo:
ego non pauxillulam in utero gesto famem,
verum hercle multo maximam et gravissimam;
uteri dolores mihi oboriuntur cotidie, ~   165
sed matrem parere nequeo, nec quid agam scio.
atque auditavi saepe hoc volgo dicier,
solere elephantum gravidam perpetuos decem
esse annos; eius ex semine haec certost fames,
nam iam complures annos utero haeret meo.   170
nunc si ridiculum hominem quaerat quispiam,
venalis ego sum cum ornamentis omnibus;
inanimentis explementum quaerito.
Gelasimo nomen mi indidit parvo pater,
quia inde iam a pausillo puero ridiculus fui. ~ 175
propter pauperiem hoc adeo nomen repperi,
eo quia paupertas fecit ridiculus forem;
nam illa artis omnis perdocet, ubi quem attigit.
per annonam caram dixit me natum pater:
propterea, credo, nunc essurio acrius.   180
sed generi nostro haec redditast benignitas:
nulli negare soleo, siquis me essum vocat.
oratio una interiit hominum pessume,
atque optuma hercle meo animo et scitissuma,
qua ante utebantur: 'veni illo ad cenam, sic face, 185
promitte vero, ne gravare. est commodum?
volo inquam fieri, non amittam quin eas.'
nunc reppererunt iam ei verbo vicarium
(nihili quidem hercle verbumst ac vilissimum):
'vocem te ad cenam, nisi egomet cenem foris.'   190
ei hercle ego verbo lumbos diffractos velim,
ni vere perierit, si cenassit domi.
haec verba subigunt me uti mores barbaros
discam atque ut faciam praeconis compendium
itaque auctionem praedicem, ipse ut venditem.   195

Ritratto di un tipo plautino: il parassita, scroccone, adulatore e all'occorrenza buffone.
Gelasimo è impegnato in un monologo dai toni paratragici, in cui si dice figlio della Fame e
spiega il significato del nome impostogli dal padre, ovvero "ridiculus homo", coniugando i
due elementi, tipici del parassita, la gola e la comicità.
Si deve riconoscere:
il personaggio-tipo
il linguaggio buffonesco e paradossale
lo scopo della pura comicità disimpegnata

Annex 2.3.

Terence, *Adelphoe, 26-77*
*In the opening monologue, Micione, concerned about the absence of his nephew, whom he
raised like a son, exposes his concept of good father: his principles are the "humanitas"
(human kindness) and the "liberalitas" (liberality), under which he brought up the boy to
honesty and dialogue, rejecting authoritarianism and repression.*

MICIO
SENEX
Storax! non rediit hac nocte a cena Aeschinus
neque seruolorum quisquam, qui aduorsum ierant.
profecto hoc uere dicunt: si absis uspiam
atque ibi si cesses, euenire ea satius est,
quae in te uxor dicit et quae in animo cogitat
irata, quam illa quae parentes propitii.
uxor, si cesses, aut te amare cogitat
aut helluari aut potare atque animo obsequi
et tibi bene esse, soli sibi quom sit male.
ego quia non rediit filius quae cogito!

quibus nunc sollicitor rebus! ne aut ille alserit
aut uspiam ceciderit ac praefregerit
aliquid. uah, quemquamne hominem in animum stituere
parare quod sit carius quam ipse est sibi!
atque ex me hic natus non est, sed fratre ex meo.
dissimili is studiost iam inde ab adulescentia.
ego hanc clementem uitam urbanam atque otium
secutus sum et, quod fortunatum isti putant,
uxorem numquam habui. ille contra haec omnia:
ruri agere uitam, semper parce ac duriter
se habere, uxorem duxit, nati filii
duo: inde ego hunc maiorem adoptaui mihi:
eduxi a paruolo, habui, amaui pro meo;
in eo me oblecto: solum id est carum mihi.
ille lit item contra me habeat facio sedulo:
do, praetermitto, non necesse habeo omnia
pro meo iure agere: postremo, alii clanculum
patres quae faciunt, quae fert adulescentia,
ea ne me celet consuefeci filium.
nam qui mentiri aut fallere insuerit patrem
hau dubie tanto magis audebit ceteros.
pudore et liberalitate liberos
retinere satius esse credo quam metu.
haec fratri mecum non conueniunt neque placent
uenit ad me saepe clamans quid agis, Micio?
quor perdis adulescentem nobis? quor amat?
quor potat? quor tu his rebus sumptum suggeris
uestitu nimio indulges? nimium ineptus es.
nimium ipsest durus praeter aequomque et bonum,
o et errat longe mea quidem sententia,
qui imperium credat grauius esse aut stabilius
ui quod fit, quam illud quod amicitia adiungitur.
mea sic est ratio et sic animum induco meum
malo coactus qui suom officium facit,
dum id rescitum iri credit, tantisper cauet:
si sperat fore clam, rursum ad ingenium redit.
ille quem beneficio adiungas ex animo facit,
studet par referre, praesens absensque idem erit.
hoc patriumst, potius consuefacere filium
sua sponte recte facere quam alieno metu:
hoc pater ac dominus interest. hoc qui nequit,
fateatur nescire imperare liberis.

Nel monologo iniziale Micione, preoccupato per l'assenza del nipote, che egli ha allevato
come un figlio, espone la sua visione di padre improntata all'humanitas e alla liberalitas, in
base alla quale ha educato il ragazzo con la sincerità e il dialogo, rifiutando l'autoritarismo e
la repressione:
si devono riconoscere:
i concetti di humanitas e liberalitas
la nuova concezione di educazione liberale

lo stile medio ed elegante

Annex 2.4.

Terence, *Andria, 236-300*
In a sorrowful monologue Panfilo, sensitive son and faithful lover, expresses concern for his father's decision to oblige him toget married; then, in a dialogue with Miside, handmaiden of his lover Glicerio, Panfilo reiterates his sincere and protective love and protective of the young girl.

Pamphilvs Mysis
PA. Hoccinest humanum factu aut inceptu? hoccin[est] officium patris?
MY. quid illud est? **PA.** pro d<eu>m fidem quid est, si haec non
    contumeliast?
uxorem decrerat dare sese mi hodie: nonne oportuit
praescisse me ante? nonne priu' communicatum oportuit?
MY. miseram me, quod verbum audio!   240
PA. quid? Chremes, qui denegarat se commissurum mihi
gnatam <sua>m uxorem, id mutavit quia me inmutatum videt?
itane obstinate operam dat ut me a Glycerio miserum abstrahat?
quod si fit pereo funditus.
adeon hominem esse invenustum aut infelicem quemquam ut ego sum!   245
pro deum atque hominum fidem!
nullon ego Chremeti' pacto adfinitatem effugere potero?
quot modis contemptu' spretu'! facta transacta omnia. hem
repudiatu' repetor. quam ob rem? nisi si id est quod suspicor:

aliquid monstri alunt: ea quoniam nemini obtrudi potest,   250
itur ad me. **MY.** oratio haec me miseram exanimavit metu.
PA. nam quid ego dicam de patre? ah
tantamne rem tam neglegenter agere! praeteriens modo
mi apud forum "uxor tibi ducendast, Pamphile, hodie" inquit: "para,
abi domum." id mihi visust dicere "abi cito ac suspende te."   255
obstipui. censen me verbum potuisse ullum proloqui? aut
ullam causam, ineptam saltem falsam iniquam? obmutui.
quod si ego rescissem id priu', quid facerem siquis nunc me roget:
aliquid facerem ut hoc ne facerem. sed nunc quid primum exsequar?
tot me inpediunt curae, quae meum animum divorsae trahunt: 260
amor, misericordia huiu', nuptiarum sollicitatio,
tum patri' pudor, qui me tam leni passus est animo usque adhuc
quae m<eo> quomque animo lubitumst facere. <ei>ne ego ut advorser? ei
    mihi!
incertumst quid agam. **MY.** misera timeo "incertum" hoc quorsus accidat.
sed nunc peropust aut hunc cum ipsa aut de illa aliquid me advorsum hunc loqui: 265
dum in dubiost animu', paullo momento huc vel illuc impellitur.
PA. quis hic loquitur? Mysis, salve. **MY.** o salve, Pamphile. **PA.** quid agit?
    MY. rogas?
laborat e dolore atque ex hoc misera sollicitast, diem
quia olim in hunc sunt constitutae nuptiae. tum autem hoc timet,
ne deseras se. **PA.** hem egone istuc conari queam?   270
egon propter me illam decipi miseram sinam,
quae mihi suom animum atque omnem vitam credidit,
quam ego animo egregie caram pro uxore habuerim?
bene et pudice ei(u)s doctum atque eductum sinam
coactum egestate ingenium inmutarier?   275
non faciam. **MY.** haud verear si in te solo sit situm;
sed vim ut queas ferre. **PA.** adeon me ignavom putas,
adeon porro ingratum aut inhumanum aut ferum,
ut neque me consuetudo neque amor neque pudor
commoveat neque commoneat ut servem fidem?   280
MY. unum hoc scio, hanc meritam esse ut memor esses sui.
PA. memor essem? o Mysis Mysis, etiam nunc mihi
scripta illa dicta sunt in animo Chrysidis
de Glycerio. iam ferme moriens me vocat:
accessi; vos semotae: nos soli: incipit   285
"mi Pamphile, huiu' formam atque aetatem vides,
nec clam te est quam illi nunc utraeque inutiles
et ad pudicitiam et ad rem tutandam sient.
quod ego per hanc te dexteram [oro] et genium tuom,
per tuam fidem perque huiu' solitudinem   290
te obtestor ne abs te hanc segreges neu deseras.
si te in germani fratri' dilexi loco
sive haec te solum semper fecit maxumi
seu tibi morigera fuit in rebus omnibus,
te isti virum do, amicum tutorem patrem;   295
bona nostra haec tibi permitto et tuae mando fide[i]."
hanc mi in manum dat; mors continuo ipsam occupat.

accepi: acceptam servabo. **MY.** ita spero quidem.
PA. sed quor tu abis ab illa? **MY.** obstetricem accerso. **PA.** propera.
   atque audin?
verbum unum cave de nuptiis, ne ad morbum hoc etiam . . **MY.** teneo. 300

Panfilo, figlio sensibile e innamorato fedele, è qui impegnato in un monologo in cui con toni accorati esprime preoccupazione per la decisione del padre di farlo sposare, poi in un dialogo con Miside, ancella della sua innamorata Glicerio, cui ribadisce il suo amore sincero e protettivo verso la giovane.
Si deve riconoscere
La funzione del dialogo della stataria
Il linguaggio medio ed elegante
I buoni sentimenti e l'affetto sincero per il padre e per l'innamorata
Il personaggio psicologicamente approfondito

Annex 2.5.

Terenzio, *Heautontimoroumenos, 1-47*
This is an example of programmatic and polemical prologue: the elderly actor Lucius Ambivius Turpio responses to criticisms for the technique of "contaminatio" and to venomous rumour that accuse Terence of being a figurevhead. Moreover, Turpio expresses his preference for the "stataria comedy", based on dialogue, rather than Plautus comedy, made of action and masks.

PROLOGVS
Nequoi sit vostrum mirum quor partis seni
poeta dederit quae sunt adulescentium,
id primum dicam, deinde quod veni eloquar.
ex integra Graeca integram comoediam
hodie sum acturus H[e]auton timorumenon,   5
duplex quae ex argumento facta est simplici.
novam esse ostendi et quae esset: nunc qui scripserit
et quoia Graeca sit, ni partem maxumam
existumarem scire vostrum, id dicerem.
nunc quam ob rem has partis didicerim paucis dabo.   10
oratorem esse voluit me, non prologum:
vostrum iudicium fecit; me actorem dedit.
sed hic actor tantum poterit a facundia
quantum ille potuit cogitare commode
qui orationem hanc scripsit quam dicturu' sum?   15

nam quod rumores distulerunt malevoli
multas contaminasse Graecas, dum facit
paucas Latinas: factum id esse hic non negat
neque se pigere et deinde facturum autumat.
habet bonorum exemplum quo exemplo sibi   20
licere [id] facere quod illi fecerunt putat.
tum quod malevolu' vetu' poeta dictitat
repente ad studium hunc se adplicasse musicum,
amicum ingenio fretum, haud natura sua:
arbitrium vostrum, vostra existumatio   25
valebit. quare omnis vos oratos volo,
ne plus iniquom possit quam aequom oratio.
facite aequi siti', date crescendi copiam
novarum qui spectandi faciunt copiam
sine vitiis. ne ille pro se dictum existumet   30
qui nuper fecit servo currenti in via
decesse populum: quor insano serviat?
de illi(u)s peccatis plura dicet quom dabit
alias novas, nisi finem maledictis facit.
adeste aequo animo, date potestatem mihi   35
statariam agere ut liceat per silentium,
ne semper servo' currens, iratus senex,
edax parasitu', sycophanta autem inpudens,
avaru' leno adsidue agendi sint seni
clamore summo, cum labore maxumo.   40
mea causa causam hanc iustam esse animum inducite,
ut aliqua pars labori' minuatur mihi.
nam nunc novas qui scribunt nil parcunt seni:
siquae laboriosast, ad me curritur;
si lenis est, ad alium defertur gregem.   45
in hac est pura oratio. experimini
in utramque partem ingenium quid possit meum.
[si numquam avare pretium statui arti meae
et eum esse quaestum in animum induxi maxumum,
quam maxume servire vostris commodis:]   50
exemplum statuite in me, ut adulescentuli
vobis placere studeant potiu' quam sibi.

Esempio di prologo programmatico e polemico: l'anziano attore Lucio Ambivio Turpione
replica alle critiche sulla tecnica della contaminatio e alla voce velenosa che Terenzio sia un
prestanome; inoltre, esprimendo il suo favore per la commedia stataria, basata sul dialogo,
rispetto alla plautina commedia d'azione e maschere

Si deve riconoscere la funzione programmatica e polemica del prologo, oltre che
l'esplicitazione della contaminatio e delle critiche mosse al teatro controverso di Terenzio e la
definizione di commedia stataria rispetto alla motoria plautina

6. ANCIENT LATIN THEATRE BY IMAGES: WHO, WHAT, WHERE, WHEN, WHY, HOW

TEACHING UNIT: LATIN/HISTORY – 3 E

Tasks and starting pictures given to each workgroup

Picture of an ancient theatre:

task for this group:
- to identify the parts of the building and their use /function
- to find when and how theatre began in Rome

Picture of theatre musicians:

task for this group:
- to indicate the public officers who financed the theatrical performances
- to define a calendar of the theatrical performances
- to describe the spectators

Picture of a character of archaic preliterary theatre:
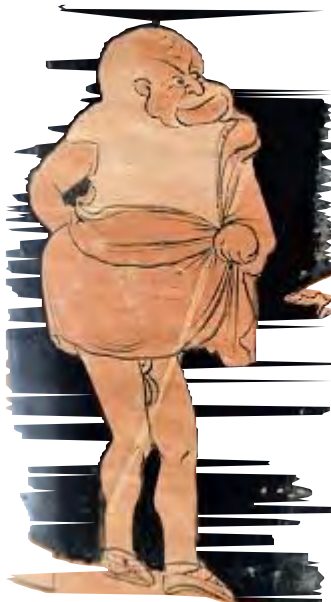
Picture of theatre masks:

Picture of a comic mask:
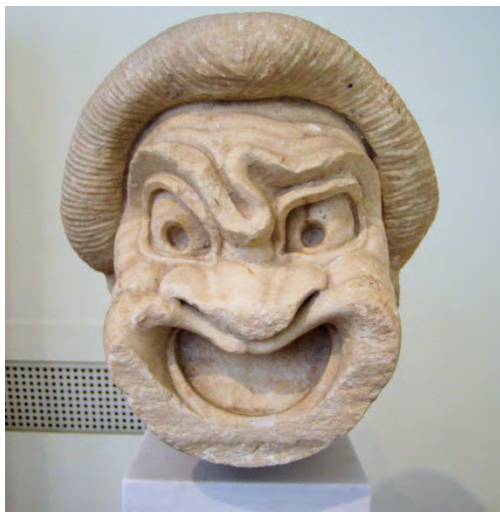
Picture of a scene of Latin tragedy:

7. DNA STRUCTURE AND REPLICATION

INTRODUCTION

This learning unit has been planned according to the CLIL methodology. CLIL (Content and Language Integrated Learning) is a set of learning strategies devoted to teach a non-linguistic subject through a foreign language, using student-centred activities. For this reason CLIL planning has to have a double focalization: on the content on one hand and on the language on the other.

One of the most important aspects of CLIL methodology is multimodality which allows to intercept the different learning styles of the students. That's why I have introduced activities such as lessons supported by interactive presentations, the description and interpretation of images, the building of a bi-dimensional model of DNA (learning by doing), the practicing with worksheets and a flipped classroom activity.

The flipped classroom activity allows to use the classroom time in a different and more useful way: students have to watch a video (which substitutes the lecture of the teacher) as homework so that the classroom time can be devoted to discussion, clarifications, learning scaffolding and formative assessment.

Collaborative learning is another specificity of CLIL methodology: interaction among students fosters the development of cognitive processes, of language competences and self-confidence. For this reason some of the proposed activities are supposed to be carried out in groups or in pairs.

This learning unit can be implemented at two different levels:
– a simpler one, suitable to the classes of the lower secondary school (12-14 years old) and to the first classes of the upper secondary school (15-16 years old)
– a deeper one, adequate to the last classes of the upper secondary school (17-18 years old).

In the first case the teacher should limit the topic to the structure and replication of DNA, without entering the analysis of the different enzymes implicated in the replication. The second level can dig deeper in the mechanism, clarifying the two different ways in which DNA is replicated along the leading and the lagging strand.

Thanks to several multimedial links (to youtube and to slideshare) contained inside the unit plan, the necessary supports to the unit can be available.

LEARNING UNIT PLAN

TITLE	DNA STRUCTURE AND REPLICATION
SUBJECTS	Biology - English
TARGET	3° Form - Liceo delle Scienze umane
ALLOTTED TIME	4 hours
SUBJECT CONTENT PRE- REQUISITES	- Monomers and polymers - Biological role of enzymes
LANGUAGE PRE- REQUISITES	From A2- B1 to B1+ Level
LEARNING AIMS	*CONTENT* - DNA functions - The structure of nucleotides - DNA structure - DNA replication *COGNITION PROCESSES* ✓ Understandig and describing the molecular structure of DNA ✓ Understandig and describing the molecular mechanism of DNA replication ✓ Interpreting the images referred to those mechenisms ✓ Summarizing the main ideas ✓ Vocabulary building and using ✓ Autonomous using of language *COMMUNICATION* ✓ Asking questions ✓ Using the main tenses for present, past and future ✓ Using command verbs ✓ Knowledge and use of the specific vocabulary ✓ Interpreting instructions
ACTIVITIES	Interactive lectures supported by presentations (listening/reading) Taking notes (listening/reading/writing) Building a specific subject vocabulary DNA-done in group activity: building a model of DNA (interaction) Watching interactive videos with quizlets (listening/reading) Describing images (speaking) Practicing with worksheets: exercises based on knowledge, competences and language (in pairs) Flipped classroom activity (listening/reading/speaking) Assessment test (writing)
MATERIALS	✓ Interactive power point presentations (listening/reading/speaking) ✓ Videos (listening- comprehension) ✓ Worksheets (reading/writing/ speaking/ interaction) ✓ DNA-done worksheet (speaking/ interaction)
ASSESSMENT	Test (Multiple choices / Fill in the gaps (cloze test) / Open questions) Oral reports during the discussion

LESSONS PLAN

LESSON 1   (1 hour)   **DNA STRUCTURE**

Materials : - Presentation 1 – DNA structure
            (https://www.slideshare.net/secret/gOcHFOYRQDkH8D)

            - DNA-done (worksheet n°1)

Students activities: 1. Taking notes / Building a wordbank (30') (Reading/Listening)
                2. In groups: DNA-done: Building a DNA model (30')
                (Speaking/ Interaction) (**learning by doing strategy**)

LESSON 2   (1 hour)   **DNA REPLICATION**

Materials :   - Video lecture "DNA replication"
            (https://www.youtube.com/watch?v=2iVltkYy0jg)

            - Presentation 2 "DNA replication" with interactive video
            (https://www.slideshare.net/secret/oFELzx0VIN7Tb)

 Students activities :
Flipped classroom strategy - **Homework:**
                Watching the video lecture / Taking notes /
                Building a wordbank   (Reading/ Listening)
             - **Classroom activities:**
                Discussion / Describing images (Speaking/ Interaction)

LESSON 3   (1 hour)   **DNA workshop**

Materials :   - Worksheets (worksheets n° 2 and n°3)

Students activities :   In pairs - Exercising on DNA structure and replication
                Language focus: Asking questions/ Command verbs
                (Reading/ Writing/ Speaking/ Interaction)

LESSON 4   (1 hour)   **ASSESSMENT**

Materials -   WRITING TEST – Multiple choice – Fill in the gaps - Open questions
            (attachment 4)

Worksheet n°1

DNA-done: Making a Model of DNA

Instructions

1) Colour the individual structures on the worksheet as follows:

adenine = red	thymine = green
guanine = blue	cytosine = yellow
phosphate = brown	deoxyribose = purple

2) Cut out each structure.

3) Using the small symbols (squares, circles and stars) on the structures as guides,
    line up the bases, phosphates and sugars.

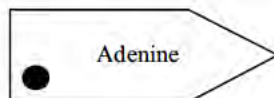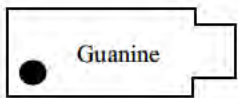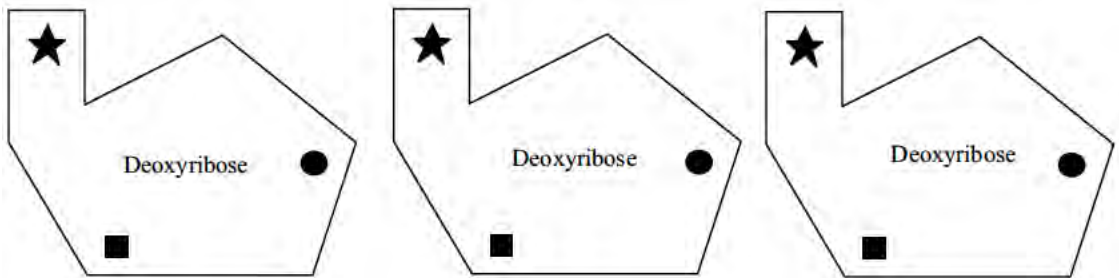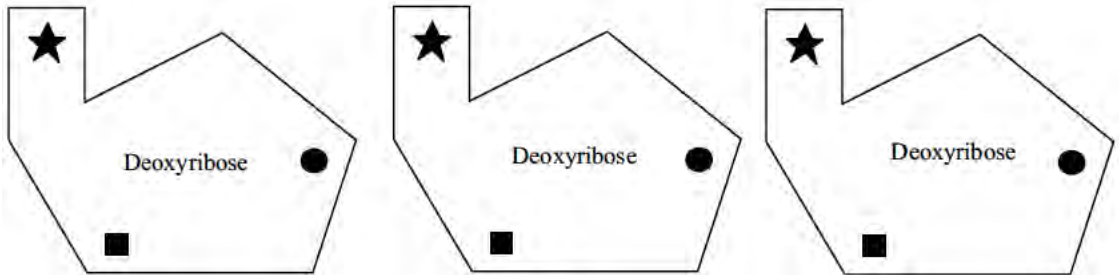4) Glue the appropriate pairs together to form nucleotides.

5) Construct the right side of your DNA molecule by putting together in sequence a cytosine, thymine, guanine and adenine nucleotide.

6) Complete the left side of the DNA ladder by adding complementary nucleotides or nucleotides that fit. Your finished model should resemble a ladder.
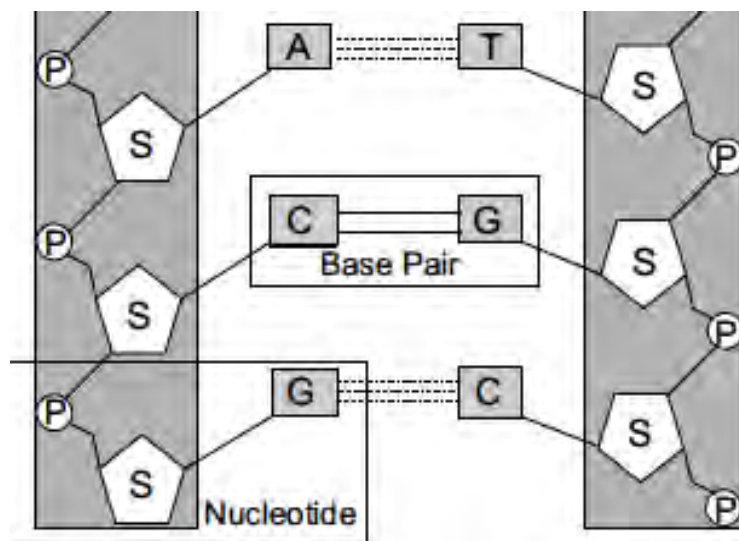
MAKING A MODEL OF DNA
Cut out sheet

Deoxyribose

Deoxyribose

Deoxyribose

Deoxyribose

Deoxyribose

Deoxyribose

Guanine

Adenine

Cytosine

Thymine

Guanine

Adenine

Cytosine

Thymine

Phosphate

Phosphate

Phosphate

Phosphate

Phosphate
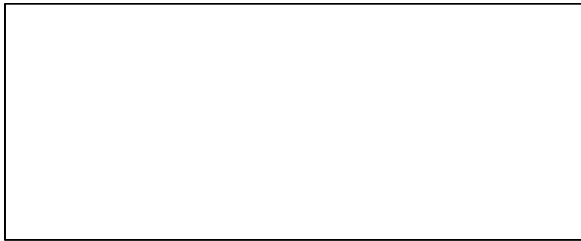
Phosphate

Phosphate

Phosphate
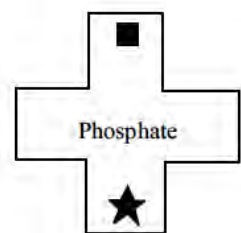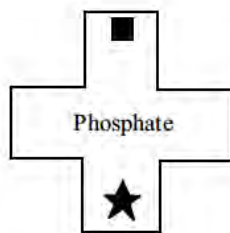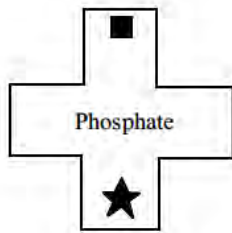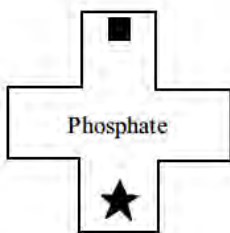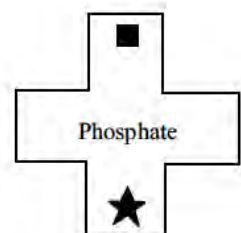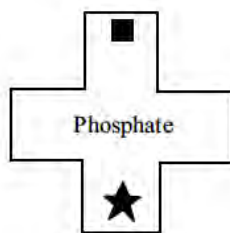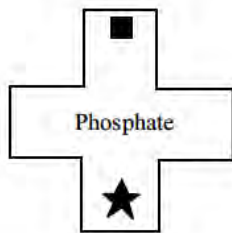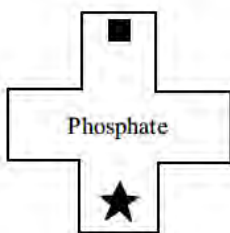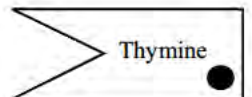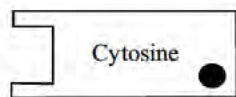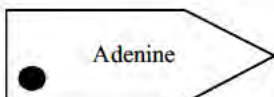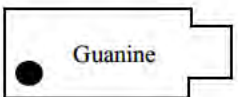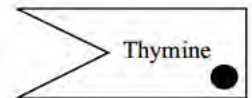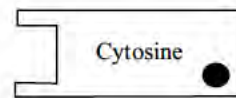
Worksheet n° 2

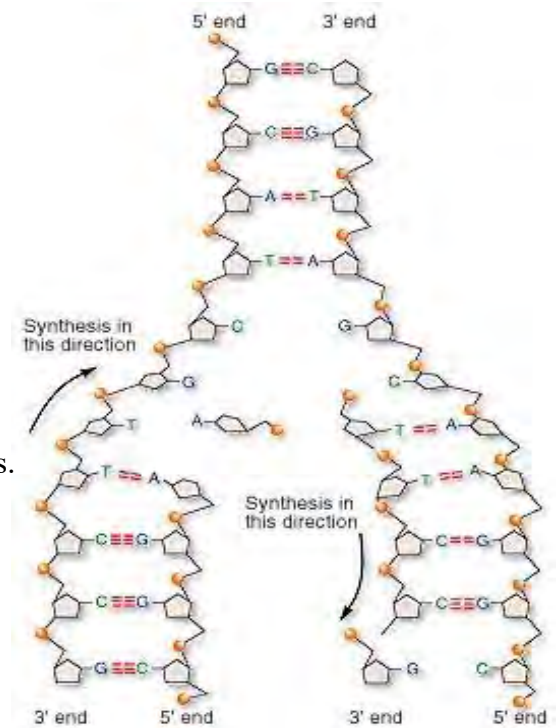**Structure of Nucleic Acids**

1. The building blocks of nucleic acids are known as _____.

2. Draw and label the three parts of a nucleotide.

```
[                                    ]
```

3. Diagram and label the two types of nitrogenous bases.

```
[                                    ]
```


Function of DNA

1. The acronym DNA stands for _____.

2. DNA makes up chromosomes, which are located in the _____ of a cell.

3. Small sections of a DNA molecule that determine genetic traits are called _____.

Structure of DNA

1. The sugar found in DNA is _____.

2. The pyrimidine bases are _____ and _____.

3. The purine bases are _____ and _____.

4. In complementary base pairing, _____ bonds with _____ and _____ bonds with _____.

Diagram of DNA molecule

1. A DNA molecule consists of _____ strands.

2. DNA is a long chain made of repeating units called

_____.

2. Nucleotides are attached by bonds between the _____ and the

phosphate group.

3. DNA is shaped like a _____ helix.

4. What are the "sides" of the DNA ladder made of? _____

5. What are the "rungs" of the DNA ladder made of? _____

DNA Replication

1. The replication (exact duplication) of DNA begins with the

_____

of the double helix.

2. DNA replication is said to be _____ because each
strand   act as a template to construct the other half of the molecule.

3. Show the complementary base pairing that would occur during replication of this
DNA molecule to the left. Notice how two strands   are made from one.

4. Below, fill in the missing bases from this DNA molecule.

A   T   T   G   C   T   A   A   C   G
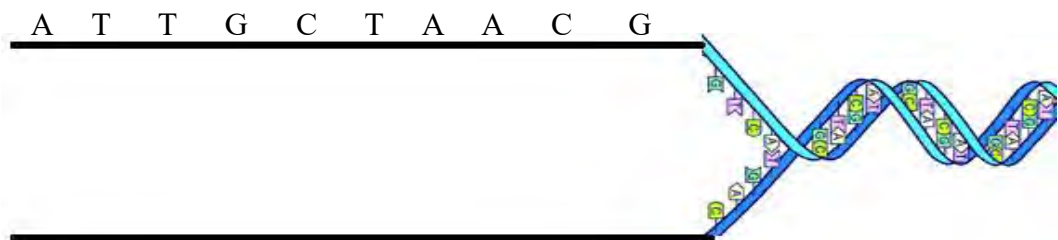
WORKSHEET   n° 3

DNA REPLICATION

Provide an adequate command/question to the following answers

1. (List the proteins/enzymes involved in the process of replication.)
Helicase,single stranded binding proteins, primase, DNA polymerase (I and III), ligase

2. (How does replication start? Who prevents the unwound DNA for twisting back?)
Helicase unzips DNA, single stranded binding proteins keep it unzipped.

3. (Which enzyme is the key player in Replication? What is this enzyme's limitation? How is this limitation overcome?)
DNA polymerase – can't add nucleotides from scratch. Primase adds RNA nucleotides to create primer for DNA polymerase.

4. (Explain elongation stage of replication – your answer should include a discussion of leading strand, lagging strand, Okazaki pieces and RNA primer.)
Primase adds primer near inside of fork, DNA polymerase III adds nucleotides 5'-3' moving away from fork. After catching up to previous primer, DNA polymerase III must detach and move further into the expanding fork, after primase has added another primer deeper inside the fork. DNA polymerase I will remove RNA primer and replace it with DNA nucleotides. Ligase repairs the nick in the sugar phosphate backbone attaching Okazaki fragments together.

5. (How do eukaryotes speed up the process of replication – since they have multiple long chromosomes?)
By using many origins of replication on each chromosome.

6. (What is the difference between the way the leading strand and the lagging strand is synthesized?)
Leading strand is synthesized continuously, lagging in fragments (Okazaki)

ASSESSMENT TEST

Name _____

DNA STRUCTURE

1) The three parts of each nucleotide are
A) Cytosine, ribose, and phosphate.
B) Amino group, phosphate, and pentose sugar.
C) Phosphate, ribose, and nitrogenous base.
D) Nitrogenous base, phosphate, and pentose sugar.

2) Watson and Crick used the previous data collected by other scientists to create the double helix model of DNA. The most important imformation they used was:
A) the result of Hershey and Chase experiment   B) DNA had acidic properties
C) DNA and RNA was very similar   D) Chargaff's rule

3) What functional group is found at the 1' carbon of deoxyribose?
A) a phosphate group   B) a nitrogenous base
C) a deoxyribose sugar   D) a uracil

4) In the Watson-Crick model of DNA double helix, the molecules have the appearance of a twisted ladder. The backbone of the ladder is composed of
A) sugars   B) paired bases
C) phosphates   D) a sugar and a phosphate molecule

5) In the Watson-Crick model of the DNA double helix, the molecules have the appearance of a twisted ladder. The "steps" or "rungs" of the ladder are composed of
A) sugars   B) paired bases   C) phosphates   D) a sugar and a phosphate molecule

6) Which of the following statements is NOT true about DNA?
A) It has the structure of a double helix.
B) Bases are complementary to each other.
C) DNA incorporates a deoxyribose sugar
D) DNA contains adenine, guanine, cytosine, and uracil.

DNA REPLICATION

7) During DNA replication,
A) each base forms hydrogen bonds with a complementary base.
B) bases do not form hydrogen bonds.
C) each base forms hydrogen bonds with the same type of base.
D) uracil bonds with adenine.

8) The enzyme that unzip DNA molecule is
A) DNA polymerase III   B) RNA Primase   C) Helicase   D) DNA-ligase

9) The enzyme that adds DNA complementary nucleotides to form the new strand is
A) DNA polymerase III   B) RNA Primase   C) Helicase   D) DNA polymerase I

10) The enzyme that joins the Okazaki fragments together is
A) DNA polymerase III   B) RNA Primase   C) Helicase   D) DNA -ligase

11) If one strand of DNA has the base sequence ATCGTA, what will the complementary strand have?
A) TAGCAT   B) ATCGTA   C) CAGTCT   D) ATGCTA   E) UAGCAU

12) Fill the gaps with the correct words:
DNA replication is considered …... because each new molecule contains an old and a new strand. - DNA polymerase III cannot work without the …............................... which represents the point of attachment for the enzyme. - Another limit of this enzyme is that it cannot work in both directions so, while along the …............................... strand the replication occurs continuously, along the …...................................... strand the replication occurs discontinuously.

13) What is a replication fork? (Max 3 lines)

14) Does DNA replication take place following the same mechanism along both strands of the DNA molecule? Why? Explain your answer. (Max 7 lines)

8. PLANTS: FORM, FUNCTION,REPRODUCTION AND DEVELOPMENT

INTRODUCTION

This Learning Unit describes plant form, function, reproduction, development and taxonomy. These Knowledges also had a practical response to the project: **Plant** of class 2.

This project aims to educate students to respect public green and environmental protection. In addition, its objective is raising awareness among young people of the importance of natural resources and care. At the end of this projet, students will become familiar with the basic principles of biodiversity and the taxonomic classification of plants creating spaces in the school a Botanical Garden.

LEARNING UNIT PLAN

SUBJECTS: Biology-Latin

TARGET CLASS: 2nd form of Liceo delle Scienze Umane

TIME OF THE YEAR: second term: spring

SCHEDULE: 4 lessons, each of them lasting one hour (about two weeks)

CLASS DESCRIPTION
The class is made up of twentyseven students: three boys and twenty-four girls.
At the beginning of this itinerary students have got the following **pre-requirements:**
* Knowlwdge of the main features of plant cells.
* Knowlwdge of the difference between a plant cell and an animal cell.
* Knowlwdge of photosynthesis' process.

GENERAL OBJECTIVES
* Understand the diversity of the living organisms;
* Arouse interest in intellectual and emotional to living organisms;
* Find good reasons for using the scientific name of the classification of organisms.

SPECIFIC OBJECTIVES
* Describe the characteristics of plants.
* Explain the Organization of a vascular plant.
* Understandig and describing leaf structure .
* Understandig and describing how eudicots (true dicots) differ from monocots.
* Understand the evolutionary process of a plant.
* Know the main important taxonomic groups.

TEACHING ITINERARY

APPROACH

I will adopt a thematic approach which will be useful for different reasons:

- to create new opportunities of learning inside a multidisciplinary approach;
- to encourage motivation and autonomous styles of learning;
- to develop students' awareness about a specific topic concerning scientific experiences.

CONTENTS

In this Learning Unit students will learn about the tissues and make up flowering plants and how these plants grow and function. After that, I will describe the taxonomy of plants to identify different plants with the scientific name that is composed of two Latin words and that is universally used unlike the common name that changes from country to country.

METHODOLOGY

The methodology I will adopt will be the ''learning by discovery'' in order to arouse students' motivation and stimulate their intuition and their ability of linking their knowledges in a multidisciplinary approach. Cooperative or collaborative lessons are more interesting, more respectful of the students' requirements, their learning periods, their various abilities and competences. In addition, I will use a frontal approach too when I comunicate simultaneously with the whole class a lot of informations or when basic content must be communicated in preparation for a certain topic, discussion or for a laboratory exercise. Infact I will adopt the laboratory exercice (Herbarium) so that the students will have the possibility of experimenting with what they studied in class, passing from the ''know'' phase to the ''know how'' phase. The laboratory exercice will increase the students'curiosity for the specific subjects, consolidates basic knowlwdge and facilitates the memorisation of results.

LESSONS PLAN

LESSON 1 (1 hour)   **Plant Form and Function**

Materials : - Brainstorming activity: key-words research about this subject
                                        Body plan of a plant.
                - Power point presentation   Growth patterns.
                                         How plants parts function

                - Scientific video
                  (http://www.raiscuola.rai.it/articoli/le- piante/9582/default.aspx)

Students activities: 1. Taking notes (Reading/Listening);
                2. Speaking/ Interaction about the video.

LESSON 2 (1 hour)   **Plant Reproduction and Development**

                                        Flowering-Plant life Cycles
Materials : Power point presentation   Development Cycles;
                                        Plants and Pesticides

Students activities : 1. Classroom activities   Taking notes (Reading/Listening).
                                         Discussion (Speaking/ Interaction).

                2. Homework: designing a conceptual layout

LESSON 3   (1 hour)   **Taxonomy workshop**

                Herbarium
 Materials   Italian and Latin Dictionary
Plant classification cards

Students activities : In groups (cooperative learning): Recognize and classify different plants.
                After the students have to search in the latin dictionary the meaning of
                scientific name of plants.

LESSON 4   (1 hour)   **Assessment**

                Writing Test.
Materials   Fill in the gaps.
                Open questions .
                Multiple choice.

ASSESSMENT TEST
PLANTS: FORM, FUNCTION, REPRODUCTION AND DEVELOPMENT

Name _____

Multiple choice. Choose the correct statement.
Xylem are
- dead empty cells
- forming empty tubes

- forming empty cells

Stomata are
- tiny openings across the epidermis
- great openings across the epidermis
- dead empty cells

Pholem
- carries sugars produced by photosynthesis out of the leaf
- carriers water and dissolved nutrients into the leaf
- is a vascular bundle strengthened with fibres

Plants transport water and nutrients from
- their leaves to their roots
- their rules to their lives
- their roots to their leaves

Monocot seeds
- have a single cotyledon
- have two cotyledons
- have four cotyledons

The conifers are classified
a)   as gymnosperms.
b)   as angiosperms
c)   as hardwood

Cohesions in plants links
- the molecules of methane
- the molecules of carbon dioxide
- the molecules of water

With low hydrostatic pressure water and nutrients enter through
1. osmosis
2. diffusion
3. pressure

The pines are classified
A)   as conifers
B)   as hardwood
C)   as gymnosperms

Xylem
- conducts water and dissolved ions
- conducts water and not dissolved ions
- not conduct water

Fill in the gaps with the correct word. Choose from the ones in the box.

Xylem conducts water, dissolved ions and it also helps mechanically support a …….The cells, called ……..members and tracheids, are dead at maturity. Their lignified walls interconnect and serve as pipelines. ……..cells called sieve-tube members interconnect to form serve tubes, the ……….tubes of phloem. Companion cells are…….._to the sieve-tube members. These specialized ………cells help load ……….compounds into the sieve tubes

Describe the most important features of gymnosperms. **(Max 10 lines)**

Describe the leaf structure. **(Max 10 lines)**

9. THE GETTYSBURG ADDRESS

Objectives:
1) Students should be able to understand the general sense of a Primary Source (The Gettysburg Address) by identifying and clarifying dated words from Lincoln's time period. (READING and LEXIS).
2) Students should be able to summarize portions of the Gettysburg Address in their own words or present an overall summary of the document. (WRITING and SPEAKING)

3) Students should be able to write an essay about the importance of Lincoln's role during the Civil War.

or in alternative:

Students could write a composition about: "What would have been the outcome, if President Abraham Lincoln were not able to convince the Government to free the slaves?"

Target group: Fourth year High School students (seventeen or eighteen years old)
 IVC ISISS RODARI PRATO (22 students)

Pre-requisites:
1) Students should already know about the general background to the American Civil War.
2) Students should be able to analyze a written text from a rhetorical point of view.

Method:
Inquiry-Based Learning and Cooperative Learning.

Materials:
Primary Source: The Gettysburg Address
https://mannerofspeaking.org/2010/11/19/the-gettysburg-address-an-analysis/
Video: *https://www.youtube.com/watch?v=bqQGCNs8ZaM*

Time allotted:
Two classes of fifty-five minutes each

Warm up:
Teacher stimulates students by asking them about their previous knowledge about any events which led up to the Civil War and/or the conditions the slaves lived under.

Step 1:
Teacher shows the video *https://www.youtube.com/watch?v=bqQGCNs8ZaM to the students and suggests them to attentively listento it*
Teacher distributes a copy of the Gettysburg Address and students take turns reading the content concentrating on their pronunciation. After that teacher hands out several definitions and students must match the definitions with the right vocabulary words.
i.e. A set of twenty years is the word "score"
Teacher reads the analysis of Gettysburg Address from the website:
https://mannerofspeaking.org/2010/11/19/the-gettysburg-address-an-analysis/

Step 2:
Teacher divides class into groups of three and he/she gives each group a part of Lincoln's speech in order to paraphrase it.
Each group then chooses a spokesperson to share their own words with the rest of the class.
Class discussion about comprehension difficulties regarding the speech as well as Lincoln's fundamental message.

Step 3:
Teacher suggests that students could write an essay about the importance of Lincoln's role during the Civil War.
or in alternative:

students could write a composition about: " What would have been the outcome, if President Abraham Lincoln were not able to convince the Government to free the slaves?"

Evaluation
1) CLASSWORK: teacher evaluates students capability of understanding and interpreting new vocabulary as well as their skill in determining the main ideas of the speech.
2) INDIVIDUAL WORK (ESSAY/COMPOSITION): teacher evaluates paragraph structure, punctuation, organization, ideas, grammar, completeness/detail.

Annex

THE GETTYSBURG ADDRESS
Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.
Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.
But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.
Abraham Lincoln
November 19, 1863

10. GUESS THE...HISTORIC FIGURE

TITLE	GUESS THE...HISTORIC FIGURE

SUBJECTS	History, English, Social Studies
TARGET	3th Form - Liceo delle Scienze umane
ALLOTTED TIME	1 hour
SUBJECT CONTENT PRE-REQUISITES	• The students can dentify the causes and effects of the Renaissance, Reformation, and Counter Reformation; • They differentiate between Renaissance movements in Italy and that of Northern Europe • They assess and appraise the developments in art, literature, and society during the Renaissance by major artisans – The students know the basic events in the life of central Renaissance figures and the contents of their works
LANGUAGE PRE-REQUISITES	From A2- B1 to B1+ Level
LEARNING AIMS	Students will analyze the new ideas and values that led to the Renaissance, the Protestant Reformation, and the Scientific Revolution. Students will describe the major changes in art and literature of the Renaissance period. • Students will analyze the forces, including religious issues, which led to the Protestant Reformation. • Students will identify prominent thinkers, describe their achievements, and examine the impacts these developments had
ACTIVITIES	✓ Describing images (speaking) ✓ Practicing with worksheets: exercises based on knowledge, competences and language (in pairs) ✓ Flipped classroom activity (listening/reading/speaking)
MATERIALS	✓ Worksheets (reading/writing/ speaking/ interaction)

LESSON 1   (1 hour)
Materials : Worksheet (annex 1)

In order to sum up the main historical events about fourteenth and fifteenth centuries through historic figures, the class is divided into two different teams having seven short portraits available.

One member of the two teams reads -or better- plays in first person one portrait to the other team that will guess who the mentioned figure is. (**role play**)

Annex 1

MARTIN LUTHER	I was born on 10th November 1483. I studied at the University of Erfurt and in 1505 decided to join a monastic order, becoming an Augustinian friar. I was ordained in 1507, began teaching at the University of Wittenberg and in 1512

	was made a doctor of Theology. I became increasingly angry about the clergy selling 'indulgences'. In 1517, I published his '95 Theses', attacking papal abuses and the sale of indulgences.
LORENZO THE MAGNIFICENT	I was an Italian statesman and *de facto* ruler of the Florentine Republic. I was one of the most powerful and enthusiastic patrons of the Renaissance. I was a patron of scholars, artists and poets. The fragile peace that I helped maintain among the various Italian states collapsed with my death. I am buried in the Medici Chapel in Florence.
GIROLAMO SAVONAROLA	I was an Italian Dominican friar. I was known for my prophecies of civic glory, the destruction of secular art and culture, and my calls for Christian renewal. I denounced clerical corruption, despotic rule and the exploitation of the poor. In 1494, while the Florentines expelled the ruling Medici, I established a "popular" republic. Declaring that Florence would be the New Jerusalem, I instituted an extreme puritanical campaign against pope Alexander VI.
CHARLES V	I was born in 1500, in Belgium. I inherited a Spanish and Habsburg empire extending across Europe from Spain and the Netherlands to Austria and the Kingdom of Naples and reaching overseas to Spanisn Americas. I struggled to hold his empire together against the growing forces of Protestantism, increasing Ottoman and French pressure, and even hostility from the pope.
ALEXANDER VI	My original Spanish name in full Rodrigo de Borja y Doms and I was born in 1431, near Valencia. I was corrupt, worldly, and ambitious pope.
CESARE BORGIA	I was a natural son of a pope. I was the holder of the offices of duke of the Romagna and I tried to establish his own principality in central Italy. My policies led Niccolò Machavelli to cite me as an example of the new "Prince".
LUCREZIA BORGIA	I was born in 1480, in Rome. I was an Italian noblewoman and a central figure of the infamous Borgia family. I am often accused of sharing in many crimes and excesses. In historical perspective, however, I seem to have been more an instrument for the ambitious projects of my brother and father than an active participant in their crimes. I was the daughter of the Spanish cardinal Rodrigo Borgia, later pope Alexander VI.
LEO X	I was originally Giovanni de' Medici. I was one of the leading Renaissance popes. I made Rome a cultural centre and a political power, but I contributed to the dissolution of the Western church. I excommunicated Martin Luther in 1521.
JULIUS II	My original name was Giuliano della Rovere I was the greatest art patron of the papal line (reigned 1503–13) and one of the most powerful rulers of my age. Although I led military efforts to prevent French domination, I am most important for my close friendship with Michelangelo and for my patronage of other artists. I commissioned Michelangelo's "Moses" and paintings in the Sistine Chapel.
FRANCIS I	I was king of France from 1515 until 1547. I fought a series of wars with the Holy Roman Empire and in particular against Charles V. At the Battle of Pavia in 1525, defeated and wounded, I was taken prisoner.

IVAN IV THE TERRIBLE	I was the first to be proclaimed tsar of Russia (from 1547). My reign saw the completion of the construction of a centrally administered Russian state and the creation of an empire that included non-Slav states. I instituted a reign of terror against the nobility.
DESIDERIUS ERASMUS	I was born in 1469 in Rotterdam. I was a humanist and the first editor of the New Testament. I wrote *Moriae encomium*, or Praise of Folly.
SAINT IGNATIUS OF LOYOLA	I was Spanish and I was born in 1491. I was theologian and one of the most influential figures in the Catholic Reformation of the 16th century. I was the founder of the Society of Jesus (Jesuits) in Paris in 1534.
JOHN CALVIN	I was born in 1509 in France but I died —in Geneva, Switzerland. I wasa theologian and ecclesiastical statesman. I was the leading French Protestant Reformer and the most important figure in the second generation of the Protestant Reformation. I followed Luther on many points: on original sin, Scripture, the absolute dependence of human beings on divine grace, and justification by faith alone. I emphasized God's power and glory. I considered predestination a great mystery, to be approached with fear and trembling and only in the context of faith.

11. ANCIENT LATIN THEATRE BY IMAGES: WHO, WHAT, WHERE, WHEN, WHY, HOW.?

TEACHING UNIT: LATIN/HISTORY – 3 E

EDUCATIONAL GOALS	knowledge: • to know the characteristics of ancient Latin theatre: places, occasions, protagonists, etc. • to know the characteristics of ancient Latin tragedy and comedy • to know the socio-cultural characteristics of Latin civilization • to improve Latin • to know specific tools of Classics: philology, archeology, anthropology competences: • to search, find and select information about an assigned subject • to read and to analyze different types of texts and sources (iconic, literary, historical ones) • to improve the use of multimedia tools to find information and to expose the results to the other students • to make inferences, to connect different data, to organize them in a proper structure • to expose clearly and properly the results of their work • to work together in a teamwork • to listen to others' contributions and to reassemble the knowledge they built together into a proper unified framework
TARGET	class III E, 25 students, seventeen years old
PREREQUISITES	knowledge of the origins of Latin literature and its historical and cultural context; Knowledge of the difference between literary and preliterary sources; knowledge of the structure of theatrical engagement; Knowledge of the first authors of Latin literature and of the Greek theater's basics; skills of text analysis basic skills of IT, information technology
TIMING	First 10 minutes: the teacher explains the activities to do and the tasks, divides the students into six groups, gives them the some selected pictures and direction for searching; 50 minutes: the groups search, find and put toghether the information about the given subjects, using the starting pictures, and makes a multimedia file. Lesson 2 – in the classroom with the IWB 60 minutes: the students (in about 10 minutes for each group) projects on

	the IWB pictures and slides to expose the results of their work. The last step consists in reassembling the result of all groups' researches to make one multimedia product, available to the other classes on the school multimedia platform (Moodle)
TOOLS	School books (Greek and Latin literature, ancient art, history); computer lab and computers with Internet connection; interactive whiteboard (IWB). A different picture for each group of students, such as an ancient theatre, an actor, a tragic mask and a comic one. A list of specialized web sites.
METHODS	Brief introduction to explain the task and the tools the students must use; workgroups: the students, divided in six groups of 4/5 students, have to find, select and get in order information about different aspects of acient theatre; workgroups: each group prepares a report made of pictures with captions, video, slides and texts about the assigned subject oral exposition: each group gives the report interactive lesson: the students work to put together the research of each group in order to make a multimedia product homework: each student writes an essay to summarize his own knowledge about the subject.
ASSESSMENT AND EVALUATION	Oral exposition of the reports The multimedia product The individual essay