

GRID FOR ACTIVITIES DEVELOPED BY PRE-SERVICE TEACHERS

TITLE OF THE MODULE: Ancient Egypt

<p>TITLE OF THE ORIGINAL ACTIVITY The Return of the Mummies</p>
<p>EDUCATIONAL LEVEL FOR WHICH IT WAS ADDRESSED TO PRIMARY EDUCATION</p>
<p>LANGUAGES CONCERNED ITALIAN, ENGLISH, FRENCH</p>
<p>TECHNOLOGIES CONCERNED Canva; Youtube; Hotpotatoes; Liveworksheets; H5P; Genially; Kahoot</p>
<p>SUBJECTS CONCERNED History, English as Foreign Language, Information Technology</p>
<p>TITLE OF ADAPTED ACTIVITY The Return of the Mummies</p>
<p>EDUCATIONAL LEVEL FOR WHICH IT IS ADDRESSED TO 4th grade, 9-10-year-olds (primary school)</p>

LANGUAGES CONCERNED IN THE ACTIVITY

English, French, Italian, Spanish, Portuguese, Marchigiano

TECHNOLOGIES CONCERNED

Storyboard; HotPotatoes; Liveworksheets;

SUBJECTS CONCERNED

History, English as Foreign Language, Information Technology (in the form of activities to be done with ICT tools)

OBJECTIVE/S OF THE ACTIVITY

- History: Students will learn about the different phases of mummification.
- Expose students to plurilingualism to help them develop strategies to comprehend languages they have no academic exposure to through a pre-activity and first activity which exposes them and make them reflect on the existing similarities between two or more languages of the same family (Intercomprehension approach). In addition, the second activity deals with the intercultural approach by having students dive into the culinary habits of different countries.

DESCRIPTION OF THE REAL CONTEXT

Physical: school, students

Academic: description of the subjects in which it is inserted

- Italian public school in Marche;
- class of around 20 students;
- The classroom is equipped with an IWB, Computer and WIFI connection;
- The task will be included in the History curriculum;
- Students will work both in pairs and in small groups;

DESCRIPTION OF THE ACTIVITY

These activities have been designed to be integrated in the CLIL History module thought for Professor Ruiz's assignment.

Pre-activity (in groups of 5): the students are involved in a scavenger hunt in which they will have to decode a set of three hints given to them in pairs of different languages, to find the sections of the text they will be using to complete activity 1

Activity 1: (first part to be done in groups of 5) the groups will be exposed to a scrambled text, each section written in two different languages. They will have to try to re-organize the text using intercomprehension strategies, namely by finding similarities among the languages. Inter-group cooperation is allowed as a useful instrument to expand their understanding of the text and similarities among languages. (Second part to be done in pairs) The pupils will complete a table containing a list of lexis which appears in the text. (Liveworksheet) The words will be given in different languages. The final part of the activity will cover a metalinguistic reflection through a set of guided question, students will be asked to exemplify the strategies they have come up with to complete the activity.

Activity 2: The teacher presents a Storyboard with different characters (archeologists) speaking each a different language, talking about the same topic and using a similar syntactic structure. Divided in pairs, the students will then be asked to complete a drag and drop activity (HotPotatoes) to find out the nationality of the archeologists based on the language they have used and the food they have talked about. They will then be asked what their favourite food is and why, to be answered in English.

TIMING

When in the academic year or semester and why

Time needed and distribution (class hours, homework)

The activity will be done in early March, therefore in the second half of the school year, due to the chronological approach adopted in teaching History. The activities will be done over the course of three hours, no homework will be assigned for this section.

ASSESSMENT

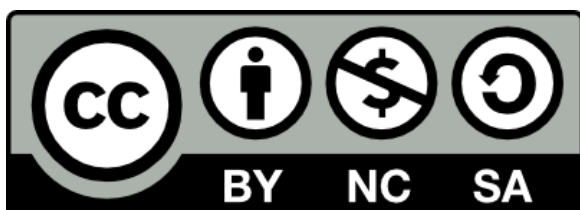
Impact this activity can have in the final/partial assessment of the subject/s

- A continuous assessment will be carried out during each of the phases through progressive observation;
- This activity will allow for a deeper understanding of the subject matter;
- As for the plurilingualism tasks, the teacher will monitor the students' learning process in matter of the strategies adopted by the students to solve the activities (metacognitive skills);
- The History teacher will take into account the outcomes of this activity in the overall evaluation of the module on Ancient Egypt;

EXPECTED RESULTS

Students' motivation and satisfaction, self-confidence, image of teacher's and students' identities, etc.

- Increased cooperation and team-work among students;
- A more positive classroom environment aimed at a better relationship with "the other";
- Improved confidence in approaching an unknown language;
- Increased student motivation and sense of autonomy thanks to hands-on activities and authentic tasks;
- Increased cooperation among teachers and sharing of good practices, if more than one teacher is involved;
- Students will be happy to share the fact they have been using the languages they use in their homes at school;
- Students will have become more confident and engaged with the activities and subjects thanks to the use of technology;
- Improved mediation skills by having them mediate meaning and content;
- Improved receptive skills and comprehension;
- The teacher will have acted as a guide and model, refraining from judging students for their work, pupils will be the protagonists/active agents of their learning.



MATERIALS

PRE-ACTIVITY: SCAVENGER HUNT

The Class is split into 4 groups of 5 children, the teacher gives each group the first hint, with this, they will have to find the second and subsequently the third in order to be given the materials for Activity 1.

Each group is exposed to all six languages involved in the lesson.

GROUP 1:

1	Guarda nel primo cassetto della cattedra	Regarde dans le premier tiroir du bureau de la maîtresse
2	Chiedelo a la maestra Anna	Pergunta à professora Ana
3	É o teu, mais os outros usam-no frequentemente sem pedir-te permissão	It's yours but the others often use it without permission

GROUP 2:

1	Look behind the radiator	Guarda derete lu termosifò
2	Pregúntale a la maestra Juana	Demande à la maitresse Giovanna
3	É o teu, mais os outros usam-no frequentemente sem pedir-te permissão	è tuo ma lo usano spesso gli altri senza chiederti il permesso.

GROUP 3:

1	Mira en la taquilla	Olha no armário
2	Chiedi al maestro Marco	Ask to teacher Marco
3	C'est à toi mais les autres l'utilisent souvent sans avoir ta permission	è lo tua ma lo dopra spesso tutti senza chiedete cosa

GROUP 4:

1	Regarde derrière la bibliothèque/l'étagère	Olha atrás do estante de livros
2	Chiedelo a la vidella	Chiedi alla bidella
3	Es tuyo pero los otros lo utilizan con frecuencia sin pedirte el permiso	It's yours but the others often use it without permission

ACTIVITY 1: SCRAMBLED TEXT ON THE MUMMIFICATION PROCESS

Each group, at the end of the scavenger hunt, will find a pack with the 12 sections of the text on mummification, each section is provided in 2 languages, they will have to re-order the text.

The Mummification Process - VERSION 1		
1	The Egyptians believed that the deceased still needed their bodies in the afterlife.	Os egípcios criavam/achavam que os mortos ainda precisavam dos seus corpos no além-mundo. Para preservá-lo, eles o mumificavam.
2	Para preservarlo, lo momificaban.	To preserve it, they mummified it.
3	La mummificaziò c'ha 5 fasi.	La momificación tiene 5 (cinco) etapas.
4	Primero, vacían el cuerpo de sus órganos internos.	Premièrement, on vidait le corps des organes internes.
5	Poumons, foie, intestin et estomac étaient ensuite conservés dans 4 vases canopes.	The lungs, liver, intestines and stomach were then placed in the 4 canopic vases.
6	Lo cervello venìa cacciato fori e buttato via.	Le cerveau était retiré et jeté.
7	Lasciavano il cuore perchè rappresentava l'anima.	Se deja el corazón porque representa el alma.
8	Lavavam o corpo e então o colocavam no natrão da areia do Nilo.	On lavait le corps et on le plaçait dans le natron, un sel qui se trouve dans les sables d'Egypte.
9	Depois de 70 dias, envolviam o corpo com bandagem da cabeça aos pés.	Passati 70 giorni, veniva bendato dalla testa ai piedi.
10	La mummia venìa mista pò dentro un sarcofago de legno	The mummy was then placed in a wooden sarcophagus.
11	Junto al sarcófago, en la tumba se insertan varios objetos útiles al difunto para el viaje al Más Allá.	Together with the sarcophagus, in the tomb were inserted various objects useful to the deceased for the journey into the afterlife.
12	Parmi ces objets il y avait le livre des morts, des parfums, de la nourriture et des chaussures.	Entre aqueles objetos havia o Livro dos Mortos, perfumes, alimentos/comidas e sapatos.

The Mummification Process - VERSION 2		
1	Los egipcios creían que los difuntos todavía necesitaban sus cuerpos en el Más Allá.	Gli Egizi credevano che i defunti necessitassero ancora del loro corpo nell'Aldilà.
2	La momification est constituée de 5 étapes.	Per mantenerlo, lo mummificava.
3	Mummification has 5 stages.	A mumificação tem cinco estágios.
4	First, they emptied the body of its internal organs.	Per primo, svuotavano il corpo dagli organi interni.
5	Luego se colocan los pulmones, el hígado, los intestinos y el estómago en los 4 vasos canopos.	Eles colocavam os pulmões, o fígado, o intestino e o estômago nos quatro vasos canópicos.
6	Il cervello veniva estratto e gettato via.	The heart was left because it represented the soul.
7	The heart was left because it represented the soul.	On gardait le cœur car il représentait l'âme du défunt.
8	El cuerpo es lavado y sumergido en sal de natrón, encontrada en las arenas de Egipto.	Lo corpo venìa rlaato e pò ccorato de sale natron, che se troava dentro la sabbia d'Egitto.
9	After 70 days it was folded from head to toe.	Après 70 jours, on enroulait des bandes autour du corps, de la tête aux pieds.
10	Punham a múmia em um sarcófago de madeira.	La momie était placée dans un sarcophage en bois.
11	Com o sarcófago, eles punham vários objetos úteis para o morto para a sua viagem no além-mundo.	Asseme a lu sarcofago, dentro la tomba ce se mittia diverse cose che putia fa comodo a lu mortu per lu viaggiu nell'otretomba.
12	Tra questi oggetti c'era il Libro dei Morti, profumi, cibo e scarpe.	Entre estos objetos se encuentran el Libro de los Muertos, perfumes, alimentos y zapatos.

After having reordered the text, they will be assigned to a different team that includes classmates who worked on the other version of the text. They are asked to compare the vocabulary by filling some parts of the table below.

This is the completed table of terms that the students will fill in.

You can find the interactive version on <https://www.liveworksheets.com/6-es780ze>

ITALIANO	ENGLISH	FRANCAIS	ESPANOL	PORTUGUÊS	MARCHIGIANO
Mummia	Mummy	Momie	Momia	múmia	Mummia
Vasi canopi	Canopic vases/jars	Vases canopes	Jarras Canopes / Vasos Canopos	Vaso Canópico	
Corpo	Body	Corps	Cuerpo	Corpo	Corpu
Vita nell'aldilà	Afterlife	La vie dans l'au-delà	Vida en el Más Allá	Além-mundo/vida no além	L'Otretomba
Egizi	Egyptians	Egyptiens	Egipcios	Egípcios	Egizi
Sarcofago	Sarcophagus	Sarcophage	<u>Sarcófago</u>	Sarcófago	Sarcofagu
Bende	Bandages	Bandes	Vendas	Bandagem	Vende
Giorni	Days	Jours	<u>Días</u>	Dias	Jorno
Sale	Salt	Sel	Sal	Sal	Sale
Scarpe	Shoes	Chaussures	Zapatos	Sapatos	Shcarpe
Tomba	Tomb	Tombe	Tumba	Tumba/Sepulcro	Tomva
Viaggio	Journey	Voyage	Viaje	Viagem	Viagghiu
Oggetti	Objects	Objets	Objetos	Objetos	Le Cose

METALINGUISTIC REFLECTION:

The teacher will ask questions to raise students' metalinguistic awareness.

https://docs.google.com/presentation/d/10Z_njmJ5oojix2yPAfTJtHWwVaq9FhUxY6n9tMpW9kl/edit?usp=sharing

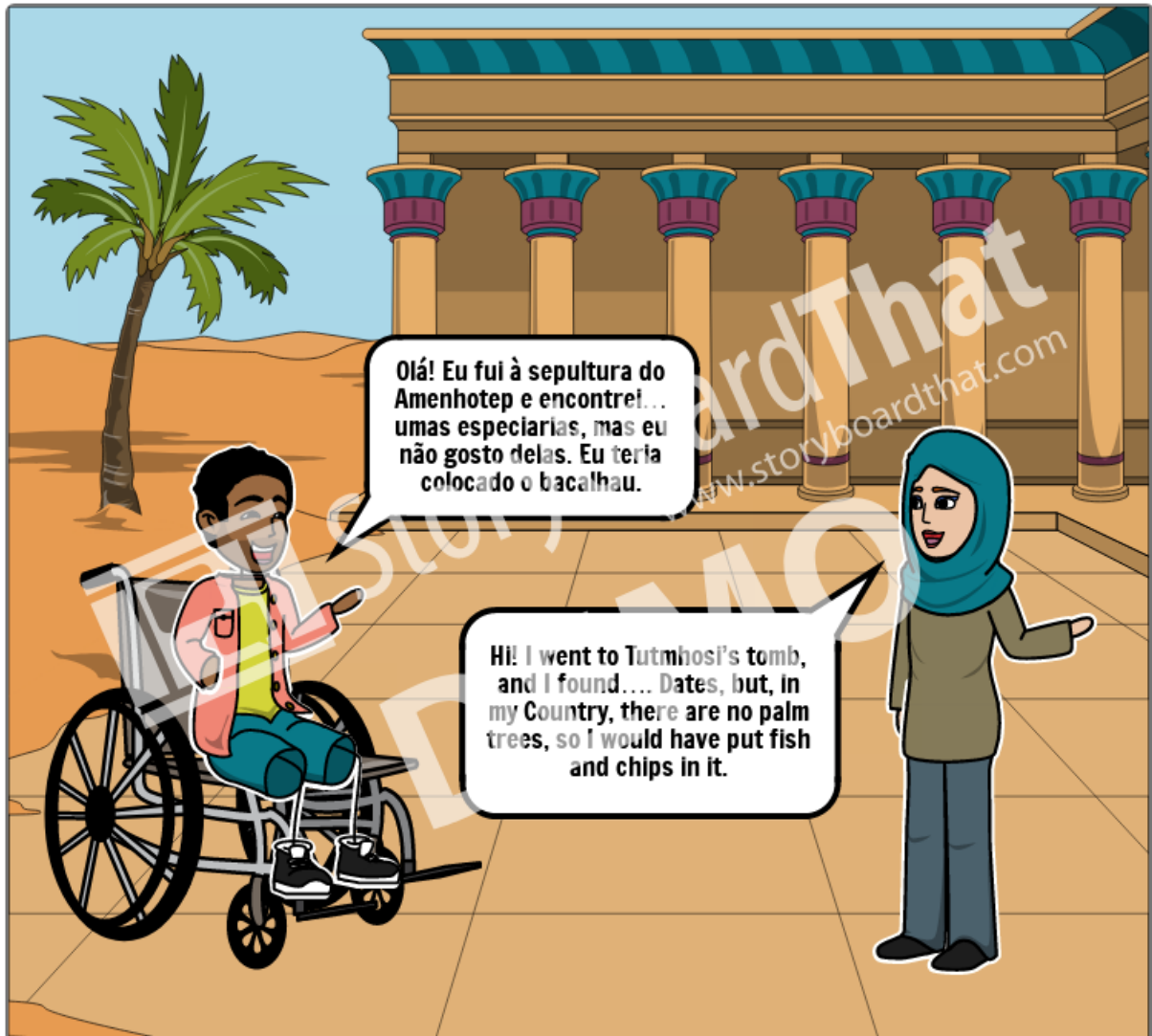
1. did you notice any similarities between different languages?
2. which words did you use to help you reorganise the text?

ACTIVITY 2: FOOD IN ANCIENT EGYPT

TEXTS FOR THE STORYBOARD: Every archeologist talks about the food that they found in the pharaoh's tomb in their own language, and adds a food or dish from their country.

After watching the Storyboard, students will be asked to match the food and language to the correct flag.

<https://drive.google.com/file/d/1ZINIV6YXijinKCVdwwvdhotQWMGKkG0k/view?usp=sharing>





Ciao! Sono andato nella tomba di Tutankhamon e ho trovato... il pesce, nel mio paese ci avremmo messo il parmigiano.

Salut! Je suis allé dans la tombe de Ramsès et j'ai trouvé... Du pain rond, mais moi j'y aurais mis une baguette.



MARCHE:

So jito dentro la tomba di Akhenaton e so troato... La virra, ma su lo paese mio non se bee la virra, io c'avriò misto lo Varnelli

FRANCE:

Je suis allé dans la tombe de Ramsès et j'ai trouvé... Du pain rond, mais moi j'y aurais mis une baguette.

ENGLAND:

I went to Tutmhosì's tomb and I found.... Dates, but in my Country there are no palm trees, so I would have put fish and chips in it.

SPAIN:

Fui a la tumba de Sethi y encontré... Las olivas, en mi país hay muchas olivas, pero yo habría puesto la paella.

PORTUGAL:

Eu fui à sepultura do Amenhotep e encontrei... umas especiarias, mas eu não gosto delas. Eu teria colocado/colocaria o bacalhau

ITALY:

Sono andato nella tomba di Tutankhamon e ho trovato.... il pesce, nel mio paese ci avrei messo il parmigiano.

Final question in English: And you? What is your favourite food? - class involvement