

PROJECT PLANNING AND DEVELOPMENT OF MATERIALS (Competence Unit Model) by Giovanna Patrizia Maciocco

This section contains my project planning and work as well as the materials I developed during this CLIL course.

According to “Planning tools for teachers” (University of Nottingham) I am going to develop the first model suggested there: Subject topic/syllabus adapted for teaching in the target language to explore the subject from a different perspective whilst improving foreign language skills, ie teaching in the target language to explore the subject from different perspectives whilst developing specific foreign language skills.

CUD Mod. grid referred to a CLIL competence unit in upper-secondary school

Competence Unit Title:

The 1920s and the 1930s in the United States

Section1

School (1)	Liceo Antonio Gramsci
Type of School (2)	Scientific Lyceum
Grade (3)	High Secondary School, 5 th class
Needs analysis (4)	<i>Needs detected:</i> To understand the Post WWI US history, as a crucial period for world history; to improve communicative skills <i>Prerequisites:</i> to know the main aspects of History of the United States from 1700 to 1900, of History of racism, of History of women’s emancipation, and of History of economic development (studied in the previous years); to master the essential logical, linguistic and expressive tools.

Section 2

<p>Competence indicator taken from the <i>Student profile (SP)</i> <i>(at the end of the fifth grade of Secondary, as expected by the Ministry of Education)</i> (5)</p>	<ul style="list-style-type: none"> ° The student understands the past critically, by comparing different social, political and economic situations and by comparing the past with other periods, including present (Pecup, area storico-umanistica) ° The student is able to use communicative skills in a wide context and particularly in History topics (Pecup, area linguistica comunicativa) ° The student is able to use IT (Information Technologies) in school activities (Pecup, area scientifica, matematica, tecnologica)
<p>Competence to develop <i>(taken from the National Guidance, 2011)</i> (6)</p>	<p>The following items are cross-curricula competences</p> <ol style="list-style-type: none"> 1) The student understands the long-run changes and continuities (social, political and economic structures, periods of crisis and change) LSO n° 1 2) The student understands and uses historical sources LSO n° 2 3) The student understands the developing of racism and the different aspects of America about immigrants LSO n° 1 , n° 4, n° 6 4) The student is aware of women’s emancipation process LSO n° 1, n° 7 5) The student is able to face critical discussion/debate LSO n° 4, n° 5, n° 6, n° 7, n° 9 6) The student identifies similarities/diversities in social phenomena LSO from n° 4 to n° 9 7) The student uses an appropriate lexicon, glossary The whole LSO 8) The student understands and uses different languages and ways of expressions (political, economic, artistic) LSO n° 1, n° 2, n° 8, n° 9 9) The student uses communicative skills (reading, listening, writing, speaking, pronunciation) in a History subject The whole LSO 10) The student uses software applications in lectures LSO n° 4, n° 5, n° 6, n° 7, n° 8
<p>Subject (7)</p>	<p>History. The 1920s and the 1930s in the USA (“Roaring Twenties, 1929 crisis, Great Depression, F.D. Roosevelt’s New Deal, J.M. Keynes economic theory) (Fifth class)</p>

SLO (8)	Contents (9)	Activities (10)	Methods (11)	Instruments (12)	Time (13)	LO Assessment (14)	Competence Assessment (15)
1) To know the main aspects of the 1920's-1930s in the United States, by a social, political, economic viewpoint (introductory SLO)	<i>The Roaring Twenties (self-made man myth, American Dream), the 1929 crisis, the Great Depression, Roosevelt's New Deal, Keynes' economic thought</i>	Warm up: presentation of the didactic unit and of its goals by the teacher ; teacher's lectures; explanation of the basic vocabulary ; Kahoot games	Transmissive; deductive	LIM, Slides with images, conceptual maps, videos	5 hours and 30 minutes	Oral tests; written test (multiple choice, words definition and open-ended questions) on 1920s and 1930s	Oral questions and discussion: to compare the 1929 economic crisis to the actual one; to identify continuity (self-made man myth, American dream) and discontinuity (the 1929' crisis, mass poverty in the American society; liberal political economy vs State intervention).
2) To use historical sources: reading and listening the 1933 inaugural address by F. D. Roosevelt (introductory SLO)	<i>F.D. Roosevelt and the New Deal</i>	Reading and listening	Deductive/transmissive	LIM, Roosevelt's inaugural address recording (Internet) Written text	30 minutes	Oral questions on listening and reading comprehension of Roosevelt's speech	Oral questions to verify the ability to find the New Deal issues on Roosevelt's speech

<p>3 To feel the mood of the Roaring Twenties through cinema (introducor y SLO)</p>	<p><i>Social condition s, women’s emancipa tion, jazz age, prohibito n, organized crime</i></p>	<p>Reading a review of the film (pre-assigned, at home) Watching the film “Some Like it hot”, by Billy Wilder with subtitles in English, divided into sequence s</p>	<p>Deducti ve/Trans missiv e</p>	<p>LIM, DVD, written text</p>	<p>2 hours</p>	<p>Oral questions to verify listening and reading comprehensio n of the movie</p>	<p>Oral questions to verify the ability to find which aspects of the Roaring Twenties are represented by the film</p>
<p>4) To present, compare and discuss different aspects of America about Italian immigrants through three different stories: Sacco and Vanzetti, Al Capone and Fiorello La Guardia</p>	<p><i>Al Capone, Sacco and Vanzetti, Fiorello La Guardia stories</i></p>	<p>Students lectures, working in groups (first half hour); class discussio n (second half hour)</p>	<p>Cooper ative/ inductiv e</p>	<p>LIM, images, videos, conceptual maps, written texts produced by students</p>	<p>1 hour</p>	<p>Multimedia presentations by students (valued according to writing skills, speech fluency, IT abilities)</p>	<p>Debate and critical discussion (the whole class) through leading questions, posed by the teacher or by students.</p> <p>Examples: for the LSO n° 4 the leading questions could be: what can be said about American society through these</p>

<p>5) To present, compare and discuss different sides of America about alcohol consumption: prohibition /speakeasies</p>	<p><i>Prohibition/ speakeasies</i></p>	<p>Students lectures, working in groups (first half hour); class discussion (second half hour)</p>	<p>Cooperative/ inductive</p>	<p>LIM, images, videos, conceptual maps, written texts produced by students</p>	<p>1 hour</p>	<p>Multimedia presentations by students (valued according to writing skills, speech fluency, IT abilities)</p>	<p>three presentations? Was it open or closed to immigrants? Do you know any other examples of immigrants' communities, which, even though not perfectly integrated, are able to reach very high</p>
<p>6) To present, compare and discuss different sides of America about African – American population : the spread of Ku Klux Klan – the Harlem Renaissance theHarlem Renaissance</p>	<p><i>Ku Klux Klan spread; Harlem Renaissance and jazz age</i></p>	<p>Students lectures, working in groups (first half hour); class discussion (second half hour)</p>	<p>Cooperative/ inductive</p>	<p>LIM, images, videos, conceptual maps, written texts produced by students</p>	<p>1 hour</p>	<p>Multimedia presentations by students (valued according to writing skills, speech fluency, IT abilities)</p>	<p>positions in society? (e.g. Sadik Khan, Mayor of London); For LSO n° 5 the leading questions could be: : is prohibition effective and useful? In which cases could it be helpful, in which cases not? For LSO n° 6 the leading questions could be: was (and is) American society more repressive or more</p>

7) To present, compare and discuss different aspects of America about women's emancipation: Flappers – Eleanor Roosevelt	<i>Flappers/ Eleanor Roosevelt</i>	Students lectures, working in groups (first half hour); class discussion (second half hour)	Cooperative/ inductive	LIM, images, videos, conceptual maps, written texts produced by students	1 hour	Multimedia presentations by students (valued according to writing skills, speech fluency, IT abilities)	stimulant towards African-American community? For LSO n° 7 the leading questions could be: how fashion and way of living can affect the achievement of civil or political rights? Can a society, which is repressive on
8) To present different artistic expressions of the 1920's 1930's: pictures, music, cinema	<i>Charlie Chaplin/ Oliver Hardy and Stan Lauren's Films; Dorothea Lange's Photography and Edward Hoppers' paintings; George Gershwin and Duke Ellington's music</i>	Students lectures working in groups	Cooperative	LIM, images, videos, conceptual maps, written texts produced by students	1 hour	Multimedia presentations by students (valued in writing skills, speech fluency, IT abilities)	customs and fashion, be open to civil and political rights? In order to evaluate the IT competences, in addition to the multimedia presentation, an optional activity will be proposed: to draw an Excel graph by an historical series of the Dow Jones index and to comment it.

<p>9) To debate about different economic policies: liberalist and Keynesian</p>	<p><i>Liberalist / Keynesian economic theory</i></p>	<p>Students “for and against” debate (two students for each position); after the debate the rest of the class will vote the most convincing position (Kahoot survey) and will motivate the vote through a questionnaire</p>	<p>Cooperative; inductive</p>	<p>Material eventually provided by the students involved in the debate</p>	<p>1 hour</p>	<p>Speech for the discussants; written questionnaire for the rest of the class</p>	<p>To defend one's own position and to debate dialectically (for the four students involved); to discuss critically on the debate (for the rest of the class)</p>
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<p>10) To improve pronunciation skills singing songs of (or on) the 1920s – 1930s</p>	<p><i>Songs of the 1920s-1930s (or on 1920s-1930s)</i> Let's Call The Whole Thing Off; I'm Through With Love; Runnin' Wild; I Wanna Be Loved By You; It Don't Mean A Thing; Dream A Little Dream Of Me; Sweet Georgia Brown; Summertime; Like A Rolling Stone; Here's to you</p>	<p>Short introduction to each song (author, when it has been composed, meaning); singing songs in groups</p>	<p>cooperative</p>	<p>Instrumental base (recorded or live, as chosen by students of each group)</p>	<p>1 hour</p>	<p>Assessment in pronunciation</p>	<p>The performance will be assessed</p>
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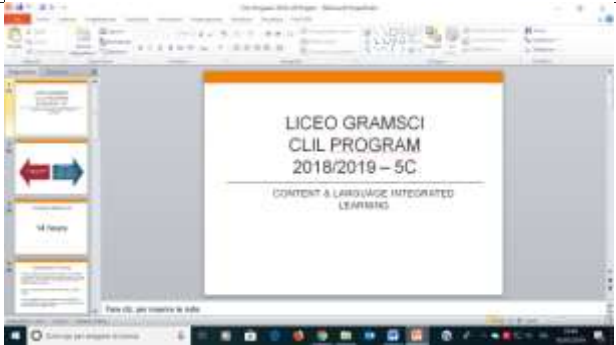

Section 3

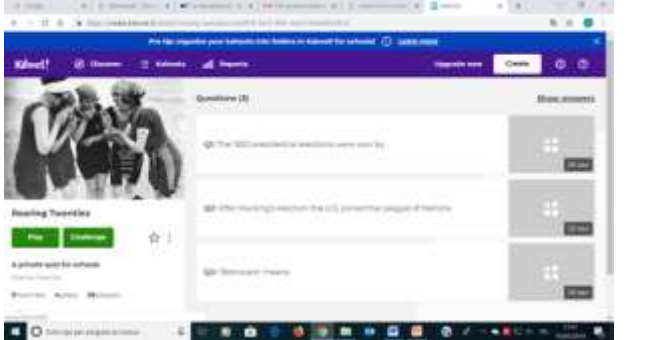
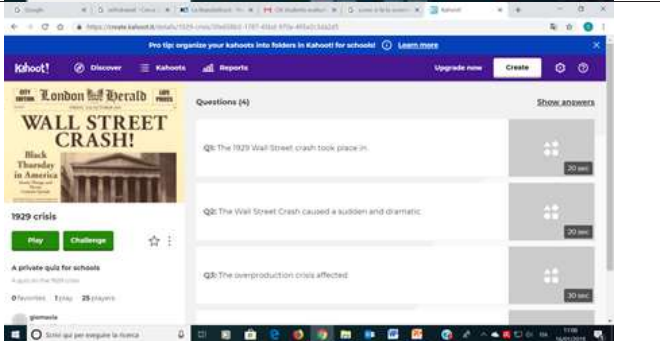
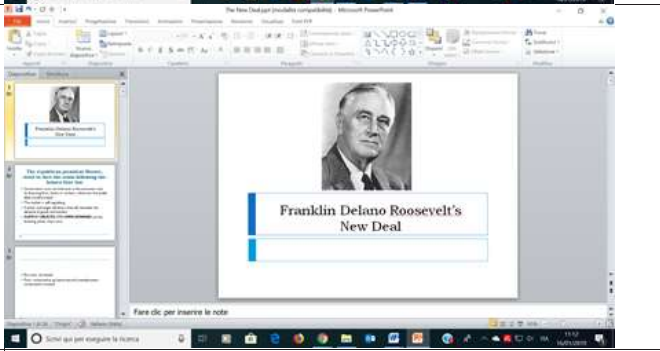
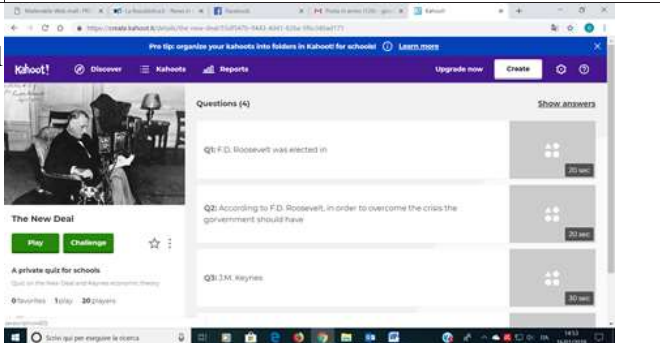
<p>Interdisciplinary links with other subjects <i>of the National Guidelines, 2011</i> (16)</p>	<p>English Literature: Fitzgerald, Steinbeck Art: Edward Hopper Maths: Demand and Supply Law, Cartesian graphs</p>
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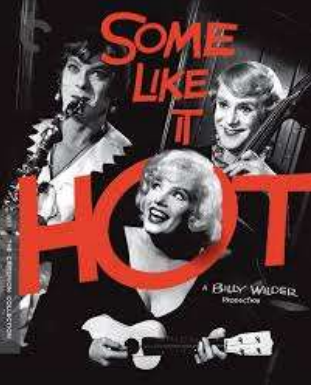



<p>Links with the basic competences provided at the end of compulsory education <i>(see: Ministerial Decree no. 139/2007)</i> (17)</p>	<p>Languages axis: To use a foreign language for operational and communicative purposes; to master the basic tools for a conscious use of the artistic and literary heritage; to use and produce multimedia texts; to master the essential expressive and argumentative tools in order to manage verbal communicative interaction in various contexts</p> <p>Maths axis: to analyze data and to interpret them by developing deductions and reasoning on them, also with the aid of graphic representations</p> <p>Science and Technology axis: to be aware of the potential and limitations of technologies in the cultural and social context in which they are applied</p> <p>Social and Historical axis: to understand change and diversity of the past in a diachronic dimension, through the comparison between different periods, and in a synchronic dimension, through the comparison between geographical and cultural areas. To place personal experience in a system of rules based on mutual recognition of the rights guaranteed by the Constitution, in order to protect the person, the community and the environment. To recognize the essential characteristics of the socio-economic system in order to orientate him/herself in the productive context of one's own territory</p>
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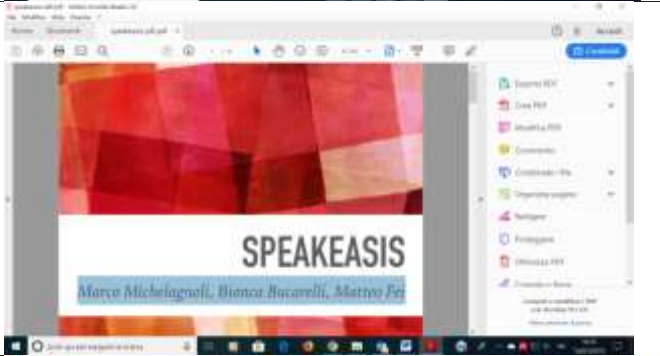
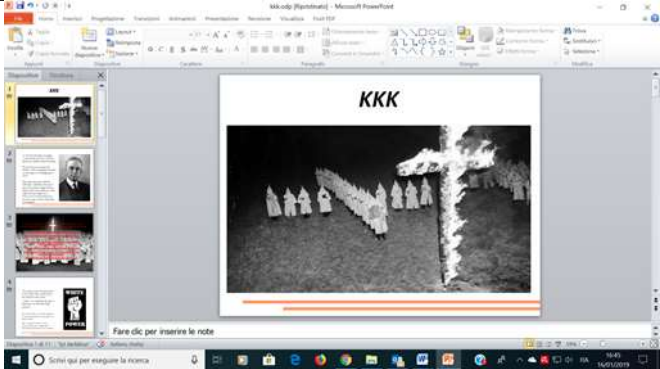


<p>Links with the key competences for citizenship provided at the end of compulsory education <i>(see: Ministerial Decree no. 139/2007)</i> (18)</p>	<p>To communicate, to collaborate and to participate, to identify links and relations, to acquire and interpret the information, to be independent and responsible.</p>
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**List of documents I have used in my CLIL Didactic Unit
(planning, lesson material, assessment material, in chronological order)**

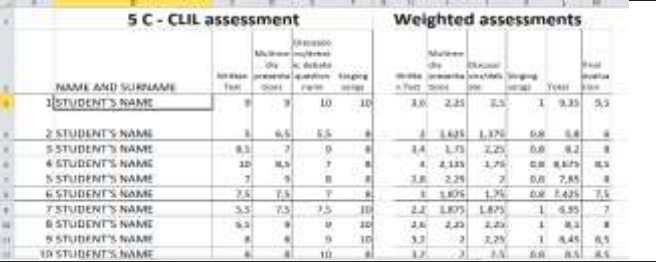
Doc. No.	Date	Category	Description	Documents images or links
1	27/11/2018	Lesson Plan	PPT presentation introducing students to the CLIL activities, with aims, tasks and timing	
2	30/11/2018 01/12/2018	Teacher's Lecture	PPT presentation on the Roaring Twenties and on the 1929 Wall Street Crash	
3	30/11/2018	Lesson material	Video on the flappers	https://www.youtube.com/watch?v=QegIgnarTH4
4	30/11/2018	Lesson material	Video on immigration to the United States since XIX to early XX century	https://www.youtube.com/watch?v=LfvRxpPIYC0
5	30/11/2018	Lesson material	Video on alcohol prohibition	https://www.youtube.com/watch?v=CE4u6jI_rc

6	01/12/2018	Game/Quiz	Kahoot game on the Roaring Twenties (warming up)	
7	04/12/2018	Game/Quiz	Kahoot game on the 1929 Wall Street Crash (warming up)	
8	04/12/2018 07/12/2018	Teacher's Lecture	PPT presentation on the F. D. Roosevelt's New Deal and on J. M. Keynes economic theory	
9	04/12/2018	Lesson Material	First inaugural address by F. D. Roosevelt (text and audio).	<p>https://www.youtube.com/watch?v=7nSgMWW-808</p> <p>See text below.</p>
10	07/12/2018	Game/Quiz	Kahoot game on Roosevelt's New Deal and on Keynes' economic theory	

11	15/12/2018	Lesson material	Film "Some Like It Hot", by Billy Wilder	
12	15/12/2018	Lesson material	Review to "Some Like It Hot"	See below
13	15/12/2018	Lesson plan	Organization of the January activities and assessment criteria	See below
14	18/12/2018	Assessment material	History/English Test	See below
15	07/01/2019	Presentation by students	PPT presentation on Sacco and Vanzetti affair	
16	07/01/2019	Presentation by students	PPT presentation on Al Capone	
17	07/01/2019	Presentation by students	PPT presentation on Fiorello La Guardia	

18	07/01/2019	Presentation by students	PPT presentation on alcohol prohibition	
19	07/01/2019	Presentation by students	PPT presentation on speakeasies	
20	08/01/2019	Presentation by students	PPT presentation on Ku Klux Klan	
21	08/01/2019	Presentation by students	PPT presentation on Harlem Renaissance	
22	10/01/2019	Presentation by students	PPT presentation on Eleanor Roosevelt	

23	10/01/2019	Presentation by students	PPT presentation on Flappers	
24	11/01/2019	Presentation by students	PPT presentation on cinema during the 1920s and 1930s	
25	11/01/2019	Presentation by students	PPT presentation on music during the 1920s and 1930s	
26	11/01/2019	Video	Videos on Edward Hopper's paintings	https://www.youtube.com/watch?reload=9&v=K-CvKEwjxBU 1 MIN https://www.youtube.com/watch?v=rIuUMpndKbo 6,51 MIN
27	12/01/2019	Game-Survey	Kahoot survey on liberalists vs Keynesian debate	

28	12/01/2019	Assessment material	Spreadsheet with weighted averages of different assessments	
29	12/01/2019	Video	Video of students singing songs	Available on my USB
30	15/01/2019	Students' evaluation of the CLIL activities	Google moduli multiple choice and open question	See below
31	15/01/2019	Teacher's register	Screenshot	See below

Doc. N° 9 : first inaugural Address by F. D. Roosevelt

“Only Thing We Have to Fear Is Fear Itself”: FDR’s First Inaugural Address

Franklin D. Roosevelt had campaigned against Herbert Hoover in the 1932 presidential election by saying as little as possible about what he might do if elected. Through even the closest working relationships, none of the president-elect’s most intimate associates felt they knew him well, with the exception perhaps of his wife, Eleanor. The affable, witty Roosevelt used his great personal charm to keep most people at a distance. In campaign speeches, he favored a buoyant, optimistic, gently paternal tone spiced with humor. But his first inaugural address took on an unusually solemn, religious quality. And for good reason—by 1933 the depression had reached its depth. Roosevelt’s first inaugural address outlined in broad terms how he hoped to govern and reminded Americans that the nation’s “common difficulties” concerned “only material things.”

(The parts in yellow are those more deeply analyzed)

I am certain that my fellow Americans expect that on my induction into the Presidency I will address them with a candor and a decision which the present situation of our people impel. This is preeminently the time to speak the truth, the whole truth, frankly and boldly. Nor need we shrink from honestly facing conditions in our country today. This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance. In every dark hour of our national life a leadership of frankness and vigor has met with that understanding and support of the people themselves which is essential to victory. I am convinced that you will again give that support to leadership in these critical days.

In such a spirit on my part and on yours we face our common difficulties. They concern, thank God, only material things. Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen; government of all kinds is faced by serious curtailment of income; the means of exchange are frozen in the currents of trade; the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone.

More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment.

Yet our distress comes from no failure of substance. We are stricken by no plague of locusts. Compared with the perils which our forefathers conquered because they believed and were not afraid, we have still much to be thankful for. Nature still offers her bounty and human efforts have multiplied it. Plenty is at our doorstep, but a generous use of it languishes in the very sight of the supply. Primarily this is because the rulers of the exchange of mankind's goods have failed, through their own stubbornness and their own incompetence, have admitted their failure, and abdicated. Practices of the unscrupulous money changers stand indicted in the court of public opinion, rejected by the hearts and minds of men.

True they have tried, but their efforts have been cast in the pattern of an outworn tradition. Faced by failure of credit they have proposed only the lending of more money. Stripped of the lure of profit by which to induce our people to follow their false leadership, they have resorted to exhortations, pleading tearfully for restored confidence. They know only the rules of a generation of self-seekers. They have no vision, and when there is no vision the people perish.

The money changers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. The measure of the restoration lies in the extent to which we apply social values more noble than mere monetary profit.

Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort. The joy and moral stimulation of work no longer must be forgotten in the mad chase of evanescent profits. These dark days will be worth all they cost us if they teach us that our true destiny is not to be ministered unto but to minister to ourselves and to our fellow men.

Recognition of the falsity of material wealth as the standard of success goes hand in hand with the abandonment of the false belief that public office and high political position are to be valued only by the standards of pride of place and personal profit; and there must be an end to a conduct in banking and in business which too often has given to a sacred trust the likeness of callous and selfish wrongdoing. Small wonder that confidence languishes, for it thrives only on honesty, on honor, on the sacredness of obligations, on faithful protection, on unselfish performance; without them it cannot live.

Restoration calls, however, not for changes in ethics alone. **This Nation asks for action, and action now.**

Our greatest primary task is to put people to work. This is no unsolvable problem if we face it wisely and courageously. It can be accomplished in part by direct recruiting by the Government itself, treating the task as we would treat the emergency of a war, but at the same time, through this employment, accomplishing greatly needed projects to stimulate and reorganize the use of our natural resources.

Hand in hand with this we must frankly recognize the overbalance of population in our industrial centers and, by engaging on a national scale in a redistribution, endeavor to provide a better use of the land for those best fitted for the land. The task can be helped by definite efforts to raise the values of agricultural products and with this the power to purchase the output of our cities. It can be helped by preventing realistically the tragedy of the growing loss through foreclosure of our small homes and our farms. It can be helped by insistence that the Federal, State, and local governments act forthwith on the demand that their cost be drastically reduced. It can be helped by the unifying of relief activities which today are often scattered, uneconomical, and unequal. It can be helped by national planning for and supervision of all forms of transportation and of communications and other utilities which have a definitely public character. There are many ways in which it can be helped, but it can never be helped merely by talking about it. We must act and act quickly.

Finally, in our progress toward a resumption of work we require two safeguards against a return of the evils of the old order; there must be a strict supervision of all banking and credits and investments; there must be an end to speculation with other people's money, and there must be provision for an adequate but sound currency.

There are the lines of attack. I shall presently urge upon a new Congress in special session detailed measures for their fulfillment, and I shall seek the immediate assistance of the several States.

Through this program of action we address ourselves to putting our own national house in order and making income balance outgo. Our international trade relations, though vastly important, are in point of time and necessity secondary to the establishment of a sound national economy. I favor as a practical policy the putting of first things first. I shall spare no effort to restore world trade by international economic readjustment, but the emergency at home cannot wait on that accomplishment.

The basic thought that guides these specific means of national recovery is not narrowly nationalistic. It is the insistence, as a first consideration, upon the interdependence of the various elements in all parts of the United States—a recognition of the old and permanently important manifestation of the American spirit of the pioneer. It is the way to recovery. It is the immediate way. It is the strongest assurance that the recovery will endure.

In the field of world policy I would dedicate this Nation to the policy of the good neighbor—the neighbor who resolutely respects himself and, because he does so, respects the rights of others—the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.

If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we cannot merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. This I propose to offer, pledging that the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.

With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.

Action in this image and to this end is feasible under the form of government which we have inherited from our ancestors. Our Constitution is so simple and practical that it is possible always to meet extraordinary needs by changes in emphasis and arrangement without loss of essential form. That is why our constitutional system has proved itself the most superbly enduring political mechanism the modern world has produced. It has met every stress of vast expansion of territory, of foreign wars, of bitter internal strife, of world relations.

It is to be hoped that the normal balance of executive and legislative authority may be wholly adequate to meet the unprecedented task before us. But it may be that an unprecedented demand and need for undelayed action may call for temporary departure from that normal balance of public procedure.

I am prepared under my constitutional duty to recommend the measures that a stricken nation in the midst of a stricken world may require. These measures, or such other measures as the Congress may build out of its experience and wisdom, I shall seek, within my constitutional authority, to bring to speedy adoption.

But in the event that the Congress shall fail to take one of these two courses, and in the event that the national emergency is still critical, I shall not evade the clear course of duty that will then confront me. I shall ask the Congress for the one remaining instrument to meet the crisis—broad Executive power to wage a war against the emergency, as great as the power that would be given to me if we were in fact invaded by a foreign foe.

For the trust reposed in me I will return the courage and the devotion that befit the time. I can do no less.

We face the arduous days that lie before us in the warm courage of the national unity; with the clear consciousness of seeking old and precious moral values; with the clean satisfaction that comes from the stern performance of duty by old and young alike. We aim at the assurance of a rounded and permanent national life.

We do not distrust the future of essential democracy. The people of the United States have not failed. In their need they have registered a mandate that they want direct, vigorous action. They have asked for discipline and direction under leadership. They have made me the present instrument of their wishes. In the spirit of the gift I take it.

In this dedication of a Nation we humbly ask the blessing of God. May He protect each and every one of us. May He guide me in the days to come.

Source: Franklin D. Roosevelt, Inaugural Address, March 4, 1933, as published in Samuel Rosenman, ed., *The Public Papers of Franklin D. Roosevelt, Volume Two: The Year of Crisis, 1933* (New York: Random House, 1938), 11–16.

Doc. N. 12 : Some Like It Hot review

Some Like It Hot (1959)

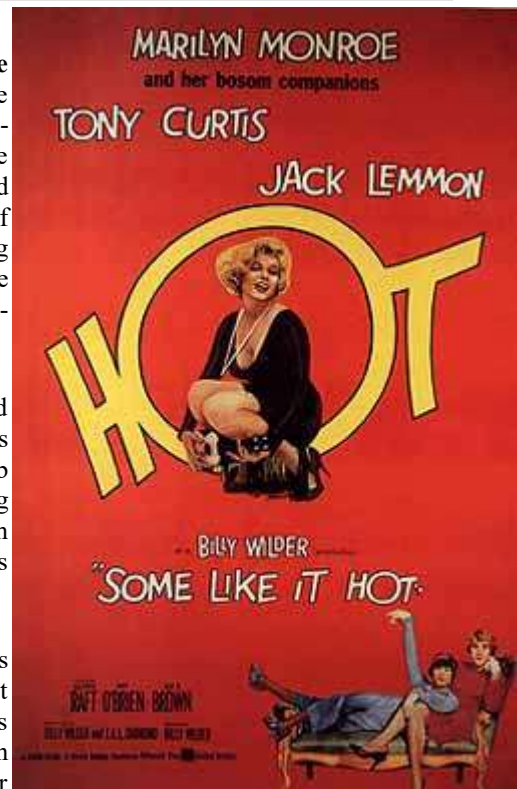
<http://www.filmsite.org/some.html>

Background

• The all-time outrageous, satirical, comedy farce favorite, **Some Like It Hot** (1959) is one of the most hilarious, raucous films ever made. The ribald film is a clever combination of many elements: a spoof of 1920-30's gangster films with period costumes and speakeasies, and romance in a quasi-screwball comedy with one central joke - entangled and deceptive identities, reversed sex roles and cross-dressing. In fact, one of the film's major themes is disguise and masquerade - e.g., the drag costumes of the two male musicians, Joe's disguise as a Cary Grant-like impotent millionaire, and Jerry's happiness with a real wealthy, yacht-owning retiree.

It's also a black and white film (reminiscent of the early film era) filled with non-stop action (e.g., the initial car chase), slapstick, and one-liners reminiscent of Marx Brothers and Mack Sennett comedies. An earlier Bob Hope film had the same title: *Some Like It Hot* (1939). The film's working title was *Not Tonight, Josephine!* (its origin was reportedly taken from Napoleon Bonaparte's response when refusing sex with Empress Josephine).

The exceptional film was the all-time highest-grossing comedy up to its time, one of the most successful films of 1959, and Wilder's funniest comedy in his career. The film was inspired by director Kurt Hoffmann's German movie comedy/musical *Fanfares of Love* (1951) (aka *Fanfaren der Liebe*) with a similar plot element that writer/director Wilder borrowed: two down-on-their-luck, unemployed jazz musicians dress up as women in order to get two weeks of work in an all-women's dance band bound for Florida, after witnessing a gangland massacre in Prohibition-Era Chicago and being pursued by the mob. [The gangland slaying in the film was loosely based upon Chicago's infamous St. Valentine's Day Massacre on Feb, 14, 1929.] Only a few other cross-dressing comedies have come close to approximating the film's daring hilarity: *Tootsie* (1982), *La Cage Aux Folles* (1978) and *Victor/Victoria* (1982). *Some Like It Hot* also inspired the Broadway musical *Sugar* that opened in 1972.



This was Marilyn Monroe's second film with director Billy Wilder, her first being *The Seven Year Itch* (1955). Countless

stories have circulated regarding her erratic behavior and health/personal problems, her 'no-shows' and frequent tardiness to the set, her self-doubts and numerous re-takes required for some scenes, and her inability to remember her lines. Director Billy Wilder's original choice for the role of Sugar was Mitzi Gaynor, not Marilyn Monroe, and after Tony Curtis was signed on, Danny Kaye and Frank Sinatra were considered for the second male lead role before Lemmon was signed.

The film's preview in December 1958 at a greater LA theatre (The Bay Theatre in Pacific Palisades), when it was paired with the Tennessee Williams Southern drama *Suddenly, Last Summer (1959)* about cannibalism and a threatened lobotomy, was a disaster. The conservative, middle-aged audience was unenthusiastic, although two nights later, a second preview was received much more positively by a younger student-based audience in Westwood Village.

This extremely funny film, very much unlike director Wilder's darker films *Double Indemnity (1944)* and *Sunset Boulevard (1950)*, was advertised with the tagline: "The movie too HOT for words" - vaguely referring to either sex, jazz, or the skimpy costumes. It was released at the end of the repressive 1950s at a time when the studio system was weakening, the advent of television was threatening, and during a time of the declining influence of the Production Code and its censorship restrictions. However, the Catholic League of Decency strongly complained about the film, calling it "seriously offensive to Christian and traditional standards of morality and decency" due to its subject of transvestism, double-entendre dialogue, and intimations of homosexuality and lesbianism.

Director-producer Wilder had purposely challenged the system with this gender-bending and risqué comedy, filled with sly and witty sexual innuendo (the "sweet" and "fuzzy end of the lollipop" represented oral sex), unembarrassed vulgarity, free love, spoofs of sexual stereotypes (bisexuality, transvestism, androgyny, homosexuality, transsexuality, lesbianism, and impotence), sexy costuming for the well-endowed, bosomy Marilyn Monroe, an outrageous and steamy seduction scene aboard a yacht, and a mix of serious themes including abuse, alcoholism, unemployment, and murder, among others.

This great film received six Academy Award nominations including Best Actor (Jack Lemmon), Best Director, Best Adapted Screenplay (co-scripting by I.A.L. Diamond and Billy Wilder from a story suggested by Robert Thoeren and M. Logan), Best B/W Cinematography, and Best B/W Art Direction/Set Decoration - with its sole Oscar awarded for Best B/W Costume Design (Orry-Kelly, for costumes including Marilyn Monroe's shimmering gowns). Unfortunately, it was competing against one of the biggest winners in Oscar history - *Ben Hur (1959)*.

DOC. N. 14: January CLIL activities organization and assessment criteria

CLIL ACTIVITIES ORGANIZATION (JANUARY 7-12)

MULTIMEDIA PRESENTATIONS IN GROUPS (JANUARY 7-11)

GENERAL INSTRUCTIONS: Presentations must have a **written part** (conceptual maps or comments to images, but not an entire written slide); they should last in about 10 minutes. Presentations will be assessed with regard to

- 1) multimedia competences;
- 2) writing and speaking;
- 3) reliability and variety of the sources (which must be indicated at the end of the presentation)

Format ppt 1997-2003 is recommended.

SCHEDULE

MONDAY, JANUARY 7

FIRST HOUR

Presentations:

- Sacco and Vanzetti (two students) **8-10 minutes**
- Fiorello La Guardia (two students) **8-10 minutes**
- Al Capone (two students) **8 – 10 minutes**

The second half hour will be devoted to class discussion, led by the following question: what can be said about American society through these three presentations? Was it open or closed to immigrants? Do you know any other examples of immigrants' communities, which, even though not perfectly integrated, have been able to reach very high positions in society (e.g. Sadik Khan, Mayor of London)

SECOND HOUR

Presentations:

- Prohibition (two students) **10-12 minutes** (this presentation must concern how prohibition has prevailed – “wets and dries” debate, legislative aspects)
- Speakeasies (three students) **10-12 minutes** (this presentation must deal with speakeasies and the way the ban was bypassed)

The second half hour will be devoted to class discussion, led by the following question: is prohibition effective and useful? In which cases could it be helpful, in which cases not?

TUESDAY, JANUARY 8

Presentations:

- The spread of Ku Klux Klan during the 1920s (three students) **10-12 minutes**
- Harlem Renaissance (three students) **10- 12 minutes**

The second half hour will be devoted to class discussion, led by the following question: was (and is) American society more repressive or more stimulant towards African-American community?

THURSDAY, JANUARY 10

Presentations:

- Flappers (two students) **10 – 12 minutes**
- Eleanor Roosevelt (three students) **10 – 12 minutes**

The second half hour will be devoted to class discussion, led by the following question: how can fashion and way of living affect the achievement of civil or political rights? Can a repressive society on customs and fashion be open to civil and political rights?

FRIDAY, JANUARY 11 (FIRST HOUR, IN PLACE OF SPORTS)

Presentations

- Cinema during the 1920s – 1930s: Stan Lauren and Oliver Hardy / Charlie Chaplin (two students) **15 minutes** (you can show little footage for example)
- Music during the 1920s – 1930s: Duke Ellington / George Gershwin (two students) **15 minutes** (you can play some short music piece)

In the last part of the lesson I will present the paintings by Edward Hopper and the photographs by Dorothea Lange

SATURDAY, JANUARY 12

FIRST HOUR

“For and against debate”: liberalists (two students) vs keynasians (two students)

The debate (half an hour) must be conducted through the “tit for tat” method (botta e risposta).

At the end of the debate: Kahoot survey, the rest of the class will vote for the most convincing position. After the vote everyone (except the discussants) must fill in a questionnaire, structured as follows

Name and Surname _____
1) What did you vote for? <input type="radio"/> Liberalists <input type="radio"/> Keynesians
2) Have you changed your position since the beginning of the debate? <input type="radio"/> Yes <input type="radio"/> No
3) Explain and briefly justify your vote
_____ _____ _____ _____ _____

SECOND HOUR (LAST HOUR OF THE MORNING)

1920s-1930s songs. The activity will be performed in Auditorium, if available

General instructions

Each group must arrange how to distribute the different parts of the songs (Exceptions: the “Runnin’ Wild” group should sing in unison; in the “Like a Rolling Stone” each-one should choose a strophe)

You must choose the musical base you want to sing on and you must practice (both if you choose an orchestra base or a pre-recorded base). I advise you to watch the video at the following link (explaining how to improve fluency through songs) by 7.38 minute https://www.youtube.com/watch?v=KaA_mxga3PQ

Each group must shortly introduce the song, saying who the author is, when has it been composed and what is it its meaning.

Playlist

- 1) Let's Call The Whole Thing Off (four students) 4 min
- 2) I'm Through With Love (two students) 2.30 min
- 3) Runnin' Wild (three students) 1.06 min
- 4) I Wanna Be Loved By You (two students) 2.55 min
- 5) It Don't Mean A Thing (two students) 2.17 min
- 6) Dream A Little Dream Of Me (two students) 3.15 min
- 7) Sweet Georgia Brown (two students) 2.04 min
- 8) Summertime (three students) 3.58, depending on the different versions
- 9) Like A Rolling Stone (four students: one strophe each singer, and the chorus all together. Be careful, the chorus is not always the same!)
- 10) Here's to you (all together). You can find the pre-recorded base at the following link:
<https://www.youtube.com/watch?v=IveuhrC6P6E>

There are three instrumental strophes, then nine vocal strophes with the same lyrics:

Here's to you Nicola and Bart
Rest Forever here in our hearts
The last and final moment is yours
That agony is your triumph

You are going to start singing progressively, according to the following scheme

1° strophe: two students
2° strophe: three students
3° strophe: three students
4° strophe: three students
5° strophe: three students
6° strophe three students
7° strophe: three students
8° strophe: three students
9° strophe: three students

Activities assessment

The final mark of the CLIL activities will be a weighted average of the marks of the single activity.

- Written test
- Multimedia presentations
- Speeches in discussions/debates – questionnaire on the keynesian/liberalists debate
- Songs

(The oral tests at the beginning of the activities and the liberalists/keynesians debate – four students - will have an apart mark)

The different activities will have a different weight on the final average mark (combination between holistic and analytic assessment), according to the following scheme

Written test	Multimedia presentations	Speeches in discussions/debates questionnaires on liberalists/keynesians debate	Songs (assessed in pronunciation and performance)	Total (max)
4	2,5	2,5	1	10

Example: if one obtains 8 in the written test, 9 in the presentations, 7 for speeches in discussions/debates and 8,5 in songs, his final mark will be

Written test	Multimedia presentations	Speeches in discussions/debates questionnaires on liberalists/keynesians debate	Songs (evaluated in pronunciation and performance)	Total
3,2	2,25	1,75	0,85	8,05

**Assessment grid prepared by the Department of History and Philosophy and adapted to CLIL activities
(Giovanna Maciocco - Liceo Gramsci)**

(NB: this grid is valid both for oral and for written productions, since for History and Philosophy, according to National Curricula, there's not a distinction between written and oral assessment)

CORRESPONDENCE BETWEEN ASSESSMENT, MARK AND DESCRIPTORS

Synthetic assessment	Mark in tenths	Description
Excellent	10	KNOWLEDGE Extended, complete, deep and rigorous knowledge; autonomous cultural links
		UNDERSTANDING AND RE-ELABORATION He/she re-elaborates contents in an autonomous, rigorous, logical and critical way; he/she comprehends themes and links between the various topics in depth, even in detail
Very good	9	KNOWLEDGE Extended, deep and rigorous knowledge
		UNDERSTANDING AND RE-ELABORATION Autonomous ability for reprocessing and criticism; deep understanding of themes and links between the topics covered

		<p>COMMUNICATIVE SKILLS Appropriate, clear and proper language with conscious use of the specific lexicon of the discipline</p>
Good	8	<p>KNOWLEDGE Wide and deep knowledge of contents</p> <p>UNDERSTANDING AND RE-ELABORATION Autonomous reprocessing ability; he/she knows how to make connections between concepts and topics; he/she understands in depth the addressed issues</p> <p>COMMUNICATIVE SKILLS Appropriate and clear language with conscious use of the specific lexicon of the discipline</p>
Fairly good	7	<p>KNOWLEDGE Wide knowledge of contents</p> <p>UNDERSTANDING AND RE-ELABORATION ability to orientate him/herself among all the proposed topics, but without original reworking; he/she correctly understands the addressed issues</p> <p>COMMUNICATIVE SKILLS Fairly clear and correct language, both in ordinary and in specific communication.</p>
Adequate	6	<p>KNOWLEDGE Basic knowledge of elementary contents</p> <p>UNDERSTANDING AND RE-ELABORATION re-processing ability sometimes guided by the teacher; he/she comprehends the fundamental aspects of the addressed topics</p> <p>COMMUNICATIVE SKILLS fairly correct but simple language; partial use of specific language</p>
Inadequate	5	<p>KNOWLEDGE Widespread but not serious shortcomings</p> <p>UNDERSTANDING AND RE-ELABORATION Difficulty of establishing links between topics and concepts; absence of personal re-elaboration; fragmentary understanding of the topics covered</p> <p>COMMUNICATIVE SKILLS Uncertain acquisition of ordinary language and lacking in specific language</p>
Seriously inadequate	4	<p>KNOWLEDGE Poor knowledge of contents, serious and widespread shortcomings</p> <p>UNDERSTANDING AND RE-ELABORATION Inability to establish links between topics and concepts; absence of reprocessing; he/she comprehends in a fragmentary, uncertain and very partial way the topics covered</p>

		<p>COMMUNICATIVE SKILLS He/she doesn't correctly express him/herself in ordinary language; specific language very inadequate</p>
Very seriously inadequate	3	<p>KNOWLEDGE Very poor knowledge of contents, very serious and widespread shortcomings</p> <p>UNDERSTANDING AND RE-ELABORATION Inability to make links between topics and concepts; absence of reprocessing; he/she does not comprehend the essential topics</p> <p>COMMUNICATIVE SKILLS Very uncertain and not coherent communicative skills; he/she makes very serious mistakes and uses inappropriate lexicon</p>
Almost null	2	<p>KNOWLEDGE He/She does not possess any knowledge</p> <p>UNDERSTANDING AND RE-ELABORATION He/She shows no capacity for re-elaboration and comprehension</p> <p>COMMUNICATIVE SKILLS He/she communicates in a confused and incomprehensible way</p>
Null	1	<p>KNOWLEDGE He/she completely ignores contents</p> <p>UNDERSTANDING AND RE-ELABORATION He/she does not show planning, logical and understanding skills</p> <p>COMMUNICATIVE SKILLS He/she cannot communicate</p>

**Assessment grid for IT technologies
(CLIL activities, Giovanna Maciocco, Liceo Gramsci)**

CORRESPONDENCE BETWEEN ASSESSMENT, MARK AND DESCRIPTORS

Synthetic Assessment	Mark in tenths	Description
Excellent	10	He/she looks for sources and information, producing spontaneous and original material. He/she can handle various IT tools in a proper, autonomous, creative and original way
Very good	9	He/she looks for sources and information in an autonomous and spontaneous way. He/she can handle several IT tools in a proper, autonomous and creative way

Good	8	He/she looks for sources and information in an autonomous way. He/she can handle various IT tools in a proper and autonomous way
Fairly good	7	He/she researches and uses sources and information, managing various IT tools in a quite appropriate way
Adequate	6	If guided, he/she researches and uses sources and information and using the IT tools with elementary strategies
Inadequate	5	He/she researches in a superficial way sources and information, without being supported by a proper strategy, even while using IT tools
Seriously inadequate	4	He/she looks for sources and information in a confused way and handles IT tools in a very inappropriate way
Very seriously inadequate	3	He/she looks for sources and information in a confused and illogical way proving to be unable of producing any IT elementary material
Almost null	2	He/she looks for sources and information in a confused and illogical way and does not know how to use IT tools
Null	1	He/she does not looks for sources and information, he/she does not use IT tools

Doc. N. 14: History/English Test

Scientific Lyceum "Antonio Gramsci" - Session 2018-19 History Test (CLIL) - V C

Name _____

Date _____

(Evaluation: questions from n° 1 -10: 0,1 points for each valid answer, 0 points for every incorrect answer.
Question from 11 to 13: from 0 to three points. The total score is 10; 6 equals the border evaluation)

Multiple choices: tick the right answer

- 1) The Great Depression was caused by
 - a) war
 - b) overproduction of goods
 - c) decreased industrial production
 - d) the fast rate of increase of wages

- 2) Over-production was due to:
 - a) an increase in supply not followed by a corresponding increase in demand
 - b) inflation
 - c) an exceeding importation of goods from abroad
 - d) public debt

- 3) From 1922 to 1929 America experienced an economic downturn
V F

- 4) There was an analogous growth of industrial production and worker's pay in the US during the 20s
V F

- 5) The *Glass-Steagall Act* separated commercial and investment banking:
V F

Give a definition of the following items

6) Hire purchase

7) Flappers

8) Protectionism _____

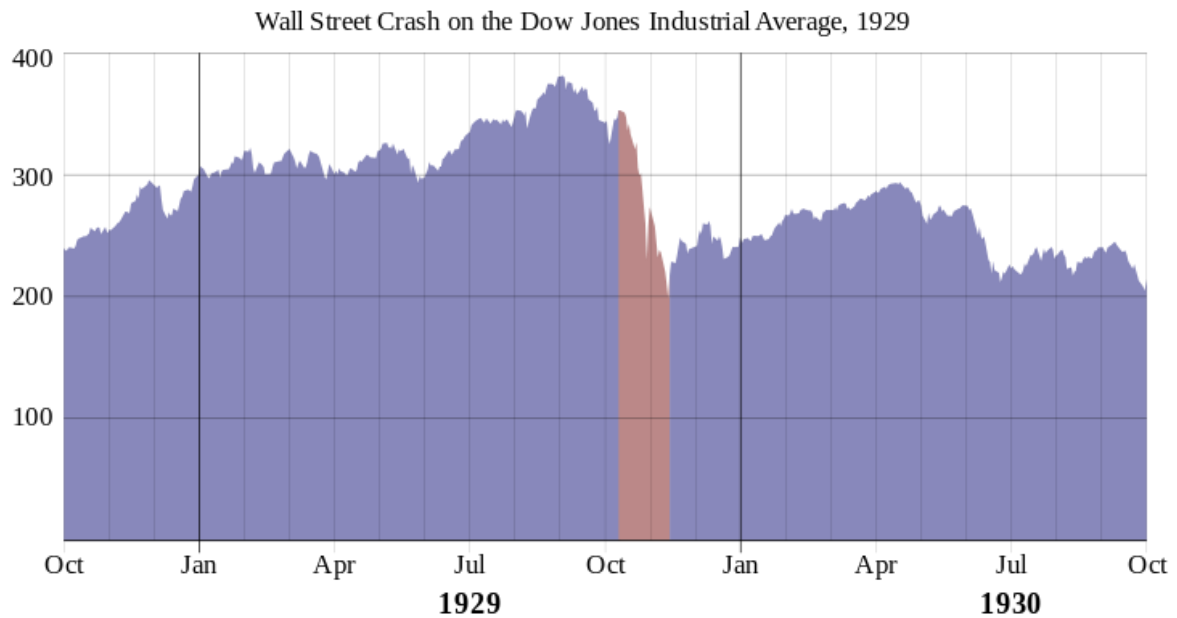
9) Red Scare _____

10) Welfare State _____

Open-ended questions: answer in max. 25 lines. You can answer two out of three questions by a conceptual map.

11) Give a definition of the “Roaring Twenties”, summarizing the main aspects of that period

12) Comment the information reported by the graph, explaining causes and consequences of the Wall Street Crash



13) Give a definition of New Deal, explaining what kind of measures were carried out by the Roosevelt’s government

Doc. N. 30: Evaluations by students of the CLIL activities through Google moduli

DOMANDE RISPOSTE 26

CLIL 2018-2019 - 5C

Evaluation by students

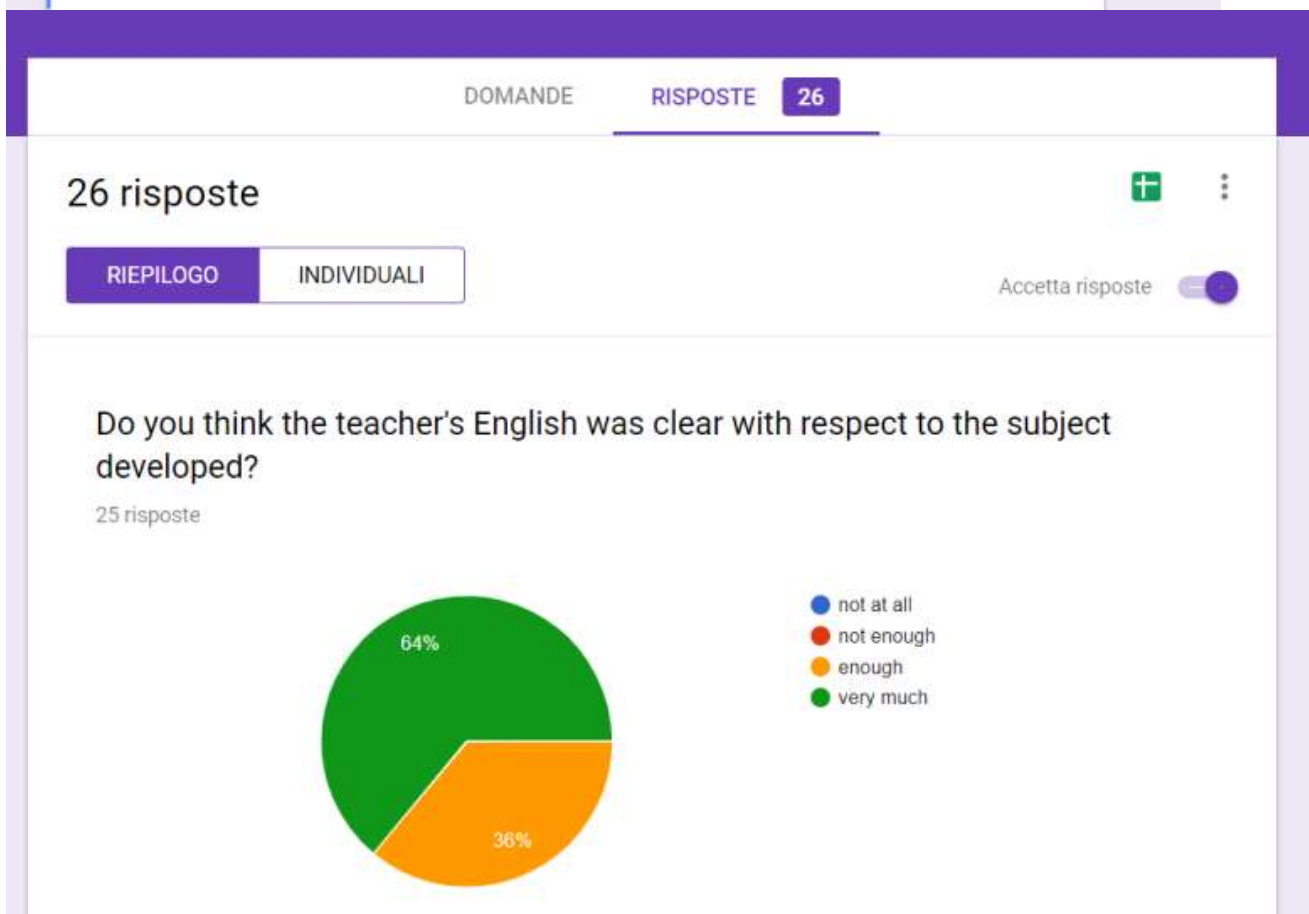
Do you think the teacher's English was clear with respect to the subject developed?

not at all

not enough

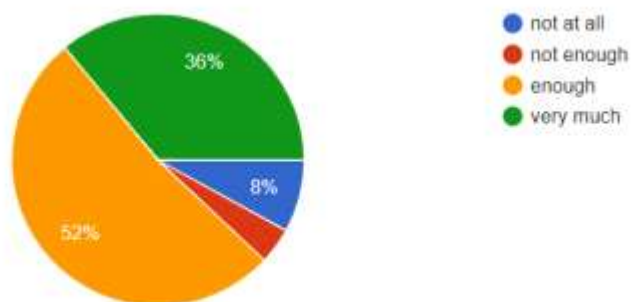
enough

very much



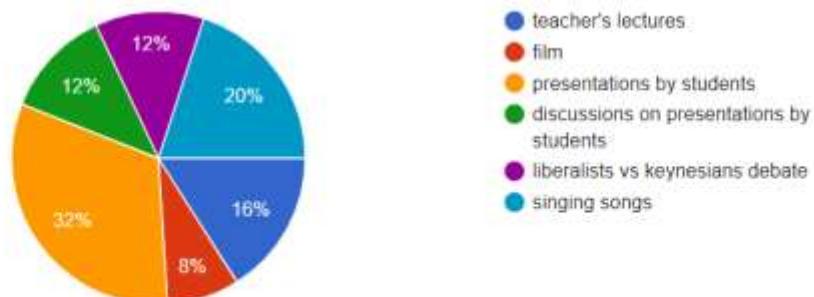
Do you think the CLIL activity has been useful to expand your vocabulary and to practice your English?

25 risposte



Which part of the activity did you like most?

25 risposte



Which subject developed by students' presentations did you like most (except yours)?

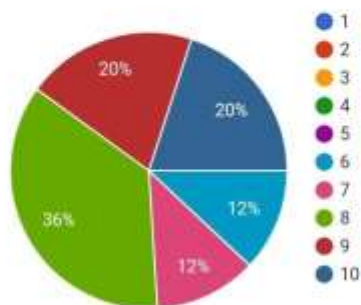
25 risposte



- italian immigrants
- alcohol consumption
- african americans
- women's emancipation
- cinema and music
- alcohol consumption

Give a mark to the overall activity

25 risposte



Suggestions for further CLIL activities

7 risposte

More debates like the keynesians VS liberalists one

I think that our class would have been more invested in the liberalists vs keynesians debate if all the class had been involved and not only 4 people.

I think that the teacher could tell the students some titles of films (2 or 3 max) that they can watch at home, about the subjects covered in the students' presentation, so that they can better enjoy and better understand the topics.
I found this activity very very interesting and funny and I think that it should be an example for teachers and students of how school can be both educational and amusing at the same time.

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More elasticity on the overall organisation

Document N. 31: Teacher's register screenshot

LICEO SCIENTIFICO STATALE

Riepilogo Attività Registro del Professore

Classe: 5C Liceo Scientifico Statale "A. Gramsci"

Anno: 2018/2019

Docente: MACIOCCO GIOVANNA PATRIZIA

Materia: STORIA

Data	Attività svolta	Attività assegnata
27/11/2018	Recupero compito per assenti. Presentazione studente su "Olimpiadi e politica da Berlino 1936 a Pyeongchang 2018". CLIL activity n° 1: introduction, work organization. Teacher's lecture: the "Roaring Twenties"; the US economic growth after WWI; women's emancipation, short footage on the "Flappers".	Presentazione studente su "olimpiadi e politica da Berlino 1936 a Pyeongchang 2018". Recupero compito di storia per assenti.
30/11/2018	CLIL activity n° 2. Oral Test. Teacher's lecture: the Republican policies: protectionism/laissez faire, conservatism, isolationism; the "red-scare" and the Sacco and Vanzetti affair; the Ku Klux Klan; prohibition and spread of organized crime. Videos on immigration in the US from XIX century to early XX century and on prohibition.	study slides 1-9 (cond. doc.) and watch again the flappers video
01/12/2018	CLIL activity n° 3. Kahoot quiz. Oral test. Teacher's lecture: the financial speculation and the Wall Street crash of October 1929. The over-production crisis and its effects on american and international economy. Dorothea Lange's pictures of the crisis.	slides 8-27
04/12/2018	CLIL activity n° 4. Kahoot game. Oral test. The 1932 presidential elections. F.D. Roosevelt and the New Deal. Reading and listening Roosevelt's inaugural address. The regulation of the financial system; labor unions; TVA; public works; agricultural prices control.	slides 28-50
07/12/2018	CLIL activity n° 5. Oral test. Teacher's lecture: the New Deal, reinforcing democracy; J.M. Keynes' economic theory; comparison between keynesian viewpoint and liberalist viewpoint. Kahoot game.	Slides 1-15 ppt n° 2 (the New Deal). Read again Roosevelt's inaugural speech
15/12/2018	CLIL activity n° 6: Film "Some Like It Hot", by Billy Wilder	Visione del film "Some Like It Hot" (study and revise all 1920s and 1930s slides; read the "Some Like It Hot" review, in cond. doc.)
15/12/2018	CLIL activity n° 6: Film "Some Like It Hot", by Billy Wilder	Visione del film "Some Like It Hot"
18/12/2018	CLIL activity n° 7: English/History test	English/History test
07/01/2019	CLIL activity n° 8, multimedia presentations by students on Italian immigrants: Sacco and Vanzetti, Fiorello La Guardia and Al Capone; class discussion	Multimedia presentation: Sacco and Vanzetti ; Fiorello La Guardia; Al Capone - Class discussion
07/01/2019	CLIL activity n° 9, multimedia presentations by students on alcohol consumption during the Twenties: prohibition - speakeasies; class discussion	
08/01/2019	CLIL activity n° 10. Multimedia presentations: the Ku Klux Klan and the Harlem Renaissance	Multimedia presentations: KKK - Harlem Renaissance; class discussion.
10/01/2019	CLIL activity n° 11: multimedia presentations on women's emancipation, Flappers and Eleanor Roosevelt. Class discussion.	Multimedia presentations (Flappers - Eleanor Roosevelt); class discussion
11/01/2019	CLIL activity n° 12: cinema and music presentations by students; short presentation by the teacher on Edward Hopper.	Multimedia presentations: cinema, music and art of the 1920s - 1930s
12/01/2019	CLIL activity n° 13: "Liberalists vs Keynesians debate"; class vote and questionnaire on the vote	"For and against debate": liberalists vs keynesians; class vote and questionnaire
12/01/2019	Final CLIL activity: Singing songs of the 1920s and 1930s	Final CLIL activity: improving pronunciation through 1920s and 1930s songs