

Scuola Secondaria 1° "Agostino Chieppi" via Coconcelli 10 Parma a.s. 2018-2019

# CLIL



## Content and Language Integrated learning

Materiale per il Corso  
curato dall'insegnante di Lingue:  
prof.ssa Francesca Tamani



*Prima edizione: Scuola "Casa Famiglia Agostino Chieppi"*

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# Introduzione

## Perché il Clil?

La didattica CLIL sta diventando uno degli strumenti fondamentali nelle strategie di apprendimento delle lingue straniere.

L'obbligatorietà dell'insegnamento di una DNL (disciplina non linguistica) in modalità CLIL viene introdotta con i D.P.R. 88 e 89 nel 2010 e poi ripresa con le Linee Guida emanate nel 2012. Infatti, come si evince dalla "Raccomandazione della Commissione Europea Rethinking Education" del 2012, la competenza linguistica è definita una **"dimensione chiave per la modernizzazione dei sistemi di istruzione europei"** e la **metodologia CLIL è rappresentata come ideale strumento per l'ottimizzazione dei curricula scolastici**". Il CLIL (Content and Language Integrated Learning) nasce, come acronimo, nel lontano 1994 grazie a un'intuizione di due ricercatori e docenti universitari D. Marsh e A. Maljers e, come sperimentazione didattica, addirittura nel 1960.

Il CLIL, così come teorizzato nel 1994, comprende le "4C": **Communication, Cognition, Culture e Competence**, in pratica riprende *"una educazione olistica della cultura dove la competenza finale potrebbe essere descritta proprio come la capacità pragmatica di dare ragione della comunicazione interculturale intesa come capacità di saper comunicare e interagire con i cittadini di altre culture nella vita quotidiana creando nuova cultura e modi di essere e vivere rispettosi e sostenibili"* (Loescher/Clil).

Il momento fondamentale per gettare le basi di questa metodologia è quello della scuola del primo ciclo, ossia nella primaria e nella secondaria di primo grado. Una fase nella quale è più facile intervenire a livello formativo portando ad acquisire quelle abilità comunicative e culturali che poi negli anni, se sviluppate, potrebbero diventare vera competenza comunicativa interculturale.

## La metodologia Clil

Il CLIL è un metodo che prevede l'**apprendimento integrato di contenuti disciplinari in una lingua straniera** veicolare. Vale a dire: nell'insegnamento di alcune materie curriculari e discipline non linguistiche della scuola secondaria, **in lingua straniera**. Le lezioni con metodologia Clil, infatti, presentano argomenti di storia, geografia, scienze, storia dell'arte, matematica, musica e religione che vengono affrontati in lingua inglese, dalla spiegazione alla verifica. L'insegnante espone gli argomenti ed interagisce con la classe e somministra verifiche scritte o orali strutturate sempre in lingua straniera in modo da valutare le competenze e i contenuti acquisiti.

## Il CLIL nel sistema scolastico italiano

Con la Legge 107 del 13 luglio 2015 il CLIL entra a far parte degli obiettivi formativi prioritari del sistema scolastico italiano. Al comma 7 del suo unico articolo, la Legge segnala come **primo obiettivo** "la valorizzazione e potenziamento delle competenze linguistiche, con particolare riferimento all'italiano nonché alla lingua inglese e ad altre lingue dell'Unione europea, anche mediante l'utilizzo della *metodologia Content language integrated learning*".

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

## History:

# The Romans and Roman Britain

An empire is made up of many different countries under a single ruler. Rome was once the capital city of a great empire, the Roman Empire, including countries like Hispania (modern Spain), Gallia (modern France), Britannia (today's Great Britain) and Dacia (corresponding to modern Romania and Moldavia).



### EATING AND DRINKING

Roman people eat very little during the day – bread and water for breakfast and a light snack of bread, cheese and fruit around midday. The main meal is at 4 p.m., when rich people usually have a 3-course meal, while poor people eat simple food, such as lentil soup.



### GOING TO SCHOOL

Roman boys learn 3 main subjects – Reading, Maths and Public Speaking, while most Roman girls don't go to school. The children of rich families often study at home with a tutor.



### ROMAN FASHION

Clothes vary a lot in ancient Rome, depending on how important you are. Ordinary men and women wear plain white togas, while rich people wear robes made of silk or wool. Women use make up, creams and perfumes.



### ROMAN SOCIETY

Ancient Rome's society is divided into 3 classes: patricians, cavaliers and plebeians. The patricians are part of the aristocracy and have powers and privileges. The cavaliers are often merchants and provincial governors and have large fortunes. The plebeians represent most of the population. They work as teachers, doctors, architects and traders. There are also many slaves, usually former prisoners who work as servants.

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# History



## HOW THE ROMANS CHANGE BRITAIN

The name Britain comes from Britannia, the name given to the country by the Romans. They first came to Britain in 55 BC, led by Julius Caesar. They stay for almost 400 years.

The Romans change the way of life in Britain: they build roads and found towns; names like Chester, Doncaster, Manchester, Chichester are evidence of the presence of a Roman "castrum".

In 43 A.D. Emperor Claudius' army build a bridge and a town on the river Thames and call it Londinium.

They introduce new developments in agriculture, industry, architecture and build aqueducts and baths – you can still see the most famous Roman baths in the town of Bath.

In 122 A.D. Emperor Hadrian builds a stone wall, known as Hadrian's Wall, to protect the Roman settlements from Scottish tribes.

The English language too is influenced by Latin: many words like *plant*, *school*, *pupil*, *exit* come from the language spoken by Roman soldiers.



classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# THE ELIZABETHAN AGE

The Tudors were a family who **ruled** over England from 1485 until 1603. They brought peace to England after many years of war.

The first Tudor king was Henry VII. He became king after the Wars of the Roses.

- 1) governò
- 2) cambiamento

Tudor England was a period of great **change**. There was the religious reformation and the way of life for ordinary people in England changed a lot as a result of many things that happened during the Tudor era.

### Henry VIII (1509 – 1547) (birth 1491)



Henry VIII was only 18 when he became king. Henry was very clever and spoke other languages. He was a great musician, and he was also very athletic and loved hunting and wrestling. He did not become fat until he was an old man. Henry is famous for his six wives, but Henry changed England forever. This is why.

When Henry became king, England was a Catholic country. In 1509, Henry married Catherine of Aragon and they had a daughter. Henry wanted a son to be the next king so, in 1533, he decided to divorce Catherine and marry again. Pope Clement VII, the head of the Catholic Church, refused Henry's divorce, so Henry left the Catholic Church. He became head of the Church of England. He closed Catholic convents and monasteries and took their money and their land.

### Mary I (Mary Tudor) (1533 – 1558) (birth 1516)

Mary was the daughter of Henry's first wife, Catherine of Aragon. Her mother was Spanish and Mary was a Catholic. She made the Pope head of the English Church again. She married King Phillip of Spain and was very unpopular because she killed hundreds of Protestants.



### Elizabeth I (1558 – 1603) (birth 1533)

Elizabeth was queen for nearly fifty years. She became head of the Church of England again, and stopped the fighting between Protestants and Catholics.

William Shakespeare wrote his plays during Elizabeth's reign.

Famous English sailors like Sir Francis Drake travelled round the world. They stole gold from Spanish ships, and in 1588 the King of Spain sent an Armada of ships to attack London. Elizabeth's ships defeated the Spanish with the help of some bad weather! Elizabeth had no children. When she died in 1603, King James VI of Scotland also became King of England. He was called James I of England

### Glossary

<b>hunting</b>	caccia
<b>wrestling</b>	lotta libera
<b>convent</b>	convento
<b>land</b>	terre
<b>reign</b>	regno

### Rispondi alle domande:

- 1 Who was the first Tudor king?
- 2 Why did Henry VIII want to divorce Catherine of Aragon?
- 3 What did he do when the Pope refused to give him permission?
- 4 Why was Mary Tudor unpopular?
- 5 Who was queen in Shakespeare's day?
- 6 Which armada did she defeat?



# The six wives of Henry VIII



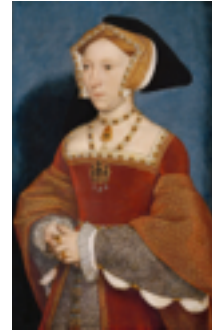
## Catherine of Aragon

Henry's first wife. Catherine, a Princess of Spain, was married to Henry for many years. She did not want to **grant** the divorce to Henry but when he became the Supreme Head of the Anglican Church he divorced her.



## Anne Boleyn

Henry's second wife, and the mother of Queen Elizabeth I. Henry fell passionately in love with Anne while married to Catherine of Aragon. He waited several years to marry Anne, but he lost his desire for her once she became his queen. She was **beheaded** after Henry's order.



## Jane Seymour

Henry's beloved third queen. Gentle, capable Jane gave Henry his **long-awaited** male heir after one year of marriage. Sadly, she died immediately after.



## Anne of Cleves

Henry's fourth wife. This German princess served as queen for only a few months before she and Henry agreed to divorce by mutual consent.



## Katherine Howard

Henry's fifth wife. Henry's marriage this sensuous teenager brought him brief happiness, but ended in tragedy. She was beheaded after Henry's order.



## Katherine Parr

Henry's sixth Queen. This intelligent, loyal woman had three husbands, including Henry.

**NOTES:** 1. concedere

2. fu decapitata

3. lungamente atteso

## EXPLORATION AND DISCOVERY

**I**n 1492 Christopher Columbus, an Italian navigator who sailed from Spain, 'discovered' the New World. Now there were new countries to colonise. During the 1500s Spain and Portugal controlled sea travel on the Atlantic Ocean. England and other countries wanted to discover new trade routes to reach the Pacific Ocean. This was Elizabeth's biggest preoccupation, and she sponsored many voyages.

Spain was the richest and most powerful country in Europe. Its empire extended to the West Indies, Central and South America. Spain and Portugal shared their treasures with the Pope in Rome.

The Spanish explorers took gold, silver, jewels and other riches from the natives and transported them to Spain on their galleons. Each galleon carried immense treasure.

Many Elizabethan captains and sailors were pirates, but they were called 'privateers'. They had permission from the Queen to attack ships and take their treasure, which they shared with her. This was a common practice at that time. Francis Drake, Sir John Hawkins and Thomas Cavendish were three famous privateers. Elizabeth affectionately called Drake 'my pirate'. Hawkins became the first Englishman to trade African slaves.

Elizabeth asked Francis Drake, an expert navigator, to sail across the South Atlantic, attack Spanish galleons and take their treasure. She also wanted him to find new trade routes.

Drake left Plymouth in 1577 on his ship *The Golden Hind* and sailed South. He attacked several Spanish galleons on the South American coast. Then he sailed up the Pacific Coast and landed in northern California in 1579. He stayed there a month and claimed California for Queen Elizabeth – today this place is called Drake's Bay, California, near San Francisco. In 1936 an old metal plate was found near Drake's Bay with these words on it:

BE IT KNOWN TO ALL MEN...  
JUNE 17, 1579, BY THE GRACE OF GOD AND IN THE NAME OF HER MAJESTY  
QUEEN ELIZABETH OF ENGLAND...  
FOREVER I TAKE POSSESSION OF THIS KINGDOM...  
TO BE KNOWN UNTO ALL MEN AS NOVA ALBION.

FRANCIS DRAKE

But no one knows if this metal was Drake's or not.

Drake then sailed across the Pacific Ocean and reached the East Indies. From there he sailed around the Cape of Good Hope and returned to England in 1580 after three long years.

Drake became the first Englishman to circumnavigate the globe. His voyage is memorable because he navigated in very difficult and dangerous conditions. He had no real maps.

Queen Elizabeth was extremely pleased with his results and knighted him. She also gave him a special sword to use against England's enemies.

Drake did not only bring back immense treasures, he also brought back new foods and spices: pineapples, tomatoes.



A map showing Drake's voyage, 1577 – 1580.

Knighted: gave a title of honour: 'sir'.



classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# SHAKESPEARE

# SHAKESPEARE'S LIFE

V

ery little is known about Shakespeare's early life, despite the efforts of scholars to sort legend and popular myth from historical fact. Thus, it is known that Shakespeare was born in Stratford-upon-Avon in April, 1564. The exact date of his birth is uncertain, although many people like to believe that it was the 23<sup>rd</sup> of April, which is also St George's Day. Saint George is the patron saint of England.

Some facts about Shakespeare's family are well established. His father was an important man in the town. By profession he was a glove merchant, and he served as mayor of the town.

There is uncertainty about the kind of schooling the young Shakespeare received, although it seems likely that he attended the grammar school in the town.

When he was eighteen years old William Shakespeare married Anne Hathaway, who was older than him by eight years. They had three children: a daughter Susanna, and the twins Hamnet and Judith.

At some point after his marriage, Shakespeare went to London, where he became involved in a theatrical company, the Lord Chamberlain's Men. He was first an actor in the company, and then began to write plays for the stage. In total he wrote thirty-eight plays, including histories, comedies, Roman plays, and tragedies. He also wrote the most famous series of sonnets in the English language.

Shakespeare's plays were gathered together and published after his death.

Shakespeare's theatrical company built the Globe Theatre in London in 1599. The Lord Chamberlain's Men changed their name to the King's Men in 1603, and from then on they received royal protection. The principle theatre of the King's Men was the Blackfriars, from 1609 onwards. Shakespeare returned to Stratford-upon-Avon in 1610. He died there, a prosperous and respected man, on the 23<sup>rd</sup> of April 1616. Visitors to Stratford-upon-Avon can see the house where William Shakespeare was born, as well as Anne Hathaway's cottage and other buildings associated with the playwright. They can also see performances at the Royal Shakespeare Theatre in the town.

We do not know very much about Shakespeare's personal life but plays such as *Romeo and Juliet* show that he was very interested in the theme of passionate love.

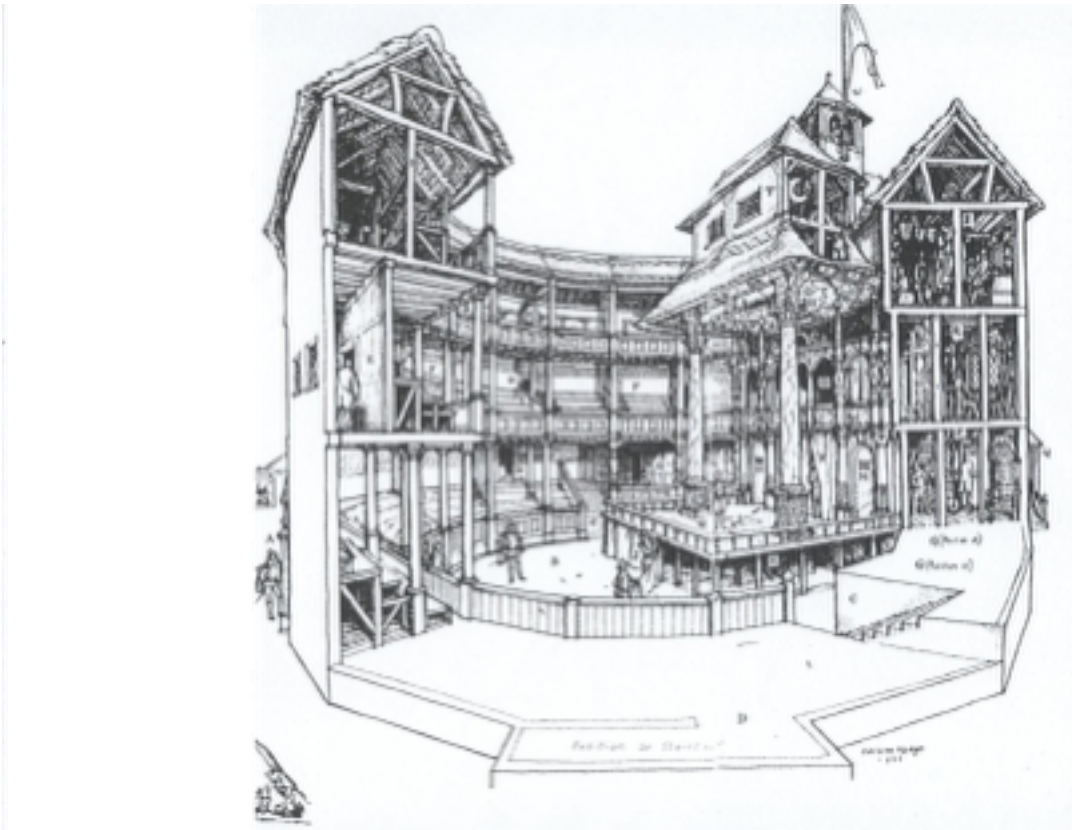
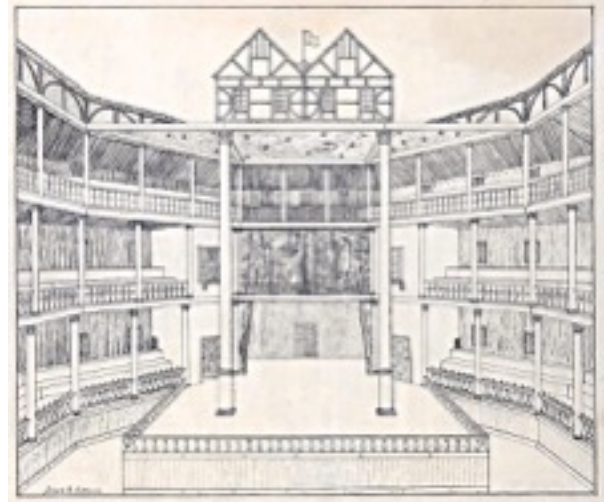
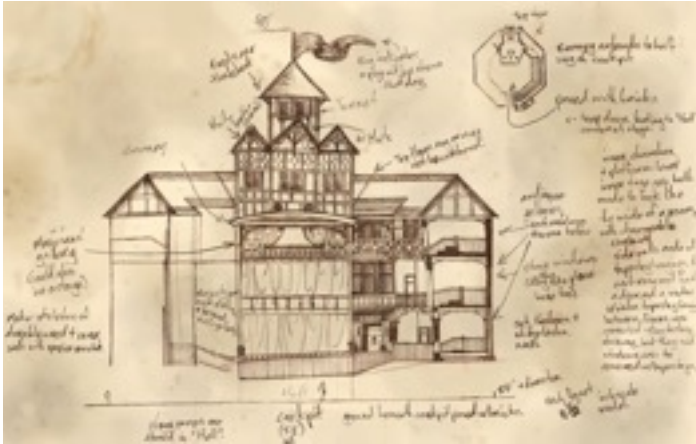
When Shakespeare died – on his birthday 1616 – he was buried in Stratford. There are four lines written on his tombstone, including these:

*Blessed is the man who spares these stones.*

*And cursed is the man who moves my bones.*

Perhaps these lines show that Shakespeare did not want us to know about his personal life. Instead, he has left us his poems and plays.

An inside view of the Globe Theatre where Shakespeare acted.



Did you know that in Shakespeare's theatre, boys played the parts of women? Juliet, Cleopatra, Desdemona and Lady Macbeth were all played by young men whose voices had not broken. Actresses were not allowed on the English stage until late in the following century. Shakespeare quickly became very popular as a writer. One of his rivals called him a 'crow' who had stolen the 'feathers' of the other writers. His friend, Ben Jonson, wrote that he was 'honest, open and free'. Another writer said that he was 'handsome', 'well-shaped' and had a 'pleasant smooth wit'. Apart from the plays, he also wrote a collection of sonnets. Many of these poems are written to a 'Dark Lady', but nobody can discover her identity.





classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# THE VICTORIAN AGE



## Victoria (1819 – 1901)

When Queen Victoria came to the throne in 1837, Britain was still a mainly rural country and most people lived and worked in small towns and villages. By the end of her long reign (1901) many villages had grown into large industrial towns. Railways criss-crossed the countryside, while in the towns there were motor vehicles, gas lamps, an underground linking various neighbourhoods of London and even telephones. Victoria came to the throne at only eighteen years of age and had a very long reign. She married her German cousin Prince Albert of Saxe-Coburg and they had nine children, four sons and five daughters. After her consort's death in 1861, Victoria led the life of a recluse and refused to appear in public even on important state occasions.

During her reign the British Empire flourished and possessed many territories overseas, including India, parts of Africa, Australia, Canada and New Zealand. The Victorian Age was of great historical importance, not only for all the new laws which were passed by Parliament (bills to improve the working conditions of miners and factory workers, education and public health) but also as regards ethics and morality. Indeed, the key words of the period were dignity, optimism, morality and decency. It was also an important age for artists and writers. Among the best known were painters John Ruskin, Dante Gabriele Rossetti and William Morris and writers Oscar Wilde, George Bernard Shaw, Rudyard Kipling and Charles Dickens.

### Brief biography

*Born in 1819*

*Daughter of Edward Duke of Kent and Victoria of Saxe-Coburg*

*House and family: Hanoverians*

*Came to the throne in 1837*

*Reigned for 64 years (1837 – 1901)*

*Married: Prince Albert of Saxe-Coburg*

*Children: Victoria, Edward, Alice, Alfred, Helen, Louise, Arthur, Leopold, Beatrix*

*Main events: Crimean War, Revolt in India, Boer War in South Africa*

*Died in 1901*

*Buried in Westminster Abbey*



## Lexical activity

Read the text. Match the words to their explanations and synonyms

### words in context

- rural
- criss-cross
- link
- consort
- flourish
- improve
- health

### explanations

- \* the husband of a queen
- who does not take the title of king
- \* make better
- \* form a grid pattern
- \* grow in wealth
- \* join, bring together
- \* physical well-being
- \* referring to the countryside
- \* rather than a town

### synonyms

- increase
- unite
- rustic, pastoral, agricultural
- develop
- fitness
- husband
- chequer

# Life in Victorian Times



**Oscar Wilde** wrote in the second half of the nineteenth century. At this time Victoria was the Queen of England and the British Empire was the biggest and most important in the world. (Remember that Wilde was Irish not English. He went to England to study, live and work.) During this time there were many changes in the way people lived. Many inventions changed the way people worked. There was a very big difference between the rich and the poor. England became more industrialised and people started to leave the countryside. They went to work in new factories in the cities. There were not enough houses for everybody so people had to share small houses with other large families or go to the workhouses. The workhouses were terrible places: there was work and a place to live for poor people,

but usually there was not enough food and the work was very difficult and dangerous. The factory masters and workhouse masters were usually very strict and had no pity for the workers. Lots of people died because they had accidents with the new machinery or because they worked fifteen hours every day in very bad conditions.

## Doctor Thomas Barnardo (1845 – 1905)

Doctor Barnardo was another famous Victorian. He was Irish like Oscar Wilde. When he visited England he was very shocked by the terrible conditions of the poor, especially the children: they had to carry very heavy sacks of coal, work for many hours every day, go into chimneys to clean them, and so on. He built special houses for poor children. In these houses they could live protected and safe.



## Emmeline Pankhurst (1858 – 1928)

The difference between the rich and the poor was not the only difference in Victorian society. There was also the difference between men and women. Women couldn't vote at the time. Men thought that they were not intelligent and could not make important decisions! Emmeline Pankhurst was the leader of a group of women called Suffragettes. The Suffragettes tried to change the social situation and were very brave. The politicians didn't like the Suffragettes but finally, in 1918, women aged thirty had the vote and eleven years later in 1929 all women over 21 could vote.



The Suffragette: Emmeline Pankhurst (centre right) and fellow women's rights activists leading a protest march.

# Women's rights

At the start of the twentieth century, British women had no rights. If a woman had any money, it belonged to her husband. Poor women worked in very bad conditions. Middle and upper-class women stayed at home. Many women did not go to school and most people accepted the saying, 'A woman's place is in the home'.



One of the few acceptable jobs for women was nursing. The most famous nurse of this time was Florence Nightingale. She was born in Florence in Italy in 1820 and got her name from the city. Florence came from a rich family but she hated money and fought her family to become a nurse. When the Crimean War started in 1845, she went to help in a military hospital in Istanbul. Florence Nightingale wrote books on nursing, raised money for hospitals and pioneered reforms in the nursing profession and hospitals.



In 1900, British women did not have the vote. Some middle-class women worked as teachers or nurses and a few were doctors, but they still did not have a vote. A growing number of women thought this was very unfair and their leader was Emmeline Pankhurst.

Emmeline Pankhurst was born in Manchester. She was a wife and a mother. In 1889, she started her first political group with the help of her husband. In 1903, she started the WSPU (Women's Social and Political Union) to fight for the vote for women. The word 'suffrage' means 'the right to vote' so the newspaper called Emmeline and her followers 'suffragettes'. These women came from all social classes. When the government refused to give them the vote, they chained themselves to fences and one even threw herself under the King's horse.



Because of their actions, many women went to prison from 1908 – 1913. In prison, some women went on hunger strike because they were political prisoners. In 1914, the action stopped because of the First World War. As Emmeline said: 'What is the use of fighting for a vote if we have not got a country to vote in?'

Women did men's jobs during the war and this increased the pressure to give women the vote.

At the end of the war in 1918, women who were more than 30 years old and who were married with a home got the vote. Women did not get the same voting rights as men until 1928.



### Answer the questions:

- 1 What did poor women do at the start of the twentieth century?
- 2 What did rich women do at the start of the twentieth century?
- 3 How did Florence Nightingale get her name?
- 4 What job did Florence Nightingale do?
- 5 When did she go to Istanbul?
- 6 Who were the suffragettes?
- 7 Who was their leader?
- 8 Why did some of them go to prison?
- 9 Why did the women stop their action in 1914?
- 10 When did women in Britain get the same voting rights as men?

### GLOSSARY

<b>rights</b>	diritti
<b>belong</b>	appartenere
<b>growing</b>	crescente
<b>unfair</b> i	ingiusto
<b>refuse</b>	rifiutare
<b>hunger strike</b>	sciopero della fame
<b>increase</b>	aumentare

# Children and Education in the 1800s

Education in the Victorian Age was very different from education today. Very few children went to school before the 1840s because it was not obligatory. Some rich people paid a tutor or a governess to teach their children at home. Others paid for their children to go to boarding schools such as Eton or Rugby.

Today Eton, Rugby and other similar schools are called independent schools.

About 5% of all British children go to independent schools. In Britain children must go to school until they are 16.

The universities of Oxford and Cambridge are two of the oldest and best universities in England. Oxford is one of the oldest universities in Europe.

The girls stayed at home and learned to draw, sew, sing and play the piano. Their education prepared them for marriage.

There were different kinds of schools for poor children. The younger ones went to a 'Dame' school. Here a local woman taught the children in a room of her house. The older ones went to a day school which was usually crowded, dirty and unpleasant. Some schools were organised by churches and charities. These were called the 'ragged' schools and were set up for orphans and very poor children. There were few books except for the Bible. There were often 100 pupils in one classroom! Because these schools were crowded older children, called monitors, taught the younger children.

1. **boarding schools:** a school where pupils eat and sleep.
2. **sew:** work with a needle.
3. **crowded:** very full; with many people.
4. **ragged:** the name comes from 'ragged clothes'; old clothes which are torn and dirty.

*A Dame School (c. 1840)*  
by Thomas Webster

School was often very boring. Children learned to read, write and do simple arithmetic. They read aloud from the Bible and wrote on small slates.

Discipline was very strict and children who did not behave well were punished. The teacher hit them with a cane.

People paid to send their children to school. Schools cost at least a penny a week for each child.

Most poor families did not have the money to send their children to school. They sent them to work because they needed the money.



1. **slates:** small blackboards
2. **strict:** severe
3. **cane:** a type of stick

Children did all kinds of work. They worked in factories and coal mines in terrible conditions. Many of them were only 5 years old and they often worked 12 hours a day. Others sold newspapers, matches or flowers in the streets. Others cleaned the streets, people's shoes or chimneys. Children often died of cold, hunger and disease.

**matches:** fiammiferi



## Crime in Victorian London

There was a lot of poverty in 19<sup>th</sup> century Victorian London and a lot of crime. The city was crowded and criminals could hide easily. At night the dark, narrow streets were dangerous because there was very little light.

Poor children like Oliver Twist and the Dodger picked pockets and stole from street markets. Young thieves often worked together in teams and went to steal in rich homes and warehouses. Young women, like Nancy, went to steal things in shops; they were called shoplifters.

There was a lot of violent crime of London too. In the late 1880s the terrible murders of Jack the Ripper, who killed several women in the Whitechapel area of London, shocked the people of London. The police were never able to find this murderer.

In 1829 Sir Robert (Bobby) Peel (1788-1850) started the London Metropolitan Police at Scotland Yard. It was the first modern police force in the world with about one thousand men. The police wore uniforms and were known as 'bobbies' or 'peelers', both because of Robert Peel's name. Their work was to stop crime in London's streets, which wasn't easy. Sir Robert Peel ordered his men to be courteous with everyone.

The people of London didn't like the police at first. But when there was less crime and the streets were safer, they began to understand the importance of the police. After 1856 there were police forces all over Great Britain.

The London Metropolitan Police Force became a model for the New York Police in 1850 and for other police forces around the world.

In 1842 the first detective department was created at Scotland Yard. Detectives didn't wear uniforms and they investigated more complicated crimes. Today when we talk about the London Metropolitan Police we say 'Scotland Yard' – a name that is famous around the world.

### COMPREHENSION CHECK

**Answer the following questions**

- 1 What were Victorian London's streets like?
- 2 What did shoplifters do?
- 3 Why did Jack the Ripper shock the people of London?
- 4 The London Metropolitan Police Force became a model for which city?
- 5 Why were the first police called 'bobbies' or 'peelers'?
- 6 What did the first detective at Scotland Yard do?



# Child Labour



The Industrial Revolution which took place in Great Britain between the late 1700s and the 1800s changed the way people worked and lived. Thousands of families left the country to go and work in factories in the cities. Many of these workers were children and child labour became a big social problem.

Poor families sent their children to work because they needed the money. These children worked long hours in terrible conditions and their jobs were usually dangerous. The factory owners paid them very little money. The children had small fingers and worked better at operating some of the machines than adults. They often had to go under the machines to clean them. There were serious accidents and some children died. These children could not go to school, so when they became adults they continued to work in hard jobs for very little money.

The children who didn't work in factories sold flowers and newspapers on the street, or cleaned people's shoes, the streets, or chimneys.

Orphans, like Oliver Twist, and other poor boys often became young thieves, with the help of older criminals like Fagin and Bill Sikes. These young boys didn't have a home or a family and their life was very difficult. Most of them slept in the streets. In 1870 Dr Thomas Bernardo opened the first home for poor boys in London, and gave them food and a warm place to stay.

Some poor children went to a 'Dame' school where a kind woman taught the children reading, writing and simple arithmetic in her own home. Churches and charities sometimes organized 'ragged' schools for poor children and orphans. There were often as many as one hundred pupils in one classroom, and the older pupils often taught the younger ones. In 1870 the British government passed the Education Act, which said that all children between the ages of five and ten must attend school. However, education was not free and poor families could not send their children to school. Fortunately, after 1891 school became free for all children.



classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# THE HISTORY OF THE U.S.A.

## THE HISTORY OF THE U.S.A. Early American History

### 1492

Christopher Columbus sails from Spain. He wants to go to Asia, but he arrives in America. He thinks he is in India, so he calls the native people Indians.



### 16<sup>th</sup> century

Columbus' discovery brings the Spanish to America. They convert the native people to Christianity and change their way of life.

### 1607

Explorers from England start the first English colony in the USA. They call the area Virginia. The name comes from their queen, Elizabeth I, the Virgin Queen.



### 1620

A group of English settlers sail from Plymouth to America on a ship, the *Mayflower*. They arrive at Cape Cod in Massachusetts. Many more settlers from Britain and Holland come to live on the east coast of America over the next few years.

### 1763 – 1776

The settlers in America want to have a separate country. They don't want to be an English colony any more. The Americans are angry about the high taxes that they have to pay for tea, paper and glass from England. They cannot vote and they have no one to represent them in the British parliament.

### 1773

The Boston Tea Party. A group of angry Americans get on three British ships, carrying tea from England, in Boston harbour and throw the tea into the sea.

### 1775 – 1783

The American War of Independence. American soldiers fight British soldiers because they want to be independent from Britain. America wins the war. One of the American generals is George Washington.



### 1776

The Declaration of Independence. Thirteen American colonies in the east of the country become independent from Britain.



### 1789

George Washington becomes the first President of the USA.

# The Boston Tea Party

In the 18<sup>th</sup> century, North America was a British colony. This meant that Britain and its king George III, governed the country. The American people could not vote so they had no one to speak for them in the British parliament, but they still had to obey British laws. The American bought a lot of goods from Britain, for example tea, glass, and paper, but they had to pay very high taxes on them. The Americans felt that this was not right. They wanted to be separate from Britain, and they started to form their own political groups.

The 'Sons of Liberty' was a secret political group. In December 1773 they decided to do something to show that they were unhappy. A large group of them climbed onto three British ships in Boston harbour. They dressed up as Native Americans. The ships were full of tea. Boston was an important port for British goods.

The 'Sons of Liberty' threw the tea into the sea. They called it the Boston Tea Party. The British were very angry and the next year they closed the port of Boston completely.

The Boston Tea Party showed that the Americans were serious about their freedom. Other rebellions happened in other parts of America and in 1775 the American War of Independence began.

## Glossary

<b>sail</b>	<i>salpare</i>
<b>native</b>	<i>indigene</i>
<b>explorer</b>	<i>esploratore</i>
<b>colony</b>	<i>colonia</i>
<b>tax</b>	<i>tassa</i>
<b>vote</b>	<i>votare</i>
<b>obey</b>	<i>obbedire</i>
<b>port</b>	<i>porto</i>
<b>freedom</b>	<i>libertà</i>
<b>rebellion</b>	<i>rivolta</i>



# FAMOUS PRESIDENTS

There were 44 presidents of the USA before Donald Trump. Read about three of the most famous US presidents. They all had new ideas and they all had to make difficult decisions.

## 1<sup>st</sup> George Washington 1789 – 97

George Washington owned land in Virginia. Britain governed America in those days. Washington and other landowners wanted independence from Britain, and in 1775 they went to war. The American won the war, and on 30<sup>th</sup> April, 1789, George Washington became the first president of the USA. He died in 1799. His picture is on the US\$1 banknote.

**The American War of Independence:** Washington led the American army in the fight against the British government from 1775 – 1782.

**The Constitution:** Washington helped to write American Constitution. This tells us the laws and rights of the American people. America still uses it today.

**Washington, D.C:** Washington chose an area for the home of the US government – it was named after him and it is still the home of government today.



## 16<sup>th</sup> Abraham Lincoln 1861 – 5

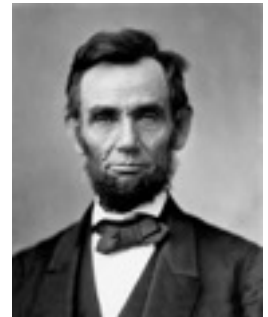
Abraham Lincoln's family was poor, but Abraham wanted to learn. He became a lawyer and then a politician. He wanted to stop slavery in the Southern states and when he was President, he fought the South in the American Civil War. A civil war is a war between two sides of the same country.

In 1865 a man from the South killed Lincoln. Lincoln's picture is on the US\$5 banknote.

**The End of Slavery:** Lincoln changed the law of slavery. Slavery ended in the United States in 1863.

**The American Civil War:** Lincoln led the North in the Civil War against the South. The South wanted to keep slaves and they wanted independence from the North. 600,000 people died in this war.

**The 'Gettysburg Address':** there was terrible fighting at Gettysburg, Pennsylvania, during the Civil War. After the war, Lincoln made a famous speech there. The dead did not die for nothing, he said. They died for people to be free.



## 36<sup>th</sup> John F. Kennedy 1961 – 3

John F. Kennedy was the youngest president in the US history. He was only 43 years old. He was young and full of new ideas, and people called him 'JFK'. They also loved his beautiful and clever wife, Jackie Kennedy. JFK wanted to make big changes to civil rights and to help the poor, but someone killed him in 1963.

**Famous Speech:** 'Don't ask what your country can do for you,' said JFK when he became President, 'ask what you can do for your country'.

**The Vietnam War:** The Vietnam War started before JFK became President. But he sent more money and men to the war to stop the Communists in the North Vietnam. The war did not end until 1975, and millions of people died, including 60,000 Americans.

**First Man on the Moon:** JFK started the programme to send a man to the moon in 1961. Neil Armstrong landed on the moon in 1969, eight years later.



## IN CONCLUSION:

Who is or was the most famous leader of your country? What are they famous for?

**What do these words mean? You can use a dictionary.**

decisions - independence - slavery - rights - Communists - programme - moon

# BLACK HISTORY IN THE USA: SLAVERY

The history of Africans in America starts with slavery. One day in 1619 some British and Dutch pirates stopped a Portuguese ship on the Atlantic Ocean. The ship was taking slaves from Angola in south-west Africa to Veracruz in Mexico. The pirates decided to take the slaves to North America. The pirates went to Jamestown, Virginia and sold the slaves for food.

Since that day, African-Americans have fought to be equal with white people in America.

What do these words mean?  
You can use a dictionary.

slavery - pirate - equal - freedom - citizen

## 1620

White people bought and sold the first black African slaves in North America.

## 1641

America made laws about keeping slaves. The children of slave mothers always became slaves themselves, even slaves with white fathers.

## 1775

The campaign to end slavery started in Pennsylvania. White people in the northern states were changing their ideas about slaves. They were starting to think slavery was wrong.

## 1807

The government made a new law: it was against the law to bring slaves into America

## 1861 – 5

The American Civil War was about slavery. Abraham Lincoln was president and he led the northern states (the Union). They wanted to end slavery. The southern states still wanted to use slaves. This was the worst war in American history – 650,000 Americans died. The Union army won. More than four million slaves became free.

## 1865 – 8

Slavery ended.

## 1890

Slavery was against the law in the south. But new laws didn't change people's ideas. The southern states made new laws. Black and whites had different buses, schools, shops and workplaces. This was called 'segregation'. This was the next problem for black people.



# BLACK HISTORY IN THE USA: SEGREGATION

**Slavery ended in 1890. But life for black Americans was hard, especially in the southern states. White leaders in the southern states had a new idea: segregation. Whites had their own schools, their own churches and their own restaurants.**

## **1955 The Montgomery Bus Protest**

A black woman called Rosa Parks was sitting on a bus in Montgomery, Alabama. A white man asked for her seat. The law said: A black person must give their seat to a white person. When Rosa Parks said no, the police took her to the police station- Black people in Montgomery were very angry. They said, 'We won't travel on the bus.' No black people travelled on the buses for 381 days. It was a protest without fighting. And it worked! After that, blacks and whites went on the same buses and they could sit anywhere. This was the start of the Civil Rights Movement, when black people fought to be equal to whites.

## **1963 The March on Washington**

Martin Luther King Jr (Junior: he has the same name as his father) led 250,000 black and white people on a march in Washington, D.C. The people on the march wanted jobs and freedom. He made a famous speech. 'I have a dream', he told the people. He dreamed of an America where skin colour was not important.

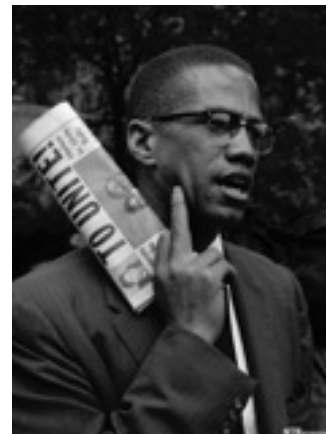


## **1964 Civil Rights Act**

Segregation because of race was now against the law. This was a very important law and the southern states had to change. It took time, but they did change.

## **1965 The assassination of Malcolm X**

Malcolm X fought for black rights. He was the leader of the Nation of Islam and he hated white people. His real name was Malcolm Little. He changed it to Malcolm X. He said 'Little' was a slave owner's name. Many white people were frightened of him. He didn't think the Civil Rights Movement and Martin Luther King Jr were doing anything important – he thought the white people in power were controlling them. In 1965 someone from the Nation of Islam killed Malcolm X.



## **1968**

The assassination of Martin Luther King Jr.  
The first African-American woman wins a seat in the US Congress.

## **2001**

Colin Powell becomes the first African-American Secretary of State.

## **2004**

Condoleezza Rice becomes the first African-American woman Secretary of State.

## **2008**

Barack Obama becomes the first African-American President of the United States.

**What do these words mean? You can use a dictionary**  
protest - soldier - march - assassination - control - Secretary of State

# They Fought Against Racism

Many black and white people have contributed to change America, from president John Fitzgerald Kennedy to the civil rights movement leader, Martin Luther King. Both men paid for their ideals with their lives.

**Rev. Martin Luther King** was born in Atlanta, Georgia 1912. He attended a seminary in Philadelphia and became the minister of a Negro Church in Montgomery, Alabama. Throughout the course of his life he fought peacefully against racial discrimination and injustice. In 1963, Rev. King led the march for civil rights to Washington D.C. which greatly contributed in helping black people obtain the right to vote. He was assassinated on April 4<sup>th</sup> 1968.



**Rosa Parks** was a black woman who lived in Montgomery, Alabama. In December 1955, she became famous after she refused to give up her seat on a bus to a white person. She was arrested, but black people stopped using the town buses in order to protest against her imprisonment. Thanks to this boycott she was released after a 381 day detention.



**John Fitzgerald Kennedy** was born in 1917. He attended Harvard University and took part in the Second World War. During his campaign for Presidency he started to support the civil rights of black people, and won 70% of their votes. When he became President in 1960, he continued his efforts to abolish discrimination in social, political and civil life. He was killed during an official visit to Dallas, Texas, in 1963 by Lee Oswald.



# The First World War

I

n the first years of the 19<sup>th</sup> century, European expansionism and American and Japanese economic interests, created many contrasts between the nations. Russia and Austria competed for the Balkans. France wanted to reconquer Alsatia and Lorraine, after having lost them in the French-Prussian war. Germany had hegemonistic designs and, putting aside her usual isolationism, allied herself with Italy and Austria. The growing strength of Germany had begun to create concern in Britain, which allied herself with France and then Russia. So two opposing alliances formed in Europe: the Triple Entente (Britain, France and Russia) and the Triple Alliance (Austria, Germany and Italy). When the heir to the Austrian throne, Franz Ferdinand, was assassinated by a Serbian student in Sarajevo, Serbia, in 1914, Austria declared war on Serbia and Russia and France went to Serbia's aid. As a consequence, Austria issued an ultimatum to them. When Germany invaded neutral Belgium in order to attack France, also Britain intervened against Austria and Germany. Later Japan declared war on Germany. Italy entered the war in 1915, fighting together with the Triple Entente. Submarines, airplanes, poisonous gas were used in the war, causing thousands of victims. Due to this terrible situation, more and more soldiers were recruited to join the armed force in 1916. In 1917, two other important events occurred: the Russian army retreated as a consequence of the Bolshevik Revolution and the United States entered the war in support of the Allied Forces, after Germany had launched submarine attacks on American ships. After the battles at the Somme and the Marne, in 1918, Germany was defeated. The global war caused countries great losses and, in 1919, the victorious nations took part in a post-war summit in Paris. As Germany and Austria were considered responsible for the war, they were excluded from the summit.





# The Second World War Timeline

Germany had a hostile attitude towards the nations that had won the First World War. Hitler wanted revenge and decided to carry out an expansion programme. He first stipulated a military alliance with Japan and Italy and, in 1938, occupied Austria.

**In 1939**, Czechoslovakia was divided while Italy was invading Albania, and then Hitler stipulated a non-aggression pact with the USSR.

In 1939, Hitler invaded Poland, and France and Great Britain declared war upon Germany. Hitler did not stop his troops and in 1940 he invaded Denmark, Norway, Belgium, Holland and Luxemburg. Hitler then attacked France and on June 14<sup>th</sup>, proceeded to Paris. In 1941, Germany dominated Europe and attacked the USSR (with which it had signed a non-aggression pact). Only Britain was still fighting against the German troops.

**On December 7<sup>th</sup>, 1941**, Japan made a sudden attack on the American naval base at Pearl Harbour. This led the United States to war.

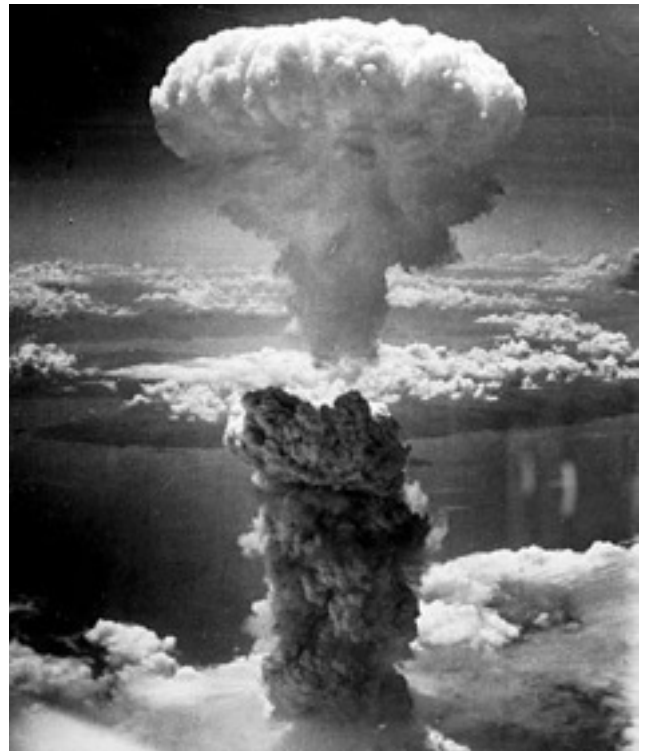
**From 1942 on**, the Allies (France, Great Britain, America and the USSR) started attacking the enemy.

**On June 6<sup>th</sup>, 1944**, the Anglo-American Allies landed on the northern coasts of France. The German army was gradually defeated and had to retreat.

**On April 25<sup>th</sup>, 1945**, the Italian partisans drove the German troops out of Italy. On May 8<sup>th</sup>, Germany was compelled to surrender. American intervention had been definite in Europe, but the Japanese were still fighting. To stop them, the United States dropped two atomic bombs on the Japanese towns of **Hiroshima** and **Nagasaki**. On 2<sup>nd</sup> September, Japan surrendered too. This horrifying war caused the death of 50 million people and inestimable damage.

After the Second World War the US and the USSR became the greatest powers in the world and confirmed their economic and political supremacy.

**In February 1945**, the representatives of the victorious nations took part in a World Summit at Yalta (Ukraine) to discuss post-war issues. Europe was divided into two different blocs: the socialist countries, under the leadership of the USSR and the capitalist countries under the influence of the United States.



Germany was divided into two different states: the western part under the American control and the eastern part controlled by the Soviet Union. **In 1949**, almost all western European countries together with Canada and the United States, signed the North Atlantic Treaty. They created a new political and military alliance called NATO.



**In 1955**, the socialist countries formed an alliance called the *Warsaw Pact*.

America was the only ally not devastated by war. It gradually became the “leader of the free world” and conducted a very important role in post-war foreign policy.

The Americans enjoyed the benefits of economic growth and a great rise in their standard of living. The technological revolution made transports and communications quicker and safer. Science and technological progress also produced the development of nuclear weapons and encouraged the American space programme.

The Americans made space flights possible. **In July 1969**, the American space programme led man to land on the moon.



# Focus on Germany

Adolf Hitler was the leader of the Nazi Party who came to power in Germany in 1933, when he became Fuhrer. He gained support by blaming all Germany's problems on the communists and the Jews and by promising to make Germany great again. To do this he rebuilt its military strength and established a one-party dictatorship, maintained through terror and propaganda. He supported other fascist leaders like Mussolini, with whom he signed the Rome-Berlin Axis.



## The Holocaust

Holocaust is a Greek word which means "total destruction". It is used to refer to the death of millions of Jews during WWII. In fact, the Holocaust was the persecution and mass murder of Jewish people by the Nazis. Hitler believed Jews, gypsies, homosexuals,

the mentally ill and the disabled did not deserve a place in the German empire. This is why he wanted to get rid of them in an atrocious plan called the Final Solution. In 1935 Hitler passed the Nuremberg Laws, which stopped Jews being German citizens and banned



marriage between Jews and non-Jews. From 1940 on, Jewish people were forced to move into ghettos, like the one in Warsaw – districts which were walled in and policed by armed guards and where living conditions were terrible.

In 1941 the Nazis started to build big concentration camps in German-occupied countries in Eastern Europe, where more than 12 million people were then shot, poisoned in gas chambers or starved to death. One of these death camps was Auschwitz, in Poland. The horror of Hitler's camps was fully revealed at the end of the war, in 1945, when the Allies marched into them.

# The Cold War

The name Cold War refers to the extreme hostility and tension which characterized the political, economic and military relationships between the United States, with its allies, and the Soviet Union, after the Second World War. The two superpowers competed fiercely in military and technological development and in both weapons and the space race. The tension between the two blocs began in 1945, lasted more than 40 years and ended

in the 1990s, with the collapse of Communism and the beginning of Perestroika. Perestroika was the political and social change of the Soviet Union, initiated by the Soviet leader of the Communist Party, Michail Gorbaciov. Although international agreements had been signed and a period of



international detente had begun (after Stalin's death, in 1953), two serious crises shocked the world during the Cold War. The first, threatened the fragile balance between the two superpowers in 1959, when Fidel Castro, a communist revolutionary, overthrew the military dictatorship in Cuba. After an unsuccessful American attempt to weaken Castro's power, Cuba was proclaimed a socialist republic, accepted the military support of the Soviet Union and allowed the Soviet Union to install nuclear missiles in its territory in 1962. Fortunately, both the competing blocs changed their politics: the United States recognized the independence of Cuba, and the Soviet Union dismantled its military bases. In 1961, the government of the German Democratic Republic built a 155-kilometre-long wall in Berlin to divide the city into its eastern and western parts and prevent people living in the eastern part from escaping to the other side of the city. The wall was under constant armed surveillance, and more than 265 people paid with their life for their attempt to gain freedom. It was only after November 9<sup>th</sup>, 1989, that the wall was knocked down, and the inhabitants of Berlin were allowed to live together and move around the city freely again.

**ACTIVITY: Fill in the spaces below with information from the text.**

- Beginning .....
- Aggressor country/countries .....
- Countries involved .....
- Main Battles .....
- Ending .....
- Victorious country/countries .....

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# GEOGRAPHY

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# The United Kingdom

Look, read and complete with the names of the capital cities.

## Northern Ireland

Capital city: Belfast  
Emblem: the shamrock  
Language: English

## Wales

Capital city: Cardiff  
Emblem: the daffodil  
Languages: English,  
Welsh



## Scotland

Capital city: Edinburgh  
Emblem: the thistle  
Languages: English,  
Scots Gaelic

## England

Capital city: London  
Emblem: the rose  
Language: English

The United Kingdom of Great Britain and Northern Ireland, the U.K., is the political name of the country which is made up of England, Scotland, Wales and Northern Ireland. Three of these form Great Britain: England, Scotland and Wales. The flag of the United Kingdom is called the Union Jack. Even though the United Kingdom is part of the European Union (Brexit England 2016), the currency is not the euro but the pound. The Head of State is Queen Elizabeth II

# DISCOVERING UK CAPITAL CITIES

## LONDON

### Read

London is the capital city of England and the U.K. and the seat of central government in Britain.

It is in the south-east of England on the River Thames.

About 8 million people live in London.

It is rich in monuments and places of interest.

Here are a few.

**Buckingham Palace:** this is the Queen's official royal London residence.

**The Houses of Parliament:** this is the place where laws are debated. **Big Ben** is the clock tower of the Houses of Parliament, a very famous landmark.

Actually, Big Ben is the name of the bell inside the clock!



**Westminster Abbey:** just to the west of the Palace of Westminster, this is the cathedral where British monarchs are crowned. **The Tower of London:** this is a historic castle. It houses the Crown Jewels and is open to the public as a museum. The warders, called Beefeaters, wear traditional Tudor costumes



### EDINBURGH

Scotland is internationally known for its music and its traditional instrument, the bagpipes.

Edinburgh, the Scottish capital, is famous for its old castle and the International Festival which takes place in August every year.

The Edinburgh Fringe Festival is a festival of comedy, theatre, music, dance and children's shows.

During this festival people from all countries and cultures come together to perform in Edinburgh.



### CARDIFF

Cardiff is a busy university city. It is the capital city of Wales.

It is also known as a 'city of parks': its extensive parkland covers around 10% of the city's total area.

Bute Park is Cardiff's main park. Cardiff Castle is a major tourist attraction in the city and is situated in the heart of the city centre.

In some areas of Wales, people speak Welsh as a first language and road signs are in both English and Welsh.



### BELFAST

Belfast is the capital city of Northern Ireland and its economic engine; it is also an important centre for industry as well as for the arts and its university.

Belfast was also a major port, with commercial shipyards and docks – the famous ship "Titanic" was built here in 1912.

Parks and gardens are an integral part of Belfast: there are more than 40 public parks in Belfast.

#### Pair work. In turns, practise talking about UK capital cities.

1. London is...
2. Big Ben is...
3. The London residence of the Queen is...
4. The university city which is the capital of Wales is...

5. The capital city of Scotland is...
6. The Edinburgh Fringe Festival is a festival of...
7. Cardiff is known as...
8. Belfast is an important...
9. In Belfast there are more than...

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# THE U.S.A.



## Read and complete the fact file

The USA is a federation of 50 states. These include Alaska, north-west of Canada, and Hawaii, in the Pacific Ocean. The states are represented by 50 stars on the American flag, while the 13 stripes represent the original 13 states. The USA has a population of 325 million and covers an area of 9.2 million square kilometres, which explains its variety of landscapes, climates and four different time zones. Most people speak English; American English is like British English, but with a few differences in pronunciation, spelling and vocabulary. Many people also speak Spanish and other languages. The national currency is the US dollar. The capital city is Washington DC (DC stands for "district of Columbia"). The USA is a Federal Republic and the president is elected every four years.



### FACT FILE

Population: .....  
 Area: .....  
 Flag: ..... stripes and ..... – one for each state.  
 Currency: .....  
 Languages: .....  
 Head of State: ..... elected every .....





## 1. Listen and read.

The USA is a multicultural nation often described as a "melting pot" society. In fact, US history is one of immigration: the country attracted people from all over the world in search of a better life.

In 1620 the Pilgrim Fathers, religious dissenters from England, arrived in Massachusetts and settled there. During the 1800s, immigrants came from Germany, Ireland, the Netherlands, Spain, Italy and many other European countries

The USA also has a large African-American population who are descendants of the slaves who came from Africa to work on the cotton and tobacco plantations in the 16<sup>th</sup> and 17<sup>th</sup> centuries. In the 20<sup>th</sup> century many people came from Asia and Hispanic countries such as Mexico, Cuba and Puerto Rico.

The USA is still a land of immigration for a people in search of a better life and, unlike European countries, it is a young country with a young culture, based on different nationalities, ideas and religions all living and working together. The idea of the melting pot is challenged by that of the "salad bowl", according to which the immigrants should retain their own national characteristics while integrating into a new society.



### Did you know?

Barack Obama is the first Afro-American President in the history of the United States.





At 8.35 a.m. a **hijacked** passenger plane crashed into the north tower of the World Trade Centre in New York. Eighteen minutes later a second plane crashed into the south tower. A third plane hit the Pentagon, the top military centre in Washington DC and a fourth plane crashed in Pennsylvania before it reached its destination. Both the north and south towers (the Twin Towers) of the World Trade Centre collapsed. They were the tallest buildings in New York and about 50,000 people worked in the offices inside them. Nearly 3,000 people died in the attacks of 9/11, including 400 New York fire fighters and police officers, and 10,000 people

**were injured**. It was the biggest terrorist attack **ever** in the USA, and it shocked the world.

The Twin Towers were part of the New York **skyline** and they were a symbol of US capitalism. Their destruction changed New York and the rest of the world. President George W Bush declared a 'war on terror' and promised to find the leaders of the terrorist group behind the attacks and **bring them to justice**.

The attacks of 9/11 changed the lives of ordinary people in the USA and around the world. People in big cities were afraid, especially after more terrorist attacks in Madrid (2004) and London (2005), and security at airports and big events became much **stricter**.



Today the National September 11 Memorial and Museum stand where the Twin Towers once stood. It's a peaceful place for **survivors**, victims' families and visitors to remember the tragedy. New York is **moving on** from the dark days of the attacks and it is rebuilding the World Trade Centre – but in a different style. In the Memorial Gardens, there's a special tree called 'the Survivor Tree'. It survived the attacks and it is a symbol of hope for New York.

### The wars in Afghanistan and Iraq

The wars in Afghanistan and Iraq were a consequence of the 9/11 attacks. In October 2001, the USA and its **allies** invaded

Afghanistan because they thought the terrorist group behind the 9/11 attacks operated there.

In 2003, the USA and the UK invaded Iraq because they believed Iraq **supported** terrorist organizations.

#### Glossary:

**hijacked** dirottato - **were injured** furono feriti - **ever** di sempre - **skyline** profilo - **bring to justice** assicurare alla giustizia - **stricter** più severi - **survivors** sopravvissuti - **moving on** andare avanti - **allies** alleati - **supported** appoggiavano

# I LOVE NEW YORK

## The Statue of Liberty

It's a statue from France in the form of a 93 metre-tall woman. You have to climb 354 steps to reach the crown, and "Lady Liberty" welcomes you at the entrance to New York's harbour.

## Ground Zero

It's the place where the Twin Towers stood before 9/11/2001, when they were destroyed by a terrorist attack. Here America commemorates the 2,892 victims.

## Broadway

Known as "The Great White Way", it's New York's world famous theatre district.

## Central Park

This man-made park is bigger than the principality of Monaco and it is the ideal place for relaxing and doing sports. You can even take a horse-drawn carriage ride.

## Brooklyn Bridge

Brooklyn Bridge is one of New York's landmarks. It links Brooklyn to Manhattan.



## The Metropolitan Museum of Art

It is one of New York's 250 museums with lots of things to see, from paintings to mummies and much more.

## Times Square

It is a meeting point for many people and traditional spot to celebrate New Year's Eve.

## Fifth Avenue

This is a paradise for those who love shopping. With its department stores, luxurious brand shops and boutiques and famous jewellers like Tiffany's, it attracts people from all over the world.

1. Here are some of New York's main tourist attractions. Read and match them to the picture below.

2. In pairs, ask for and give information giving the prompts, as in the example:

Excuse me! Could you tell me where I can take a carriage ride, please?	➔	Of course Sir/Madam! Go to Central Park. It's not far from here.	See the site of the 9/11 attack See Egyptian mummies Cross the river to get to Brooklyn Get a fantastic view of N.Y. Go to the theatre Celebrate the New Year Go shopping
--	---	--	---



3. Read the text.

## New York's history in pills

New York is the biggest city in the USA and one of the biggest in the world, with a population of about 8 million people from different ethnic groups. Its first inhabitants were the native Americans who lived on the island of "Manhatin", or "hilly island". Giovanni da Verrazzano arrived here in 1524, but the first European to settle were the Dutch in 1625.

They named the island "New Amsterdam", but it was renamed after the arrival of the British, who became its owners in 1664. They called it "New York" in honour of the Duke of York.

New York is divided into five boroughs: *Manhattan, Brooklyn, The Bronx, Staten Island* and *Queens*. Many of the places of interest are in Manhattan, which is divided lengthways into *Downtown, Midtown* and *Uptown* and across into *Manhattan East Side* and *Manhattan West Side*.

**Did you know?**  
 New York is also called The Big Apple from an old saying: "There are many apples on the tree, but only one BIG APPLE"

4. Use the words in the box to complete the summary.

New Amsterdam  
 the British  
 Brooklyn  
 8 million people  
 is divided into (x2)  
 Manhattan  
 the Dutch  
 the Native Americans  
 was named after

New York has a population of .....  
 Its first inhabitants were .....  
 Then ..... arrived in 1625 and called  
 it .....  
 From 1664 on, the area was controlled by .....  
 and the city ..... the Duke of York.  
 New York ..... 5 boroughs: .....,  
 Staten Island, ....., Bronx, Queens.  
 Manhattan ..... Downtown, Midtown, Uptown, East Side,  
 West Side.

# Native American view of life

## 1. Listen and read

1. The original inhabitants of America are known as the Native Americans, or American Indians, who lived on the Great Plains of the North American continent. American Indian society was organized into tribes, like the Sioux, Apache and Cherokee, each led by its own Council of Elders. Each tribe had a chief, elected by the Council.

2. American Indians believed in a great spirit called "Wakan Tanka". Their religion was animistic – they thought all animals, plants, objects and natural things had a living soul. They often held religious ceremonies, during which they danced to the rhythm of drums. American Indians tried to live in harmony with nature and make good use of natural resources: they loved the land, which they called their 'mother'. They believed the land was eternal and belonged to all creatures.

3. The buffalo lay at the very heart of the American Indian way of life: its meat provided food, its skin was used to make tepees and

clothes, its bones were carved to make knives, its horns were made into dishes and cups, while its fat was turned into soap. American Indians lived in tepees, cone-shaped shelters made of animal skin supported by poles. Tepees were warm in winter and cold in summer, and they were easy to move, which suited the American Indian nomadic lifestyle. Canoes were used to travel along the coasts of the Pacific and Atlantic Oceans as well as on waterways and rivers.

4. American Indian culture is commonly associated with a variety of traditions and symbols, including Totem poles and "dream catchers". Totem poles are tall wooden sculptures decorated with statues and designs, which recount legends and celebrate cultural beliefs. A dream catcher is a wooden loop containing a net. American Indians used to hang dream catchers over beds to protect babies from bad dreams.



# AUSTRALIA

**1. Read the text and complete the fact file.**

Australia is part of Oceania, the smallest continent in the world. It is an independent country with a population of twenty-two million. Most of the population live in the big cities which are concentrated along the south-east coast. It is a federation of States and Territories and is a member of the Commonwealth whose Head of State is Queen Elizabeth II. The capital is Canberra, but the biggest city in the country is Sydney.



Every year Australians celebrate the foundation of their country on January 26<sup>th</sup>, which is known as "Australia Day". The country is also known as the land "down under". This name is due to its position, as Australia lies in the southern hemisphere, on the opposite side of the globe to Europe. As a result, the seasons are just the opposite to ours. Australia is so big that there are different climates: the northern part of the country has a tropical climate; most of its interior, the "outback", is a hot, dry, semi-desert area while the south-east and south-west corners have a temperate climate. The country is home to animals like the kangaroo, the koala and the dingo, a kind of wild dog. The Great Barrier Reef, located off the north-east coast, is one of the world's natural wonders. Thanks to its beaches, Australia is also a real paradise for surfers.



FACT FILE	
Population:	.....
Capital City:	.....
National Day:	.....
Climate:	.....
Wildlife:	.....
Head of State:	.....

# INCREDIBLE INDIA!

caste  
mountains  
untouchables  
software  
river  
spices  
vegetables  
snow  
spirituality  
economic  
film  
democracy  
multilingual  
cow



## 1. Listen and complete with words in the box.

India is the seventh largest country in the world.  
With a population of over 1.2 billion, India is the second-most populous nation.  
Its society is ..... and multi-ethnic.

### 1 New Delhi – government

India is a federal constitutional republic with a parliamentary system, the most populous ..... in the world. Colonized by the United Kingdom in the mid-19<sup>th</sup> century, it became an independent nation in 1947, after a non-violent struggle led by Mahatma Gandhi. New Delhi is the capital of India.

### 2 The Himalayas – nature

The Himalayas, the planet's highest ....., border India to the north and north-east. The peaks are covered in ..... and ice all year long. The foothills are covered in forests and the famous Indian tea is grown on the lower slopes.

### 3 Mumbai – cinema

Mumbai is the biggest city. With its busy port and major international airport, it is the financial heart of India. Mumbai, once called Bombay, is also the hub of the ..... industry, and is known as 'Bollywood', after Hollywood, USA.

#### 4 The Ganges – religion and society

In India, ..... and culture are closely linked and influence every aspect of life. It's not surprising that four of the world's major religions originated here: Hinduism, Buddhism, Jainism and Sikhism. Hinduism is the dominant faith, practiced by over 80 % of the population. Muslims form the second biggest religious group.

Religion has an important role in Indian culture and society. The Ganges is the sacred ..... to Hindus and is also a lifeline to millions of Indians who live along its course and depend on it for their daily needs. It is worshipped as a goddess.

Traditional Indian society is based on the ..... system – the system of dividing society into classes according to differences in family origins, rank and wealth. In spite of the many social reform movements, Dalits or ..... are still the lower-caste community in India, living in segregation and discrimination.

#### 5 Chennai – food

Indian cuisine is characterized by the use of various grains, especially rice, ....., spices and fruits. It varies from region to region.

A mix of ..... called "curry" is a typical ingredient of Indian cuisine: Madras Curry is a hot curry sauce and gets its name from the city of Chennai, formerly known as Madras. The ..... is sacred to Hindus so most Indians do not eat beef.

#### 6 Bangalore – economy

India is one of the fastest growing economies in the world and Bangalore is the main ..... and industrial city. Famous for its information technology industry, Bangalore is known as the Silicon Valley of India. Many ..... and telecommunication companies are located here.





# CANADA

## Read the text

Hi Mary,  
How's life? I'm writing from Canada, where I'm having a great study holiday! I'm sending you some pictures of Canada to help you with your Geography project.

Let's start with the flag. You're probably wondering what it represents. Well, it's a maple leaf. The maple tree grows in Canadian forests and it's the symbol of the country.

To get an idea of where I am exactly, look at the map. As you can see, Canada borders the USA both to the south and to the north and it touches the Pacific

Ocean to the west, the Atlantic Ocean to the east and the Arctic Ocean to the north.

No wonder Canada is the second largest country in the world! It's divided into 10 provinces and 3 territories.

About 34 million people live here. Most Canadians live in the south, especially in towns and cities. By the way, the main cities are Toronto, Montreal, Vancouver and Ottawa, where I am now. This is the capital, but the biggest city is Toronto, which is modern and has an impressive skyline. Judge for yourself: can you see the picture with the CN tower? What else can I tell you? Oh yes: there are two official languages here in Canada, English and French. I've chosen a road sign to help you remember it. And, as for the form of government, Canada is a federal democracy and a member of the Commonwealth, so the Head of State is Queen Elizabeth II!

I've just come back from a trip to the Niagara Falls. I didn't know that they are in both the USA and Canada. And they are only one of the natural wonders in a country which is covered with forests and is rich in lakes, like the one shown here, created by glaciers.

Well, I think I told you almost everything and I must go now. I have a ice-hockey lesson; you know, it's the national winter sport here and I'm learning how to play.

Write soon.

Love,

Susan



### 1. Read the text again and complete

confina con.....  
democrazia federale.....  
diviso in.....  
foglia di acero.....  
capo di Stato.....  
lingue ufficiali.....  
membro di.....

# SOUTH AFRICA

## from apartheid to the RAINBOW NATION

1948 was a very important year in the history of South Africa because the Afrikaner National Party won the elections and introduced *apartheid*. Apartheid was a system of racial segregation in which black and other non-Europeans did not have the same political or economical rights as whites and had to live separately. In the 1950s the government forced millions of black people to leave their homes and to move to the black townships where they lived in poverty. Under apartheid all public **facilities** were separated: whites and blacks had separate schools, universities, hospitals and beaches and had to travel on separate buses. In addition, only white South Africans could vote on elections.



Opposition to apartheid was strong. In 1952 the African National Congress, a black civil rights organization, began a series of peaceful protests against apartheid. The reaction from the government was brutal. In 1960 the police **fired** on a group of **unarmed** black **demonstrators** in the township of Sharpeville. At least 69 blacks died in the massacre and more than 180 people were **injured**. After Sharpeville the government arrested thousands of blacks, including the leaders of anti-apartheid organizations such as Nelson Mandela and Steve Biko. Nelson Mandela spent 27 years in prison from 1963 – 1990 while Steve Biko died in 1977 after he was arrested and tortured by the police. In 1976 thousands of black students began a peaceful protest in Soweto, a black township outside Johannesburg, after Afrikaans, the language of the whites, became obligatory in local schools. The police fired on the demonstrators and killed or injured a high number of the students. Many countries around the world wanted the South African government to end the system of apartheid and in the 1960s and 1970s the United Nations introduced economic sanctions against South Africa. Finally, in 1990 president Frederick Willem de Klerk ended apartheid and Nelson Mandela left prison. In 1994 South Africans of all races voted in the general elections and Nelson Mandela became president. As the first black president, Mandela wanted to improve race relations, discourage **revenge** and build a united South Africa. He formed a multiracial 'Government of National Unity' and said he wanted the country to be 'a rainbow nation at peace with itself and the world.'

The multi-coloured South African flag is the symbol of a united country where different races can live in unity. The 1995 Rugby World Cup was the occasion for Mandela to show to all his people that South Africa was one nation. Rugby was the sport of the whites and the black majority hated the Springbok team. Black South Africans thought that the Springbok's shirt was the symbol of apartheid. Mandela wore that shirt at Ellis Park when South Africa won the Rugby World Cup. The film *Invictus* directed by Clint Eastwood tells the story of that memorable **event** and of the friendship between the captain of Springboks, Francois Pienaar (Matt Damon), and Nelson Mandela (Morgan Freeman).



### Glossary

**facilities** servizi - **fired** aprì il fuoco - **unarmed** disarmati - **demonstrators** dimostranti - **injured** ferite - **revenge** vendetta - **event** momento

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# SCIENCE

# Everybody is made up of cells

1. Listen and fill in the gaps with the words in the box, then label the pictures.

## skin cell jelly-like dot organisms division

A ..... is the basic unit of structure of all living ....., the 'building block' of all animals and plants. Cells are very small. They are made up of different parts.

Animal cells and plant cells both have a cell membrane, cytoplasm and a nucleus.

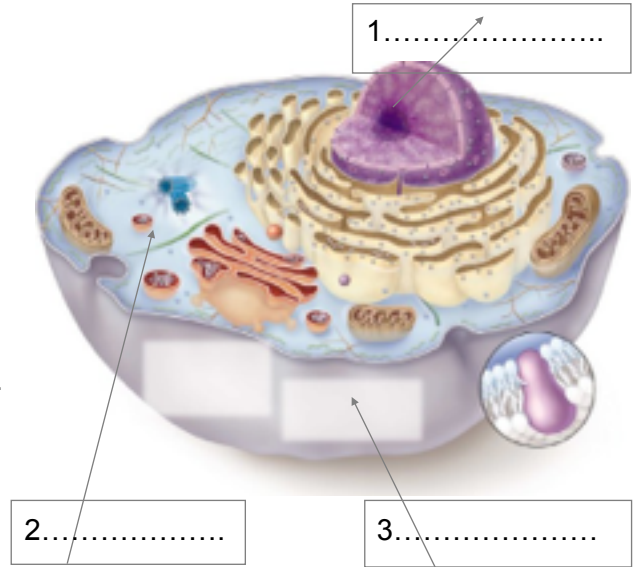
The membrane is a thick .....

It controls the entry and the exit of substances.

The cytoplasm is a ..... mixture. It is in this that most cellular activities occur, such as metabolic pathways and cell .....

The nucleus is a dark .....

It controls every activity in the cell.



2. Match each part of the cell to its function.

- |                      |   |
|----------------------|---|
| 1. The cell membrane | a) protects the cells.                  |
| 2. In the cytoplasm  | b) controls the activities in the cell. |
| 3. The nucleus       | c) Most activities of the cell occur.   |

### 3. Do the experiment.

#### You need

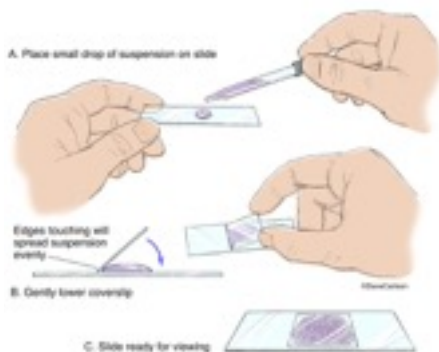
- |                    |              |
|--------------------|--------------|
| * microscope       | * cover slip |
| * spatula          | * dropper    |
| * microscope slide | * colouring  |

#### WHAT CAN YOU SEE?

You can see oval-shaped transparent cells, each with a darker nucleus at its centre.

#### OBSERVE ANIMAL CELLS

1. Use a spatula or a tablespoon and gently scrape some cheek cells from the inside of your cheek.
2. Lay the scrapings on the slide and add a drop of distilled water and one of colouring.
3. Place a cover slip on the scrapings.
4. Observe them under the microscope at low power, then examine them under high power.

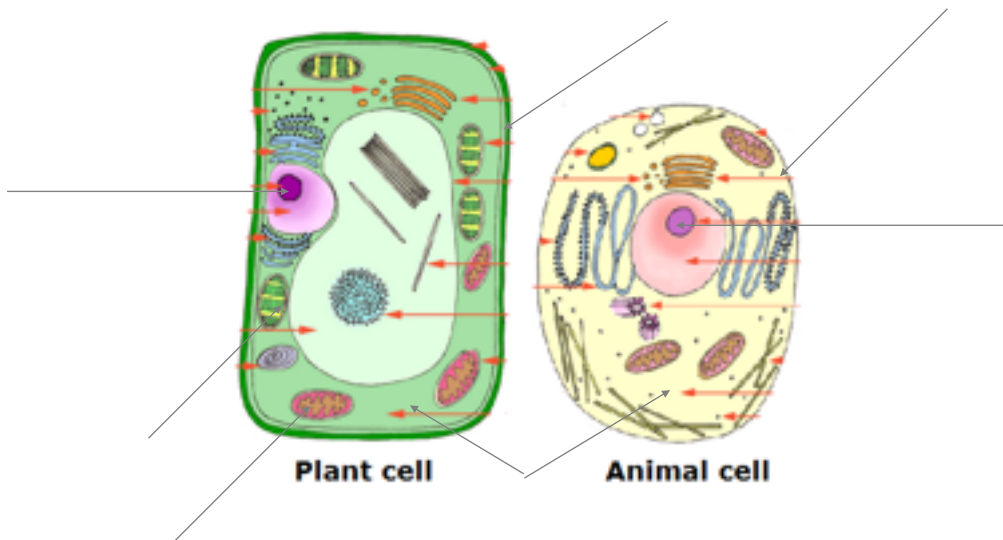


4. Listen and fill the gaps with the words in the box.

parts - similar - liquid - green - wall

Plant cells are ..... to animal cells – they have a nucleus, a cell membrane and cytoplasm. In addition, plant cells have some ..... that animal cells do not have: a cell wall, a vacuole and chloroplasts. The cell ..... surrounds the cell membrane. The vacuole is a space inside the cell which contains a ..... called cell sap. Chloroplasts are ..... dots; they contain chlorophyll.

5. What are the plant cell and the animal cell composed of? Read the text again and label



6. Do the experiment.

**COVER A LEAF AND OBSERVE**

**You need**  
 black paper      scissors  
 a plant with      paperclip  
 green leaves      tape

1. Cut two pieces of black paper big enough to cover one leaf on the plant.
2. Put the leaf between the two pieces of paper.
3. Clip the paper at the top and bottom and tape the slides.
4. Wait for six days.
5. Uncover the leaf.

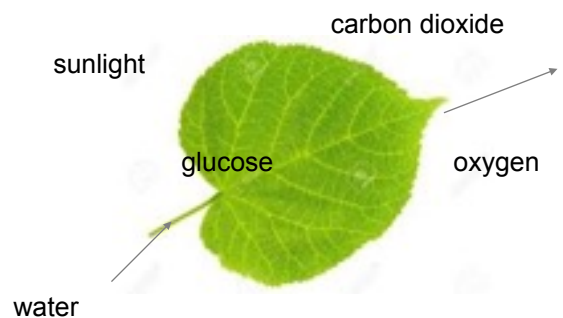
**WHAT CAN YOU SEE?**

The leaf is very pale! Chlorophyll gives a leaf its green colour. Without sunlight, plants can't make chlorophyll and a leaf loses its green colour. After a week without the covering, the leaf is green again!

**Photosynthesis**

Photosynthesis converts light energy into chemical energy:

1. The chlorophyll in the leaf absorbs sunlight.
2. The leaf absorbs carbon dioxide from the air.
3. The plant gets water from the roots.
4. Chemical processes create glucose.
5. The leaf releases glucose to the plant and oxygen to the atmosphere.



classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# Solids, liquids, gases

## 1. Read; then classify the substances.

Everything around us is a solid, a liquid or a gas.

A solid is hard and always keeps its shape. For example, wood is a solid.

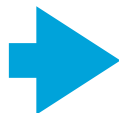
A liquid flows and takes the shape of its container. For example, milk is a liquid.

A gas fills the whole space it is in but we cannot always see it. For example, carbon dioxide is a gas.

### Gli stati della materia: solido, liquido e gassoso

	Stato solido	Stato liquido	Stato gassoso
FORMA	Forma costante, rigida e fissa	variabile: la stessa del contenitore	variabile: la stessa del contenitore
VOLUME	costante	costante	variabile: la stessa del contenitore
PARTICELLE	sono fortemente legate fra loro	si muovono, ma interagiscono tra di loro	ogni particella si muove indipendentemente dalle altre

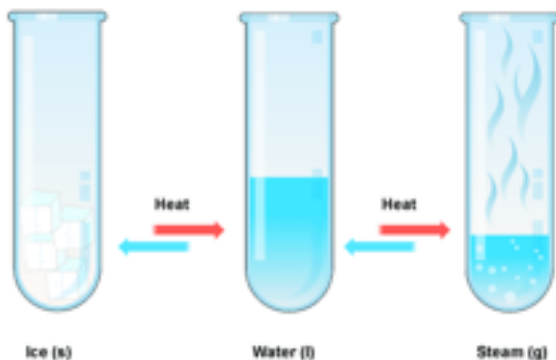
orange  
juice  
rubber  
oxygen  
glass  
water  
hydrogen  
wine  
ozone  
stone



- |        |        |        |
|--------|--------|--------|
| 1..... | 1..... | 1..... |
| 2..... | 2..... | 2..... |
| 3..... | 3..... | 3..... |

## 2. Look, read and complete.

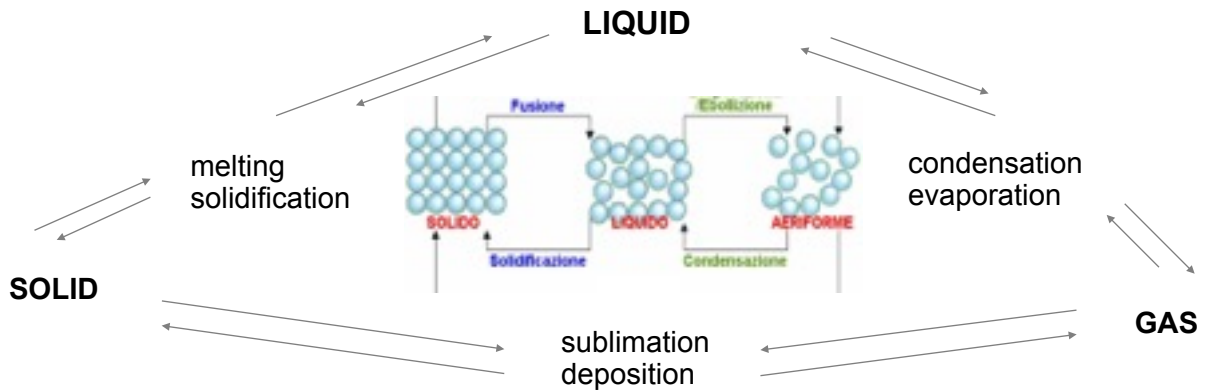
H<sub>2</sub>O, water, can change easily from solid to liquid, from liquid to gas and back again.



### ICE heat WATER heat VAPOUR

1. Solid water is called .....
2. Liquid H<sub>2</sub>O is just called water.
3. Water as a gas is called steam or water.....

**3. Look and complete the text.**



Matter can change states by adding or subtracting heat. For example, if you heat ice (solid), it changes to water (liquid). This change is called .....

If you heat water (liquid), it changes to water vapour (gas). This change is called .....

If you cool water vapour (gas) and it directly changes to ice (solid), it is called .....

If you heat ice (solid) and it directly changes to water vapour (gas), it is called .....

If you cool water vapour (gas), it changes to water (liquid). This change is called.....

If you cool water (liquid), it changes to ice (solid). This change is called .....

**4. Read the text again. Find and write these expressions.**

condensazione	.....	raffreddare	.....
evaporazione	.....	scaldare	.....
fusione	.....	solido	.....
ghiaccio	.....	sublimazione	.....
liquido	.....	vapore acqueo	.....

**5. Pair work. In turns, give the definition and answer**

It is the change from water to ice.

It changes to water when you heat it.

It is the change from water to vapour.

If you heat it, it changes to vapour.

It is the change from vapour to water.

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# Energy Sources

## 1. Read the text.

Energy is the ability to do work. We use energy every day in many different ways. Energy is essential for our lives. The gas we use to make a cup of tea for breakfast is energy, the petrol in the bus that brings us to school is energy, the electricity that we use to give us light is energy, the battery that powers our mobile phone or our laptop is energy. But where does this energy come from?

## 2. Look at the photographs and match them with the energy source from the list.

- |      |             |         |       |               |
|------|-------------|---------|-------|---------------|
| oil  | coal        | nuclear | solar | hydroelectric |
| wind | natural gas | tidal   | wood  |               |



## 3. Read and complete.

Renewable energy sources go on and on: that is, they continue to be available for use by humans indefinitely. An example is ..... energy that comes from the sun. This energy will exist as long as the sun exists.

Non-renewable energy sources are used and gone: that is, they disappear after use and cannot be used again. An example is .....; this is the most important fossil fuel that is burnt to produce energy: after burning oil, it can't be used again. Burning creates pollution, which is another problem.



# The Solar System

## There are four main parts to the Solar System:

- The Sun is at the centre of the Solar System.
- Planets go around the Sun.
- Moons go around planets.
- Comets and asteroids go around the Sun.

## The Sun

The Sun is at the centre of the Solar System. It's more than a million Kilometres and it's about 4.5 billion years old. The temperature on the Sun is more than 5,000. Light from the Sun takes about eight minutes to get to Earth.

## Planets

There are eight main planets in the Solar System and they all orbit the Sun. The first four planets are made of rock, the others, for example Jupiter and Saturn, are made of gas and they are much bigger. The planets furthest from the Sun take longer to go around it and they are usually colder, too. In 1930, a ninth planet was discovered – Pluto. However, scientists now say it's too small to be a true planet and it is now a 'dwarf planet'.

## Moons

All the planets, except Mercury and Venus, have got moons. Some moons are very big. For example, Saturn's moon, Titan, is bigger than the planet Mercury. It's impossible to land on Saturn, because it's made of gas. But its moon, Titan, is made of rock and ice. In 2004, the mission Huygens landed on Titan and took photographs of Saturn and its moon. It doesn't look like a great place for a holiday and it's very cold!

### Glossary:

main	principali
million	milione
billion	miliardo
rock	roccia
dwarf planet	pianeta nano
melts	si scioglie
tail	coda



## Did you know?

The largest volcano in the Solar System is on Mars. It's called Olympus Mons and it's 27 km high. That's more than three times higher than Mount Everest!



## Comets and Asteroids

Comets are small balls of ice and rock. When they move nearer to the Sun's heat, the ice melts and turns to water and gas. This gas becomes the comet's tail.

These tails can be millions of kilometres long and they are visible from Earth. When the comet moves away from the Sun, it gets colder and it loses its tail. Halley's Comet is the most famous comet. We can see it every 75 years. The last time it was seen was in 1986 and its next visit will be in 2061.

Thousands of asteroids orbit the Sun. Asteroids are made of rock and they never have a tail. Sometimes asteroids hit the Earth. An asteroid hit Earth 66 million years ago and it is believed that the impact caused the extinction of the dinosaurs. Another asteroid hit the Earth in 2013. It was about 20 metres in diameter and disintegrated over the Russian region of Chelyabinsk.

Nobody died, but a lot of people were hurt.

### 1. Read and listen to the text. Then answer the questions about the Solar System.

- 1 What is at the centre of the Solar System?
- 2 How many main planets are there in the Solar System?
- 3 Which two planets named in the text are

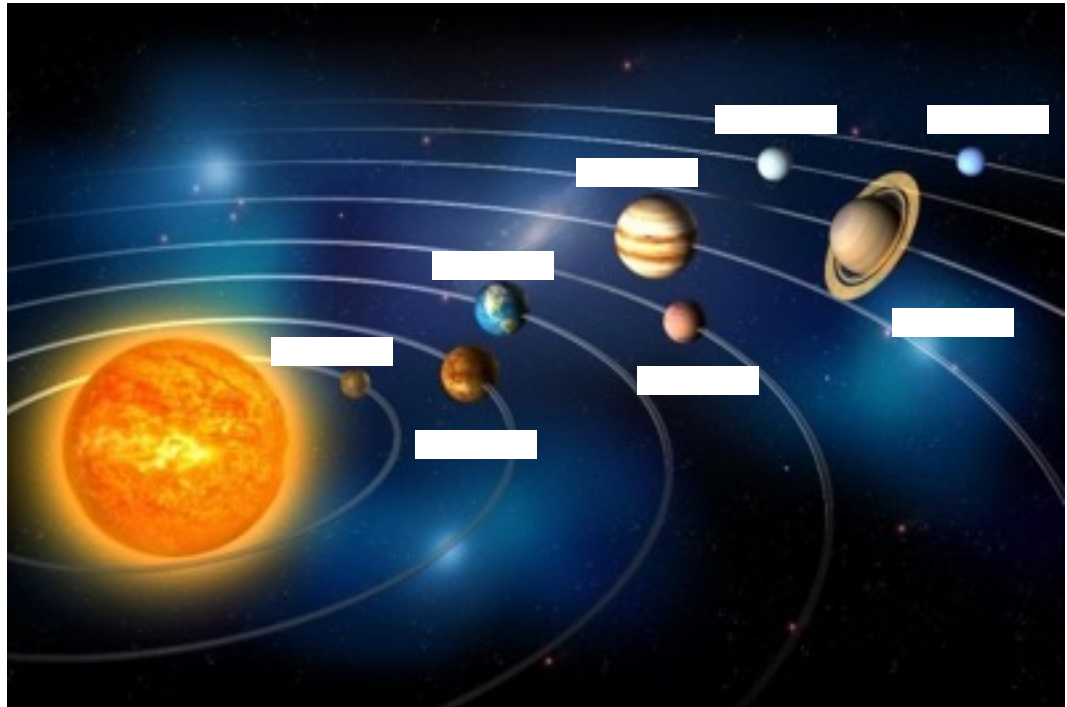
made of gas?

- 4 Which mission landed on Titan?
- 5 What are comets made of?
- 6 What happens when a comet goes near the Sun?
- 7 When will we next see Halley's Comet?
- 8 What happened on Earth 66 million years ago?

# The Solar System

The Solar System consists of the Sun, eight planets, the asteroid belt – made up of small rocky bodies orbiting the Sun – and many comets – celestial bodies made up of ice, dust and gas moving around the Sun in long orbits and developing tails when they approach it.

Apart from the Earth, all the planets in the Solar System are named after Greek and Roman gods. They are Mercury, the closest planet to the Sun; Saturn, the planet with rings around its middle; Jupiter, the largest planet in the Solar System; Venus, whose orbit is between those of Mercury and the Earth; Mars, the 4<sup>th</sup> planet from the Sun, Uranus, the 7<sup>th</sup> and Neptune, the 8<sup>th</sup>. Since 2006 Pluto is no longer considered a planet but a dwarf planet.



## Read and tick True (T) or False (F).

**Spirit** and **Opportunity** are two special robots: they were designed to study the history of climate and water on Mars. They were equipped with instruments to read the geological record and investigate what role water played there and then... sent to Mars! Spirit was launched on June 10<sup>th</sup> 2003. It travelled more than 103 million kilometres before landing on the surface of Mars, on January 4<sup>th</sup> 2004. Then, as an extension to the mission, a second rover, Opportunity, was launched on July 7<sup>th</sup> 2003 and it landed on January 25<sup>th</sup> 2004. Thanks to these robots, NASA scientists discovered that the planet Mars stayed wet for an extended period a long time ago, with conditions that could have been suitable for sustaining microbial life; at present, however, there is no trace of water. Spirit and Opportunity were designed to last about 92 days on Mars... but year after year, they are still functioning!

- |   |   |   |
|---|---|---|
| 1. Spirit and Opportunity were designed to study Mars.      | T | F |
| 2. Conditions for life were once suitable on Mars.          | T | F |
| 3. Spirit and Opportunity were launched simultaneously.     | T | F |
| 4. At present there is water in Mars.                       | T | F |
| 5. After 92 days Spirit and Opportunity came back to Earth. | T | F |

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# MATHS

# I love Geometry

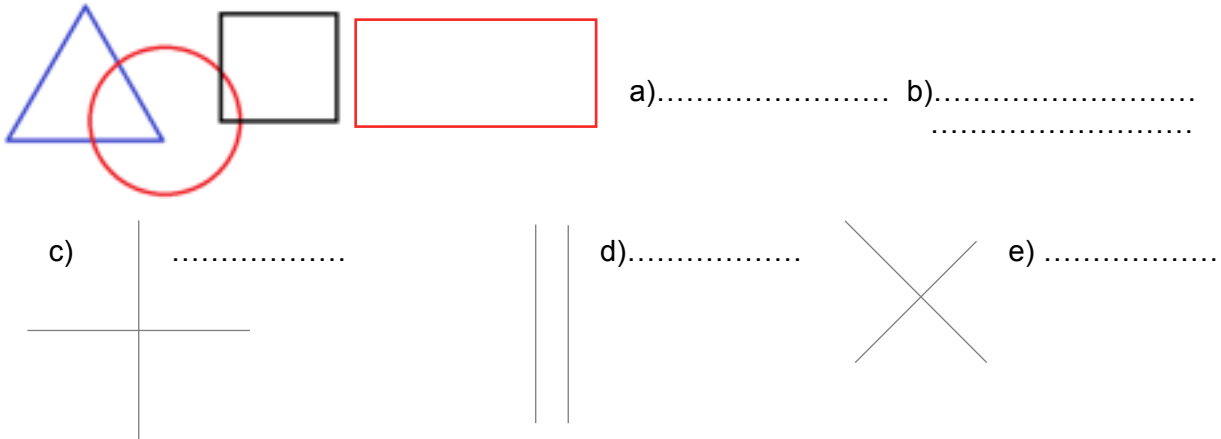
## 1. Read and answer the questions.

### WHAT IS GEOMETRY ABOUT?

Geometry is about shapes.  
 In particular, **plane geometry** is about **flat shapes**, like **triangles**, squares, **rectangles** and **circles**.  
 The basic geometric idea is the **point**. A point is a tiny dot. It is so small that it has no dimension.  
 A **line** is made of an infinite number of points next to each other.  
 A **straight line** is the shortest distance between two points.  
 Two lines can be **intersecting**, **parallel** or **perpendicular**.

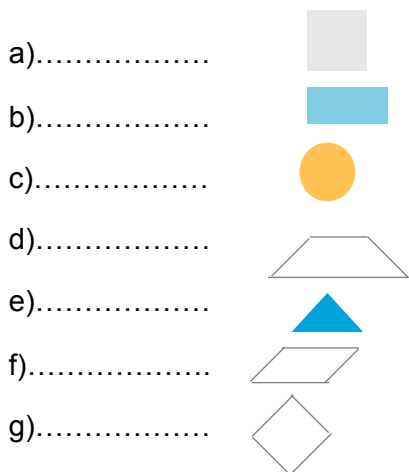
1. How do you translate "flat shapes" into Italian?
2. Can you give a few examples of "flat shapes"?
3. What is a "point"?
4. What is a "straight line"?
5. Can you mention a few types of lines?

## 2. Read again and label.



## 3. Label each shape; then match it to its description.

circle - parallelogram - rectangle - rhombus - square - trapezium - triangle



## 4. Listen and check.

- It has 3 sides and 3 angles.
- It has 2 pairs of equal sides that are parallel, 2 acute angles and 2 obtuse angles.
- It has a circumference, diameter and radius.
- It has 4 equal sides; the opposite sides are parallel and the opposite angles are equal.
- It has 4 equal sides and 4 equal angles.
- It has 1 pair of parallel sides of different lengths.
- It has 2 pairs of equal sides that are parallel and 4 right angles.

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# PYTHAGORAS' THEOREM

## 1. Read and fill in the gaps using the words at the bottom of the text.

Pythagoras was a ..... philosopher and mathematician who lived around ..... BC. He was born on the island of ....., but spent part of his life in Croton, a Greek colony in southern ....., where he founded a ..... sect. Pythagoras made important contributions to philosophy but he is best known for the ..... which bears his name, "Pythagoras".

500 - Italy - theorem - Samos - religious - Greek

## 2 Read Pythagoras' Theorem; then complete the English version with the words at the bottom of the text.

In un triangolo rettangolo il quadrato costruito sull'ipotenusa è equivalente alla somma dei quadrati costruiti sui cateti.

In a ..... triangle the square of the ..... is ..... the sum of the squares of the other two .....

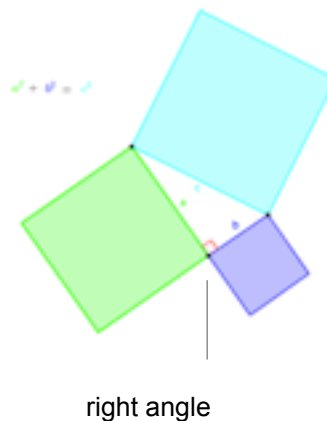
hypotenuse - sides - equal to - right-angled

## 3. Listen and check.

## 4. In pairs, practise Pythagoras' theorem in English!

## 5. Look at the right-angled triangle, read and answer

*The hypotenuse is the longest side in a right-angled triangle.  
The hypotenuse is always opposite the right angle.  
Which side is the hypotenuse: a, b, c?*





classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# ART HISTORY

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# Giotto



Giotto di Bondone (1266/7 – January 8, 1333) known as Giotto, was an Italian painter and architect from Florence in the late Middle Ages. He is generally considered the first in a line of great artists who contributed to the Renaissance. Giotto's contemporary, the banker the chronicler Giovanni Villani, wrote that Giotto was "the most sovereign master of painting in his time, who drew all his figures and their postures according to nature. And he was given a salary by the Commune of Florence in virtue of his talent and excellence." The late- 16<sup>th</sup> century biographer Giorgio Vasari describes Giotto as making a decisive break with the prevalent Byzantine styles and as initiating "the great art of painting as we know it today, introducing the technique of drawing accurately from life, which had been neglected for more than two hundred years."

Giotto's masterwork is the decoration of the Scrovegni Chapel in Padua, also known as the Arena Chapel, completed around 1305. This fresco cycle depicts the *Life of the Virgin* and the *Life of Christ*. It is regarded as one of the supreme masterpieces of the Early Renaissance. That Giotto painted the *Arena Chapel* and that he was chosen by the Commune of Florence in 1334 to design the new *campanile* (bell tower) of the Florence Cathedral are among the few certainties of his biography. Almost every other aspect of it is subject to controversy: his birthdate, his birthplace, his appearance, his apprenticeship, the order in which he created his works, whether or not he painted the famous frescoes in the Upper Basilica of Saint Francis in Assisi, and his burial place.

## Scrovegni Chapel

Around 1305 Giotto executed his most influential work, the interior frescoes of the Scrovegni Chapel in Padua. Enrico degli Scrovegni commissioned the chapel to serve as a family worship and burial place.

The theme is Salvation, and there is an emphasis on the Virgin Mary, as the chapel is dedicated to the *Annunciation* and to the Virgin of Charity. As is common in the decoration of the medieval period in Italy, the west wall is dominated by the *Last Judgment*. On either side of the chancel are complementary paintings of the Angel Gabriel and the Virgin Mary, depicting the Annunciation. This scene is incorporated into the cycles of *The Life of the Blessed Virgin Mary* and *The Life of Christ*. Giotto's inspiration for *The Life of the Virgin* cycle was probably taken from *The Golden Legend* by Jacopo da Voragine while *The Life of Christ* draws upon the *Meditation on the Life of Jesus Christ* by the Pseudo-Bonaventura. The frescoes are more than mere illustrations of familiar texts, however, and scholars have found numerous sources for Giotto's interpretations of sacred stories.





## Sequence

The cycle is divided into 37 scenes, arranged around the lateral walls in three tiers, starting in the upper register with the story of Joachim and Anna, the parents of the Virgin and continuing with the story of Mary. The life of Jesus occupies two registers. The *Last Judgment* fills the entire pictorial space of the counter-façade. The top right hand tier deals with the lives of Mary's parents, the left with her early life, and the middle tier with the early life and the miracles of Christ. The bottom tier on both sides is concerned with the Passions of Christ. He is depicted mainly in profile, as is customary, historically, when depicting persons of importance. His eyes point continuously to the right, perhaps to guide the viewer onwards with the episodes. The kiss of Judas near the end of the sequence signals the close of this left-to-right procession. Below the narrative scenes in colour, Giotto also painted the allegories of seven Virtues and their counterparts in monochrome grey. The monochrome frescoes appear as marble statues. Furthermore, the



allegories of *Justice* and *Injustice* in the middle of the sequence oppose two specific types of government: peace leading to a festival of Love and tyranny resulting in wartime rape. Much of the blue in the fresco has been worn away by time. This is because Enrico degli Scrovegni ordered that, because of the expense of the pigment ultramarine blue used, it should be painted on top of the already dry fresco (secco fresco) to preserve its brilliance. For this reason it has disintegrated faster than the other colours which have been fastened within the plaster of the fresco. An example of this decay can clearly be seen on the robe of Christ as he sits on the donkey. Between the scenes are quatrefoil paintings of Old Testament scenes, like Jonah and the Whale that allegorically correspond and perhaps foretell the life of Christ.

### **Gioacchino and Anna will meet at the Golden Gate in Jerusalem. It was the 8<sup>th</sup> of December.**

Gioacchino obeyed the angel and came down the mountains where his wife Anna was waiting for him: they embraced with a new affection, on the bridge, in front of the Golden Gate of Gerusalemme. In their eyes, a moving and mature love full of gratefulness. It is the 8<sup>th</sup> of December's Eve, Maria is going to be conceived without original sin. While I was painting this kiss I was thinking about a couple of people I loved, during the party for the celebration of their 25



years of marriage. It is so nice to get old together, man and wife, for life. I thought to show the Augustus Arch of Rimini on the Door because it is in the city that I made a fresco in the Franciscan church. Under the golden arch I painted a veiled woman: while all the other people, enchanted and glad, are admiring that hug, she is looking somewhere else with cold eyes.

**Who is she representing? It is the contrast between the Jewish Sinagogs and the Church and also the past widow state of Anna and her new happiness for the coming back of his husband.**

**We can notice the contrast between the joyful colours and the sadness of the black, as to say that a good thing happens and you, instead of following it, "you go away sad" like the rich boy in the new testament did.**

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# PABLO PICASSO



## Guernica (1937)

The German army bombed the town of Guernica during the Spanish Civil War (1936 – 1939) and completely destroyed it. Picasso painted his most famous work *Guernica* to show the horror of war. He painted it in the Cubic style, using black, white and grey. The Gestapo once visited Picasso's studio in Paris. An officer saw the painting and asked Picasso: 'Did you do this?' Picasso replied: 'No, you did'.

Picasso (1881 – 1973) was possibly the greatest painter and **sculptor** of the twentieth century. He was Spanish but he lived and worked in France for most of his life. His art was always **ahead of its time**.

Pablo Picasso, who was born in Malaga, started drawing and painting when he was very young. His father was an artist and Art teacher and he saw that Pablo had a special talent, so he started to teach him. Pablo was a brilliant artist, but he wasn't a good student. He was always **in trouble** at school. When Pablo was 13, he attended the advanced course at the Art school in Barcelona. At 16, he started at the Royal Academy in Madrid, but left after a few months. In the art galleries of Madrid, he saw the paintings by Goya, Velazquez and El Greco, which influenced his art. Picasso moved to Paris in 1900 where he met artists, musicians and writers and the people who were most important to his **career**. We usually divide Picasso's style of art into periods:

**1901 – 1904 Blue Period:** he painted serious paintings using blue and green.

**1904 – 1906 Rose Period:** he used orange and pink to paint pictures of circus people – clowns and acrobats and the Harlequin, which became his special symbol.

**1909 – 1912** Picasso and Georges Braque started Cubism. This is a style of art which tries to show all possible **views** of a person or an object at the same time. Picasso used neutral colours in his Cubist pictures.

**1920 – 40s** After World War I, Picasso followed the trend of other artists of a 'return to **order**' and he produced work in a neo-classical style. He then experimented with surrealism and the *Minotaur* became his new symbol.

**1950 – 1973**

Picasso used a variety of different styles in his later works, which were more colourful and expressive than some of his earlier paintings.

66

## Glossary

**sculptor** scultore - **ahead of its time** in anticipo sul suo tempo - **in trouble** nei guai - **career** carriera - **views** viste - **order** ordine

# POP ART

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

Pop Art uses images from popular culture as advertisements, logos and celebrities to create colourful pictures. It's fun and it's very different from traditional art. Some people say that it makes fun of traditional art but Pop artists wanted to create art for ordinary people.



The Pop Art movement started in Britain in the 1950s and artists like Andy Warhol and Roy Lichtenstein developed it in New York in the 1960s. Pop artists used images and icons that were popular at the time, for example, film stars and musicians like Elvis Presley and Marilyn Monroe, 1960s food packaging and soft drink bottles, pictures from comic books and objects from everyday life like cars, scooters, fruit and flags. Pop Artists used these objects in different ways. They repeated the object in different colours or changed its texture. They also put different objects together to create a picture and they used strong, bright colours. Pop Art is very attractive and it's often funny.

The American Andy Warhol is the most famous Pop Artist.

His painting of a soup tin and the actress Marilyn Monroe became symbols of the Pop Art movement. Roy Lichtenstein's paintings look like scenes from comic books and he used dots to create the effect of a cartoon.

Graffiti was the inspiration for Keith Haring's pictures of cartoon people who were dancing. Pop Art still inspires artists today. They create cool pictures with strong colours, dots and series of images using the faces of today's celebrities and contemporary logos and products.

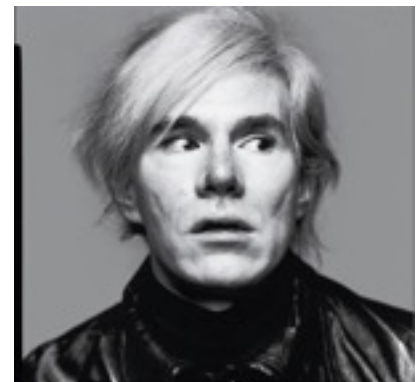
## Glossary

**advertisement** pubblicità - **make fun of** prendere in giro - **packaging** imballaggio - **soft drink** bibita analcolica - **attractive** affascinante - **soup tin** lattina di zuppa - **dots** puntini

## Reading comprehension

Leggi e rispondi alle domande.

- 1 What is Pop Art?
- 2 What did Pop Artists want to do?
- 3 When and where was the Pop Art movement popular?
- 4 What type of images did Pop Artists use for their pictures?
- 5 What techniques did they use?
- 6 What is Pop Art like?
- 7 Who is the most famous Pop Artist?
- 8 What sort of pictures did Roy Lichtenstein paint?
- 9 Describe the Pop Art picture on this page.
- 10 Do you like Pop Art? Why/Why not?



Andy Warhol



classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# MUSIC

# Swinging London

## THE BEATLES



The Beatles are probably the most popular, influential and enduring rock group of all time.

They were four boys from Liverpool – John Lennon, Paul McCartney, George Harrison and Ringo Starr –

who started singing together at the beginning of the '60s and released their first single, "Love me do", in 1962.

They soon achieved international success and became so popular that the newspapers coined a new word for their popularity: *Beatlemania*. In fact, they became a household name in many countries and a lot of fans adopted their style and their fringe haircut. Unfortunately, the group broke up at the end of 1970, but many of their hits are still played today.



*the Rolling Stones*



The Rolling Stones are still playing gigs and performing on stage today, meeting with great success. People from all over the world go to their concerts to see one of the groups which revolutionized rock both with its music and its provocations. The group is made up of Mick Jagger, Keith Richards, Ronnie Wood and Charlie Watts and they recorded their first album, "Rolling Stones", in 1964. Their symbol is the world-wide known lips and tongue logo.

classe: 1<sup>^</sup> - 2<sup>^</sup> - 3<sup>^</sup>

# RELIGION

# R.E. an hour to grow up

R.E is a precious occasion to understand better the world you live in. You are not only a walking brain, you are made of hope, dreams and fears. You have got emotions and relationships. R.E, being in connection with the great questions and proposals of life that religions from all over the world bring with them, pushes you towards the reflection and the search for something. A special part is dedicated to the Catholic religion. It is the Italian State Religion and it has marked the culture and the history of Italy and Europe and their Christian roots. The values of peace, respect, equality, justice and solidarity are the structure of the European identity and came from the roman culture especially from the Jew - Christian reflection. To know well the Catholicism means to know well the Italian and European history. R.E. is a way to develop our own personality and to reach the Truth

## The Big Questions

What does it mean to have a dialogue with Nature?

If you had to resume with a picture the natural place you like the most , Which one would you choose? Why?

Nature and the expression of its power have always aroused fear, astonishment and curiosity in men. But Homo sapiens soon learns to exploit Nature and its gifts. So Men have the first doubts and, apart from satisfying their needs, they try to answer the most important questions about the sense of life. This is the birth of the first religions.

## The Sacraments: signs of salvation

The sacraments are important signs of the presence and of the action of God. They are not only actions or symbols but they are the realization of what they express. The followers of Jesus ( apostles e disciples) together with the message of the Bible used particular signs and rites or gestures.

- Imposition of hands
- The use of oil and water



### The Sacraments are seven:

**3 are called Sacraments of initiation, because they introduce to the Christian community**

- Baptism • Confirmation • Eucharist

**4 accompany the believer during his life and define a particular state or choice.**

They are: • Reconciliation • Unction of the sick ( Extreme Unction) • Marriage • Holy Order



**ARTICLE WRITTEN BY TEACHER FRANCESCA TAMANI  
FOR THE MAGAZINE M.L.A.**

# ELIZABETH I AND HER TIME



Elisabetta I Tudor rappresenta uno dei personaggi più emblematici della storia inglese. Attorno alla sua figura si staglia un periodo complesso ed importante per l'Inghilterra e per l'Europa in generale. Figlia di Enrico VIII, sorella di Mary I, figlia della protestante Anna Bolena; dopo la morte della sorella diventa regina nel 1558 e il suo regno fu caratterizzato dall'influenza del Rinascimento nelle arti, dalla restaurazione della Chiesa Anglicana, dal desiderio di esplorare e scoprire nuove rotte commerciali, ma, soprattutto, fu il secolo del teatro e di William Shakespeare. Il periodo elisabettiano, quindi, per la sua complessità e ricchezza si presta ad uno studio approfondito che toccherà la storia, la geografia e la letteratura, facendo affiorare correnti di pensiero, personaggi storici e contesti culturali che hanno determinato lo splendore di un'epoca che ha cambiato il volto dell'Inghilterra.

## Step 1 CLIL DI STORIA

Per presentare il modo adeguato ed efficace la figura di Elisabetta e quindi, il contesto storico nel quale regnò, sarà necessario illustrare le vicende della dinastia Tudor (1458-1603), un argomento molto corposo che sarà interessantissimo proporre attraverso una didattica Clil.

ARTICLE WRITTEN BY TEACHER FRANCESCA TAMANI  
FOR THE MAGAZINE M.L.A.

## Dal "Big Brother" di George Orwell ai graffiti di Banksy, una vita sotto le telecamere.

Questo Lesson Plan tocca un periodo piuttosto complesso ma di grande importanza ed interesse. Gli anni dal 1900 al 1950 circa vedono grandi cambiamenti sociali e culturali e rappresentano un panorama ricco di spunti e di attività da svolgere in classe. Sono tantissimi i punti di partenza di questo percorso e il terreno che fa da filo conduttore è il contesto storico dell'epoca e gli avvenimenti principali che l'hanno caratterizzata. In questo lesson Plan l'intento è quello di condurre un discorso incentrato su un particolare autore, in questo caso George Orwell per poi toccare, appunto, argomenti legati agli aspetti storici e socio-culturali del suo tempo, passando per la storia, la storia dell'arte e il cinema.

### Step 1 George Orwell

Il primo passo sarà quello di presentare alla classe la figura e l'opera di George Orwell. L'insegnante potrà proporre una buona biografia in lingua inglese ed insieme ai ragazzi leggerla, tradurla e ricercare i momenti salienti della vita dell'autore

#### - Biografia

George Orwell è lo pseudonimo di Eric Arthur Blair, nato nel 1903 in India. Dopo un periodo di studi in Europa, torna in India dove raggiunge la forza di polizia imperiale, ma nel 1927 la abbandona e si dedica soltanto alla scrittura. Durante gli anni in India prende coscienza della divisione di classe e inizia a simpatizzare per le classi operaie. Impara molto sulla condizione degli "oppressi" così decide di trasferirsi a Parigi nella primavera del 1928 e di mescolarsi alla gente più povera facendo mestieri umili. Raccoglie così materiale per il suo primo libro "**Down and out in Paris and London**", che pubblica usando lo pseudonimo di George Orwell, George come il patrono dell'Inghilterra e Orwell dal nome del fiume che attraversa il Suffolk. Agli inizi del 1936 gli viene commissionato un reportage sulla condizione della classe operaia dell'Inghilterra del Nord, in seguito parte per la Spagna per raccontare della **Guerra civile spagnola**. Quando scoppia la **Seconda Guerra mondiale** nel 1939 prende parte alla **British Home Guard**, nel 1941 inizia a lavorare alla **BBC** e dal 1943 al 1945 è editorialista al **Tribune**. Nel 1944 è reporter in Francia e in Germania per l'**Observer**. Negli anni successivi avrà gravi problemi di salute che lo porteranno a spegnersi nel 1950. **Dopo aver presentato l'autore** si passerà alla presentazione delle due principali opere "**1984**" e "**Animal farm**", che maggiormente si prestano al discorso portato avanti all'interno di questo percorso.



## "Animal Farm" e le dittature

Per un certo periodo di tempo, Orwell non trovò nessuno che pubblicasse questo romanzo poiché era pervaso da una satira pungente contro il governo totalitario nella Russia di Lenin, Trotsky e Stalin. Nel saggio "Why I write" Orwell scrisse: "Animal Farm" fu il primo libro nel quale io ho cercato, con piena consapevolezza di quanto stessi facendo, di unire scopo politico e artistico insieme. Esso può essere considerato come una "fiaba storica" poiché rappresenta vari personaggi storici ed eventi ambientati, però, in una fattoria.



**Per facilitare il compito dell'insegnante propongo di seguito un valido riassunto dell'opera in lingua inglese:**

### - The plot

*The animals of Mr Jones's farm, tired of being ill-treated by **Mr Jones** and his men, meet one night and listen to **Old Major's** speech. His vision of a world based on brotherhood, equality and freedom pushes the animals to rebel and send Mr Jones off Manor Farm, which is soon renamed **Animal Farm**. Now the animals are responsible for all the work, the organization of life is regulated on the Seven Commandments and supervised by the pigs. Snowball becomes the hero of the Battle of the Cowshed, fought against the humans when Mr Jones tries to take hold of his farm again. After a while, **Napoleon**, a very intelligent and sly pig, expels **Snowball** and begins to give orders and to make the other animals work like slaves. Little by little the pigs change their habits, they start living in the farm house, then sleep in beds, walk on their hind legs and eventually deal with human beings. So the principles of the Revolution are completely distorted and there is no longer any difference between animals and men.*

- (**"Masters' voices"**– ed. **Il Capitello**)
- **"1984"** e il **"Grande Fratello"**

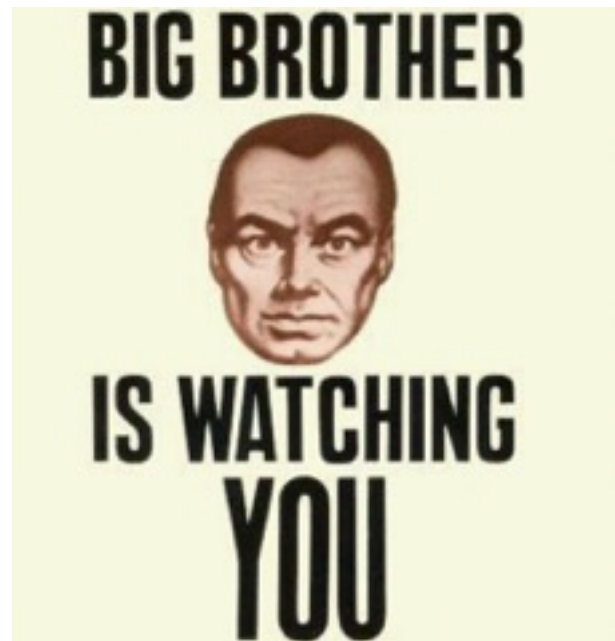
Publicato l'8 giugno 1949, questo romanzo fu principalmente scritto sull'Isola di Jura in Scozia nel 1948. Inizialmente egli avrebbe voluto intitolarlo **"L'ultimo uomo in Europa"** ma poi il suo editore gli consigliò di intitolarlo all'anno 1948 semplicemente però invertendo le ultime due cifre. Il romanzo può essere visto come un testo contro i totalitarismi nel quale spicca la presenza di un **"Grande Fratello"** che attraverso le telecamere osserva tutti gli abitanti della città. L'Unione sovietica di Stalin fornì a Orwell una grande ispirazione

per quanto riguarda la descrizione della società di Oceania. Big Brother assomiglia fisicamente a Stalin, il grande nemico del partito Emmanuel Goldstein assomiglia a Trotsky e il trattamento riservato a molti personaggi del romanzo ricorda i maltrattamenti riservati alla popolazione in Unione Sovietica.



## - The plot

*In 1984 the world is divided into three totalitarian superstates: Eastasia, Eurasia and Oceania. Oceania is dominated by **Big Brother**, whose posters can be seen everywhere, ruled by **Ingsoc** (English socialism) and controlled by the **Thought Police**. The Thought Police have telescreens in every party household and public area, as well as hidden microphones and informers in order to catch potential criminals who could endanger the security of the Party. Children are carefully indoctrinated from birth to report any suspected thought criminal, even their parents. **Winston Smith**, the protagonist of the novel, is a member of the Outer Party and lives in the ruins of London, the chief city of Air strip One (the equivalent of Great Britain) Winston works at the **Ministry of truth** which exercises complete control over all mass media in Oceania, in the Records Department, where he rewrites historical documents in order to conform them to the Party's current version of the past. At the Ministry of Truth, he meets **Julia** and the two begin a necessarily clandestine relationship, regularly meeting up in the countryside or in a room above an antique shop in the Proles' area of the city. They believe themselves completely alone and safe, but they are watched by the Thought Police and are eventually taken to the Ministry of Love and interrogated separately and torture to be cured of their hatred for the party. In the last torture session, Winston betrays Julia and is released, so he returns to society, apparently brainwashed by party doctrine and successfully reprogrammed. ("Masters' Voices" – ed. Il capitello)*



## Step 2 - The Anti Utopian and Utopian Novel

### ***Lines written in early Spring***

I heard a thousand blended notes,  
While in a grove I sate reclined  
In that sweet mood when pleasant thoughts  
Bring sad thoughts to the mind

To her fair works did nature link  
The human soul that through me ran  
And much it grieved my heart to think

### **What man has made of man?**

Through primrose tufts, in that sweet bower  
The periwinkle trailed its wreaths  
And 'tis my faith that every flower  
Enjoys the air it breathes

The birds around me hopped and played  
Their thoughts I cannot measure  
But the least motion which they made  
It seemed a thrill of pleasure

The budding twigs spread out their fan  
To catch the breezy air  
And I must think, do all I can,  
That there was pleasure there

If this belief from heaven be sent  
If such be Nature's holy plan,  
Have I not reason to lament

### **What man has made of man?**

**William Wordsworth, 1770-1850**

All'interno di questo Step, lo scopo è quello di presentare alla classe le caratteristiche del romanzo utopico e distopico. Saranno presentate le caratteristiche formali e di contenuto e sarà possibile leggere alcuni estratti di opere diverse mettendoli a confronto tra di loro.

## Utopia e distopia

"1984", "Animal Farm" di George Orwell e "Brave New World" di Huxley vengono considerati "distopie", cioè romanzi nei quali il futuro viene mostrato come distorto, catastrofico e sgradevole. Gli eventi storici del ventesimo secolo come le guerre, le rivoluzioni, le guerre civili e i regimi totalitari avevano indebolito le illusioni degli uomini circa la perfettibilità del genere umano. Questo è il motivo per cui tra gli aspetti delle distopie che andremo ad analizzare emergono principalmente il controllo da parte della politica, della tecnologia, il fanatismo e la disumanizzazione della società. Le società distopiche sono spesso descritte come piatte e livellanti verso il basso, il loro scopo è sopprimere l'individuo, la religione e la famiglia che tendono ad essere snaturate. L'ambientazione è preferibilmente la città e il contesto urbano. Completamente opposti sono i **romanzi utopici**, il cui primo esempio ritroviamo nella "**Repubblica**" di **Platone**, il quale immaginava un mondo ideale governato da filosofi. In Inghilterra **Thomas More** scrisse il saggio politico intitolato proprio "**Utopia**" nel quale ipotizzava il miglior sistema politico come basato sui principi di proprietà comune e di educazione alla tolleranza. Dopo di lui ricordiamo la "**New Atlantis**" di **Bacon**, che immaginava la visita ad una isola del Pacifico, **J. Swift** e i suoi "**Gulliver's Travels**" considerati utopia satirica.

**Di seguito vengono proposti alcuni spunti** che riguardano i maggiori romanzi che si collocano in questo filone distopico

- "**1984**" and the "**Big Brother**"
- "**Animal Farm**" e le dittature
- "**Brave New World**" di **A. Huxley**

Scritto nel 1932 presenta una società futura, molto vicina ad una sorta di paradiso della scienza, dove la povertà, il disagio e la sofferenza in generale sono stati aboliti; questo però ha un prezzo: l'eliminazione delle emozioni. Il risultato di questo stato di assenza di sofferenza è la totale mancanza di ideali, amore, arte e valori culturali.

- "**Never Let me go**" di **Kazuo Ishiguro**

Vincitore del premio Nobel per la letteratura 2017, rappresenta un altro esempio di letteratura distopica. Con il suo romanzo "Never Let Me Go" egli descrive una società sempre più tesa verso il raggiungimento di beni materiali, senza nessun riguardo ai mezzi utilizzati per ottenerli. Mancanza di umanità ed egoismo sono alla base del comportamento dei personaggi.

### Step 3 C.C.T.V. cameras in London

#### "The Big Brother is watching you"

Dopo aver analizzato la figura e l'opera di Orwell e le caratteristiche del romanzo utopico e distopico, sarà interessante ricollegarsi alla vita reale e passando al tema delle CCTV cameras trattato ampiamente in "1984" con la presenza del "Big Brother".

## - C.C.T.V. camera near Orwell's house

Ironicamente sono presenti, oggi, ben 32 telecamere vicino alla casa in cui George Orwell visse a Londra.

## - C.C.T.V in London

A Londra ed in altre importanti città del Regno Unito sono presenti circa quattro milioni di CCTV cameras che per motivi di sicurezza filmano la vita dei cittadini ogni giorno. Esse sono poste nei negozi, nelle banche e anche nelle scuole. Inoltre vengono utilizzate per monitorare aree pubbliche quali parchi, parcheggi, strade ed interi quartieri. Queste telecamere sono state posizionate per prevenire il crimine e catturare criminali. Ad esempio durante l'attacco terroristico del 2005 i terroristi furono identificati grazie alla presenza di queste telecamere. Tuttavia l'opinione che i cittadini hanno circa la presenza di queste telecamere è piuttosto controversa soprattutto per quanto riguarda le "Talking CCTV Cameras" cioè quelle telecamere che inviano messaggi ai cittadini. La voce viene da una persona che segue la scena su un monitor e redarguisce il cittadino ad esempio quando getta la spazzatura in luoghi non idonei oppure quando disegna graffiti sui muri. Molti cittadini sono convinti che il Regno Unito stia diventando una "Big Brother society"

### Step 4 Banksy

A questo punto, il nostro percorso trova un interessante collegamento con la figura di un famoso Street Artist del quale si sente parlare ogni giorno di più. Banksy, personaggio controverso e provocatore crea un dipinto che ha per tema proprio il concetto dell'assoluta mancanza di privacy dell'uomo che viene costantemente spiato dalle telecamere.

#### - "One Nation under C.C.T.V." e la Street Art

Come detto precedentemente i graffiti sono vietati nel Regno Unito e sono presenti agli angoli delle strade telecamere parlanti che ammoniscono gli street artists. Banksy, famosissimo, per i suoi graffiti pungenti e ironici, ha creato questa opera che rappresenta benissimo il dissenso verso la tendenza che sta portando la società britannica ad essere costantemente sotto l'occhio indiscreto delle telecamere.



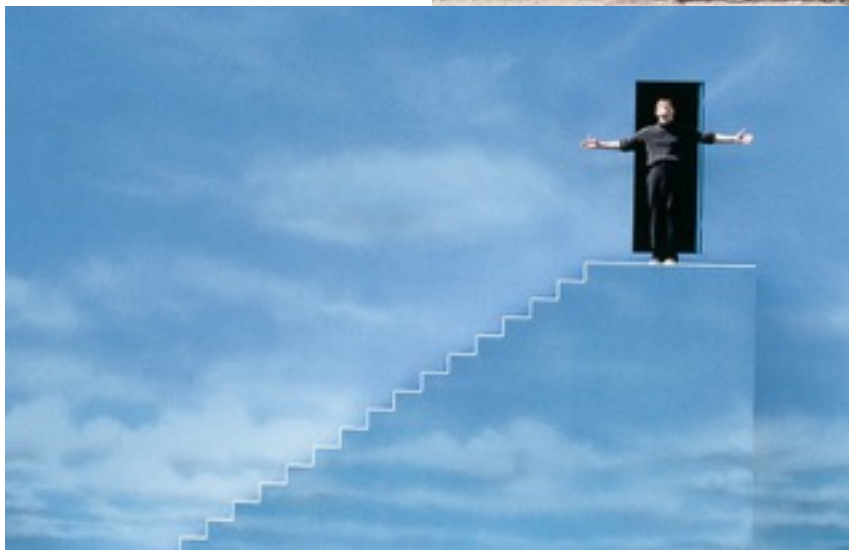
#### - Chi è Banksy?

Dopo aver descritto ed analizzato con la classe l'immagine precedentemente proposta, sarà interessante parlare di Banksy, della sua biografia e delle sue opere.

## Step 5 Cinema

Il cinema fornisce all'interno di questo argomento vari elementi che possono intervenire arricchendo la lezione. Il film che si collega maggiormente ai temi espressi in precedenza è:

“**The Truman Show**” che porta all'exasperazione il concetto di “vita sotto le telecamere” e racconta come sia stato incentrato un vero e



proprio Show sulla vita di un giovane uomo che scopre di essere cresciuto in una enorme farsa della quale egli è protagonista inconsapevole e il regista “un grande fratello” che pilotata le sue abitudini e i suoi stati d'animo oltre alle persone e alle cose attorno a lui.

- **Charlie Chaplin** con “Il grande dittatore” si collega, invece al tema delle dittature, anch'esso espresso in “1984” e in “Animal Farm”.





## Step 6 CLIL

Il disagio dell'uomo che emerge all'inizio del ventesimo secolo, si trasforma in ansia, un terreno vasto e arido che sfocia nella depressione dovuta a varie cause: le due guerre mondiali, esperimenti sulla bomba H, la perdita di certezze da parte dell'uomo che mette in discussione se stesso e quindi il suo rapporto con la famiglia e la società. A questi fattori si aggiungono il crollo degli ideali di benessere sociale e la tensione nei rapporti tra l'Est comunista e l'occidente capitalista. La complessità di questo contesto storico e sociale offre tantissimi elementi di studio e di analisi principalmente in due discipline: Storia e Storia dell'arte.

**Di seguito vengono proposti alcuni approfondimenti che sarà possibile proporre agli studenti all'interno di una didattica Clil.**

### Storia

- La Prima e la Seconda Guerra mondiale
- Le dittature e i totalitarismi

### Storia dell'arte

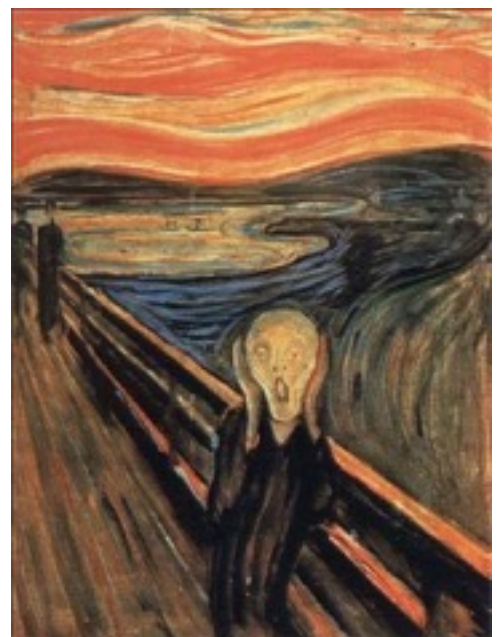
#### - Munch "l'urlo" ("The Scream")

The scream ( 1893-1910) depicts an agonized figure against a blood red sky

#### - Picasso "Guernica"

*On April 27th, 1937, terrible atrocities were inflicted by the German air force in support of Francisco Franco's Nationalists on the civilian population of Guernica, a small Basque, village in northern Spain. High explosive and incendiary bombs were dropped for more than three hours of bombing practice. Guernica burnt for three days, a lot of civilians were killed or wounded. Few days later news of this massacre reached Paris. The front pages of French newspapers were full of reports and black and white photographs. European and American intellectuals, Ernest Hemingway in particular sided and fought with the Republican Army. Picasso who lived in exile in Paris, was so horrified and full of anger that he felt he had to sketch the first images for the mural he would call Guernica. Three months later Guernica was completed. It was installed in the Spanish Pavillion, at the Paris Exhibition, as a reminder of those tragic events in Spain and of the threat of fascism.*

*(Visiting literature – ed. Petrini)*



ARTICLE WRITTEN BY TEACHER FRANCESCA TAMANI

FOR THE MAGAZINE M.L.A.

# I 100 anni di Mandela e il "Nelson Mandela" Peace Summit

Con riferimenti alla letteratura coloniale tra '800 e '900

## Step 1 Nelson Mandela

*" Il compito più difficile della vita è quello di cambiare se stessi"*

(N.Mandela)

*"Nessuno è nato schiavo, né signore, né per vivere in miseria,  
ma tutti siamo nati per essere fratelli"*

(N.Mandela)

L'assemblea generale delle Nazioni Unite, ha deciso di celebrare il centesimo compleanno di Mandela con il " Nelson Mandela Peace Summit", un'iniziativa che vuole onorare Nelson Mandela, il suo impegno disinteressato e il suo profondo senso di dovere non solo verso l'Africa ma verso l'umanità nel suo complesso. Si tratta di un vertice incentrato sulla pace nel mondo che si terrà a settembre 2018, in occasione del raduno dei leader mondiali.

L'Onu nel 2009 stabilì che il 18 luglio compleanno del leader anti-apartheid sudafricano divenisse "Nelson Mandela International Day". Nelson Mandela è stato dal 1994 al 1999 il primo presidente nero sudafricano e nel 1993 ha vinto il premio Nobel per la pace per aver posto le basi della democrazia nel paese e messo fine in modo pacifico all'apartheid dei neri in Sudafrica, Mandela aveva trenta anni quando l'Apartheid divenne Legge dello Stato nel 1948.

## Percorsi tematici e approfondimenti

### La vita di Nelson Mandela

*" Un vincitore è un sognatore che non si è mai  
arreso"*

(N. Mandela)

Sarà possibile proporre una biografia di Mandela e individuare i momenti principali del suo percorso di conquista dei diritti civili. Sono possibili interessanti connessioni interdisciplinari con la disciplina di storia.



- **Clil: L'africa**

Impostare una lezione sulla geografia con metodologia Clil.

## • Nadine Gordimer

Nata a Johannesburg il 20 novembre 1923, scrittrice sudafricana che ha vinto il Booker Prize nel 1974 e il Premio Nobel per la letteratura nel 1991. Molte delle sue opere trattano la questione delle tensioni morali e psicologiche dovute alla segregazione razziale nel suo Paese.



## • John Maxwell Coetzee

Scrittore nato a Città del Capo in Sudafrica da genitori di stirpe Afrikaner. Egli è stato in prima fila nel movimento anti-apartheid. Nel suo discorso al Premio Jerusalem nel 1987 egli parla di "limitazioni cui è soggetta l'arte nella società sudafricana, le cui strutture hanno prodotto relazioni deformate e forzate tra gli esseri umani" egli dice anche che "la letteratura sudafricana è una letteratura in stato di schiavitù. Una letteratura non completamente umana. E' proprio quel genere di letteratura che ci si aspetterebbe fosse scritta da persone in prigione".

### Strumenti didattici.

### Filmografia: 5 film su Mandela:

- **"Invictus"** Film del 2009, tratto dalla biografia "Playing the Enemy: Nelson Mandela and the Game that Made a Nation". L'attenzione è posta sull'importanza sociale della vittoria del Sud Africa ottenuta nella Coppa del Mondo di Rugby nel 1995
- **"Music for Mandela"** Film che racconta il rapporto di Mandela con la musica. In questo documentario emergono storie straordinarie e spunti di riflessione interessantissimi che Mandela ha offerto alla musica.
- **"Winnie Mandela"** Film del 2013 è incentrato sulla figura della moglie di Mandela, Winnie, ed è il racconto della loro complicata storia d'amore.
- **"Il colore della libertà"** La storia raccontata in questo film non è direttamente quella di Mandela, ma quella della sua guardia carceraria bianca, James Gregory nella prigione di Robben Island. Il film è tratto da un libro scritto proprio da quest'ultimo.
- **"Mandela : long walk to freedom"** Film del 2013 è uno dei film più recenti che racconta la lotta di Mandela contro l'Apartheid.

## Step 2 L'imperialismo Britannico

*"Essere liberi non significa solo sbarazzarsi delle proprie catene,  
ma vivere in modo da rispettare e valorizzare la libertà degli altri"*

(N. Mandela)

### Clil Storia: il Colonialismo e l'Imperialismo

Il colonialismo è definito come l'espansione di una nazione su territori e popoli all'esterno dei suoi confini. Questo termine può indicare anche il dominio coloniale mantenuto da diversi Stati europei su territori extraeuropei durante l'età moderna. Dal colonialismo, quindi, nel XIX secolo si passa al concetto di imperialismo che poi si concluderà nel XX secolo con la vittoria dei movimenti anti-coloniali.

- **Il primo colonialismo inglese**

Questa fase inizia nel 1607 con la fondazione del primo insediamento in America in Virginia e finisce nel 1783 con il Trattato di Parigi che riconoscerà l'indipendenza degli Stati Uniti d'America.

- **Il secondo colonialismo inglese**

Questo periodo inizia nel 1753 con l'inizio dell'infiltrazione inglese in **India**, interessò anche il **Sudafrica**, il Canada, l'Australia, la Nuova Zelanda e Malta.

- **Il terzo colonialismo inglese**

Questa fase inizia nel 1870 con la nuova spinta colonizzatrice europea e finisce nel 1956 con la decolonizzazione dei possedimenti africani.

### Clil geografia: L'India

Di seguito fornirò alcuni spunti che possono essere sviluppati singolarmente o nel loro complesso. Propongo un testo che trovo completo ma allo stesso tempo dal quale si possono estrapolare le informazioni più utili alla nostra lezione. In 1526 the Monguls-Muslim people from Mongolian and Turkish origins came to India. They took power from the Hindu people who already lived there. In the next 200 years of the Mongul Empire some beautiful art and buildings were created. India became a rich country. In the 17<sup>th</sup> century some European counties – Portugal, Britain, France and Holland – created companies to buy and sell things in India. But soon these companies wanted more than business. They wanted political power, too, and used force and armies to get this power. The **British East India Company** became the most powerful of these companies, and had a lot of soldiers in India. In 1803 they took **Delhi**, the Mongol Capital, but the Indian soldiers who worked for the East Indian Company tried to fight against it in 1857, **The Indian Mutiny** as it was called, did not succeed. The British government sent a lot of soldiers and took control of India. So in 1858 the British Raj started India. **Raj** is the word from **Hindi** which means the control of a country by a king or a queen. **Queen Victoria** was made empress of India in 1877. But most Indians wanted independence. 1920 the great pacifist **Mahatma Gandhi** 1869/1948 started a campaign for independence. Finally in 1947 Britain created two independent states **Pakistan** in the north where most people were Muslims and India where most people were Hindu. It is country of variety: apart from Hindi and English there are **26 official languages**. It is also a country of contrast: many people outside the cities are poor and uneducated, but India is a nuclear power, with a big **information technology industry** and the big film industry in the world :**Bollywood** (" The secret garden" Ed. Cideb, Black Cat)

## Step 3 Il colonialismo nella letteratura inglese

*"L'Istruzione è l'arma più potente che puoi utilizzare  
Per cambiare il mondo"*

(N. Mandela)

*"There is no sin as great as ignorance.*

*Remember this!"*

( "Kim", R. Kipling)

### • Daniel Defoe

Nel diciottesimo secolo Daniel Defoe affrontò il tema della civilizzazione da parte dell'uomo bianco mettendone in risalto gli aspetti positivi. In "Robinson Crusoe", medico, superstite di un naufragio, si trova in un'isola abitata da indigeni e cerca di stabilire semplici regole di civilizzazione

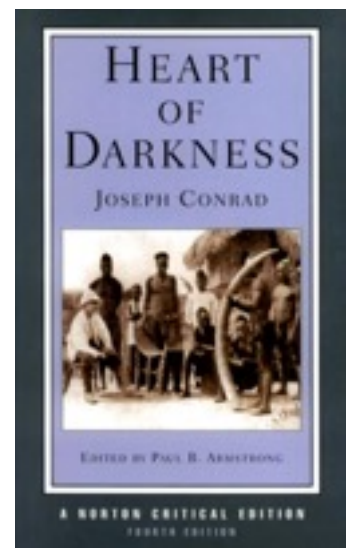


### • Rudyard Kipling e Joseph Conrad

Il tema dell'espansione coloniale in epoca Vittoriana fu narrata principalmente nelle opere di questi due autori quando il processo stava andando verso un suo completo compimento. Ma mentre Kipling esalta il potere imperiale e sostiene che gli inglesi debbano diffondere la civilizzazione in tutte le parti del mondo, il secondo tende a criticare l'impero basato sullo sfruttamento dei territori colonizzati. **Kipling esalta lo spirito patriottico e nazionalistico e scrive la poesia "il fardello dell'uomo bianco"** in occasione dell'occupazione americana delle Filippine del 1898, dedicandola agli americani. In essa egli incita i conquistatori e dipinge il colonizzatore bianco come un benefattore. **Conrad in "Cuore di tenebra", invece, racconta lo spietato sfruttamento praticato in alcune colonie dell'Africa.** Il Congo, è un luogo dove i bianchi perdono la loro innocenza e sono responsabili dell'annientamento dei coloni e della loro vita.

#### Letture consigliate:

- "Il libro della Giungla", Kipling
- "Il secondo libro della giungla", Kipling
- "Kim", Kipling
- "Cuore di tenebra", Conrad



Rudyard Kipling

- **Forster "passaggio in India"**

*"Il pregiudizio è un elemento che la letteratura dovrebbe obliare. Certo, la differenza linguistica è un dato rilevante, si posa come una sorta di barriera. Ma il contenuto di un'opera, anche nella sua parzialità, va ritenuto universale." (riguardo a "Passaggio in India", E.M. Forster)*

"Passaggio in India" è l'ultimo romanzo di Forster. Il titolo si rifà ad un'opera di Walt Whitman: egli scrisse una poesia dal nome "A Passage to India" in occasione dell'apertura del Canale di Suez. Ma mentre Whitman vedeva questa opera in modo ottimista come l'unione tra Occidente e Oriente, Forster nel suo romanzo si esprime in modo più negativo e pessimista a riguardo. Siamo nel pieno dell'epoca coloniale inglese e i temi principali del romanzo sono la rappresentazione fedele della spaccatura tra Oriente e Occidente, i segnali della dissoluzione del dominio britannico e la dura critica alla politica imperialista considerata discriminante e abietta.

## Step 4 Oscar Wilde e il sogno del "Giovane Re"

*"Più potente della paura per l'inumana vita della prigione*

*È la rabbia*

*Per le terribili condizioni nella quali il mio popolo*

*È soggetto fuori dalle prigioni"*

*(N. Mandela)*

Concludiamo questo percorso con uno spunto inaspettato che proviene da un autore che apparentemente non sembra legarsi ai temi del colonialismo e dell'imperialismo in modo così aperto come per gli autori citati in precedenza. Tuttavia, è possibile individuare proprio nell'opera di Oscar Wilde un chiaro riferimento allo sfruttamento degli schiavi nelle colonie. Nel dettaglio il riferimento è al racconto "The Young King" nel quale il protagonista divenuto Re, la notte prima della sua incoronazione fa tre sogni. Il secondo è proprio quello che mostra una forte attinenza all'argomento che stiamo trattando.

*"This was his second dream:*

*He is on a long boat. The sun is very hot and a hundred slaves are rowing the boat and working. The master of the boat is giving orders: he is black like ebony and has a red silk turban on his head. In his ears he has big silver earrings. Someone is whipping the slaves while they work. Finally the boat arrives in a small bay and the master throws the anchor and a long rope ladder into the sea. Some men take the youngest slave. They tie a heavy stone to him and throw him into the sea. The young slave disappears into the water but returns to the boat many times. Every time he returns he has a beautiful pearl in his hand. The master of the ship looks at the pearls and puts them into a little green bag. The young slave returns to the boat for the last time. He is very pale and tired. In his hand he has a very beautiful pearl. The pearl is round and white like the moon. But the young slave's ears and nose are full of blood. He falls and dies but the master of the boat laughs. He takes the pearls from the young slave's hand and the other slaves throw his dead body into the sea. "This pearl is for the scepter of the young King" he says."*

*("Oscar Wilde's Short Stories". Ed Cideb Black Cat)*

ARTICLE WRITTEN BY TEACHER FRANCESCA TAMANI

FOR THE MAGAZINE M.L.A.

## “Il Giardino segreto”

*“What is it? I feel almost alive again” - “Potrei ...ecco potrei avere un pezzettino di terra?”  
“Terra? Che intendi dire?” - “Per piantarci dei semi per veder vivere e crescere dei fiori...”*

“The secret Garden” fu scritto nel 1911 da Frances Hodgson Burnett, alla fine della propria carriera e rappresentò il suo più importante lavoro. Romanzo incentrato sul tema della cura verso il prossimo e dell’attesa, il racconto del lungo, difficile processo di guarigione dei due giovanissimi protagonisti, reduci da drammatiche e dolorose vicende famigliari che ne hanno in tutti i sensi compromesso la salute. Una guarigione che avviene, magicamente, proprio di un giardino, fra le quattro mura che delimitano i confini di uno spazio proibito e dimenticato. “Il giardino segreto”, rappresenta, quindi, un testo dal quale è possibile attingere importanti spunti per un lesson plan ben articolato tra lezioni frontali, didattica Clil e approfondimenti sulla cultura e la società inglese.

### Step 1

Come primo step, sarà fondamentale inquadrare la tematica di base e le sue connessioni con la biografia dell’autrice. Al di là delle mere note legate ai tratti salienti della sua vita e della sua opera sarà interessante mostrare come il tema prevalente del romanzo sia scaturito da un fatto doloroso accaduto nella sua vita. In generale, molti elementi autobiografici appariranno determinati all’interno dell’opera e verranno evidenziati negli step successivi.

#### Frances Hodgson Burnett

#### tematiche autobiografiche nel “Giardino segreto” e la teosofia

Frances Eliza Hodgson Burnett nacque nel 1849 nella città industrializzata di Manchester, in Inghilterra. Conobbe fin dai primi anni le difficoltà della vita, poiché il padre morì giovanissimo e la madre dovette trasferirsi insieme ai suoi cinque figli in Tennessee nel 1865. La sua famiglia era poverissima ma Frances era un’ottima scrittrice e iniziò a guadagnare denaro scrivendo storie per riviste femminili. Dopo la morte della madre si occupò dei suoi fratelli sempre continuando a pubblicare storie i cui argomenti trattavano la condizione delle povere donne lavoratrici. Dopo il matrimonio con il medico Swann Burnett tornò in Europa e iniziò a dedicarsi alla scrittura di libri per ragazzi. Il primo vero successo fu “Little Lord Fauntleroy”. A questo seguì “The Little Princess” ma il vero ed incontrastato successo arrivò nel 1911 con la pubblicazione del “Giardino Segreto” che rappresenta un testo fortemente autobiografico. Il personaggio del piccolo Colin fu, infatti, basato sulla figura del figlio Lionel malato di tubercolosi e morto a soli quindici anni nel 1892. Questo testo, infatti, racchiude tematiche molto connesse al tema della cura verso il prossimo e della sofferenza nella malattia. Questo tema appare, quindi, come il filo conduttore presente nell’opera fin dall’inizio. La narrazione appare molto lenta e la presentazione dei personaggi ci mostra come i loro gesti, le loro vite e le loro azioni siano tutti caratterizzati dall’attesa di un qualcosa che possa portarli ad una rivelazione o ad una salvezza. Quasi come se fossero cristallizzati in una dimensione che non permette loro di esprimere la parte migliore della propria personalità. Questo può essere ricondotto all’interesse verso la Teosofia da parte dell’autrice, un genere di pensiero religioso che crede che tutte le religioni debbano insegnare la verità attraverso il contatto con una dimensione superiore, quasi sovranaturale. Uno degli aspetti della Teosofia risiede nel concetto di energia dello spirito e di forza interiore provocati o stimolati dal contatto con la Natura. Quasi una rivelazione, una “magia” come quella che porta uno dei personaggi, Colin, a salvarsi.

## Step 2

### Poor children and rich children in the Victorian Society

Un altro tema che trapela dalla biografia dell'autrice e che viene portato con forza all'interno del testo è la condizione dei bambini nell'età Vittoriana. Come abbiamo detto precedentemente l'autrice conobbe la povertà durante l'infanzia e si trovò a dover lavorare in giovane età per sostenere la famiglia. Conobbe quindi in prima persona le problematiche legate alla condizione minorile dell'epoca. Poi, però, nei suoi romanzi decise di presentare anche per contrasto la condizione dei bambini ricchi e le grandi contraddizioni dell'epoca. Anche nel giardino segreto i personaggi, prevalentemente bambini, sono presentati in contrasto: due bambini ricchi che incontrano due bambini poveri. Da qui escono riflessioni, spunti, denunce e la cosa positiva è che questi incontri anziché sfociare in uno scontro rappresentano un momento di crescita reciproco.

- Bambini ricchi e poveri nella società Vittoriana.

Esistono tantissimi approfondimenti nei libri di testo per la scuola secondaria che mostrano le differenze tra esistevano all'epoca tra ricchi e poveri. Di solito in classe è possibile presentare l'argomento del contrasto tra ricchi e poveri nell'Inghilterra dell'epoca attraverso un'immagine. Si tratta dei quadri "For Better for Worse" e "Poverty and Wealth" di William Powell Frith che rappresentano benissimo il contrasto esistente a quel tempo. Sarà così molto semplice fare arrivare il messaggio anche agli alunni più in difficoltà che potranno in questo modo visualizzare meglio le differenze.

#### Letture dell'opera "For better and for worse":

L'opera appare come un affresco. Uno spaccato di una città inglese. Possiamo subito notare che la scena è idealmente divisa in due parti dalla presenza sullo sfondo del campanile della cattedrale che separa la città. Da una parte (a sinistra) abbiamo la presenza di alberi, la natura e, quindi, un ambiente semplice e povero, mentre dalla parte opposta un palazzo nobile e aristocratico. Anche i colori sono in contrasto, si passa dai toni scuri associati alla parte di sinistra, ai toni chiari del marmo del palazzo. Passiamo ora ad analizzare i personaggi. Sulla sinistra troviamo i poverelli vestiti con abiti scuri e trasandati, quasi nascosti dietro alla carrozza che rappresenta una macchia nera all'interno dell'opera. Il bambino non ha le scarpe e ha il volto coperto, la madre è pallida e provata e tiene tra le braccia un neonato.



Il loro sguardo si volge verso i ricchi, che indossano abiti eleganti e raffinati.



## Oliver Twist e le Workhouses

Oliver Twist rappresenta un testo chiave che dipinge con attenzione e precisione la vita di un orfano che incontra difficoltà e avventure di vario tipo. Dal cognome "Twist" possiamo già intendere quello che sarà il suo futuro, un "twist", cambiamento, continuo. Inoltre possiamo fornire alla classe un'idea chiara di cosa fosse la workhouse e i ritmi di lavoro ai quali erano sottoposti i bambini. Esistono varie produzioni cinematografiche e quindi, anche in questo caso grazie all'ausilio della immagini e del video è possibile facilitare l'apprendimento di questa tematica.



## Oscar Wilde e "The young King"

Tra tutti i racconti di Oscar Wilde credo che questo sia più funzionale alla tematica in questione. Racconta la storia di un povero pastore, quindi la condizione di un bambino povero, che improvvisamente scopre di essere il nipote del Re e diventa ricco. Il testo si presta soprattutto nel momento in cui vengono raccontati i due sogni che il giovane re farà la sera prima della sua incoronazione. Essi rappresentano due spunti interessantissimi, il primo per quanto riguarda il tema delle workhouses e il secondo per il tema del colonialismo e dello sfruttamento degli schiavi.

-Dopo aver affrontato le principali tematiche legate ad un percorso di educazione alla consapevolezza del sé, all'affettività e parallelamente ad un percorso di analisi delle dinamiche sociali dell'epoca, il romanzo ci dà la possibilità di: **sviluppare due progetti legati alla metodologia Clil**

## Step 3

### CLIL geografia e storia: L'India

Mary Lennox la protagonista del romanzo, viveva in India poiché il padre lavorava come diplomatico per il governo Britannico. Questo ci concede la possibilità di aprire una ampia pagina sull'India alla quale ogni insegnante può dare il taglio che preferisce. Di seguito fornirò alcuni spunti che possono essere sviluppati singolarmente o nel loro complesso. Propongo un testo che trovo completo ma allo stesso tempo dal quale si possono estrapolare le informazioni più utili alla nostra lezione

- *In 1526 the Monguls- Muslim people from Mongolian and Turkish origins – came to India. They took power from the Hindu people who already lived there. In the next 200 years of the Mongul Empire some beautiful art and buildings were created. India became a rich country. In the 17<sup>th</sup> century some European counties – Portugal,*

*Britain, France and Holland – created companies to buy and sell things in India. But soon these companies wanted more than business. They wanted political power, too, and used force and armies to get this power. The **British East India Company** became the most powerful of these companies, and had a lot of soldiers in India. In 1803 they took **Delhi**, the Mongol Capital, but the Indian soldiers who worked for the East Indian Company tried to fight against it in 1857. **The Indian Mutinity** as it was called, did not succeed. The British government sent a lot of soldiers and took control of India. So in 1858 the British Raj started India. **Raj** is the word from **Hindi** which means the control of a country by a king or a queen.*

**Queen Victoria** was made empress of India in 1877. But most Indians wanted independence. 1920 the great pacifist **Mahatma Gandhi** 1869/1948 started a campaign for independence. Finally in 1947 Britain created two independent states **Pakistan** in the north where most people were Muslims and India where most people were Hindu. It is country of variety: apart from Hindi and English there are **26 official languages**. It is also a country of contrast: many people outside the cities are poor and uneducated, but India is a nuclear power, with a big **information technology industry** and the big film industry in the world: **Bollywood**.



## Step 4 British Garden

“Se avete un giardino, avete un futuro”

L'autrice appassionata di giardinaggio, cresce tra Plandome Park e Maytham Hall nel Kent dove risiede dal 1890 al 1907 e le fornisce in parte il modello per Misselthwaite Manor, la famosa tenuta dalle cento stanze, dove andrà a vivere la nostra piccola protagonista. Questi giardini sono per lei come un paradiso terrestre, un luogo privilegiato che spesso fa da cornice ai suoi racconti. Non va inoltre dimenticato che la Burnett trascorse i suoi primi anni di vita a Cheetham Hill, nella caotica e grigia periferia di Manchester dove però, in una sua autobiografia, ricorda con emozione il miracoloso sbocciare di un “pretty flower” su un davanzale di Islington Square e la gioia provata nel ricevere in regalo dalla nonna un “piccolo libro dei fiori”. Come abbiamo detto questo argomento ci permetterà di svolgere una simpatica ed interessante lezione sui più famosi Giardini e Parchi Inglesi, spaziando a seconda del luogo o del paese che si vuole esporre alla classe. Di seguito indicherò alcune curiosità che può essere interessante approfondire.



- A maggio a Chelsea si svolge il “Chelsea flower Show”, una tre giorni dove vengono esibite varie specie di fiori e piante.
- Ricordiamo i Royal Botanical Gardens a Kew. In questo giardino si possono vedere piante provenienti da tutte le parti del mondo.
- A Londra ricordiamo i bellissimi giardini di Luton Hoo dove è stato ambientato il film “The secret Garden” del 1993
- Statue of Mary and Dickon from Frances Hodgson Burnett's "The Secret Garden" at the reflecting pool of the Conservatory Garden in Central Park, New York City

**ARTICLE WRITTEN BY TEACHER FRANCESCA TAMANI  
FOR THE MAGAZINE M.L.A.**

## Jane Austen e la figura femminile nella società e nella letteratura



L'immagine tratta dal dipinto di William Powell Frith rappresenta chiaramente quale fosse la condizione delle donne durante l'epoca romantica e vittoriana. Infatti, tra la fine del diciannovesimo e l'inizio del ventesimo secolo le donne non avevano diritti. Non potevano scegliere liberamente con chi sposarsi e se possedevano del denaro o dei beni, essi apparteneva al marito e dovevano sottostare alle regole dettate dalla famiglia di origine o a quella costituita dopo il matrimonio. L'immagine mostra una scena di vita familiare all'interno di un contesto benestante. L'uomo si trova al centro dell'immagine proprio

perché era il detentore delle regole, dei diritti e di qualsiasi decisione sia in famiglia che nella società. Le donne, invece, investivano un ruolo di "angelo del focolare", dovevano badare ai figli ed essere buone madri e mogli. Non avevano diritto di voto, non potevano prendere decisioni o lavorare e anche lo studio si svolgeva in ambito domestico. Diversa era la condizione delle donne povere che, invece, dovevano lavorare per sopravvivere e sfamare i figli e spesso vivevano in condizioni disagiate e senza tutele. Un quadro dettagliato della società tardo romantica e poi vittoriana emerge chiaramente anche dai romanzi di Jane Austen. Sarà, quindi, interessante, analizzare sia la figura dell'autrice e poi i suoi principali personaggi per cogliere le dinamiche in atto nella società e nella famiglia dell'epoca

### Step 1- Jane Austen - biografia

Come primo passo credo che sia conveniente inquadrare la figura di questa scrittrice che, essendo essa stessa donna, incontrò sul suo cammino non poche difficoltà ad emergere. Sarà necessario presentare ai ragazzi una breve biografia dell'autrice che nacque nel 1775 a Steventon, Hampshire. Come accadeva per tutte le donne benestanti la sua educazione avvenne tra le mura domestiche ed ebbe una vita molto ritirata per tutto l'arco della sua infanzia e adolescenza che trascorse a stretto contatto con le sorelle dividendo con loro la stessa stanza da letto per tutta la vita. Ella, infatti, in età adulta, pur avendo una vita piuttosto attiva a livello sociale, non si sposò mai. Scrisse molti romanzi ambientati in un contesto sociale benestante e di provincia, incentrando le storie attorno ad uno o più personaggi femminili e il loro rapporto più o meno travagliato col matrimonio. Dopo aver inquadrato il personaggio, sarà possibile elencare le principali opere e se ritenuto interessante o utile fornire il riassunto di alcune di esse.

**Filmografia** Esiste anche una ricca filmografia delle opere di Jane Austen, quindi, è possibile impostare una o due lezioni sulla visione di uno dei seguenti film: "Emma", "Ragione e sentimento", "Orgoglio e pregiudizio".

**Metodologia** Il consiglio che viene dato circa la somministrazione di un film è sempre quello di individuare prima di tutto il livello della classe e, quindi, predisporre l'audio e i sottotitoli in modo da agevolare la comprensione e l'ascolto. La soluzione ottimale sarebbe quella di impostare il tutto in lingua originale, in modo da avere un doppio stimolo sia visivo che orale. Inoltre, si auspica la preparazione di materiale quale schede di comprensione o esercizi lessicali attraverso i quali poter lavorare sui vocaboli, sui personaggi e sulle tematiche.

### **Approfondimenti:**

- La corrispondenza tra Jane Austen e le sue sorelle
- L'educazione delle bambine
- Alice come esempio di bambina benestante in "Alice in Wonderland"
- Mary Lennox de "Il giardino segreto" per evidenziare il contrasto tra l'educazione di bambini ricchi e poveri

## **Le donne scrittrici nell'800 e '900 tra Stati Uniti e Regno Unito.**

La biografia di Jane Austen ci rimanda immediatamente ad una tematica che coinvolse molte scrittrici della sua epoca. Purtroppo, la totale esclusione della donna in ogni ambito sociale e culturale negava loro anche di poter pubblicare e firmare i loro romanzi. La figura della donna scrittrice, quale la intendiamo noi oggi, all'epoca non era ammessa e chi aveva il sacro fuoco della scrittura doveva nascondersi dietro ad uno pseudonimo.

### **Alcuni esempi di scrittrici famose che utilizzarono uno pseudonimo**

**Jane Austen** pubblicò per la prima volta nel 1811 "Sense and sensibility" con lo pseudonimo "A Lady".

**Mary Shelley**, nata a Wollstonecraft, autrice del romanzo "Frankenstein", dovette firmarsi con nome del marito Percy B. Shelly.

**Charlotte, Anne e Emily Bronte** per timore che le loro opere fallissero per i pregiudizi che allora esistevano nei confronti delle donne, si firmarono con uno pseudonimo: Charlotte scelse Currer Bell, Emily preferì Ellis Bell, mentre Anne optò per Acton Bell

**George Elliot** fu lo pseudonimo di Anne Evans, una delle più importanti scrittrici dell'epoca vittoriana. I suoi romanzi sono ambientati prevalentemente nella provincia inglese e sono famosi per il loro stile realistico e la loro perspicacia psicologica.

**Louise May Alcott** scrittrice statunitense divenne famosa per aver scritto il romanzo "Piccole donne" sotto lo pseudonimo di A.M.Barnard.

## **Step 2**

### **Emma o Elizabeth? Marianne o Elinor?**

Come già accennato nella parte introduttiva siamo di fronte ad un'epoca ricca di sfaccettature tutte rappresentate da Jane Austen attraverso la ricchezza e l'accuratezza nella descrizione dei personaggi. L'analisi a tutto tondo (aspetto fisico e caratteriale) sarà, quindi, un momento molto importante al fine della comprensione non solo del romanzo stesso ma anche di un contesto storico e sociale. Sarà, così, utile compiere un'analisi mirata dei principali protagonisti di queste storie, inquadrare differenze e analogie caratteriali e sociali e definire i loro comportamenti e le conseguenze che ne scaturiscono. In questo "Lesson plan" ci occuperemo di fornire alcuni spunti su obiettivi e strumenti didattici utili ad una analisi attenta ed approfondita dei personaggi e dei contenuti. La scelta tra i vari romanzi è talmente ampia che ogni docente può scegliere i testi che preferisce anche a seconda del percorso didattico che intende seguire.

# Lesson plan

## 1 Presentazione dei testi: Come prima cosa è necessario fare una buona presentazione di uno o più romanzi attraverso :

- Lettura integrale dell'opera
- Lettura facilitata dell'opera
- Lettura di alcuni estratti dell'opera
- Riassunto proposto dall'insegnante

Visione del film "La scelta" della presentazione del testo varia a seconda del tempo a disposizione. Sicuramente la scelta dei primi due presuppone un programma più a lungo termine per il quale è possibile "sfruttare", ad esempio, il tempo libero durante le vacanze estive o natalizie. Le altre due soluzioni sono più adatte a tempi brevi e ad un'acquisizione più rapida ed immediata dei contenuti

### Analisi del testo:

dopo aver presentato alla classe i testi per intero o selezionando gli estratti particolarmente significativi, si passa ad un'analisi dei personaggi e delle tematiche. Questa fase può avvenire in vari modi.

- Analisi guidata: l'insegnante conduce un dibattito fornendo "provocazioni" alla classe. Ad esempio si può richiedere un confronto tra i personaggi, dividendoli a seconda delle loro caratteristiche caratteriali o la loro estrazione sociale. Con l'ausilio della lavagna si possono creare mappe concettuali in modo da "raggruppare" attorno ad un personaggio tutti gli aggettivi o i nomi che più si adattano. Oppure si può partire dall'individuazione di alcune tematiche o concetti generali quali ad esempio "il ricco" e "il povero" e all'interno di essi inserire i nomi dei personaggi che si ricollegano.
- Lavoro a gruppi: un'altra modalità operativa è quella di dividere in gruppi la classe e assegnare ad ognuno un personaggio o una tematica in modo da costituire un team di ricerca e di elaborazione che poi si confronterà con gli altri attraverso un'esposizione orale o l'illustrazione di un cartelloni o slides.
- Analisi individuale: dopo aver fornito le indicazioni di base, si richiederà all'alunno di produrre un elaborato attraverso il quale sviluppare attraverso lo studio di un personaggio l'aspetto che più lo ha colpito durante la lettura del testo. Al momento della restituzione, così, ogni studente apporterà il proprio contributo personale ed originale

### Obiettivi

#### - Arricchimento dei contenuti e approfondimento culturale:

fornire elementi e strumenti di approfondimento circa la tematica di partenza (educazione, matrimonio, la donna come angelo del focolare, opposizione donne ricche e donne povere, i diritti delle donne, il contrasto tra uomini e donne nella società)

#### - Arricchimento del lessico:

- Potenziamento di tutto il lessico legato a: corpo umano, aspetto fisico, abbigliamento, caratteristiche psicologiche e caratteriali, abitazione, luoghi.
- Potenziamento dell'uso dei sinonimi dei contrari.
- Potenziamento della metodologia di produzione di mappe concettuali o spidergrams finalizzati alla catalogazione e al riconoscimento del lessico.

- **Potenziamento della produzione orale:**

Stimolare un dibattito in classe chiedendo allo studente di preparare un'esposizione personale o a piccoli gruppi circa un particolare argomento considerato importante e utile ai fini di una maggiore comprensione del tema trattato.

- **Cooperare in gruppo lavorando insieme ai compagni ad un obiettivo comune.**

**Materiali didattici:**

- Scheda del film o del libro
- Scheda analisi dei personaggi (aspetto fisico e caratteriale)
- Schede di vario tipo di arricchimento o completamento del lessico
- Mappe concettuali
- Spidergrams
- Tracce per la l'esposizione orale

## Step 3

### Ragione e sentimento

**"A woman's place is at home"**

L'idea che il luogo ideale per una donna fosse la casa, era un concetto accettato comunemente e diffusamente dalla società dell'epoca. La stessa Regina Vittoria dedica la sua vita principalmente alla famiglia, dando ben nove figli al marito e ritirandosi a vita privata alla morte di quest'ultimo, nonostante a quell'epoca regnasse sull'impero più esteso del mondo. Ho scelto a questo punto di proporre il romanzo "Ragione e sentimento" dove appare molto chiaro, forse più che in altri romanzi, l'opposizione tra donne e uomini nel contesto sociale e familiare che stiamo trattando. Proprio all'inizio del romanzo, infatti, all'apertura del testamento del padre, si percepisce la netta discrepanza tra i diritti delle donne e quelli degli uomini. Infatti, alla morte del padre, tutta l'eredità, per legge, va al figlio maschio e le femmine sono ridotte ad una condizione di semi-povertà. Si tratta, infatti, dell'applicazione di una norma contenuta nel diritto inglese che prevedeva di favorire i figli maschi a discapito delle femmine che, ridotte alla povertà, dovevano sperare di convolare a giuste nozze e di garantirsi così un futuro decoroso. La donna quindi, relegata tra le mura familiari, non acquisisce diritti, se scrive, come abbiamo visto, lo deve fare di nascosto, l'istruzione non può avvenire in luoghi pubblici e soprattutto non ha diritto al voto e quindi a partecipare attivamente alla vita politica e sociale del paese.

**Approfondimenti**

- La Regina Vittoria tra vita pubblica e privata. Esiste una ricca filmografia che racconta la vita della Regina Vittoria, a questo proposito consiglio:

"Victoria e Abdul" 2017

"The young Victoria", 2009

"Victoria e Albert", 2001

"La mia regina" 1997

## Letture attinenti

- "The way of the world" W. Congreve  
La protagonista Millamant si sposerà solo mantenendo una condizione di uguaglianza rispetto al marito.
- "Pamela or virtue rewarded" S. Richardson  
Il matrimonio visto come strumento per la scalata sociale.
- "Tom Jones" H. Fielding  
Descrizione satirica del "mercato" del matrimonio.
- "The twelfth night" W. Shakespeare  
Una giovane donna riesce rivestire un ruolo maschile e conquista il cuore del suo innamorato.
- "Romeo and Juliet" W. Shakespeare  
La figura di Giulietta e i matrimoni imposti dalle famiglie.

## Step 4

### LE SUFFRAGETTE DI EMMELINE PANKHURST

Come abbiamo detto nel 1900 le donne britanniche non avevano il voto. Alcune di loro erano professioniste, insegnanti o infermiere ma non potevano comunque votare. Per contro, gli uomini, compresi i disoccupati o i criminali, avevano diritto al voto.

Emmeline Pankhurst raccolse il crescente malcontento delle donne circa questa situazione considerata profondamente ingiusta, così nacque il movimento delle suffragette.

**A questo punto è possibile affrontare la lezione proponendo:**

- una presentazione del personaggio di Emmeline Pankhurst
- visione del film "Suffragette"



