

# CLIL MultiKey lesson plan

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## LESSON PLAN

**Subject:** Art History

**Topic:** Cultural Heritage

**Age of students:** 15-18 years old

**Language level:** B1-B2

**Time:** 90 - 120 minutes

**Contents aims:**

After completing the lesson, the student will be able to:

Explain the concept of cultural heritage.

Illustrate the consequences of cultural heritage destruction.

Describe and analyze the formation of UN.

Describe the role of Unesco.

Debate how influential one's own country can be.

**Language aims:**

After completing the lesson, the student will be able to:

Use new expressions in an appropriate context.

State an opinion about cultural heritage destruction, protection and value.

**Pre-requisites:** none

**Materials:**

Internet connection/web laboratory

**Procedure steps:**

*Wholeclass activity*

Teacher starts from an image or a video of cultural heritage destruction, like

[http://www.nytimes.com/2015/03/31/arts/design/islamic-state-destruction-renews-debate-over-repatriation-of-antiquities.html?\\_r=0](http://www.nytimes.com/2015/03/31/arts/design/islamic-state-destruction-renews-debate-over-repatriation-of-antiquities.html?_r=0)

and then with students teacher thinks about the causes, but especially about the consequences.

Questions: Why do they do this? What is the danger coming from a statue? Is there someone or something that could prevent this destruction? Why there is the problem of fakes?

Students show if they know the news and try to answer.

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Teacher explains the UN organization with the principal organs and the specialized agencies, whose Unesco is one element:

[http://www.un.org/en/aboutun/structure/pdfs/UN%20system%20chart\\_lettercolor\\_2013.pdf](http://www.un.org/en/aboutun/structure/pdfs/UN%20system%20chart_lettercolor_2013.pdf)

Then a focus on Unesco with <http://whc.unesco.org/> and the importance of its role.

Teacher chooses a site, very well known by the students and leads students to understand why it has been protected by the Agency. Then asks some questions like: How much are Unesco sites? Where? Which is the country with the most numerous Unesco sites?

Then he/she assigns homework, dividing the class in many groups as the regions present in the country: Find a Unesco site in your region. Students have to select information, using the sites given by teacher, and put it/them on a map. This activity could be done on paper or on Pc, using e.g. Google maps.

### **Attachment :**

handout 1

Sites list: <http://whc.unesco.org/en/list/>

### **Assessment grid**

homework could be assessed with ppt evaluation