

LESSON PLANS

Italy Liberation Day



GRADE LEVEL	A2 - B1
CLIL SUBJECT	History
OBJECTIVE	Students will use the "See-Think-Wonder" routine to analyse images and primary sources related to Liberation Day in Italy, fostering inquiry and critical thinking skills.
MATERIALS NEEDED	• Images or primary sources related to Liberation Day in Italy (e.g., photographs, newspaper articles, historical documents) • Whiteboard or chart paper • Markers
LESSON DURATION	65 minutes

LESSON PROCEDURE

1. INTRODUCTION (10 minutes)

- Begin the lesson by introducing Liberation Day in Italy and its significance as the commemoration of the end of Nazi occupation and the fall of Mussolini's fascist regime.

2. SEE (15 minutes)

- Display an image or primary source related to Liberation Day on the whiteboard or projector screen.
- Instruct students to silently observe the image or source and write down what they see.
- Encourage them to note details, people, objects, and any other relevant visual elements.
- After a few minutes, facilitate a class discussion where students share their observations. Record their responses on the whiteboard or chart paper.
- Ask them questions like:
 1. What are the main objects or people in the image?
 2. How are they positioned in relation to each other?
 3. What colours do you notice? How do they make you feel?
 4. Can you identify any symbols or signs in the image? What might they represent?
 5. What do you think is the most important detail in this image? Why?

3. THINK (20 minutes)

- Transition to the "Think" phase by prompting students to consider what the image or source makes them think about.
- Encourage them to analyse the content, context, and potential meanings behind the visuals.
- Allow students to share their thoughts and interpretations with the class.
- Have students reflect on questions such as:
 1. What do you think is happening in this image?
 2. What emotions or messages do you think the image conveys?
 3. How does this image relate to Liberation Day in Italy?
 4. What do you think happened just before this image was taken?
 5. How does this image help you understand what life was like during Liberation Day in Italy?

4. WONDER (15 minutes)

- Encourage students to ask open-ended questions that invite deeper exploration such as:
 1. What questions does it raise for you?
 2. What additional information do you need to better understand the context?
 3. What do you think the people in the image might be saying or thinking?
 4. How might this image be different if it were taken from a different angle or perspective?
 5. How do you think people who lived during this time would feel about Liberation Day?

CLOSURE	5. REFLECTION AND CONCLUSION (5 MINUTES) • Conclude the lesson with a brief reflection period where students individually write down one insight or question they have about Liberation Day. • Facilitate a whole-class discussion where students share their reflections and insights. Emphasise the importance of inquiry and critical thinking in understanding historical events.
ASSESSMENT	• Assessment can be based on students' active participation in the lesson, their ability to analyse images and primary sources critically, and their contributions to class discussions.
EXTENSION	• Research and write a fictional story from the perspective of someone who lived through Liberation Day. • Interview a family member or community member who has memories of Liberation Day (if possible).