



# The path to good history teaching: 'SSLIC' experience in Eso 3&4

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# Sslic: Context



- In 1991 **Eleanitz-English** project 4-16 year-old students
- Sslic : In 2001-2002 ..... ..7 ikastolas  
In 2011-2012.....46 ikastolas  
..... . 3000 students  
... ...100 teachers

# Sslic beginnings



- Based on the Basque Social Science material of the 'Ostadar' project.
- Maintaining the official curriculum
- For all students. Mixed-ability approach.
- Integrating cognitive-linguistic support:
  - Adapted activities
  - The back-up of the English subject
- Compulsory teacher training.





# Social Sciences

## Objective

- To help students to become critical-thinking citizens who will play a responsible role in society.

*(Development of social competence)*

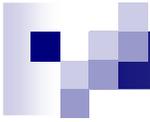
We have to know our society, understand it, look for the causes of its events, work on critical treatment of its information, and be able to communicate our interpretations to others.

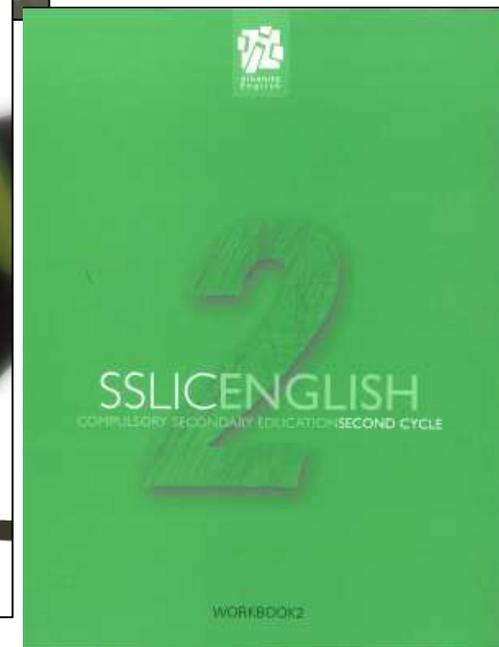
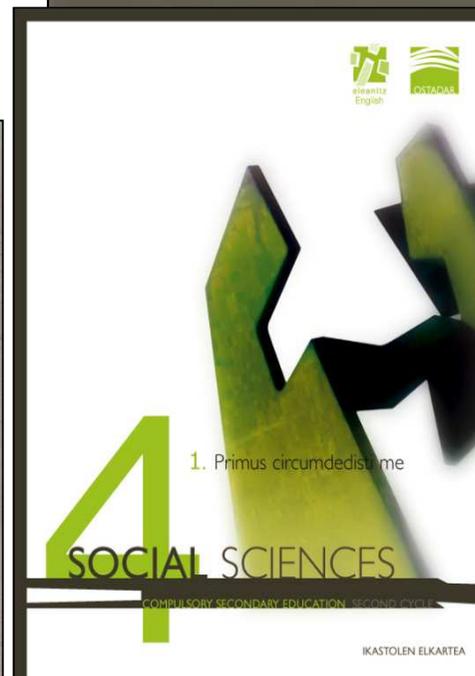
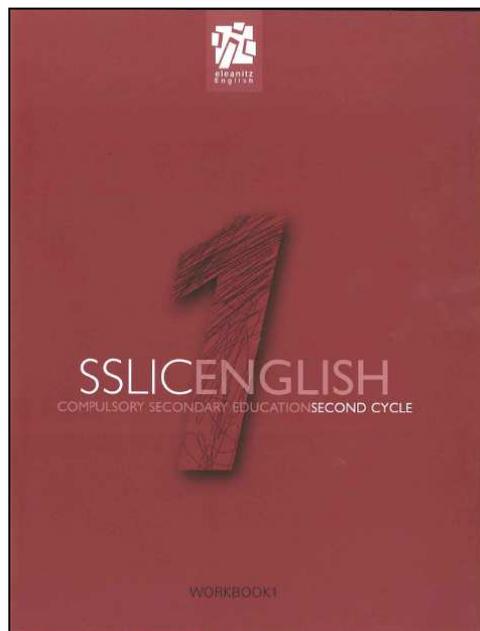
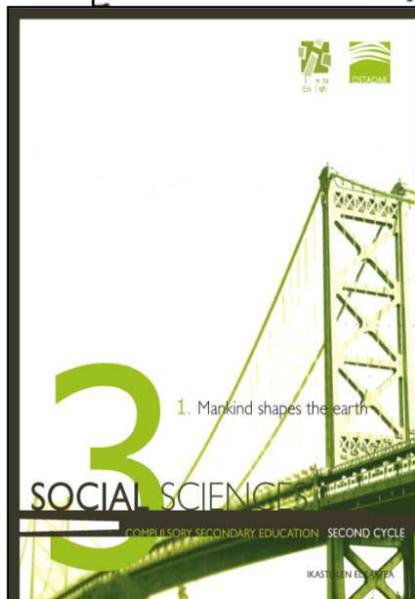
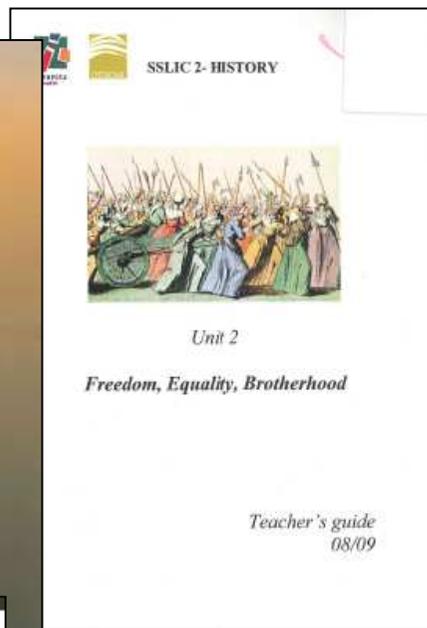
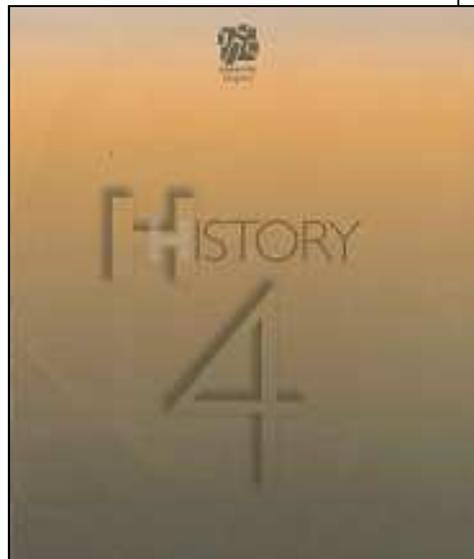
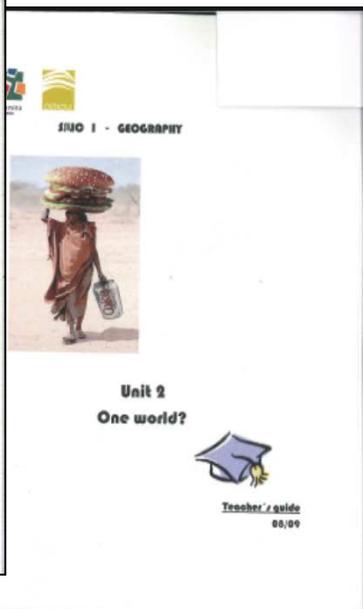
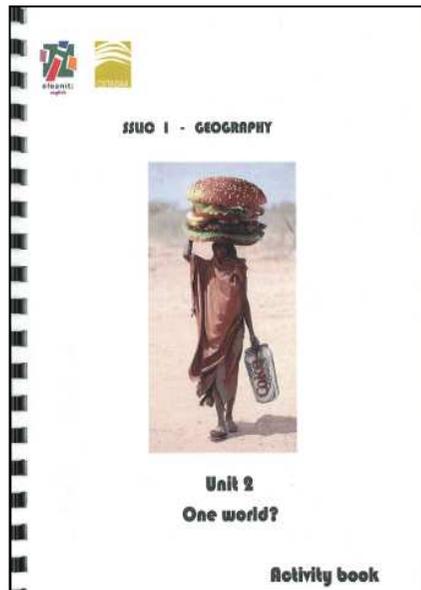


# Social Sciences

## Language needs

- General language skills:
  - Text reading, collect information, synthesize, listen carefully, oral and written communication...
- Social Sciences text types:
  - Information texts: description, narration, cause-consequence explanation...
  - Argumentative texts: Justification – in order to interpret people's motives, arguments to prove the interpretation of an event..







# Activity types

1. To develop **reading strategies**
2. To enrich communication between students.
3. To guide students' written production:
  - Short written texts
  - Long written texts
4. To engage higher **cognitive skills.**

# 1.To facilitate reading strategies



Activity 20-21 (pages 29-32)

Rich and poor 'Agriculture'

Look at the pictures and accompanying texts between Activities 20 & 21. Read the sentences below and find single words (or phrases) from the text that mean the same thing.

For example:

*This word means that something is not very advanced or sophisticated.*

**('primitive')**

- a) This word is related to the idea of eating and surviving. It means everything that keeps you alive.
- b) This word describes the act of domesticating animals and using them for the purposes of food and clothes.
- c) This word describes the act of catching animals, probably in order to kill and eat them.
- d) This word describes the act of looking for and finding food.
- e) These are the implements with which a farmer transforms the land for agricultural purposes.

## 2. To enrich communication

**“Talking about something which one is learning is important, because it is when we express a new concept linguistically that we gradually develop it. The concept may be partly developed in our minds, but until we start to communicate it linguistically, we don't know how clearly – or unclearly – it is formed.”**

*(John Clegg; “Language across the curriculum. The British example: “The National Literacy Strategy”. 2002ko Jardunaldi Pedagogikoak)*



# Activities to enrich communication (1)

Now work in pairs. Use the text on **Industry** and formulate questions for your partner to answer – but he/she has to answer from memory. So for example, you could ask different types of questions.

a) **Specific types**, for example

“When was \_\_\_\_\_ founded?” or “What happened in \_\_\_\_\_?”

b) **More conceptual questions**, for example



29

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a) **Specific types**, for example

“When was \_\_\_\_\_ founded?” or “What happened in \_\_\_\_\_?”

b) **More conceptual questions**, for example

“Give two reasons for the boom in the 16<sup>th</sup> century shipbuilding industry”

and shipbuilding industries.

## Industry in the Basque Country

In the 16<sup>th</sup> century, the Basque Country was the principal production centre of iron in Western Europe. The Basques had an abundance of the three elements necessary for the **iron industry** (*turkina-lak*) – iron ore deposits, wood and flowing water, and these were mainly located in Biscay, Gipuzkoa and Lapundi. The wood meant that there were coal deposits (to generate heat) and the rivers provided waterpower and cooling. Before the 16<sup>th</sup> century, the **forges** and **smithies** were in the mountains

b) The demand for iron in the American colonies.  
c) The shipbuilding industry  
d) Farming implements.

Linked to the iron industry, the arms' industry was developed in the 16<sup>th</sup> century. The *Real Fábrica de Soraluze-Placencia de Los Armas* was founded in 1573 and before, in 1535 the *Real Herrería de Euz* which made cannonballs.

The **shipbuilding industry** was centred on Bilbao and Aduar. In Zorroza there was a royal shipyard which made the ships for the Armada. Also, the increase in international trade favoured the demand for new ships.

## Sslic 2 unit 1



# Activities to enrich communication (2)

LANGUAGE MATTERS

## Doing the Dozen!

Make sure you remember...

- Profits
- Entrepreneur
- Currency
- Trade
- Migrant worker
- Homogenous
- Plural
- Proletariat
- A strike
- Trade Union
- Wages
- Egalitarian

## a) Doing the dozen

## b) In pairs try to complete these crosswords

(Student A)

**SOCIAL REVOLUTION CROSSWORD**

1. a political party organised usually by work movements (2 words)
2. ....
3. ....
6. ....
8. ....
9. ....

(Student B)

**SOCIAL REVOLUTION CROSSWORD**

1. Proletarian movement that broke machines to protest
- 4.
- 5.
- 7.

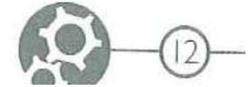
### 3. To guide students writings



**“Writing is good for the later stages of polishing and refining the concept. Writing allows us to hold incomplete concepts, so that we can operate on them through modifications in written language, and push the refinement process... So writing is per excellence a thinking process.”**

(John Clegg..)

# Short written texts(1)



Use the bullet-points above to write a short composition about the effects of demographic growth in industrial Europe. Choose the six causes you consider most significant, and expand them – but using some ‘cause-effect’ language such as:

led to

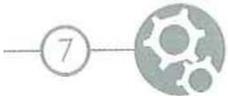
created new

resulted in

caused an increase in

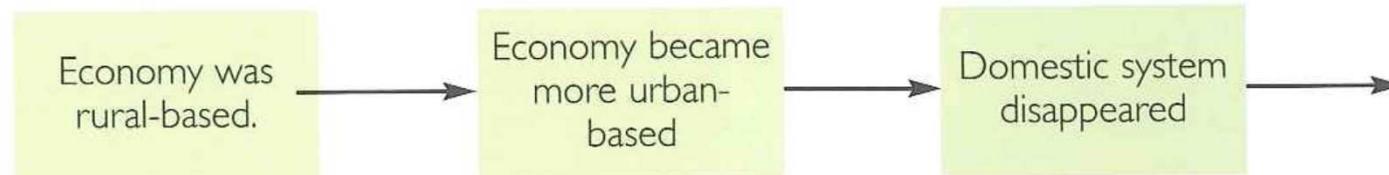
caused great changes in

caused the appearance of



Draw a flow-chart that describes the development of the First Industrial Revolution. Extract key information and try to organise it as a representation of CAUSE – EFFECT in your diagram. Remember, the diagram is a summary, in note form.

For example:



## Short written texts (2)



Activity 44-47 (pages 56-58)

Locating industry

Now go to **Activity 47 in the textbook** (p 58) about Almusafes. The car manufacturers, Ford, have a plant there. They make Ford 'Fiestas' and the 'Focus', for example.

Look at the 8 factors mentioned, and try to write a justification for the presence of six of them. Work in pairs, and if you find it difficult, try to do as many as you can, then consult with other pairs.

For example: (Nº 1 – 'the Mediterranean motorway, used by....')

*"The motorway links the area to France (and therefore Northern Europe), and to other parts of Spain. So the cars can be delivered easily, and the raw materials can be brought from other regions."*

Nº 2:.....

# Long written texts (1)



## ENDING THE AGE OF REVOLUTIONS (act. 72)

Write an **imaginary biography** of a person born in Laudio in 1835 and who died in Barakaldo in 1876, (using the different political systems that took place between those years).

### Before start writing

1. In groups/pairs find information about that period (locate places, find date, events...)
2. Think about different protagonists (social class/ women-men..)
3. Individually write an outline using the guide-line
4. In pairs check the outline (using the table) and correct if necessary
5. Write the biography individually

### Guideline for the biography

- Protagonist's data: birth and death, social class, works, family, living places....
- Important events of that period (change of political systems, wars, industrialisation, social changes...)
- Influence of the political and economic events in his/her life

# Long written texts (2)



## Activity 13 Report on two municipalities 1

(page 22)

- Look at the mind-map on page 20 which contains the basic concepts which you will use for this activity.

### Report

- You have to compile a 'report' of 2/3 pages to later communicate to your classmates. You can work in groups of 3.
- The report must have a brief introduction where you locate the areas to compare, and define them with respect to their climate, relief, biomes, etc. but just name them.
- The main sections of the report should be these below. You can read more details looking at the check-list.
  - Differences
  - Similarities
  - Significant differences.
  - Possible reasons for significant differences.

- In the report use contrastive language. Look at some examples.

'Regarding the climate of the two towns, there were some significant differences. For example, whereas the main feature of Zeberio's climate was X, the climate of La Puebla was.....

'Looking at the unemployment rates we can see that whereas.....

'With reference to the two towns' principal agricultural activities.....

'On the other hand, Zeberio's land structure consists of....

'Similarly, La Puebla's.....

'We think that this significant difference could be due to...

### REVIEW YOUR REPORT AND TICK THE ANSWERS TO THESE QUESTIONS

	YES	NO
0. Does the report have a cover with the title and the authors' names?		
1. Does the report have a brief introduction with your main aims for the project?		
2. Does the report have a brief section with information about location, climate, relief, biomes, population, economy or other interesting data?		
3. Have you found and written at least 3 similarities between the towns.		
4. Have you found and written at least 3 differences?		
5. Have you listed at least 2 significant differences between the towns?		
6. Have you analysed and given reasons for the significant differences?		
7. Have you written a conclusion with your opinion about the report?		
8. Have you used contrastive language when written the report?		
9. Have you reviewed the spelling and grammar?		

\*If you have answered NO (especially to question 6), go back to your report and correct it before giving it to the teacher.



# Thinking activities (2)

We have looked at the changes brought about by the discoveries of new territories, by demographic growth, by urban growth and by the people and ideas that began to develop with these changes. In these centuries, as we have already seen, Spain was initially the most important empire, but by the 18th century, other countries (France, England, The Netherlands) had taken Spain's place. But how about politics? How did political systems develop in the 16-18th centuries?



The important issues of this section can be illustrated by the following list of questions, the answers to which you will know by the end.

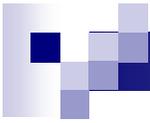
- What were the principal political systems in Spain and in Europe?
- Were there any great changes during this period?
- Were there any great differences between Spain and Europe?
- Who governed in this period, and what ideas did they have?



Look at the following groups of words. In each group, one of the words is the 'odd man out', and has less or no relevance to the theme of politics in the period we are studying.

Work in pairs, and try to decide which word is the exception. Be ready to justify your answers.

Despotism	Steam	God	States
Climate	Parliament	Control	Courts
Regicide	Love	Science	Power
Portraits	Centralism	Crime	Image



2



Look at the following groups of words organised by colours. In each group, one of the words is the 'odd man out', and has less or no relevance to the theme of politics in the 18<sup>th</sup> century. Work in pairs, and try to decide which word is the exception. Be ready to justify your answers.

Despotism	Communism	God	States
Climate	Parliament	Control	Courts
Regicide	Crusades	Science	Power
Portraits	Centralism	Crime	Image

7



Below you will read a variety of quotations. Some are by Louis XIV but two are not. Find the two that were **not** said by Louis and be prepared to justify your choices.

- "I have no intention of sharing my authority."
- "I am the State!"
- "Delegation of power is extremely important"
- "One King, One Law and One Faith."
- "One must work hard to reign."
- "I would like to stimulate more regional autonomy"
- "The interest of the State must come first."
- "Up to this moment, I have been pleased to entrust the government to the late Cardinal. It is now time that I govern. You will assist me. Execute no orders except by my command, and render account to me personally."

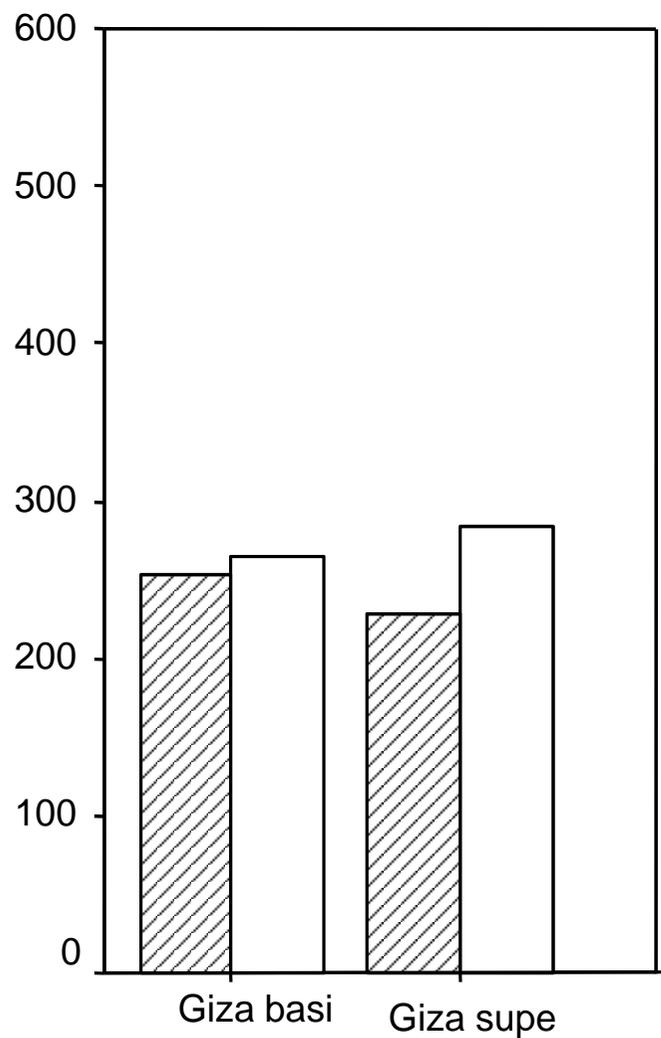




# Consequences

- Evaluation of the project
- Effects on the Basque Social Science materials and methodology

# Evaluation of the project



2001/2002

-  Social Sciences in Basque
-  Social Sciences in English



# Consequences

- The evaluation shows :
  - To learn the subject in English does not damage the subject attainment levels (or Basque language levels) and it improves their English level.
  - In 2009/2010 we repeated the evaluation with equally good results

- 
- It's possible to be done by ALL the students.
  - Integrate content & language
  - Ensures students understand the content
  - Reduce teacher-talk & increase the focus on skills
  - The material must be carefully designed.
  - Compulsory teacher-training.

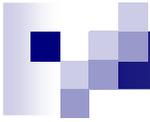


# Consequences: Social Science in Basque

## Start transferring the positive effects to Basque materials

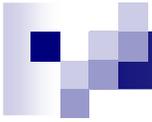
1. Erantzun honako galdera hauei.
  - a) Lehenengo testuan sindikatuen sorrerari buruzko informazioa agertzen da. Zer helburu nagusi zituzten, hasieran, langile-elkarteek?
  - b) Beren eginkizun teorikoetatik at, zer leporatzen zieten ugazabek elkarte horiei?
  - c) Nolakoa zen txosten horren egileen jarrera sindikatuekiko? Non ikusten da hori testuan?
  - d) Zer neurri proposatzen zituzten txostengileek elkarteak suntsitzeko?
  - e) Zer eskakizun egiten zituen langile-mugimenduak, lan-ordutegiari zegokionez?
  - f) Eta zer eskatzen zuten haurren lan-ordutegiari zegokionez? Zer gehiago eskatzen zuten haurrentzat?
2. Laburbil itzazu langile-mugimenduaren eskaerak eskema batean, aurreko erantzunak erabiliz.

Gizarte-Zientziak Ostadar Dbh 4 2.UD ( 21.jarduera)



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# Social Sciences

## Characteristics

- Our society is a dynamic social phenomenon that develops throughout the centuries, a process which encourages different interpretations to evolve.
- We have to know our society, understand it, look for the causes of its events, work on critical treatment of its information, and be able to communicate our interpretations to others.