

Il CLIL e la Storia

Modulo di storia moderna

“Power and Government in the Reign of Elizabeth I”



Scheda di presentazione

Premessa

Il modulo, formato da quattro unità didattiche, è stato elaborato per una classe III del Liceo Linguistico “G. De Cosmi” di Palermo. Sebbene il modulo sia stato concepito per essere svolto nella sua interezza, è possibile decidere di lavorare soltanto su una o più delle unità didattiche in esso contenute.

Breve descrizione del modulo

Il modulo intende ripercorrere l'idea di potere monarchico ereditata da Elisabetta I sia dal padre sia dai cosiddetti sovrani “forti” inglesi. Per tale ragione ampio spazio è stato dato ai simboli del potere, alla ritrattistica, all'analisi di alcuni film o filmati che servono a comprendere in miglior modo in che modo la fenomenologia del potere di Elisabetta venne messa in scena e in quale maniera venne mantenuta. Il modulo approfondisce gli ostacoli che Elisabetta dovette affrontare per farsi accettare come regina, il suo modo di trovare appoggio tra le forze della società civile inglese del 1500 ed infine affronta in che modo il paese veniva amministrato durante l'età elisabettiana.

La presente unità didattica può essere usata in parte o integralmente durante l'attività didattica in classe, con la clausola di citare la fonte del materiale di volta in volta utilizzato. Qualsiasi altro uso in luoghi pubblici, in pubblicazioni o altro è da concordare col docente prof. Fabio D'Agati fabiodagati@libero.it 2

Obiettivi del modulo

Competenze/capacità disciplinari e trasversali	Obiettivi linguistici	Obiettivi socio-affettivi
<ul style="list-style-type: none"> ▪ Saper connettere causalmente fenomeni storici ▪ ciascuno di essi nel periodo elisabettiano. ▪ Saper utilizzare alcuni termini specifici della storia in italiano ed in inglese ▪ Saper analizzare un brano ▪ Saper effettuare comparazioni tra vari tipi di testi o immagini 	<ul style="list-style-type: none"> ▪ Conoscere il linguaggio specifico della disciplina. ▪ Riconoscere e saper applicare costrutti grammaticali propri di un livello B1. ▪ Potenziare la motivazione all'uso della lingua inglese. ▪ Potenziare le capacità di listening, speaking, reading e writing ▪ Saper esprimere in L2 un punto di vista 	<ul style="list-style-type: none"> ▪ Saper comunicare il proprio punto di vista democraticamente ▪ Saper ascoltare gli altri ▪ Saper lavorare in team ▪ Incrementare la fiducia di ciascun alunno in se stesso durante l'utilizzo della L2

Obiettivi legati alle conoscenze

- Conoscere le principali strategie utilizzate da Elisabetta I per rafforzare il suo potere e la sua immagine.
- Conoscere le funzioni e l'organizzazione della corte di Elisabetta, il ruolo della Camera, la struttura della Royal Household della regina Elisabetta I e della regina Elisabetta II.
- Saper rinvenire nella corte un luogo determinante per la gestione del potere monarchico.
- Saper individuare la dimensione pubblica della vita privata della regina Elisabetta I.
- Conoscere il ruolo e le funzioni politiche del Consiglio Privato.
- Conoscere le strategie politiche utilizzate da Elisabetta I per creare un equilibrio di poteri.
- Saper utilizzare correttamente gli organi sopra elencati nei giusti contesti, sapendo attribuire loro i rispettivi ruoli.
- Saper discutere sui rapporti tra Parlamento e Sovrana
- Saper riconoscere i ruoli del Parlamento.
- Conoscere le principali figure istituzionali ed il ruolo politico e/o sociale giocato dai vari organi di giuridici e politici locali.

Contenuti del modulo

Titolo Unità didattica	Principali i contenuti	Tempi
Elizabeth's coronation	L'incoronazione di Elisabetta Riccardo II ed Elisabetta I Esercizi lessicali e definatori	80 minuti
Elizabeth's propaganda	Le donne e il potere nell'Inghilterra del '500 Quali trucchi propagandistici utilizzava Elisabetta I Esercizi	120 minuti
The Court	La struttura della corte nel '500 The Royal Household ieri ed oggi The privy Chamber Esercizi	120 minuti
The Local Government during Elizabeth's reign and the Parliament	Nobili e potere centrale Il potere locale Il Parlamento ed Elisabetta Esercizi Verifica finale	120 minuti

Metodologia

Lezione interattiva
Student oriented lesson
Eliciting
Scaffolding
Lavori a coppie o di gruppo
Active learning
Cooperative Learning
Lezione frontale

Strategie

La strategia di base è stata quella di rendere gli alunni soggetti ricettivi-attivi e non , come accade durante le lezioni frontali, ricettivi-passivi. Anche la lezione frontale ha i suoi pregi, ma nel caso della metodologia CLIL è essenziale che si incrementi il tempo in cui gli alunni possano usare la lingua inglese ed apprendere attraverso le attività svolte

Complessivamente il percorso ha utilizzato il seguente pattern didattico:

- Brevissima introduzione del docente sul tema da trattare o visione di un video (nel caso specifico di sequenze del film Elizabeth) e successivo brainstorming sul tema della giornata connesso al video
- Problematizzazione del fenomeno.
- Lettura di testi individuati dal docente
- Presentazione di esercizi da svolgersi in coppie o in piccoli gruppi, per rinforzare quanto appreso o focalizzare quanto studiato.
- Eventuale altro testo o video da far visionare per passare ad altri contenuti
- Esercizi di rinforzo.

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- Controllo dell'apprendimento in itinere
- Esercizio finale per rivedere quanto appreso durante la lezione.

Mezzi e strumenti

Fotocopie, videoproiettore e computer.

Strumenti di verifica e valutazione

Valutazione in itinere e finale tramite:

- discussione orale
- cloze test
- matching
- fill in
- risposte a domande aperte
- jigsaw activities

Obiettivi specifici

- Conoscere le funzioni e l'organizzazione della corte di Elisabetta, il ruolo della Camera Privata, la struttura della Royal Household della regina Elisabetta I e della regina Elisabetta II
- Saper rinvenire nella corte un luogo determinante per la gestione del potere monarchico.
- Saper individuare la dimensione pubblica della vita privata della regina Elisabetta.
- Conoscere il ruolo e le funzioni politiche del Consiglio Privato
- Conoscere le strategie politiche utilizzate da Elisabetta per creare un equilibrio di poteri ad iniziare dal tipo di membri da inserire nel Consiglio Privato nel suo regno .
- Saper utilizzare correttamente gli organi sopra elencati nei giusti contesti , sapendo attribuire loro i rispettivi ruoli .
- Saper discutere sui rapporti tra Parlamento e Sovrana
- Saper riconoscere i ruoli del Parlamento

Unit 1

Elizabeth's coronation

tempo complessivo 80 minuti

PRIMA ATTIVITA'

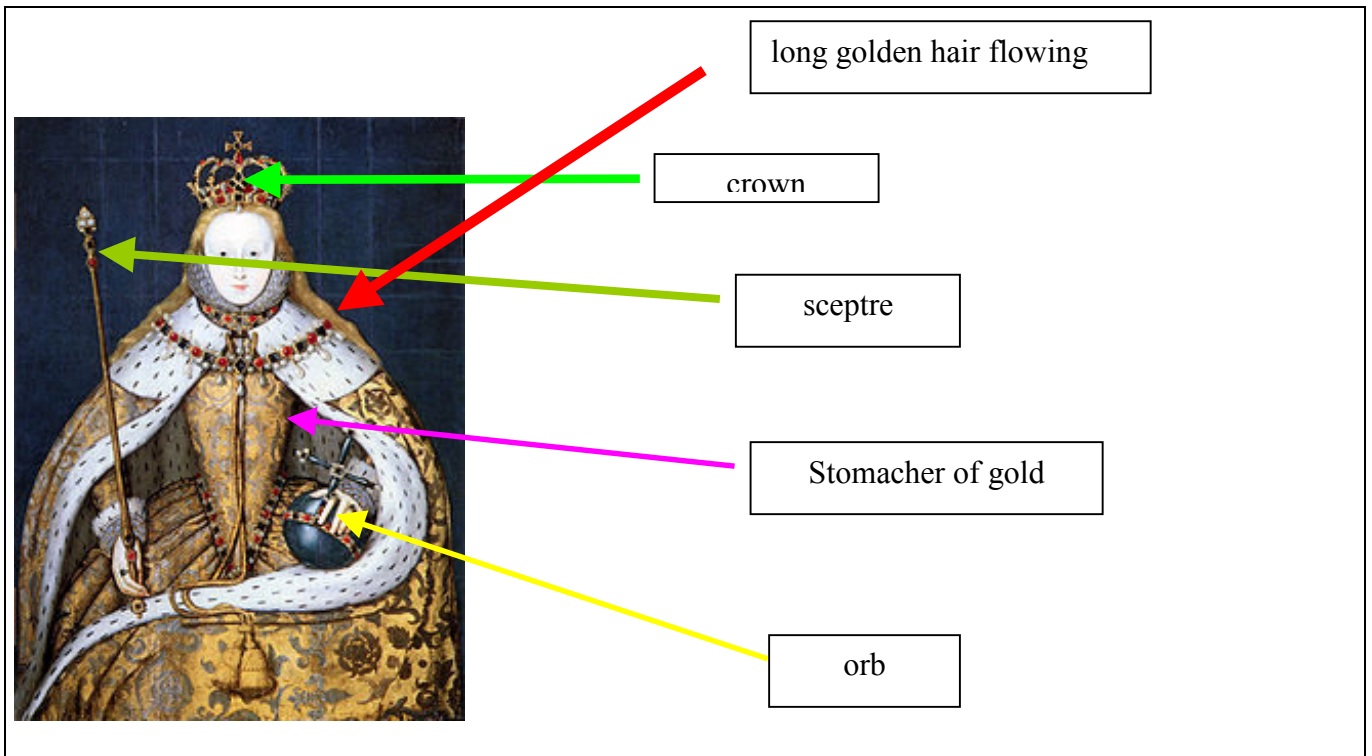
Pre-listening activity:

brainstorming su cosa accadeva durante l'incoronazione di un sovrano. Gli alunni sono sollecitati dal docente ad immaginare il genere di cerimonia connessa all'incoronazione.

Listening activity:

dopo aver fatto visionare agli alunni una breve sequenza del film Elizabeth del 1998 diretto da Shekhar Kapur ed aver discusso con la classe su quanto visto, il docente dovrà stimolare domande e curiosità che aiutino gli alunni ad analizzare il video. Successivamente, agli alunni verrà chiesto di confrontare l'immagine dell'incoronazione presentata nel film, si può ricorrere anche al fermo immagine, col ritratto presentato di seguito, avendo cura, di aiutare gli alunni ad apprendere i nomi di alcuni importanti oggetti presenti nelle due immagini.

Title: the ceremony	Organization:	Task:	Time: 8 minutes
Brainstorming: How was a queen crowned?			
Movie: Elizabeth from 27,40 (minutes) to 30.51 (minutes): Elizabeth's coronation Or https://www.youtube.com/watch?v=2uapvgwQpgM			
Try to compare the picture below with the movie's shot of Elizabeth's coronation. Point out the similar aspects between them.	Organization:	Task: compare and discuss	Time: 5 minutes (first part) listening and 5 minutes (second part) comprehension



SECONDA ATTIVITA'

Il docente potrà dunque passare dalla dimensione più intuitiva, quella dell'immagine, ad una più sistematica e mediata, quella della parola. La lettura seguente descrive il giorno dell'incoronazione di Elisabetta e il contesto storico in cui Elisabetta governò

Title: Elizabeth's coronation	Organization: pair-work	Task: reading and comprehension	Time: 5 minutes
<p>The queen was crowned at Westminster Abbey on 15 January 1559. Paintings of the occasion show the 25-year-old with long golden hair flowing down her back, her dress and stomacher of gold cloth, holding the orb and sceptre in her hands, and the ring of power on her left hand's ring finger. Elizabeth's service was performed by the bishop of Carlisle because the archbishop of York refused to go; and the ceremony was in English as well as in Latin. Elizabeth was a master of political science. She inherited her father's view of the monarchy, according to which the monarch had to be the most important and influential political figure in the country.</p>			
<p>CHUNK</p> <ol style="list-style-type: none">1. A service is performed by2. To refuse to go3. To be a master of4. Someone inherits something			

Per verificare la comprensione di alcuni termini si suggerisce di somministrare agli alunni i quattro quesiti di cui sotto.

Exercise 2

1) What does "to inherit" mean in the text?

- to receive a right or an official social position that belonged to a relative who has died
- to have responsibility for a situation that someone has started and left for you to deal with:
- to have a belief, tradition, or way of life that you received from people who lived before you
- to receive property or money from someone who has died

2) What does "to crown" mean in the text?

- to add the last and greatest success to a series of achievements
- to make someone a king or queen during a ceremony in which a crown is put on their head:
- to cover the top of something:
- to give someone a crown for winning a competition

3) What does "service" mean in the text?

- help that you give to someone, especially by using your skills, ability, or knowledge
- an occasion when a vehicle or machine is examined to check that it works correctly and to make repairs
- a system provided by a government or official organization for the needs of the public
- a religious ceremony

4) What does "to flow" mean in the text?

- if words or ideas flow, they follow each other in an easy, natural, continuous way
- if a feeling flows through you, you suddenly feel it strongly

- if a liquid flows, it moves smoothly and continuously in one direction
- if hair or clothing flows, it falls or moves in a smooth graceful way around someone's body

TERZA ATTIVITA'

Per far conoscere la tradizione politica a cui si rifece Elisabetta, si proporrà agli alunni la lettura del seguente brano. Il testo mostra chiaramente la presenza di autorevoli re inglesi del XIV secolo, che, come Elisabetta I, dovettero lottare per costruire un'immagine di sovrani forti e rispettati. Prima di somministrare il brano è bene chiedere agli alunni, divisi in coppie, di trovare il significato di alcuni termini attraverso un esercizio di matching. Ciò permetterà loro di riconoscere alcuni termini che incontreranno nella lettura. L'utilizzo della lettura aiuterà gli allievi ad assimilare in maniera più approfondita alcuni dei nuovi termini incontrati.

matching (exercise 3)	Organization: pair-work (same pairs)	Task: definite	Time: 5 minutes
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Exercise 3

Match the words on the right to the correct definition on the left

Words	Definitions
to hold	the process of finding people to join a military force or an organization
archbishop	to try to achieve something
rooted	if one thing is in another, it is based on it, has developed from it, or is influenced by it
prerogative	to carry something using your hands or arms
to challenge	a right that a particular person or group has
peasant	a priest of the highest rank in some Christian churches who is
to avoid	responsible for all the churches in a particular area
recruitment	the activity of fighting a war
to pursue	to try to prevent something from happening
warfare	to question whether something is true, accurate, or legal
farm	someone who works on another person's farm or on their own small farm. This word is used mainly about people in poor countries .

Solutions

Words	Definitions
to hold	[transitive] to carry something using your hands or arms
archbishop	a priest of the highest rank in some Christian churches who is responsible for all the churches in a particular area
rooted	if one thing is in another, it is based on it, has developed from it, or is influenced by it
prerogative	a right that a particular person or group has
to challenge	to question whether something is true, accurate, or legal
peasant	someone who works on another person's farm or on their own small farm. This word is used mainly about people in poor countries or people in history
to avoid	to try to prevent something from happening

recruitment	the process of finding people to join a military force or an organization
to pursue	to try to achieve something
warfare	the activity of fighting a war
farm.	[transitive] to carry something using your hands or arms

QUARTA ATTIVITA'

Breve testo su Riccardo II

Title: Elizabeth and the past	Organization: pair-work	Task: reading	Time: 8 minutes
<p>Richard II (6 January 1367 – c. 14 February 1400) approach to kingship was rooted in his strong belief in the royal prerogative, the inspiration of which can be found in his early youth, when his authority was challenged first by the Peasants' Revolts and then by the Lords Appellant. To avoid dependence on the nobility for military recruitment, he pursued a policy of peace towards France. At the same time he developed his own private military retinue *, larger than that of any English king before him. He was then free to develop a courtly atmosphere in which the king was a distant, venerated figure, and art and culture, rather than warfare, were at the centre. The kings previously to Richard II 's reign, had been addressed simply as "highness", now "royal majesty", or "high majesty" were often used.</p> <p>* Retinue: group, often <i>military</i>. Synonyms: armed forces</p>			

Gli alunni sono pronti per il prossimo compito di comparazione, durante il quale dovranno utilizzare alcuni dei vocaboli appresi.

<p>A) Try to compare the two portraits of Elizabeth I and Richard II (point out differences and similarities).</p> <p>B) In your opinion, why was Elizabeth's portrait inspired by Richard II's? Try to explain your answer.</p>	Organization: Pairs work	Task: speaking	Time: 6 minutes first part and 13 minutes second part
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CHUNK

As far as I'm concerned....
Respect to
To have something in common
To be similar to
To be different from

RECAP ACTIVITY

<i>Exercise 4 : vocabulary</i>	Organization: Pair work (same)	Task vocabulary development	Time: 5minutes
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Cloze-exercise

Gli alunni, utilizzando i termini elencati all'inizio del testo, dovranno collocarli correttamente nel testo.

archbishop bishop challenged courtly cross crowned France high
highness inspired king Lords majesty military nobility orb Peasants
performed policy prerogative Richard rooted sceptre Westminster

Because of the absence of the (1) _____ of York when Elizabeth was
(2) _____, the ceremony was (3) _____ by the (4) _____ of Carlisle.
Elizabeth had on her left hand the (5) _____ with the Christian (6) _____
and on the right the (7) _____. The ceremony was performed at (8) _____
Abbey . Elizabeth's portrait was (9) _____ by (10) _____ II's . In fact
Elizabeth was really attracted by him because of Richard II 's approach to kingship was
(11) _____ in his strong belief in the royal (12) _____, the inspiration of
which can be found in his early youth, when his authority was (13) _____ first by
the (14) _____ ' Revolts and then by the (15) _____ Appellant. To avoid
dependence on the (16) _____ for military recruitment, he pursued a
(17) _____ of peace towards (18) _____. At the same time he developed his
own private (19) _____ retinue *, larger than that of any English king before him.
He was then free to develop a (20) _____ atmosphere in which the
(21) _____ was a distant, venerated figure, and art and culture, rather than warfare,
were at the centre. The kings previously to Richard II 's reign, had been addressed
simply as "(22) _____", now "royal (23) _____", or "(24) _____
majesty" were often used.

Di seguito si inserisce il testo completo.

Elizabeth's coronation

Because of the absence of the archbishop of York when Elizabeth was crowned, the ceremony was performed by the bishop of Carlisle. Elizabeth had on her left hand the orb with the Christian cross and on the right the sceptre. The ceremony was performed at Westminster Abbey . Elizabeth's portrait was inspired by Richard II's . In fact Elizabeth was really attracted by him because of Richard II 's approach to kingship was rooted in his strong belief in the royal prerogative, the inspiration of which can be found in his early youth, when his authority was challenged first by the Peasants' Revolts and then by the Lords Appellant. To avoid dependence on the nobility for military recruitment, he pursued a policy of peace towards France . At the same time he developed his own private military retinue *, larger than that of any English king before him. He was then free to develop a courtly atmosphere in which the king was a distant, venerated figure, and art and culture, rather than warfare, were at the centre. The kings previously to

Richard II 's reign, had been addressed simply as "highness", now "royal majesty", or "high majesty" were often used.

Alla fine dell'attività o all'inizio della lezione successiva, il docente chiederà a tutta la classe, divisa in gruppi di tre alunni/e, di definire e spiegare i seguenti termini.

Recap and revision activity

1. authority	the power or right to control, judge, or prohibit the actions of others
2. high majesty	supreme power or authority
3. highness	preceded by Your, His, or Her: a title used to address or refer to a royal person
4. inherit	to receive (property, a right, title, etc) by succession or under a will
Key words	
5. kingship	the skill or practice of ruling as a king
6. lords	a male member of the nobility, esp in Britain (in medieval Europe) a feudal superior, esp the master of a manor
7. military recruitment	to raise or strengthen (an army, navy, etc) by enlistment
8. monarchy	a form of government in which supreme authority is vested in a single and usually hereditary figure, such as a king, and whose powers can vary from those of an absolute despot to those of a figurehead
9. nobility	a socially or politically privileged class whose titles are conferred by descent or by royal decree who holds the titles of dukes, marquesses, earls, viscounts.
10. orb	(in royal regalia) an ornamental sphere surmounted by a cross, representing the power of a sovereign
11. peace	the state existing during the absence of war
12. peasant	a member of a class of low social status that depends on either cottage industry or agricultural labour as a means of subsistence
13. policy	a plan of action adopted or pursued by an individual, government, party, business, etc
14. political	of or relating to the state, government, the body politic, public administration, policy-making, etc
15. royal majesty	
16. royal prerogative	an exclusive privilege or right exercised by a king or a queen
17. sceptre	a ceremonial stick held by a monarch as the symbol of authority
18. To crown	to put a crown on the head of, symbolically vesting with royal title, powers, etc
19. Warfare	State of war

Final activity

Revision: lexicon improvements:

Gli studenti divisi in gruppi devono utilizzare ciascun vocabolo che verrà individuato dal docente per formare una proposizione che parli di Elisabetta .

Unit 2

Elizabeth's propaganda

tempo complessivo 120 minuti

Essere donna nel 1500 in Inghilterra non era affatto semplice, neppure per una regina. Cosa dovette affrontare Elisabetta? Utilizzando la metodologia dell'eliciting si proponga agli alunni di discutere in inglese su quali difficoltà potesse avere una regina del 1500 nel reggere un paese. Il docente trascriverà alla lavagna le idee degli alunni, rappresentando una vera e propria mappa mentale. Gli alunni potranno cercare su internet termini specifici per esprimere le loro idee.

PRIMA ATTIVITA'

Title: Political power and women	Organization: five groups of four people	Task: speaking skills	Time: 10 minutes
<p>Try to discuss the reason why ruling a country in the 16th was much more difficult for a woman than for a man. Then make a comparison between the past and the present Try to write down a list of your reasons , then one speaker for each groups will have to explain them to the other classmates.</p> <p style="text-align: center;">CHUNK</p> <p>In my opinion According to As far as I' am concerned.... Respect to To have something in common To be similar to To be different from</p>			

SECONDA ATTIVITA'

Dopo la discussione si proceda alla lettura del seguente passo, seguita da una breve comparazione tra quanto emerso e quanto trascritto sulla lavagna precedentemente.

Title: Political power and women	Organization: Pair work	Task: reading and comprehension	Time: 3 minutes
<p>Elizabeth recognised that, as female monarch, she was in a weaker position than if a man ruled. People discussed on whether a female ruler could have the necessary authority to impose her will on the male-dominated world of politics. According to John Knox, the Presbyterian leader of Scotland, to promote a woman as a ruler of a country is repugnant to nature, something contrarious to God's revealed will and approved laws. It is the subversion of good order.</p>			

TERZA ATTIVITA'


*Utilizzando la tecnica del **problem solving** e delle mappe mentali si chieda agli alunni che cosa farebbero se fossero una regina e volessero apparire una sovrana forte, potente ed autorevole agli occhi dei propri sudditi. Si chieda agli alunni di elaborare piccole proposte utilizzando i due tipi di condizionale*

<p>CHUNK</p> <p><i>If you want to _____, you might/can/must/will</i></p> <p><i>If I was a queen, I would</i></p>

QUARTA ATTIVITA'

Per preparare il prossimo esercizio e favorire l'acquisizione di alcuni utili vocaboli si somministrerà alla classe il prossimo esercizio di matching

<u>Title: Exercise 2</u> <u>(matching)</u>	Organization: Pair work	Task: vocabulary development	Time: 4 minutes
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Match each word on the left to the correct definition on the right 5 minutes		
masses		someone who lives in a country that is controlled by a king or queen
ruler		someone who controls a country
law		a formal ceremony
historian		a king or queen, together with their family and their servants, advisers etc
subjects		a set of rules within a larger system that deal with a particular subject or area
leading family		if two people riding horses joust, they fight by riding towards each other and trying to hit each other with a LANCE
the court		someone who studies or writes about events in history
ritual		ordinary people who are not rich or famous
jousting		main, most important, or most successful groups with blood ties.
The Renaissance [ri'neisa :ns]		a period of time in the past when something was the most successful:
Golden Age		a series of games in which the winner of each game plays in the next game until there is one player or team left
Tournament 		the period in Europe between the 14th and 16th centuries when there was increased interest in developing art, literature, science etc

Si forniscono di seguito le risposte

masses	ordinary people who are not rich or famous
ruler	someone who controls a country
law	set of rules within a larger system that deal with a particular subject or area
historian	someone who studies or writes about events in history
subjects	someone who lives in a country that is controlled by a king or queen
leading family	main, most important, or most successful groups with blood ties.
the court	king or queen, together with their family and their servants, advisers etc
ritual	formal ceremony
jousting	if two people riding horses joust, they fight by riding towards each other and trying to hit each other with a LANCE
The Renaissance	the period in Europe between the 14th and 16th centuries when there was increased interest in developing art, literature, science etc
Golden Age	a period of time in the past when something was the most successful:
tournament	a series of games in which the winner of each game plays in the next game until there is one player or team left

QUINTA ATTIVITA'
Elizabeth I' s propaganda

Title: Elizabeth I's propaganda	Organization: Pair work	Task: reading and comprehension	Time: 16 minutes
<p>Historian generally agree that Elizabeth's image was that of a woman who had put her country before her personal needs and who protected England as a mother protects her family. Such an image was carefully cultivated.¹</p> <ul style="list-style-type: none"> ➤ She travelled a lot (at least 25 during her reign) and she met her subjects in the homes of leading families to show the human face of monarchy ➤ Much spectacle was offered by her for the entertainment of the masses, such as fireworks displays, street decoration and royal procession. ➤ She deliberately toned down the extravagance at court, not only to save money but also to portray as careful and hard-working. Her propaganda stressed that the queen would sooner spend money on public needs than on news palace. ➤ Courtly rituals were emphasised, such as jousting² tournaments at which the queen's champion competed in her honour. Such rituals were often medieval in origin and were designed to focus attention on Elizabeth as the provider of honours and glory. ➤ Elizabeth's reluctance to get married was also turned into positive propaganda. As the Virgin Queen she reminded the country that the priority was politics and no doubt benefited from the associations people drew between her image and the Catholic image of the Virgin Mary. ➤ Other female icons were borrowed to flatter³ Elizabeth. From popular Renaissance culture came the image of Astraea the Greek virgin-goddess who was the last of the gods to leave the earth. Mythology suggested that Astraea's return would bring a new age of prosperity and stability., which Elizabeth's propagandists converted into the illusion of the queen ushering⁴ in England's 'golden age'. ➤ Portraits and paintings drew on classical themes, well known through the spread of the Renaissance, to reinforce positive images of the queen as the bringer of peace and plenty. ➤ To control the representation of her image, Elizabeth ordered in 1563 that all paintings of her were to be modelled on portraits supplied by her Sergeant Painter. Production of unauthorised images was prohibited. This meant that a standard image of the queen appeared in nearly all paintings, unchanging over the decades even though Elizabeth grew thinner and more arthritic, and began to lose her looks, hair and teeth. 			

SESTA ATTIVITA'

¹ Testo tratto da un manuale di A level adottato in alcune scuole in UK.

² often as *noun jousting* (of a medieval knight) engage in a contest in which two opponents on horseback fight with lances.

³ give an unrealistically favourable impression of.

⁴ to make an activity or process begin:

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Per consolidare la comprensione del brano e i rapporti di mezzo-fine (causa ed effetto) si somministri il seguente esercizio

Title: Exercise 3: (matching)	Organization: Pair work (change pairs)	Exercise: compréhension Causal-effect relationships	Time: 5 minutes
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Match each word on the left to the correct definition on the right 5 minutes "In order to"		
She became the Virgin Queen		to entertain the masses
She emphasised court rituals		to save money
She gave her reluctance to get married a positive connotation		to show queen's human face
She offered many fireworks displays		to convince her people on the arrival of England's Golden Age
She borrowed the image of Astraea from classical culture		to look like Jesus' mother
She wanted in her portraits many classical themes		to reinforce her positive images as the bringer of peace and plenty
She wanted control the representation of her image		by conveying her image as "England's wife".
She travelled a lot around her country		to show herself unchanging over the decades
She toned down the life of court		to focus attention on her majesty

Solutions

She became the Virgin Queen	to look like Jesus' mother
She emphasised court rituals	to focus attention on her majesty
She gave her reluctance to get married a positive connotation,	by conveying her image as "England's wife".
She offered many fireworks displays	to entertain the masses
She borrowed the image of Astraea from classical culture	to convince her people on the arrival of England's Golden Age
She wanted in her portraits many classical themes	to reinforce her positive images as the bringer of peace and plenty
She wanted control the representation of her image	to show herself unchanging over the decades
She travelled a lot around her country	to show queen's human face
She toned down the life of court	to save money

SETTIMA ATTIVITA'

Giunti a questo punto, gli alunni potranno comparare le risposte date all'inizio dell'attività e trascritte alla lavagna dal docente con i trucchi utilizzati da Elisabetta per incrementare il suo potere tra i sudditi. Il docente avrà cura di guidare il dialogo, chiedendo ai vari componenti della classe le seguenti due questioni: "quali strategie, tra quelle usate da Elisabetta I ritenga essere più efficace"; "quali tra i trucchi propagandistici utilizzati da Elisabetta sono utilizzati tutt'oggi dai politici italiani. La prima questione servirà a consolidare quanto appreso offrendo ad ogni alunno la possibilità di prendere posizione all'interno del dibattito, la seconda ad attualizzare il problema. Si consiglia di redigere una lista dei trucchi favoriti dagli alunni, così da poter stilare una classifica delle strategie più gettonate dalla classe .

Exercise 4 (to reflect and eight minutes to explain to others their own ideas)	Organization: Pair work	Task: speaking	Time: 5 minutes first part Time:8 minutes second part
<ol style="list-style-type: none"> 1. Among the tricks which were used by Elizabeth to improve her image and make her government stronger, which of them do you consider the most useful? Try to explain your choice. 2. In your opinion which of Elizabeth's tricks are still used by politicians up today? make some example. <p style="text-align: center;">CHUNK</p> <ol style="list-style-type: none"> 1. In my opinion 2. I think that 3. In my view 4. I strongly believe 5. I'm sure that 6. I don't want to disparage your opinion but... 7. You are right but... 8. I agree with you but... 9. I like the most... 10. I consider the most useful ... 			

OTTAVA ATTIVITA'

Pre-listening activity:

Costruzione di una mappa mentale alla lavagna che possa raccogliere le opinioni degli alunni e delle alunne sul perché Elizabeth ha cercato di accostare la sua immagine a quella della Madonna.

Listening activity:

Infine, dopo aver visionato la sequenza finale del film di Kapur su Elisabetta I, aver analizzato il dialogo tra Elizabeth e Lord Burghley il docente proporrà le seguenti domande da affrontare in gruppi di tre persone. Alla fine dei sei minuti sarebbe auspicabile aprire il confronto a tutta la classe.

Exercise 5 After watching Kapur's final sequence ((from 1.48 to 1.54) try to answer the following questions: (oral) http://www.youtube.com/watch?v=8xN_89uvnqw	Organization: Groups of three people Plenary session	Task: listening and speaking	Time: 6 minutes first part 6 minutes second part
<ol style="list-style-type: none">1. What does "All men need something greater than themselves, to look up to and worship" mean?2. What does "They must be able to touch the divine. Here on earth." mean?3. Why does Elizabeth want to look like the Virgin?4. What does "I am married to England" mean? <p style="text-align: center;">3.</p>			

Exercise number 5 dialogue

E I have rid England of her enemies. What do I do now? Am I to be made of stone? Must I be touched by nothing?

L Aye, madam. To reign supreme. All men need something greater than themselves, to look up to and worship. They must be able to touch the divine. Here on earth.

E She had such power over men's hearts. They died for her.

L They have found nothing to replace her.

E Cut. I have become a virgin.

E Observe, Lord Burghley. I am married to England.

Nona Attività

Meangle activity (recap and revision)

Esercizio finale aperto a tutta la classe per riutilizzare i termini elencati di seguito. Il docente dovrà preparare in anticipo dei bigliettini in cui inserire una definizione con il termine corrispondente e distribuire un bigliettino a ciascun allievo. Gli alunni gironzoleranno per la classe, leggendo la definizione o il termine ai compagni che di volta in volta incontreranno, attendendo che l'altro possa identificare il termine corrispondente o fornire la definizione, e ripartire con l'attività con altri compagni. I bigliettini potranno essere scambiati ad ogni incontro. Il docente deciderà quando gli scambi dovranno terminare. Si consiglia di insistere in questa attività per alcuni minuti, si da permettere loro di utilizzare i termini più volte.

Possibili termini relativi all' unità seconda.

Key words

- ◆ To rule
- ◆ Ruler
- ◆ Law
- ◆ Historian
- ◆ Subject
- ◆ Leading family
- ◆ Masses
- ◆ Tone down
- ◆ Save money
- ◆ Propaganda
- ◆ Court
- ◆ Ritual
- ◆ Jousting tournaments
- ◆ Renaissance
- ◆ Golden age

Unit 3

Elizabeth's Court

(120 minutes)

Pre-listening activity:

brainstorming su cosa accadeva in una corte reale.

Gli alunni sono sollecitati dal docente ad immaginare il genere di vita che si viveva a corte ed il tipo di personaggi che la frequentavano

L'unità didattica si concentra sulla corte elisabettiana e sugli organi attraverso cui Elisabetta gestiva il suo potere in Inghilterra. Il primo momento è dedicato all'analisi della corte. Dopo aver mostrato agli alunni un sequenza del film di Kapur (si consigliano sempre i sottotitoli in inglese) gli studenti, divisi in gruppi di quattro persone dovranno rispondere oralmente alle seguenti 6 domande.

PRIMA ATTIVITA'

Title: Elizabeth and the Court (film: from 30.50 to 34.44)	Organization: Groups of four people	Task: listening	Time: 4 minutes
Pre-listening activity			
Activity: watching movie "Elizabeth" from 30.50 to 34.44			
http://www.youtube.com/watch?v=nx002D9N6qU			
Title: questions on the movie	Organization: groups of four people	Task: speaking	Time: 8 minutes
<p><i>The students are divided into groups of four people and after watching the sequence of Kapur's movie, they are asked the following questions. The teacher decides which group starts. Each group can improve other group's answers.</i></p> <ol style="list-style-type: none"> 1. How are the people at the Court spending their time? 2. What feeling or mood are people at the Court affected by? 3. What are Elizabeth and her Lord Chamberlains interested in? 4. How is Elizabeth called by her courtiers? 5. Where do the people at Court come from? 6. Who is Walsingham? 			

SECONDA ATTIVITA'

Il prossimo testo spiega agli alunni l'organizzazione dei principali organi che circondavano la regina. Segue immediatamente un esercizio true/false che aiuterà gli alunni nella comprensione del testo.

Title: Elizabeth and the Court	Organization: Pair work	Task: reading and comprehension	Time: 4 minutes
<p>The 'court' referred both to the various royal palaces, mostly in and around London, and to the body of people who surrounded the monarch. It was the place where the king lived with his family, where the business of government was carried⁵ out and where key decisions were made. The Elizabethan court was made up of the collection of privileged people serving the Queen – the members of the Chamber, Royal Household and the Privy Council. One estimate suggests that Elizabeth's court included some 1250 people. The Court was always full of people, courtiers, servants, ministers, priests, entertainers and hangers-on⁶ hoping to find fame and fortune. Elizabeth's favourites were often in direct competition with each other for her affection and support.</p> <p style="text-align: center;">Chunk</p> <p>To make a decision, To hope to, To make up of</p>			
Title: true false sentences	Organization: pair work	Task: comprehension	Time: 3 minutes
Sentences			
		TRUE	FALSE
The word "court" referred to different and heterogeneous things			
The Court wasn't a very place for political decisions			
The Queen didn't live at Court			
Anyone could make up of Elizabeth's Court			
The Court was made up by a few people.			
People who lived at Court were very ambitious			
Generally the courtiers were good friends to each other.			
People who were Elizabeth's favourites did not have any advantage.			

Si consiglia di correggere coralmemente l'esercizio, subito dopo la compilazione dello stesso da parte di ciascun gruppo.

⁵ phrasal verb [transitive] to do a particular piece of work, research etc:

⁶ someone who spends time with powerful, rich, or famous people in order to get some personal advantage.

This word shows that you dislike people who do this.

La presente unità didattica può essere usata in parte o integralmente durante l'attività didattica in classe, con la 23 clausola di citare la fonte del materiale di volta in volta utilizzato. Qualsiasi altro uso in luoghi pubblici, in pubblicazioni o altro è da concordare col docente prof. Fabio D'Agati fabiodagati@libero.it

TERZA ATTIVITA'

Segue la lettura del seguente brano, attraverso il quale gli alunni entreranno nella cosiddetta *the Chamber*. Di seguito due esercizi: il primo comprensione e speaking, il secondo di revisione.

The Royal Household: the Chamber	Organization: Pair work	Task: reading/ comprehension	Time: 8 minutes
<p>The Royal household was divided into two departments: household above stairs, called also "<i>the Chamber</i>", and Household below stairs called the Household proper. One of the most important supervisor of the Royal Household was the Lord Chamberlain. The upper floor of the royal palace comprised a great hall and the chamber; the former used for the monarch's formal an public business and the latter for his private and personal use in the company of a few intimate servants</p> <p>The Chamber was later divided into a Privy Chamber (distinguished from bedchamber in 1559), and outer chamber (often styled presence chamber) and the great hall. The Chamber included the closest body servants of the monarch. They lived in close quarters with the Queen, kept her company and represented the threshold⁷ between the Queen's public and private lives. Because of Elizabeth's gender, the Chamber was female dominated and these prestigious positions were filled with the wives and daughters of powerful men. This part of the Court was also called , <i>domus magnificentiae</i>.</p> <p style="text-align: center;">CHUNK</p> <p>To be divided into The former.....the latter Because of</p>			
Title: question	Organization: groups of four	Task: Speaking and comprehension	Time: 6 minutes
<p>The students are divided in groups of four , and after reading the text above they are asked the following questions. The teacher decide which group starts . Each group can improve the first answer.</p> <ol style="list-style-type: none"> 1. How was the Chamber also called in the past? 2. What did the Chamber deal with? 3. How many females were there in the Chamber? 4. What social class did the female members of The Chamber come from? 			

⁷ a level or point at which something starts or ceases to happen or come into effect.

Revision activity (pair groups)

Alla fine della lettura si suggerisce la somministrazione del seguente esercizio di revisione che mette assieme aspetto contenutistico e linguistico-grammaticale.

1. In the past the courtiers called the Chamber...

- In the past the Chamber was also called Domus Magnificentiae
- In the past the Chamber is also called Domus Providentiae
- In the past the Chamber has also called The Court
- In the past the Chamber was also called Domus Magniloquentiae

2. What did the Chamber deal with?

- The chamber had provided the queen with all that she needed
- The chamber provided the queen with all that she needed
- The chamber deals with the personal needs of the Queen
- The chamber was providing the Queen with everything she needed

3. How many females were there in the Chamber?

- Most all the members of the chamber was women
- Most all the members of the Chamber were women
- Many members of the chamber were woman
- Much members of the chamber was woman

4. What social class did the female members of The Chamber come from

- 5. They comes from the most powerful English families
 - 6. They came from the most powerful English families
 - 7. They come from the more powerful English families
 - 8. They came from the more powerful families
-

QUINTA ATTIVITA'

Gli alunni analizzeranno ciò che veniva denominata The Royal Household attraverso un esercizio scritto con massimo di righe.

Title: true false sentences	Organization: pair work	Task: reading comprehension	Time: 6 minutes
<p>The Royal Household (below stairs <i>domus providentiae</i>) was made up of Elizabeth's servants. The access to her that membership of her household provided made these positions highly esteemed and those in them very influential. The Household hadn't changed much since the 14th century. It had nearly 20 departments, handling every aspect of the royal family's lives. Think about your daily life and imagine an army of servants doing all chores⁸ for you. The various departments dressed and undressed the royals, provided water for washing, cleaned their rooms and made their beds. They prepared, cooked and served their meals and washed up afterwards. They lit candles and fires, looked after clothes and jewellery and emptied toilets. Each department was run by a sergeant and most of the staff were men (the laundry was mostly female). Some staff were very specialist: bodyguards, musicals, king's chaplains or priests, doctors, chemists, scholars and artist. It was the Lord Chamberlain⁹'s department, which catered¹⁰ to the personal needs of the sovereign with a view to maintaining his princely dignity. He was one of the chief officers of the Royal household.</p>			
Title: questions	Organization: pair work	Task: writing	Time: 10 minutes
<p>Explain in five lines max what the tasks of the Royal Household were during the Reign of Elizabeth I.</p> <p>(Quando somministrerai il test, gli alunni dovranno inserire le loro risposte all'interno di un blog creato appositamente.)</p>			

⁸ Daily or routine domestic tasks

⁹ the official in charge of looking after the house of a king, queen, or other important person

¹⁰ to provide people with something they want or need, especially something unusual or special

SESTA ATTIVITA'

Le opportunità offerte da Internet consentono di attualizzare le nostre lezioni di storia. Il sito della casa reale del Regno Unito consente la visualizzazione di alcuni brevi filmati sull'organizzazione della vita di corte, tra questi ve n'è uno dedicato a The Royal Household. Dopo aver permesso agli alunni di leggere le affermazioni e di visionare due volte il video, si chiedi loro di decidere se le seguenti affermazioni sono vere o false. Eventuali termini sconosciuti vengono resi noti grazie alle domande degli alunni.

Title: actualisation	Organization: pair work	Task: listening	Time: 5 minutes
After reading the followings statements, watch the video and decide if each of them is true or false: http://www.royal.gov.uk/TheRoyalHousehold/RoyalHouseholddepartments/Overview.aspx			
		True	False
The private Secretary Office does not advise the Queen on Constitutional matter			
The Lord Chamberlain organises Her Majesty's program			
The queen oversees media affairs			
The Privy Purse treasure's office is not responsible for the administration of the Royal Household			
The Master of the Household's Department is made up by a lot of housekeepers that organizes State banquet			
The Private Secretary's office is responsible for ceremonial events and protocol			
the Royal Collection department manages the public opening of the official residences of Her Majesty the Queen			
The Lord Chamberlain is responsible for the Queen's carriages and horses			
The Royal Household does not provide exceptional advice and support to The Queen			
The Queen and other members of the royal families have not got any personal assistant			
The Royal Household operates in different places			
The Royal Household hinders¹¹ her Majesty to serve the nation.			

SETTIMA ATTIVITA'

Tocca adesso analizzare il ruolo del The Privy Council. Si partirà anche stavolta da una pre-listening activity. La classe dovrà provare ad immaginare in che modo Elizabeth I prendesse le sue più importanti decisioni politiche.

Alla fine, un video, tratto sempre dal film di Kapur, Elizabeth. La visione sarà seguita da una breve discussione con la classe, e la lettura di un breve brano che descriverà attentamente le funzioni di questo particolare e delicato organo di potere che affiancava Elizabeth nelle sue importanti decisioni.

¹¹ make it difficult for (someone) to do something or for (something) to happen

Title: the Privy Council (Who helped Elizabeth to take a decision?)	Organization: groups of four people	Task: listening	Time: 12 minutes
Pre-Listening activity: How did Elizabeth make her decision?			
Discussion			
Activity watch Kapur's movie (from 39,35 to 41,56) and explain what you have seen			

OTTAVA ATTIVITA'

The Privy Council	Organization: pair work	Task: reading and comprehension	Time: 5 minutes
<p>The Privy Council was a small group of people, whose main function was to advise Elizabeth. It was responsible for the general administration of the country. If the advisers failed, they could not only be fired¹² but also executed. But despite the risks of the job, some advisers were very close to their employer: Robert Dudley was Elizabeth's lover. The workload¹³ of the Privy Council expanded because of the need to administer the Anglican reformation and the country's complex foreign policy</p> <p>The Privy Councillors had four main roles:</p> <ul style="list-style-type: none"> ➤ One of the Council's principal roles was to advise Elizabeth when she needed advice. One of the key areas of debate was policy towards the Netherlands where Spanish power in the region was increasing. ➤ Secondly, it administered public policy. The Council maintained a network of contacts at national and local level through which its instructions were implemented.¹⁴ ➤ Thirdly it coordinated the work of the different elements' of government. , ➤ Fourthly it acted as a royal court of law through the prerogative courts¹⁵ which Privy Council staffed¹⁶. <p>When it came to the throne Elizabeth had to renew the Privy Council. In this case she was very cautious. The members who were ardent Catholics were fired, as John Boxall. Elizabeth kept the earls of Arundel, Shrewsbury and Pembroke. They were Catholics, but not rabid¹⁷, and were intensely loyal to the queen. Elizabeth recruited two of the cleverest men of their generation. William Cecil (later Lord Burghley) became the queen's Secretary of State and right-hand man, and Nicholas Bacon became Lord keeper.</p> <p>It was all about balance. When Elizabeth came to the throne she had a country that was broke, divided, unhappy by fight between Catholics and Protestant, made poor by a strong inflation. So the old faces in the Council represented continuity and experience, and the new ones stood for change. Elizabeth's Council was the first one without a single churchman in it.</p>			
CHUNK			
<p>To come to the throne To advise someone To be responsible for To be fired To be intensely loyal to smb To make poor</p>			

¹² [transitive] to make someone leave their job, sometimes as a punishment

¹³ the amount of work that a person or organization has to do

¹⁴ to make something such as an idea, plan, system, or law start to work and be used

¹⁵ By the time of the Reformation in the 16th century, the crown's prerogative powers had grown considerably. Certain courts had developed out of the king's council (Curia Regis) to give, in effect, the king's relief in those cases in which the common-law courts had failed to provide adequate remedy or in those areas in which they did not deal. Those courts, all of which played an important role in carrying out royal authority, became permanent specialized institutions, such as the La presente unità didattica può essere usata in parte o integralmente durante l'attività didattica in classe, con la 28 clausola di citare la fonte del materiale di volta in volta utilizzato. Qualsiasi altro uso in luoghi pubblici, in pubblicazioni o altro è da concordare col docente prof. Fabio D'Agati fabiodagati@libero.it

NONA ATTIVITA'

How the Privy Council worked

Per verificare la comprensione del testo e mettere in evidenza i rapporti di mezzo-fine , oltre che di causa ed effetto, si somministri agli alunni, divisi in gruppi di quattro o cinque persone, il seguente esercizio di classificazione.

Exercise: Classify	Organization: five groups of four people	Task: vocabulary development, causal-effect relationships	Time: 8 minutes
<p>After preparing a large sheet of paper (A3) and drawing on it a grid like this one, divide the students into five groups of four people. Students are given the same number of post-it , where they can read some information on them. Each group has to insert each post-it in the correct square of the grid in a consistent way.</p>			

Ecco la griglia ove occorre rimettere I singoli pezzi al posto giusto.

Example: gender of PC's members	Elizabeth I	Very important people	Inflation	Give instructions to local members of government	Fire the Pc's Catholic churchmen members
Roles of the PC	Some of the cleverest men of the country	Spanish's increased their power in the Netherlands	Recruiting new faces to ensure change		
Who was in the PC?		Hold old loyal members to ensure continuity		Elizabeth's friends or lovers	
Problems that Elizabeth coped with	Coordinate the members of government		No rabid Catholisc	It worked as a Court of Law	Male
Strategies to improve the PC and make it a point of balance of the Reign	Who were intensely loyal to the Queen	Manage foreign policy	Administer Anglican Reformation Church	Just a female: Elizabeth	Religious divisions

Court of Star Chamber, which dealt with offences against public order; the Court of High Commission, which was established to enforce the Reformation settlement; the Court of Requests, a poor-man's court that handled small-claims cases; and the Court of Chancery, which was essentially a court of equity.

¹⁶ to provide an organization with the workers that it needs

¹⁷ expressing your opinions in a very strong way or behaving in an unreasonable way in order to make a change.

La presente unità didattica può essere usata in parte o integralmente durante l'attività didattica in classe, con la 29 clausola di citare la fonte del materiale di volta in volta utilizzato. Qualsiasi altro uso in luoghi pubblici, in pubblicazioni o altro è da concordare col docente prof. Fabio D'Agati fabiodagati@libero.it

Di seguito l'esercizio risolto:

Example: gender of PC's members	Male	Just a female: Elizabeth			
Roles of the PC	Manage foreign policy	Administer Anglican Reformation Church	It worked as a Court of Law	Coordinate the members of government	Give instructions to local members of government
Who was in the PC?	Some of the cleverest men of the country	Who were intensely loyal to the Queen	No rabid Catholics	Elizabeth's friends or lovers	Very important people
Problems that Elizabeth coped with	Religious divisions	Spanish's increased their power in the Netherlands	Inflation		
Strategy to improve the PC and make it a point of balance of the Reign	Recruiting new faces to ensure change	Hold old loyal members to ensure continuity	Fire the Pc's Catholic churchmen members		

Unit 4

LOCAL GOVERNMENT 120 minutes

La quarta ed ultima unità servirà a comprendere da quali gruppi sociali provenivano gli uomini che collaboravano con Elisabetta, sia a livello centrale che periferico; quali fossero i loro compiti; quali organi o istituzioni esistevano. Il primo passo verrà compiuto attraverso un breve testo che spiega che rapporto esistesse tra Elisabetta ed i nobili inglesi, che tipo di organi amministrativi erano previsti, quali problemi amministrativi affrontavano. Alla lettura del testo seguirà un' apparentemente complessa attività di jigsaw che impegnerà la classe sotto il profilo dello speaking e del listening. Di seguito si forniscono tutte le istruzioni nel dettaglio.

PRIMA ATTIVITA'

Exercise jigsaw activity , cooperative learning (Zero, first and second conditional)	Organization: four groups of five people	Task: reading, comprehension, listening and speaking	Time: 12 minutes first part (reading and answering) 12 minutes (second part), 12 minute for the test
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English nobility and Elizabeth

Also of great influence in Tudor and Elizabethan times were the Nobility and Gentry. Land was power in the early modern period. Those who possessed it were wealthy, and masters of the tenants on the land as well as those who worked for them. The Nobility and Gentry were considered to be in a position of responsibility and were meant to aid the monarch in governing the lands over which they presided. Some members of the nobility took their duties seriously and were involved in establishing institutions of religion or education. The Earl of Leicester, for example, established a hospital in Warwick. Tenants owed loyalty to their lord, and if called upon, were expected to go to war for their master or mistress.

One of the reasons the Tudor monarchs feared the rebellion of one of their greatest noblemen, was because that nobleman was likely to command the loyalty of a significant proportion of the people over who he presided. Indeed, the political or religious views of an aristocrat was very important as it could and did influence the views of his tenants and subjects. To enforce the monarchy Tudor tried to empower the Local Government.

In Tudor England, local government was very important. To ensure that the Queen's commands and the laws of the land were being obeyed, there were royal representatives in every county in the country. The central government relied on local volunteers to enforce its wishes in the localities. Gentlemen and merchants were willing to accept the costs in time and money because it increased their local power and influence. The most important of these were the **Justices of the Peace**, the **Sheriffs**, and later the **Lord Lieutenants**. Cities and towns even had their own hierarchy of government, and various officials to oversee certain matters, the principal official being the **Mayor**.

Each student has a number from 1 to 4, so in the classroom there will be 5 students number 1, five number 2, five number 3 and five number 4. The students are divided into five groups of four people. In each group there will be a number 1, a number 2, a number 3 and a number 4. Each group is assigned a different question on the text above. Each group has to discuss and to answer it. Each member has to write the answer on her/his notebook. After five minutes all the students with the same number have to create a new group. Now the groups will be four. Each student has to explain to the others classmates with the same number the question that she/he was given, and the answer that her/his group had formulated previously, the other students should take some note. After 10 minutes, the discussion will be stopped by the teacher and each student will be given a grid in which s/he will have to write down the answer to all of the questions given to the groups at the beginning of the activity.*

**It is very important that each group doesn't find out the questions which the others groups are assigned.*

What did Elizabeth need to rule her country?	Which problems did Elizabeth had to cope with to rule her country?	What kind of relationships existed among, nobility, their tenants and their subjects?	Why did many gentlemen and many merchants accept a public office without salary from Elizabeth?	Why did land have such an important role in the society during the Elizabethan period?	
First group	Second group	Third group	Fourth group	Fifth group	New groups
1.	1.	1.	1.	1.	1-1-1-1-1
2.	2.	2.	2.	2.	2-2-2-2-2
3.	3.	3.	3.	3.	3-3-3-3-3
4.	4.	4.	4.	4.	4-4-4-4-4

CHUNK

Take one duties, to be involved, to be likely to, to accept the cost in time and money

Anche per studiare le varie figure del governo locale presenti durante il regno di Elisabetta si è fatto ricorso ad un'attività di jigsaw. Gli alunni saranno divisi in gruppi ed a ciascuno alunno verrà dato un biglietto con su scritto quale ruolo ricopre e quali funzioni svolge. Lo stesso bigliettino sarà dato ad altri alunni (quattro o cinque) ad ogni modo la classe dovrà essere divisa in sei gruppi. Ogni gruppo rappresenterà una certa carica. Dopo che gli alunni dello stesso gruppo avranno discusso e compreso attentamente quale carica e quali mansioni sono state loro attribuite, essi avranno il compito di riunirsi con uno solo membro dei restanti cinque gruppi e rispondere alle domande che gli altri membri del nuovo gruppo proporranno per scoprire chi è, quale ruolo svolge, etc. In breve, alla fine si troveranno sempre gruppi di sei persone, poiché ogni individuo rappresenterà una delle sei cariche distribuite all'interno della classe. Gli altri dovranno prendere appunti e porre domande per scoprire di quale pezzo del governo si tratta.

CHUNK or expressions

La presente unità didattica può essere usata in parte o integralmente durante l'attività didattica in classe, con la 32 clausola di citare la fonte del materiale di volta in volta utilizzato. Qualsiasi altro uso in luoghi pubblici, in pubblicazioni o altro è da concordare col docente prof. Fabio D'Agati fabiodagati@libero.it

- What do you deal with?
- What do you do?
- Who are you?
- What is your job?
- Why did you accept your role?
- Which problems do have to cope with?
- Who are you enemies?
- Who are you worried about?
- Why does Elizabeth need your help?
- Does Elizabeth rely on you?

Seguirà un esercizio di revisione, da svolgersi singolarmente.

Jigsaw activity : The local government	Organization: Pair work	Task: reading/ comprehension	Time: 10 (first part) 10 minutes			
<p><i>At the beginning the students are divided into six groups of three or four people. Each group is given a piece of paper where the members of the groups will find some information about a typical figure of Elizabeth's local government. Each group has to read it by paying much attention.</i></p> <p><i>. In the second part of the task one person of each groups will make up a new group. So we will have three new groups of six people. Each person will play the role a different member of the local government (i.e. a member of the group of sheriffs, a member of lieutenants etc.). The members of each group have to question to the others to find out who they are, who they do, what they deal with etc. Each of them has to take some notes in their notebook on the role of each member of local government. .</i></p>						
Group 1 The Council of the North and the Council of the Marches	Group 2 Justices of the Peace	Group 3 Lord-Lieutenant	Group 4 Sheriffs	Group 5 Mayor	Group 6 Members of Justice	New groups
1	2	3	4	5	6	A 1,2,3,4,5,6
1	2	3	4	5	6	B 1,2,3,4,5,6
1	2	3	4	5	6	C 1,2,3,4,5,6

Di seguito le singole cariche con le rispettive funzioni loro attribuite. Ognuno di questi brevi testi diventerà un biglietto e una scheda con la pronuncia di ciascuna carica.

The Council of the North and the Council of the Marches

The Privy Council was largely an administrative body, but it could not oversee the administration and government of all England and Wales, and so the Council of the North and the Council of the Marches helped it . The Council of the North, residing in York, was responsible for the North of England, and the Council of the Marches was responsible for Wales and some of the English border counties.

Their roles were: to hear all suits¹⁸, civil and criminal, which were brought by individuals too poor to sue¹⁹ at common law; to try all cases of murder, felony, piracy, wrecking, and such crimes as were likely to disturb the peace; to investigate charges of misgovernment by officials and the false verdicts of juries; to enforce the laws against livery and maintenance²⁰,

¹⁸ a claim or dispute brought to a law court for adjudication.

¹⁹ institute legal proceedings against (a person or institution), typically for redress.

to punish rumour²¹ mongers²² and adulterers, and to deal with disputes concerning enclosures, villain service, and manorial²³ questions;
to hear appeals from the common law courts; and it was responsible for administering the legislation dealing with religion

Justices of the Peace

Throughout the sixteenth century the powers and responsibilities of Justices of the Peace increased. They were appointed from the ranks of the gentry, or from wealthy families and merchant elite in towns. They had to maintain the rule of law by setting disputes and punishing offenders, and administering a range of government policies, including the Poor Laws²⁴. During Elizabeth the number of Justice of peace was increased but whether this number made local government any more effective is questionable. JPs were in the difficult position of having to live in the communities they administered. Not surprisingly then there were accusation that some of them ignored policies that they knew would be unpopular locally, or used their position for personal profit against local rivals.

Acting alone, a single Justice of the Peace could imprison a suspect. A quorum of Justices at the **Quarter Sessions** could impose the death penalty (although increasingly, the punishment of serious crimes took place at the biannual **Assizes**, where two Judges from the central courts were present).

Lord-Lieutenant

The role of Lord-Lieutenant began because Tudor monarchs had no standing army and relied on noblemen within each county to organise men and arms for the defence of the realm. To make local forces effective, the Crown commissioned Lieutenants to command the levies of one or more counties in times of emergency. The Lieutenant was responsible for the maintenance of order and defence. The Lords Lieutenant also supervised the selection and instruction of Justices of the Peace.

Sheriffs

In the early days, Sheriffs had significant authority in the administration of law and order in the Shires. Their role included many functions that today would be undertaken by the armed forces and police. Under the Tudor Monarchs the sheriffs began to lose many of their powers. Justices of the peace were taking over the judicial functions in the counties. Henry VIII was suspicious of the loyalties of the sheriffs and did little to strengthen their position. The Tudors distrusted them also as collectors of royal revenues²⁵. Henry dealt a cruel blow to the authority of the sheriff when, towards the end of his reign, he created "lords lieutenant" to take over as the military leaders of the shire.

Mayor

Under the reign of Enry VIII and Elizabeth the **Mayor** had :

1. The power to arrest those disturbing the peace and persons carrying offensive weapons also to sell them (Ed.III);
2. The Power to regulate the size of loaves²⁶ of bread and to seize bread of unlawful size and pillory²⁷ the bakers responsible (Henry V);
3. The Powers to search premises²⁸ suspected of unlawful gaming (Henry VIII);
4. The power to compel²⁹ persons to go into service, and to deal with matters relating to servants and apprentices (Eliz. I);

²⁰ First in England, and later on the continent, there developed the practice of quickly raising armies of mercenaries with a system that came to be known as "livery and maintenance." Elizabeth tried to avoid this special and dangerous tradition.

²¹ a currently circulating story or report of unverified or doubtful truth.

²² One who spreads rumours.

²³ a unit of land, originally a feudal lordship, consisting of a lord's demesne (land attached to a manor and retained by the owner for their own use) and lands rented to tenants.

²⁴ * The impotent poor (people who can't work) were to be cared for in almshouse or a poorhouse. The law offered relief to people who were unable to work: mainly those who were "lame, impotent, old, blind; The able-bodied poor were to be set to work in a House of Industry. Materials were to be provided for the poor to be set to work; The idle poor and vagrants were to be sent to a House of Correction or even prison; Pauper children would become apprentices.

²⁵ income from business activities or taxes

²⁶ bread in a long, round, or square shape that you cut into SLICES (=thin flat pieces) for eating.

²⁷ to criticize someone publicly:

²⁸ Club place in which people stay together to drink and enjoy their self.

²⁹ to force someone to do something, or to get something from someone using force

La presente unità didattica può essere usata in parte o integralmente durante l'attività didattica in classe, con la **34** clausola di citare la fonte del materiale di volta in volta utilizzato. Qualsiasi altro uso in luoghi pubblici, in pubblicazioni o altro è da concordare col docente prof. Fabio D'Agati fabiodagati@libero.it

5. The power to deal with dyers³⁰ suspected of using logwood in dyeing³¹ (Eliz. I)

Court

Also important to the government of the country were the courts of the land. The most important courts were probably the Great Session (or Assizes), held twice a year in each county, and the Quarter Sessions Court, held four times a year. Between them, these courts dealt with most crimes, such as theft, witchcraft, recusancy³², murder, and assault. The Assizes in particular had the power to inflict harsh punishments. For not so important crimes, there were other courts such as the Petty Sessions, Manor courts, or even town courts. For civil cases, there were various courts to choose from, but choice was probably limited by a person's wealth. For the wealthy, there was Star Chamber, one of the highest profile courts as it largely consisted of Privy Councillors.

Si inserisce di seguito una breve legenda per la corretta pronuncia dei singoli organi o cariche da visionare e studiare anche con gli alunni.

Elixabeth's Government

The Court	/kɔ:t/
The Royal household	/'haʊshəʊld/
The Chamber	/'tʃeɪmbə(r)/
The Privy council	/'prɪvɪ 'kaʊnsl//
The Council of the North and the Council of the Marches	/'kaʊnsl əv nɔ:θ 'kaʊnsl əv 'mɑ:tʃɪz/
Justices of the Peace	/'dʒʌstɪs əv ðə 'prɪ:s/
Lord-Lieutenant	/'lɔ:d lef'tenənt/
Sheriffs	/'ʃerɪf/
Mayor	/meə(r)/
Parliament	/'pɑ:ləmənt/

TERZA ATTIVITA'

Siamo quasi giunti alla fine e non ci si poteva non occupare del Parlamento e del suo legame con la Regina. Il testo presenta al suo interno alcuni termini che il docente dovrà evidenziare e chiarire anche grazie alla tecnica dell'eliciting. Alla fine del brano seguiranno tre esercizi sul testo utili a consolidare quanto appreso.

³⁰ Who uses a substance for changing the colour of something such as clothing or your hair

³¹ to change the colour of something such as clothing or your hair using dye

³² the *Recusancy* referred to those who refused to attend Anglican services. The individuals were known as "recusants"

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The Parliament	Organization: Pair work	Task: reading/ comprehension	Time: 8 (first part) 5, minutes
<p>In Tudor times Parliament comprised³³ the House of Commons and the House of Lords, and it met in Westminster Hall in London and represented the top end of society. Henry VIII's need to legalise the break with Rome in the 1530s increased the scope and the importance of Parliament work. During the reign of Edward VI and Mary, Parliament had continued to be used to enact³⁴ religious changes and it had been involved³⁵ in legislating to manage social and economic change. So by 1558 it had become embedded³⁶ within the political system to a degree that would have been unrecognisable to Henry VIII Tudor. That is not to say, that Parliament had necessarily become more powerful in the process. It was still primarily an instrument to support royal policy. In Elizabeth's reign it was called only rarely. It sat for less than three years of her forty-five year reign. It was summoned³⁷ and dismissed in accordance with the monarch's needs and had little power to initiate policies. Although MPs' hands were tied, Parliaments' influence increased because of Elizabeth's financial problems above all during the years of war against Spain. This gave Parliament financial leverage³⁸ over the crown but also provoked angry exchanges at the demands that the government was making at a time of inflation and economic hardship.</p>			
<p>CHUNK</p>			
<p>Top end of society To be used to That is not to say... To be summoned To be dismissed Own hands are tied</p>			

Revision and practice part one

Exercise: lexicon development	Organization: Pair work	Activity: lexicon development	Time: 4 minutes
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Choose the correct verb and put it on the right rectangle. Use the correct tense

³³ consist of; be made up of.







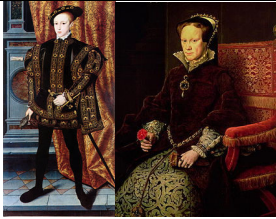





³⁴ To make a proposal into a law

³⁵ include as a necessary part or result.

³⁶ inserted as an integral part of a surrounding whole

³⁷ authoritatively call on (someone) to be present, especially to appear in a law court.

³⁸ authoritatively call on (someone) to be present, especially to appear in a law court.

Get Call Summon Meet Make Up	When she needed to make a law		she the Parliament	
Made Became Legalize Summon Dismiss	If a king or a queen wanted to transform her decision into a rule for her country		the Parliament had to..... it	 Act of Supremacies 1558
Eliminate Dismiss Cancel End Make up	Sometime Elizabeth had some trouble with the Parliament. So...		she did not want to have to do with it at that moment, therefore she it	
Get Enact Legalize Dismissed Accept	If a proposal in the Parliament was transformed into a law	Proposal	It was	LAW
Ask Comprise Involve Embed	Edward VI and Mary needed the Parliament to deal with a lot of problems.		Therefore the Parliament was willy- nilly in legislating on different topics much more than in the past	
Help Give Support Manage Make	Elizabeth needed the help of the members of the Parliaments		It was necessary for Elizabeth that Parliament her policy.	
Involve Embeds Gets Took Call	In the 16 th century the Parliament was becoming an important part of the life of the country		By that time, the Parliament had got a fixed role in the life of the country. It was within then political system.	

Revision and practice part two

Il secondo esercizio sul testo dedicato al Parlamento presenta 7 domande alle quali gli alunni dovranno rispondere per iscritto, i fogli dovranno essere consegnati al docente. Di seguito le domande.

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Exercise: answer the following questions about the Parliament.	Organization: pair work	Task: reading, comprehension, speaking activity	Time: 20 minutes
<ol style="list-style-type: none"> 1. According to the text above did Parliament's involvement within political system increase or decrease from the Henry VIII's reign to Elizabeth's ? 2. Why did Henry VIII break with Rome in 1530? 3. Which role did Parliament play during the reigns of Edward and Mary? 4. Who could the Parliament be summoned by? 5. Did Elizabeth's financial problems diminish the Parliament's influence over the crown? 6. According to the text, were there any problems between the Crown and the Parliament? 7. Was the Parliament often called by Elizabeth ? 			

Revision and practice part three

Infine il terzo esercizio, sempre relativo al primo testo fornito sul Parlamento inglese. Trattasi di un canonico esercizio di cloze, dove occorre inserire le parole elencate all'inizio all'interno del testo.

Exercise: cloze Try to use the listed verbs to complete the sentences	Organization: pair work	Task: reading, comprehension, lexicon development	Time: 6 minutes
<p>become called comprised dismissed embedded enact gave increased initiate involved legalise making manage met provoked summoned support tied</p>			
<p>In Tudor times Parliament (1)_____ the House of Commons and the House of Lords, and it (2)_____ in Westminster Hall in London and represented the top end of society. Henry VIII's need to (3)_____ the break with Rome in the 1530s (4)_____ the scope and the importance of Parliament work. During the reign of Edward VI and Mary, Parliament had continued to be used to (5)_____ religious changes and it had been (6)_____ in legislating to (7)_____ social and economic change. So by 1558 it had become (8)_____ within the political system to a degree that would have been unrecognisable to Henry VII Tudor. That is not to say, that Parliament had necessarily (9)_____ more powerful in the process. It was still primarily an instrument to (10)_____ royal policy. In Elizabeth's reign it was (11)_____ only rarely. It sat for less than three years of her forty-five year reign. It was (12)_____ and (13)_____ in accordance with the monarch's needs and had little power to (14)_____ policies. Although MPs' hands were (15)_____, Parliaments' influence increased because of Elizabeth's financial problems above all during the years of war against Spain. This (16)_____ Parliament financial leverage over the crown but also (17)_____ angry exchanges at the demands that the government was (18)_____ at a time of inflation and economic hardship.</p> <p style="text-align: center;">-----TESTO COMPLETO-----</p> <p>In Tudor times Parliament comprised the House of Commons and the House of Lords, and it met in Westminster Hall in London and represented the top end of society. Henry VIII's need to legalise the break with Rome in the 1530s increased the scope and the importance of Parliament work. During the reign of Edward VI and Mary, Parliament had continued to be used to enact religious changes and it had been involved in legislating to manage social and economic change. So by 1558 it had become embedded within the political system to a degree that would have been unrecognisable to Henry VII Tudor. That is not to say, that Parliament had necessarily become more powerful in the process. It was still primarily an instrument to support royal policy. In Elizabeth's reign it was called only rarely. It sat for less than three years of her forty-five year reign. It was summoned and dismissed in accordance with the monarch's needs and had little power to initiate policies. Although MPs' hands were tied, Parliaments' influence increased because of Elizabeth's financial problems above all during the years of war against Spain. This gave Parliament financial leverage over the crown but also provoked angry exchanges at the demands that the government was making at a time of inflation and economic hardship.</p>			

QUARTA ATTIVITA'

Comprendere da quali classi sociali provenissero i membri delle due camere è di grande importanza. Il prossimo testo affronta tale problema. Segue un esercizio di compilazione di una scheda contenente alcune variabili, che guideranno gli alunni nella concettualizzazione del testo.

TEXT: The members of the Parliament	Organization: Pair work	Task: reading/ comprehension	Time: 10 (first part) 10, minutes
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Who were the members of the Parliament?

The Lords was the senior house and was made up of:

- ✓ Peers of the realm (whose titles had been granted by the monarch)
- ✓ Bishops

The Commons had two types of seat

- ✓ Borough³⁹ seats, held by *burgesses* : /'b3:dgis/ (citizens) of towns big enough to be allowed⁴⁰ them
- ✓ County seats, held by knights of the *shire*⁴¹ (county) – usually two for each county.

By the beginning of the Tudor period many knights and gentlemen bought borough seats from the burgesses who were struggling to afford them (the cost of attending Parliament was huge), and so only cities like York, Norwich and London were represented by people who actually lived there.

Exercise: classify	Organization: Pair work	Activity: lexicon development, comprehension, writing	Time: 3 minutes
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Exercise: Complete the following grid. 4 minutes

	Members of... (which chamber)	Who could' t afford to buy a seat? (use a X)	Who bought a seat and why?
	Burgesses		
	Bishops		
	Peers of realm		
	Knights		
	York, London , Norwich		

³⁹ a town sending representatives to Parliament.

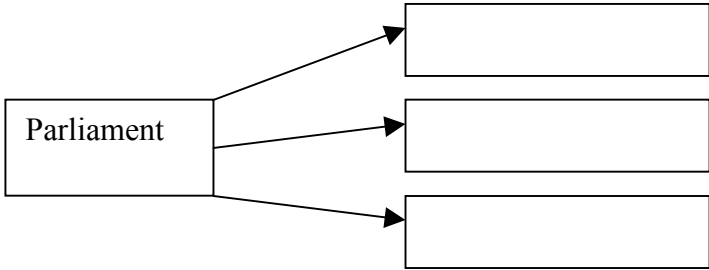
⁴⁰ let (someone) have or do something, admit as legal or acceptable.

⁴¹ A former administrative division of Great Britain, equivalent to a county

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QUINTA ATTIVITA'

Quali mansioni aveva il Parlamento inglese? Il prossimo esercizio potrebbe essere svolto da tutta la classe. L'uso di una mappa concettuale in tal caso risulterà di indubbio vantaggio.

TEXT: The Parliament dealt with...	Organization: Pair work	Task: reading/ comprehension	Time: 4
What did the Parliament deal with? It advised the monarch, turned royal policies into law also in religious matters, and voted extra taxation in emergencies. It was generally believed that a monarch should pay for the day-to-day administration of government from <i>ordinary</i> revenues (customs, feudal dues, and the income from royal land). Parliamentary taxation was meant to cover <i>extraordinary</i> expenditure - especially war. In fact Parliamentary taxation never supplied enough to cover Elizabeth's military expenditures, and so she was forced to sell land and resort to (dubiously legal) schemes..			
Exercise: mind-map Complete the map by writing a task of the Parliament in each box.	Organization: Pair work	Activity: lexicon development, comprehension, writing	Time: 6 minutes
Exercise 			

Using some boxes to describe the main financial entries during Elizabeth's reign:

SESTA ATTIVITA'

Infine: quale genere di conflitti si potevano creare tra Parlamento e corona? Il rapporto tra Parlamento fu conflittuale o no? Quali evidenze si possono addurre per supportare una tesi oppure l'altra?

Il testo, più complesso, di cui sotto, tratto da un libro A Level britannico, condensa la delicata questione in poche righe. Alla fine del testo si somministrerà un esercizio che aiuterà gli alunni a comprendere quale delle proposizioni contenute nei due gruppi del testo hanno un rapporto di opposizione logica.

Evidence for conflict between crown and Parliament⁴²

- By the end of Elizabeth's reign, over half of MPs had an university education, or were trained lawyers. This helped to create a more self-confident Parliament which was able to argue more strongly against the crown.
- 1566 MPs angered⁴³ Elizabeth by discussing the succession question
- 1553-56 a puritan party⁴⁴ – what the historian Sir John Neale described as the 'Puritan choir' – emerged as an organised group of at least 40 MPs to press for more daring religious reform.
- 1576 Peter Wentworth was imprisoned in the Tower for demanding greater freedom of speech
- 1586 Northfolk election case – the Commons asserted its right to settle⁴⁵ a dispute over the result of the election, even though this was traditionally the Lord Chancellor's responsibility
- 1584 Puritan members of the Commons reacted with fury to Archbishop Whitgift's attack on godly preachers
- 1593 MPs discussed a bill to reform the church, using their claim⁴⁶ to free speech. Elizabeth ordered Lord Keeper Puckering to read out⁴⁷ a statement to them setting out⁴⁸ the extent to which she was prepared to allow free speech. Whilst she recognised that MPs should not be prevented⁴⁹ from discussing legislation, the queen insisted that this did not extend to other matters which interested them.
- 1601 Parliament clashed with the queen on the issue of monopolies. MPs successfully refused to grant her additional taxes for the war against Spain

⁴² Il testo di cui sopra e l'esercizio seguente sono tratti da A ANDERSON, T. IMPERATO, *An Introduction to Tudor-England 1495-1603*, Hodder education AN Hachette, UK Company pp.182-185.

⁴³ to make someone feel angry

⁴⁴ brave enough to do dangerous things

⁴⁵ to decide officially something definitely, to end an argument by making an agreement

⁴⁶ a legal right to something

⁴⁷ to read all of a document, book etc in order to check or correct it

⁴⁸ to start doing or working on something in order to achieve an aim

⁴⁹ to stop someone from doing something

unless she agreed to withdraw⁵⁰ many of the licenses that had been issued⁵¹.

Evidence against conflict between Crown and Parliament

- Only 13 Parliaments were summoned during Elizabeth's reign, and each sat for a short period – the average was ten weeks per session. For much of the time, Elizabeth ruled through the Privy Council and its machinery of government without the need for parliamentary legislation.
- The Commons was an important training ground for future Privy Councillors, where political fortunes could be made by catching the attention of the queen
- The Commons did not press⁵² its demands to settle the disputed Northfolk election of the 1586 and conceded the right of the Lord Chancellor in this matter
- Elizabeth resisted all attempts by Parliament (and the Privy Council) to force her to marry or name a successor
- The 'Puritan choir' was a less united and powerful group than Neale has suggested. Religious opposition to Elizabethan Settlement was not sustained throughout the reign, but flared up⁵³ in response to particular events (as in 1584). It also failed to bring about⁵⁴ any changes.
- Although individual MPs like Wentworth railed⁵⁵ against the limitation on their freedom of speech, there was no general support to win this right given Elizabeth's absolute opposition to it.
- Elizabeth summoned most of her Parliaments to obtain money. On nearly every occasion, she received the grant that she asked for.
- Much of the work of the Commons involved legislating on uncontentious⁵⁶ issues, such as land disputes and town charters⁵⁷. This mundane work

⁵⁰ to take something back, or stop providing something

⁵¹ if you issue someone with something such as equipment, you give it to people, usually officially

⁵² to try in a determined way to make someone do something or tell you something:

⁵³ to suddenly become angry or violent

⁵⁴ to make something happen, especially to cause changes in a situation

⁵⁵ to express strong anger about something

⁵⁶ What doesn't cause disagreement between people or groups

⁵⁷ a document describing the rights of citizens in a particular group or situation:

erformed the important function of creating an outlet⁵⁸ for local matters to be resolved quickly and without violence

⁵⁸ a way of expressing strong feelings that you would normally not express

Comparison activity

The debate about the importance of the Parliament is not only central to understanding where power was located within the Elizabethan State, but also to the argument about the long term origins of the English civil war in the mid-seventeenth century.

Read the information in the boxes on the previous page and rewrite the material in each box so that, as far as possible, the points are matched against each other to create an argument:

Evidence for a crown-Parliament conflict	Evidence to undermine this view
Example: Peter Wentworth was imprisoned in the Tower for demanding greater freedom of Speech	Although individuals MPs like Wentworth railed against the limitation on their freedom of speech , there was no general support to win this right given Elizabeth’s absolute opposition to it.

Revision activity

The local government (revision activity before the test)	Organization: Pair work	Task: reading comprehension	Time: 8 (first part) 5, minutes
<p>The teacher starts a map on the LIM and with the help of all student tries to make a mind-map on Elizabeth's government. Each point in the map has then to be explained by students.</p> <p>Finally s/he hands put the final test.</p>			

FINAL TEST

La valutazione terrà conto di quanto prodotto durante tutto il modulo e del risultato ottenuto nel test finale. Il test finale che si allega è da intendersi soltanto come un mero esempio. Ogni docente potrà modificarlo a piacimento per renderlo più adatto alle esigenze della classe.

Point out which statements are true or false and correct the wrong answer

	True	False	Rewrite the part of the sentences you consider wrong correctly
When Elizabeth came to the throne the ceremony was performed just in Latin			
According to John Knox, a rabid Calvinist, a woman could rule a country as well as a man.			
When Elizabeth's came to the throne her country was very rich.			
Elizabeth controlled her representation of her images to seem younger and healthier.			
Elizabeth got married when she was 29.			
The members of the Privy Council who were ardent and rabid Catholics were fired by Elizabeth.			
During the reign of Elizabeth, England didn't have any problem of inflation			
When Elizabeth came to the throne there were some serious problem between protestant and Catholics.			
During Elizabeth's reign most of lands were under control of Nobility and Gentry			
A Tenant had to be loyal to his master/mistress and had to go to war for him/her.			
Elizabeth was not afraid of some rebellions of her greatest noblemen.			

Choose the correct answer: pay attention to the content and to the grammar....

Elizabeth 's idea of monarchy was inspired by

Mary I and Edward VI

- Henry VIII, Henry VIII and Richard I
- Henry VIII and Richard II
- Richard II and Mary I

The kings previously to Richard II 's reign, had been addressed by their subjects as

- Highness
- Royalty
- Majesty
- High majesty

Which female virgin icons were borrowed from the past to increase Elizabeth's power?

- Mary Stuart and Mary Jesus Mother
- Mary Jesus 's mother and Astrea
- Mary Jesus's mother
- Astrea

Elizabeth controlled the country in a better way:

- Killing every member of nobility and gentry
- Paying nobility and gentry for their loyalty
- Enforcing the local government with some member nobility and gentry without paying them
- Paying some members of the nobility and gentry who wanted to become a member of her local government.

In the past the courtiers called the Chamber...

- In the past the Chamber was also called Domus Magnificentiae
- In the past the Chamber is also called Domus Providentiae
- In the past the Chamber has also called The Court
- In the past the Chamber was also called Domus Magniloquentiae

What did the Chamber deal with?

- The chamber had provided the queen with all that she needed
- The chamber provided the queen with all that she needed
- The chamber deals with the personal needs of the Queen
- The chamber gave the Queen with everything she needed

What social class did the female members of The Chamber come from

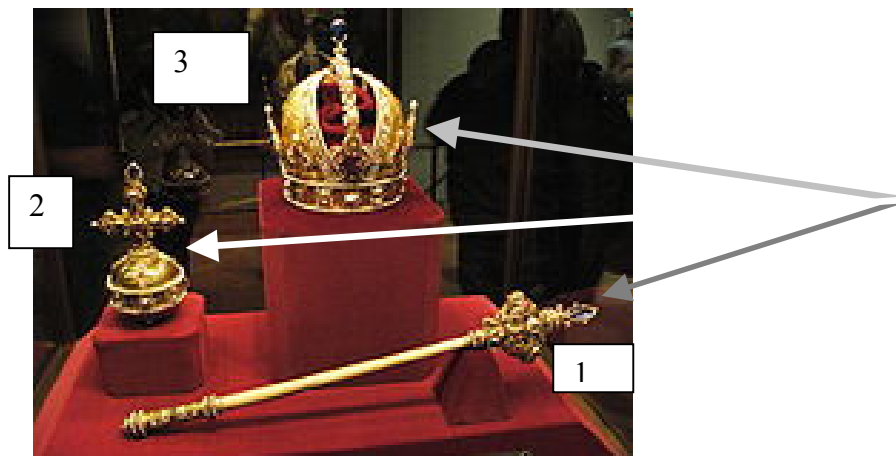
- They comes from the most powerful English families
- They came from the most powerful English families
- They come from the more powerful English families
- They came from the more powerful English families

The Royal Household (below stairs) dealt with:

- Foreign policy of the Reign
- Economic policy of the Queen
- Daily life of the Queen
- Military problems of the Queen

Match the boxes on the left with the boxes on the right

1.	the Quarter Sessions Court		A	It had to organise men and arms for the defence of the realm.
2.	Sheriff		B	It had to maintain the rule of law by setting disputes and punishing offenders, and administering a range of government policies, including the Poor Laws . Acting alone, it could imprison a suspect but it couldn't impose the death penalty.
3.	Star Chamber		C	It enforced the laws against livery and maintenance, punished rumour mongers and adulterers, and it dealt with disputes concerning enclosures, villain service, and manorial questions.
4.	Mayor		D	It had to advise Elizabeth when she needed advice. It administered public policy and maintained a network of contacts at national and local level through which its instructions were implemented. It coordinated the work of the different elements' of government.
5.	Justices of the Peace		E	It held four times a year. Its courts dealt with most crimes, such as theft, witchcraft, recusancy , murder and assault.
6.	The Privy Council		F	Before the Tudor monarchs it was also the collectors of royal revenues. But Under the Tudor Monarchs it began to lose many of its powers
7.	The Council of the North and the Council of the Marches		G	It was set up to condemn prominent and wealth people, those so powerful that ordinary courts could never convict them of their crimes.
8.	Lord-Lieutenant		H	He had the power to arrest those who carried offensive weapons also to sell them and he could seize bread of unlawful size and he could criticize the bakers responsible publicly



What are the names of the objects the arrows are pointing out?

Object 1 _____

Object 2 _____

Object 3 _____

Alcune considerazioni sul lavoro svolto in classe

Scuola Località	Liceo Linguistico De Cosmi Palermo Palermo
Classe Nr.alunni	III sez. O 20
Docente della disciplina	Fabio D'Agati
Docente lingua straniera	Lia Aricò (la collega però con cui ho davvero collaborato e che mi ha fornito una preziosa assistenza in termini di competenze, suggerimenti, correzioni e consigli è stata la prof.ssa Ninfa Pagano)

Contenuto lezioni: “Power and government in the reign of Elizabeth I”
Unità didattiche:
Elizabeth's coronation
Elizabeth's propaganda
The Court
The Local Government during Elizabeth's reign and the Parliament

COS'E' ACCADUTO DURANTE L'ATTUAZIONE

<p>1) Che relazione c'è stata tra la programmazione e lo svolgimento della lezione?</p>	<p>In linea di massima c'è stata una buona corrispondenza ad eccezione dei tempi, che infatti sono stati rivisti.</p> <p>Le attività svolte in aula informatica durante le prime 7 lezioni avrebbero dovuto farmi risparmiare carta e tempo. Se la carta sono riuscito davvero a risparmiarla, per quanto concerne il tempo è accaduto esattamente il contrario: le bizze dei computer, la gente che sopraggiungeva in aula con le richieste più insolite, le difficoltà di alcuni alunni nell'usare il computer, l'ambiente più dispersivo hanno rallentato il lavoro, costringendomi a rinunciare a certe attività, preventivate in sede programmatica.</p> <p>Gli alunni erano più lenti nella lettura di quanto avessi previsto.</p> <p>Il materiale offerto alla classe andava bene per gli alunni più bravi ma ha creato alcuni problemi in quelli più fragili.</p> <p>Nonostante tutto, hanno partecipato tutti, anche grazie ai lavori in coppia e di gruppo.</p>
<p>2) Quali eventi hanno fatto deviare dalla programmazione?</p>	<ul style="list-style-type: none"> • Il tempo perso e la lentezza con cui i ragazzi svolgevano alcuni compiti (letture). Inoltre gli alunni, seppure abbiano gradito la presenza di video, mi hanno sempre chiesto di rivederli almeno un'altra volta. • Le assenze degli alunni hanno creato molti più problemi di quanto ne sarebbero accaduti se le lezioni fossero state tenute in italiano.
<p>3) Sono in qualche modo responsabile dell'attenzione e del comportamento dei miei allievi?</p>	<p>Sempre e comunque scegliendo l'ambiente, le modalità di lavoro, l'argomento, la modalità relazionale, il docente è il primo attore imputabile della mancata attenzione degli allievi.</p>

Gestione gruppo classe

<p>Quali strategie ho usato</p>	<p>Ho cercato di introdurre la lezione attraverso i video. Il linguaggio logopatico del cinema va dritto al bersaglio.</p> <p>L'analisi orale e corale delle immagini si è rivelata un buon modo per aiutare gli alunni a mediare intellettualmente il contenuto filmico passato nella loro testa "immediatamente".</p> <p>Ho usato alcuni schemi che hanno permesso agli alunni di sintetizzare e organizzare il materiale.</p> <p>Insostituibili mi sono apparsi gli esercizi alla fine di ogni task, i quali aiutano gli alunni a consolidare l'apprendimento di nuove informazioni.</p> <p>Da un punto di vista comunicativo:</p> <ul style="list-style-type: none"> • ho cercato di evitare costruzioni complesse (un bene anche per me!!); • ho spiegato sempre i termini che utilizzavo e che credevo potessero risultare nuovi o importanti. • ho chiesto agli alunni di usare l'inglese, anche per chiedere di andare in bagno. • ho dato alcune indicazioni sulla pronuncia di alcuni termini • ho cercato di metterli a proprio agio. • ho cercato di far usare loro l'inglese il più spesso possibile.
<p>Quanto tempo è stato dedicato ai lavori di gruppo?</p>	<p>La maggior parte del tempo è stato impiegato a far sì che gli alunni lavorassero in gruppo o in coppie. Solo il test finale è stato svolto individualmente.</p> <p>Nella IV unità mi sono avventurato in un complesso gioco di ruolo utilizzando anche la metodologia del jigsaw.</p>
<p>Quali strategie e strumenti hanno avuto maggior successo?</p> <p>- Lavoro di gruppo.....</p> <p>- in coppia</p> <p>- audiovisivi</p> <p>- multimedia</p> <p>- altro</p>	<p>Sicuramente, dai test di gradimento degli alunni è emerso:</p> <ul style="list-style-type: none"> ▪ l'uso di video ▪ i miei chiarimenti orali ▪ gli esercizi lungo il percorso ▪ gli schemi ▪ i lavori in coppia o di gruppo non sono stati citati dagli alunni, ma alcuni sono rimasti sorpresi dall'incrementato livello di partecipazione della classe, ▪ qualche alunno ha gradito l'uso del computer che giudico per alcuni aspetti solipsistico e/o monodico, anche se le attività erano sempre svolte in coppia. .

PROGETTO CLIL

Questionario finale di gradimento somministrato agli studenti

Materia.....Storia.....

Lingua.....Inglese.....

Classe.....20 studenti della III sez. O Linguistico.....,

Come consideri la tua esperienza di apprendimento di Storia attraverso metodologia CLIL in lingua inglese?

Molto interessante	Interessante	Parzialmente interessante	Non interessante
10 (50%)	8 (40%)	2	nessuno

Pensi che questa esperienza ti sarà utile in futuro?

Molto utile	Utile	Utile solo in parte	Inutile
3 (15%)	15 (75%)	2 (10%)	

In quale di queste situazioni hai usato la lingua straniera e con quale frequenza?

	Sempre/molto spesso	Spesso	Qualche volta	Raramente/mai
a. esposizione orale alla classe	4	12	4	
b. discussione	4	11	4	1
c. intervista	1	3	8	8
d. dialogo orale con l'insegnante	5	7	7	1
e. dialogo con i compagni	4	8	6	2
f. lavoro di gruppo	8	5	7	
g. test scritti				
altro:	12	6	1	1

Quali strategie hai utilizzato e con quale frequenza?

	Sempre/molto spesso	Spesso	Qualche volta	Raramente/mai
a. ho lavorato utilizzando immagini, schemi o altro	4	8	6	1
b. ho cercato di esprimere oralmente, con parole mie ciò che prima avevo ascoltato, letto o scritto	9	8	3	
c. ho risposto a domande dell'insegnante	7	6	7	
d. ho risposto a domande dei compagni	2	7	7	4
e. ho ascoltato la spiegazione del docente	15	5		
f. ho analizzato esempi presentati dal docente	2	10	6	1
g. ho svolto esercitazioni scritte come rinforzo di quanto detto, ascoltato, letto in classe	1	7	9	3
h. altro:			1	

Quando ti esprimi in lingua veicolare (in LS su un'altra disciplina) ritieni importante:

	Molto importante	Importante	Poco importante	Non importante
a. la pronuncia corretta delle singole parole	9	10	1	
f. la capacità di improvvisare	9	10	1	
c. la conoscenza del lessico	9	11		
d. la conoscenza dei contenuti	9	10	1	
h. l'uso di espressioni facciali, gesti e movimenti del corpo	1	3	9	7
b. la correttezza grammaticale	8	11	1	
e. la chiarezza dell'esposizione	8	12		
g. la capacità di riformulare	9	10	1	

Pensi di aver fatto dei progressi nella tua capacità di espressione in lingua straniera?

Molti	Abbastanza	Pochi	Nessuno
	14 (70%)	6 (30%)	

Come valuti la tua conoscenza della materia non linguistica studiata in lingua straniera?

Molto positiva	Positiva	Parzialmente positiva	Negativa
1	17 (80%)	2	

Quali problemi hai riscontrato?

	Sempre /molto spesso	Spesso	Qualche volta	Raramente /mai
a. difficoltà con la grammatica in LS	1	8	11	
b. difficoltà con il lessico in LS	1	4	12	3
c. difficoltà con i contenuti della disciplina non linguistica	1	8	11	
e. difficoltà a comprendere le domande del/i docente/i	1	2	3	14
f. mancanza di interesse nella disciplina non linguistica		1	4	15
g. altro:				3

Quali metodologie/strumenti utilizzati dagli insegnanti ti hanno maggiormente aiutato nella comprensione?

11 studenti indicano video/film in lingua inglese con o senza sottotitoli in inglese
 8 alunni indicano schemi o mappe
 6 alunni indicano esercizi di rinforzo
 6 alunni indicano immagini
 3 indicano i testi forniti dal docente
 1 il computer
 1 lavoro di gruppo
 1 rielaborazione personale

Ritieni sia necessario che le lezioni vengano ripetute in lingua italiana?

Sempre	Spesso	Qualche volta	Mai
1	3	14 (65%)	2

Qual è stata la reazione dei tuoi genitori a questo progetto?

Molto positiva	Positiva	Parzialmente positiva	Negativa
12 (60%)	7 (35%)	1	

E a te, globalmente, è piaciuta l'esperienza? SI 20 (100%) NO 0**Perché:**

- 10 indicano che ha permesso loro di applicare l'inglese
- 2 sostengono che hanno migliorato il lessico
- 3 sostengono che ha aiutato loro a studiare storia
- 1 la metodologia CLIL ha coinvolto tutta la classe
- 1 la metodologia CLIL permette di focalizzare attenzione su particolari disciplinari interessanti
- 1 la metodologia CLIL permette maggiore attenzione alla materia perché in lingua inglese.