

## **Vignette 9: History in a Year 9 classroom**

### **Subject and topic**

History: The First World War

### **Key Stage**

KS3

### **Focus pupils and school**

An 11–19 comprehensive. Over 70% of pupils come from homes where English is not the first language; Panjabi, Gujarati and Urdu are the predominant languages. Two new arrivals from Ecuador join the school towards the end of Year 8. Both are at an early stage in their learning of English. They understand and can respond to simple instructions (e.g. ‘sit down’) and can name a few common vocabulary items (e.g. ‘table’, ‘pen’). However, they are unable to sustain even a limited conversation through the medium of English. Both pupils are literate in Spanish and are used to schooling.

### **Context**

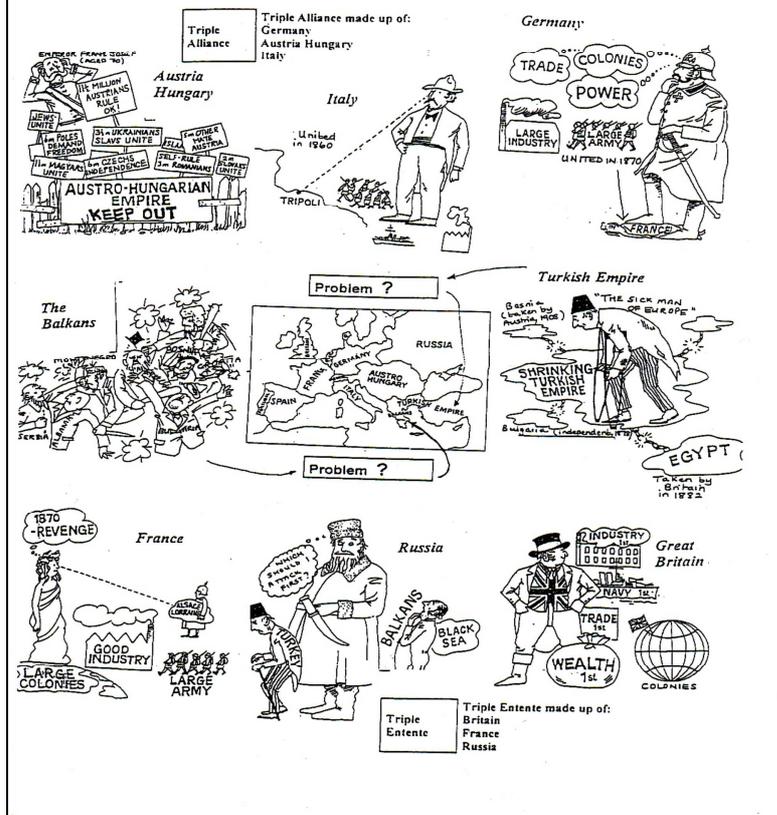
NC: A world study after 1900; the First World War and its consequences. The pupils in a Year 9 class have just started studying a module ‘Britain and the Great War 1914 – 1918’, and are looking at the causes of the First World War.

### **The lesson**

An EAL teacher working in partnership with a history teacher. At this point, pressure of time and workload mean that the two teachers meet as frequently as they can manage, but are actually unable to meet regularly on a weekly basis.

The class teacher presents a re-worked visual / cartoon on the OHP (Sheet 1 below) which compares and contrasts the different fortunes and positions of the countries involved. A hand-written vocabulary list (subsequently typed as Sheet 2 below) has been drawn up for the two pupils to look up key words in their bilingual dictionary.

Unit 1: Europe in 1914 - rivalries between the countries of Europe and the Triple Alliance and the Triple Entente



**EUROPE IN 1914**

A map showing the "Great Powers" in Europe in 1914 :-



A. The Great Powers = the largest and the strongest countries

B. Vocabulary check : find the meanings of these important words for understanding the situation in Europe in 1914.

Your language /	English
	trade
	colony - colonies - colonial
	power - powerful
	industry - industries - industrial
	wealth - wealthy
	revenge
	large - larger, largest
	strong - stronger, strongest
	army - arms, armed

C. Use some of the words above to complete the table below :-

English word	Meaning
	buying and selling goods
	money and property
	factories and production
	land settled by people from another country

The EAL teacher has suggested a strong and sustained whole class oral input, focusing on questioning the visual. The EAL teacher convinces his colleague that some degree of modelling and controlled questions and responses will benefit all, and in particular the 2 new EAL learners (e.g. *Teacher question* ‘tell me one thing that Germany has ... wants ...?’ *Pupil Response*: ‘Germany wants .... has ....’). The History teacher manages to ask nearly every pupil a question based on these patterns in a brisk 5-minute session. The two EAL pupils are also asked but towards the end, and are able to make a response based on the oral models which they have already heard. As the History teacher elicits the responses from the class, the EAL teacher quickly writes down a series of statements which are in fact the very responses the pupils are making. The EAL teacher limits the verb forms to ‘has/had’ and ‘wants/wanted’. The sentences are read with the 2 pupils. Both pupils are encouraged to model and make up their own sentences (orally). These sentences are later used as a True/False exercise serving as a vehicle for comprehensible output (i.e. production of language by the pupils). The hand-written version is subsequently typed up and given to the pupils later that week (Sheet 3).

Sheet 3

**EUROPE IN 1914**

**A Put a tick if you agree with each statement .....**

Britain had many colonies.

Germany had a large army.

France had large colonies.

Germany had a large industry.

Now write two statements of your own .....

1. \_\_\_\_\_

2. \_\_\_\_\_

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**B Put a tick if you agree with each statement .....**

Germany wanted more trade.

France wanted revenge.

Now write two statements of your own .....

1. \_\_\_\_\_

2. \_\_\_\_\_

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**C Put the right word in the gap .....**

Germany had a large industry and a large \_\_\_\_\_. It wanted more trade, more \_\_\_\_\_, and more \_\_\_\_\_. France had good industry, large \_\_\_\_\_ and a large \_\_\_\_\_. It wanted \_\_\_\_\_.

Following the initial oral Question/Answer session, the History teacher gives out a tick-chart (Sheet 4) intended as a pre-reading exercise to get all pupils to think about the relative strengths and weaknesses of each country. Following initial vocabulary work, the two EAL pupils are able to complete the chart by cross-referencing to the visual cartoon.

As all pupils complete the chart, both teachers go around the class working with individuals. The EAL teacher concentrates on the EAL learners, reading and checking understanding of key words and takes opportunities to extend vocabulary.

The class feed back focuses on how they ranked the ‘qualities’ of each country. Pupils are to write a sentence about each country as part of the classwork. It is at this point that the two pupils from Ecuador spend time reading the sentences which the EAL teacher has written down and which later form the basis for Sheet 3.

**Sheet 4**

**Britain and the First World War, 1914-1918**  
**The Alliance Systems in 1914**

Study pp. 4-5 and look at the map of Europe and sheet 1.

List the characteristics of each of the countries in the *Triple Alliance* and the *Triple Entente*. Put a \* if the country had some of this quality, \*\* if it had a great deal of this quality and \*\*\* if it was probably the largest of all the countries on the grid.

		Trade	Industry	Army	Navy	Colonies	Racial groups
Triple Alliance	Germany						
	Austria Hungary						
	Italy						
Triple Entente	Britain						
	France						
	Russia						

**Strategies for teaching/learning EAL used in the lesson**

In this example, the two teachers have:

- used a specially constructed visual to enable pupils to understand complex meanings;
- interrogated the visual with the whole class by using relevant and targeted question forms;
- developed further understanding of content, by applying the knowledge gained to an evaluation exercise which does not require the use of complex language (Worksheet 4);
- provided explicitly modelled language use for the pupils new to English.