**From the First industrial Revolution to the ICT**

*Empowering the European Citizenship and discovering Europe through CLIL*

**1st teaching period**

***1st Activity: Introduction***

**Time:** 20’

**Type of activity:** Discussion about the targets of the project

**Class organisation:** Discussion in class

**Actions/Tasks:** Teachers explain the aim of the project:

Starting from the Industrial Revolutions in Europe, gain awareness of the importance of technology and then create a game based on the television game show *“Who wants to be ae millionaire?”*

***2nd Activity: Video watching and note-taking***

**Time:** 40’

**Type of activity:** Web research, video-projection and note-taking

**Class organisation:** Discussion in class

**Actions/Tasks:** Teachers show the students a couple of videos, in order to get them accustomed with the vocabulary used.

These videos offer a global view of the innovations brought by the Industrial Revolutions.

Students watch the videos twice and with the support of the teachers, write down the keywords.

LINKS: <https://www.youtube.com/watch?v=AaIWSZURNOI&t=2s>

<https://www.youtube.com/watch?v=YCQjWF_VaNY>

**2nd teaching period**

***1st Activity: Creation of Mind map***

**Time:** 60’

**Type of activity:** Creation of a mind map

**Class organisation:** Project work in groups

**Actions/Tasks:** After watching the videos in the previous teaching period, students create a mind map where they sum up the most important features concerning the First, Second, Third and Fourth Revolution.

**The file can be found in the folder (see Mind Map)**

**3rd teaching period**

***1st Activity: Video Watching***

**Time:** 60’

**Type of activity:** Video Watching

**Class organisation:** Project work in group

**Actions/Tasks:** During the second part of this teaching period, teachers show students a video concerning the most important changes of the Industrial Revolutions.

Students make a chronological image-map where they can trace the gradual changes, in particular about the communications.

Link:<https://www.slideshare.net/ChristianAmor1/evolution-of-communication-77126762>

**The file can be found in the folder (See the Evolution of Communication)**

**4th teaching period**

***1st Activity: Creation of the Questionnaire***

**Time:** 60’

**Type of activity:** Use of digital tools

**Class organisation:** Project work in group

**Actions/Tasks:** After watching the videos in the previous teaching periods, students collect data and then create a questionnaire, composed of 15 questions.

The questionnaire will be then used in the game students are going to create in the following teaching periods.

**The file of the questionnaire can be found in the folder (see Questionnaire)**

**5th teaching period**

***1st Activity: Web search and creation of a game***

**Time:** 30’

**Type of activity:** Use of digital tools

**Class organisation:**

Students make a research on the web in order to find a website useful for the creation of the game.

They find this website <https://www.wisc-online.com/>

The Wisc-Online open educational resource library contains over 2800 learning objects that are freely accessible to teachers and students at no cost and under a Creative Commons license for use in any classroom or online application.

This website only requires the subscription to create a game.

Students decide to create a profile in order to start the creation of the game.

***2nd Activity: Web search and creation of a game***

**Time:** 30’

**Type of activity:** Use of digital tools

**Class organisation:**

Students create the game and choose a name based on the television game show *“Who wants to be ae millionaire?”*

They name it *Who wants to be a Revolutionaire?*

The game of course is about the Industrial Revolution. If you reach the top by choosing the correct answer, you will be a real Revolutionaire!

**6th teaching period**

***1st Activity: Publication of the game***

**Time:** 20’

**Type of activity:** Use of digital Tools

**Class organisation:** Project work in groups.

**Actions/Tasks:** After the creation of the game, students edit the final details and publish it online.

The game now is open to everyone by clicking on the following link: <https://www.wisc-online.com/users/carduccikingstudents/games/74124/who-wants-to-be-a-revolutionaire>

Students challenge you to play the game and find out how much you know about the Industrial Revolution!

***2nd Activity: Creation of a tutorial***

**Time:** 20’

**Type of activity:** Use of digital Tools

**Class organisation:** Project work in groups.

**Actions/Tasks:** Students create a powerpoint as a tutorial to explain how they created the game.

**The file can be found in the folder (see How to create the game)**

***3rd Activity: Final Dissemination***

**Time:** 20’

**Type of activity:** Discussion in class

**Class organisation:** Discussion in groups

**Actions/Tasks:** Students and teacher discuss the results of the project and share comments and ideas about the future use of this game.

Considering the fact that it is online and it is free, it can be easily used by teachers for their lessons or by the students as practice and test their knowledge.