GREAT THINKERS: MODULE OUTLINE

Field: International world   **Band:** Lower secondary (Year 10)

Purpose

Students investigate the lives and philosophies of some famous thinkers and the impact their ideas and actions have had on social issues. They use their knowledge to interpret how the thinkers would have dealt with current issues, and to develop personal philosophies.

Core learning outcomes

This module is designed for students in three stages of LOTE learning. It is assumed that most students will be in the intermediate stage. Outcomes for students at the intermediate stage would be:

Comprehending **DB6.1, DB6.2, DB6.3**

Composing **DB6.4, DB6.5, DB6.6**

Some students could be in either the lower intermediate or elementary stages of LOTE learning.

Outcomes for students at the lower intermediate stage would be:

Comprehending **5.1, 5.2, 5.3, 6.1, 6.2, 6.3**

Composing **5.4, 5.5, 5.6, 6.4, 6.5, 6.6**

Outcomes for students at the elementary stage would be:

Comprehending **3.1, 3.2, 3.3, 4.1, 4.2, 4.3**

Composing **3.4, 3.5, 3.6, 4.4, 4.5, 4.6**

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate process skills and strategies that will meet the current needs of the students. Students' needs and teaching programs will determing the specific content of form-focused instruction.

Sociocultural understanding

Students develop some understanding of the global nature of the impact of certain philosophical ideas. They also develop an understanding of philosophical thought in Japan when they do a case study of a great Japanese thinker.

Functions and language elements

- describing people, places and things: famous thinkers, issues, attributes, achievements, societies, ideas

- identifying and asking about people, places and things: famous thinkers, issues, personal details, ideas, achievements, legacies, societies

- expressing opinions: I think …, I feel that …, in my opinion …

- giving reasons: because …, therefore …

- comparing: more than, less than, the same as, greater, greatest, before, after

- identifying and asking about situations, activities and events: thinkers' lives, past and present circumstances, impacts of actions, current issues

- describing situations, activities and events: in thinkers' lives, past and present circumstances, impacts, current issues

- asking for and giving confirmation: Do you have … about …?

- expressing possibility and impossibility: If … then …, may, might, might not

- giving locations: countries, regions

- expressing feelings: about issues and attitudes

Suggested teacher language

This natural language provides rich input.

Assessment strategy

In Task 1, Task 2 and Task 4 the teacher can collect and analyse information on students' abilities to comprehend written language. At what level can students understand texts that describe famous thinkers, and identify their ideas and the issues in which they were involved?

In Task 3 and Task 6 the teacher can gather and analyse information on students' abilities to comprehend detail in spoken texts. At what level can students understand language to reconstruct and interpret quotes and identify which thinker's views are being presented by a panel?

In Task 4, Task 5 and Task 6 and from class discussions throughout the unit the teacher can gather information on students' abilities to use language. At what level can students give biographical detail and talk about ideas, achievements and legacies of great thinkers?

In Task 5 and Task 7 the teacher can collect and analyse samples of students' written work when they present a case study of a Japanese thinker and write a personal philosophy. At what level can students use language to present a case study and develop and write a personal philosophy?

Teaching considerations

Sample units

One work unit is provided for this module:

Unit 1: Contributions of great thinkers

Teaching considerations

When selecting additional contemporary and historical great thinkers ensure there is a balance of female and male contributions. Students' prior knowledge of what constitutes a great thinker will vary.

CONTRIBUTIONS OF GREAT THINKERS: UNIT OVERVIEW

Orientating task

1 Read brief accounts of the lives of some famous thinkers and identify their fields of influence.

Enhancing tasks

2 Read, reconstruct and relate to other students' information about a famous thinker. Identify some common themes and links between the famous thinkers.

3 Listen to quotations and match them to thinkers. Interpret and illustrate quotations through mime, role-play, cartoon or allegory.

4 Read statements about past situations. Identify the involvement of some thinkers and the impact of that involvement. Present the observations and conclusions on posters, a flow chart or in a role-play.

5 Prepare and present a case study of a great Japanese thinker.

Students' needs and teaching programs will determine the specific content of **form-focused instruction**.

Synthesising tasks

6 Present opinions and respond to questions within the philosophy and views of a great thinker. Conclude which thinkers' views are being represented and support the conclusion.

7 Discuss, develop and record a personal philosophy in a book, poster, video or audiotape.

Print all Unit Tasks

Print all Unit Resources

Print all Unit Suggested Teacher Language