

Univerza v Ljubljani
Pedagoška fakulteta



Project work file

LANGUAGE AND INTERCULTURAL AWARENESS

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Poučevanje na razredni stopnji z angleščino

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Introduction

We selected Sicily, a captivating Italian island, due to its rich history and cultural influences. The Greeks, Romans, Arabs, Normans, and Spanish have all played a part in shaping its unique identity, setting it apart from the rest of Italy. Our research project focuses on delving into Sicily's past and showcasing its breath taking natural beauty, allowing us to honour its remarkable heritage. Moreover, Sicily serves as an excellent location for studying diverse cultures. With its rich history and diverse influences, the island offers a fascinating perspective on different cultural traditions, making it a compelling topic for classroom discussions on cultural diversity.

PowerPoint presentation



ITALY OR SICILY?

301,230 km²

SICILY

M'â scusari

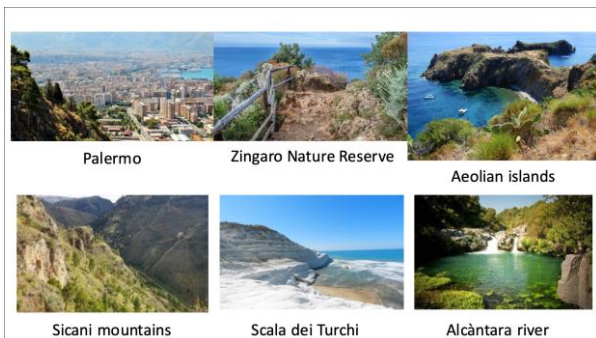
Scusa

ITALY

25,708 km²

BASIC FACTS

- Autonomous region of Italy
- Capital: Palermo
- Population: 4,969,147 (8.3 %)
- Official language: Italian, *Sicilian dialect*
- Largest island in the Mediterranean sea
25,708 km²





Mount Etna

INFLUENCE OF DIFFERENT CULTURES

- Greeks (from 8th century BC)
- Romans (from 3rd BC to 5th century AD)
- Arabs (from 9th to 11th century)
- Normans (from 11th to 13th century)
- Spanish (from 16th to 18th century)

Greeks (from 8th century BC)

- architecture: Valley of the Temples
- dishes with olive oil, seafood, honey
- Greek mythology in some Sicilian folklore and traditions



- language: „Trinacria“



Romans (from 3rd BC to 5th century AD)

- language: place names (Palermo, Catania ...), surnames (Romano, Siciliano, Caruso ...)
- architecture
- Catholicism
- Liotru



Arabs (from 9th to 11th century)

- cuisine: arancini
- almonds, pistachios, saffron, raisins
- architecture
- music: „tarantella“ has Arab roots



Normans (from 11th to 13th century)

- to take the island back from Muslim Arabs
- language
- flourishing Sicilian literature
- architecture: Romanesque and Gothic styles (original Palermo Cathedral ...)



Spanish period (from 16th to 18th century)

- architecture: Baroque (renovated buildings due to earthquake 1693)
- siesta or midday nap



Palermo Cathedral



- language: words, phrases

Important people

- Giuseppe Garibaldi
ITA general, nationalist
considered a hero
(unification of Italy)
- Luigi Pirandello
Nobel Prize in Literature in 1934
Sicilian dialect



WORKSHEET



Write the names of different cultures that made impact on this country.

FOOD



arancini



cassata



pasta alla Norma



granita

FESTIVALS, TRADITIONS



ChocoModica

The Feast of Saint Agatha



Sicilian cart



Infiorata di Noto

SICILY



25,708 km²

M' à scusari



ITALY



301,230 km²

Scusa



TARANTELLA

Activities

1. Link information to Sicily or Italy

In pairs, students get different information on little pieces of paper. During the presentation they have to put these pieces of paper into two groups correctly. They have to connect information to either Italy or Sicily.

Answer key:

SICILY



25,708 km²

M'â scusari



ITALY



301,230 km²

Scusa



2. Tarantella dance

We teach a dance step by step, first without music. We count steps and then we count them quicker. Lastly, we do it with music.

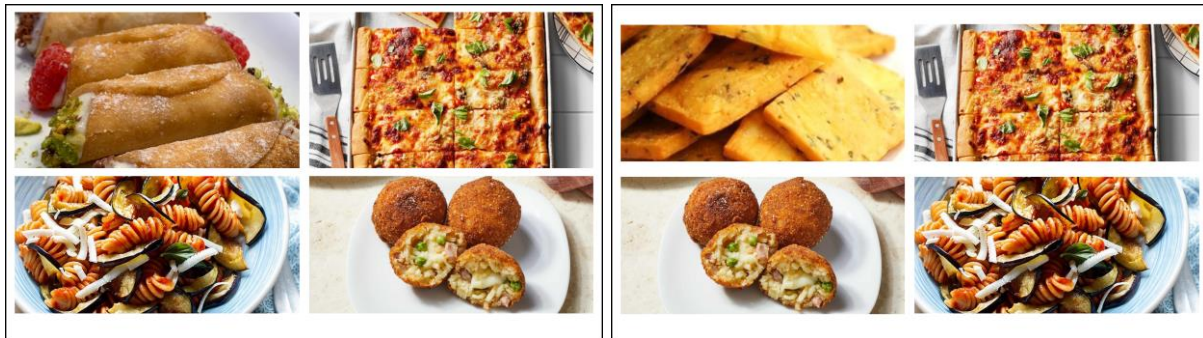
We teach them two different tarantella dances – one is individual and one is a pair dance.

Dance ideas:

- individual or line dance: <https://www.youtube.com/watch?v=zTED40-G6Bo&t=241s>
- pair dance: <https://www.youtube.com/watch?v=HkmxENMMLHM>

3. Food bingo

Vocabulary: granita, pizza, pasta alla Normana, pannelle, arancini, cannoli



4. Crossword

The Sicilian Butcher Word Search

M E F A M I L Y M T W B P F P E W
 O B A D O T L B M J L R J B G N M
 Z C I E B Y U Q R K Z E L X I X U
 Z H P L B O C U G Q O A X H T P O
 A E J I V E Q W L I F D K W Z J P
 R E H C I L J R N O O D L E S M G
 E S M I Q H P J X D E E P T S Y E
 L E O O N K E T Z I O N Q Q U N M
 L G X U K U P T R M Y E C F U E V
 A W N S K I P C S P A G H E T T I
 W Z K W A S E F W Q R S K Y H H T
 N M C U W A R J D U S N W K B B A
 D S S A B U O Z T S I A W G W M L
 T B E K X C N F C X C A Z A D L I
 E Z F X C E I K D Z I Q S B X Z A
 B U X P M E A T B A L L S Z H N N
 D Z Z C P G D L W L Y J G O R C C

- | | | |
|---------|-----------|------------|
| noodles | pepperoni | mozzarella |
| bread | cheese | delicious |
| family | italian | meatballs |
| sauce | Sicily | spaghetti |

Students find the words below in the crossword before them.

After this activity we would talk about things they found in the crossword and tell how they are connected to Sicilian culture.

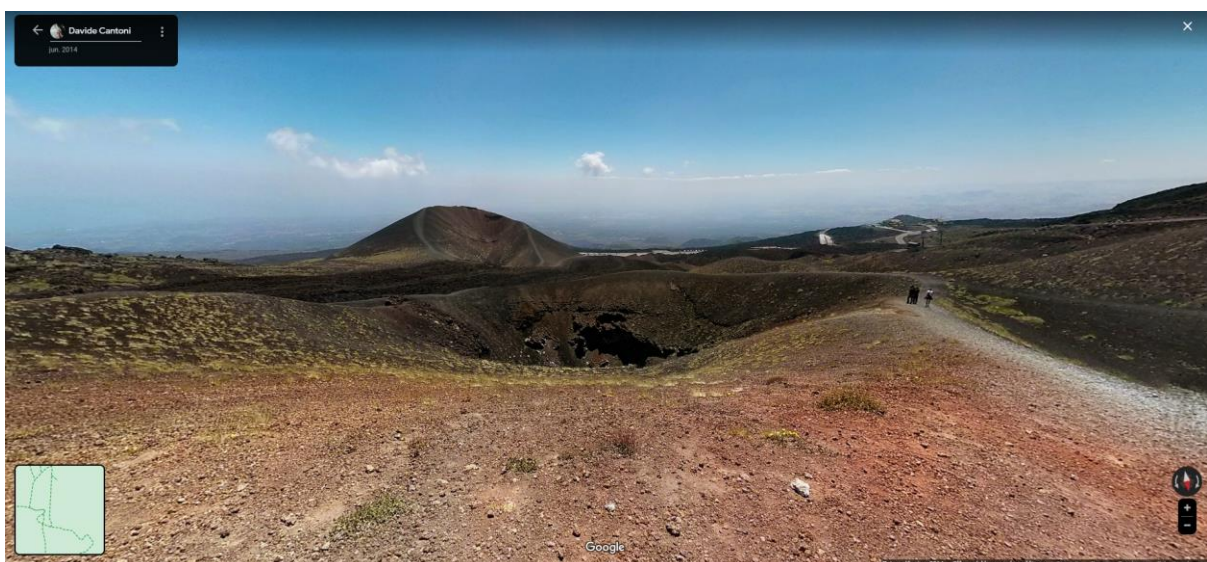
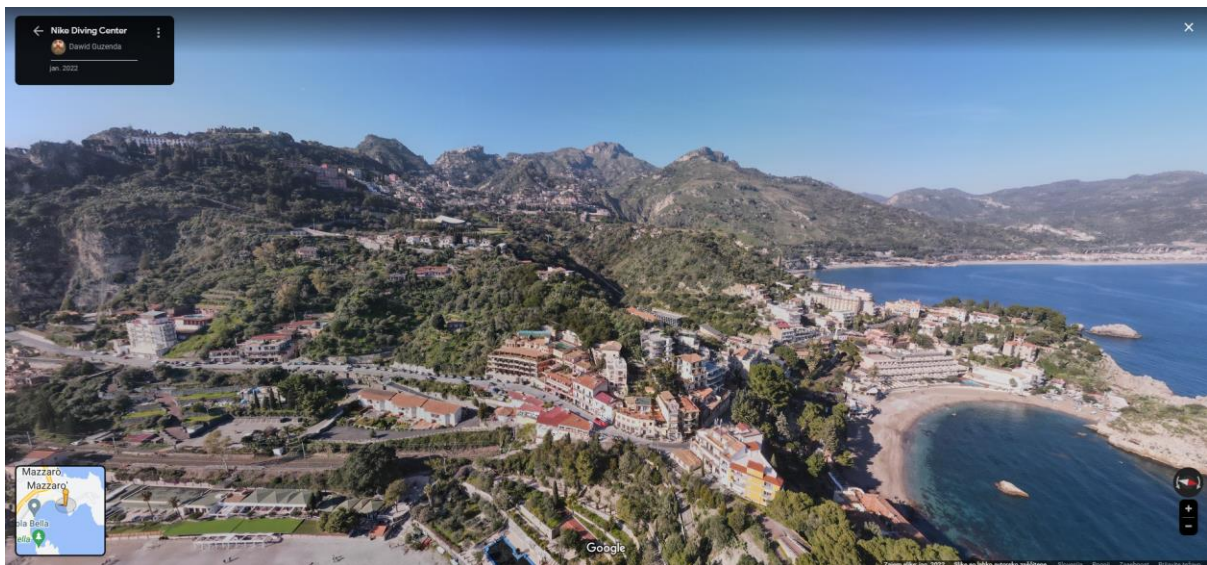
Source: [The Sicilian Butcher Word Search - WordMint](#)

5. Sicilian Virtual Tour

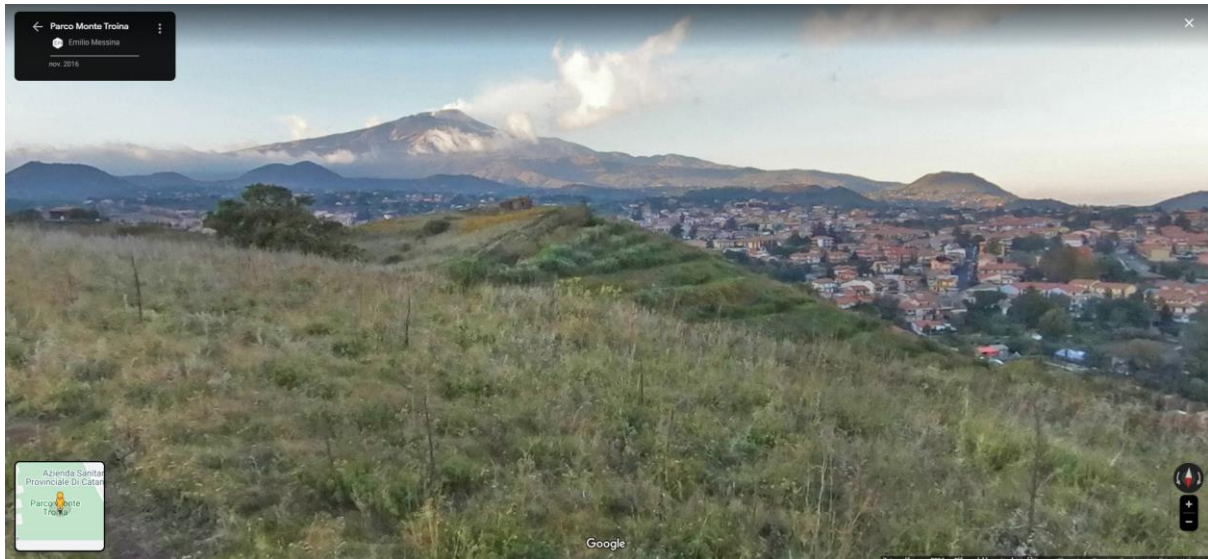
We would use Google Maps Street View to take students on a virtual tour of Sicilian cities, landmarks, and cultural sites. We would look at Palermo, Mount Etna, Valley of the Temples, and the beautiful Sicilian coastline while highlighting key information about each location, its history, and its significance to Sicilian culture.

Students can even take notes or create a travel brochure during the virtual tour.

After the tour, we would allow time for students to share their favourite aspects of the virtual journey and discuss what they found interesting or surprising.



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Two activities for young learners

1. *The legend of Odysseus and the Cyclops*

Aim of the activity:

- listening to a story
- exploring the culture: getting to know Sicilian folklore
- language development
- foster intercultural understanding

Age of learners: 10 to 11 years old

Approximate length of the activity: 10 minutes

Description of the activity: We read the story about Odysseus and Cyclops. Cyclops supposedly lived on the island of Sicily.

Language level of learners: A2

Skills practised: listening

Vocabulary practised: journey, adventure, hero, cave, one-eyed giant, sharpened staff ...

Materials needed: story, flashcards

Cross – curricular links: družba/spoznavanje okolja, književnost

FREPA/CARAP descriptors:

Linguistic Aspects:

- Understanding oral messages in a narrative context, such as comprehending the story of Odysseus and the Cyclops through listening or reading.
- Identifying and understanding key vocabulary and expressions related to Greek mythology and the story, such as "Odysseus," "Cyclops," "adventure," and "heroic journey."

Sociocultural Aspects:

- Recognizing and understanding cultural references and symbols related to ancient Greek culture, such as mythology, and heroic tales.

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- Demonstrating awareness and respect for different cultural narratives and traditions by engaging with the story of the Cyclops as part of Greek cultural heritage.

Sociocultural Aspects:

- Recognizing and understanding cultural references and symbols related to ancient Greek culture, such as Greek gods, mythology, and heroic tales.
- Demonstrating awareness and respect for different cultural narratives and traditions by engaging with the story of the Cyclops as part of Greek cultural heritage.

Cognitive Aspects:

- Making connections and comparisons between ancient Greek culture and one's own cultural background, by reflecting on similarities and differences in values, traditions, and storytelling techniques.
- Analysing and interpreting cultural artifacts (in this case, the story of the Cyclops) to gain insights into ancient Greek society and its cultural context.

Learning-to-Learn Aspects:

- Showing interest and motivation in exploring different cultural narratives and mythologies, as evidenced by active participation in the reading activity and the use of flashcards.
- Demonstrating autonomy and taking responsibility for one's learning by actively engaging with the flashcards, asking for clarifications, and seeking additional information about the story or Greek mythology.

How the activity develops intercultural awareness:

- exposure to Greek mythology
- understanding different perspectives
- appreciation for cultural heritage

Classroom organisation: whole class

Possible pre- and post- activities:

- drawing by instructions – students would draw a Cyclops and I would ask them what that is.
- students create their own illustrated storybooks or puppet shows based on Sicilian folktales, incorporating elements of the Sicilian culture and traditions.

Variations (if there are any): making a theatre play instead of reading a story; adapting the story for younger students.

Additional notes (if applicable): /

Appendix:

Odysseus and the Cyclops

Odysseus is a brave and clever hero. He is on a long journey back home to his beloved island of Ithaca after the Trojan War. But his adventure is far from over.

As Odysseus and his loyal crew sail across the vast sea, they find a mysterious island called Sicily. Little do they know that this island is home to a fearsome creature known as a Cyclops.

Curiosity gets the better of Odysseus, and he decides to explore the island. Deep in a lush valley, they discover a massive cave. Inside, there is the Cyclops, Polyphemus. He is a giant with only one eye in the middle of his forehead.

Odysseus and his men are trapped! Polyphemus blocks the entrance, preventing their escape. The Cyclops plans to eat them all!

But Odysseus has a plan. He realizes that the Cyclops is blind to their escape if they could stay hidden.

Night after night, Odysseus and his men endure the Cyclops' wrath. During the day, they hide from the one-eyed giant, while at night, they plot their escape.

Then, Odysseus has a brilliant idea. He finds a large wooden staff and sharpens it into a sharp point. He explains his plan to his brave crew and wait for the right moment.

At night, when Polyphemus falls into a deep sleep, Odysseus and his men spring into action. They take the sharpened staff and push it into the Cyclops' eye, blinding him with pain.

Polyphemus cries out in agony, waking the other Cyclops on the island. They ask who hurt him, but the blinded Polyphemus can only respond, "Nobody!"

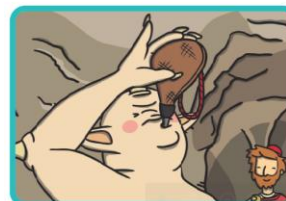
Odysseus and his men seize the opportunity. They tie themselves to the bellies of the Cyclops' sheep, escaping the cave undetected. As they sailed away, Odysseus can't resist laughing at Polyphemus, revealing his identity. Enraged, the Cyclops throws a massive rock towards the ship but misses.

Odysseus and his crew sail away. They learn that cleverness and teamwork could be what will keep them alive.

From that day forward, Odysseus and his men continue their journey, encountering many more challenges and adventures. But the story of their encounter with the Cyclops would always be remembered as a testament to their courage and quick thinking.

And so, the legend of Odysseus and the Cyclops became a story of bravery and resourcefulness, passed down through the ages, inspiring many generations to come.

Flashcards:



2. Sicilian cart

Aims of the activity:

- designing Sicilian cart models using clay
- cultural awareness
- artistic expression and creativity
- language development; patience
- appreciation of traditional crafts

Age of learners: any age

Approximate length of the activity: 45 minutes or more

Description of the activity: We bring clay to the classroom and instruct the students to make a traditional Sicilian cart. We show them pictures and talk about how they could approach this challenge. When the clay is dry (probably in the next few days or a week after), students would colour it with vibrant colours that are actually used on these carts on Sicily.

Language level of learners: A1

Skills practised: listening, speaking (asking questions)

Vocabulary practised: clay, clay tools, paint, colour, water, palette, mixing colours, wheels, cart body, decorations (flowers, animals ...), rolling the clay, sculpting, smoothing.

Materials needed: clay, some clay tools (e. g. toothpicks and other improvised tools you can find at home), tempera or some other paint.

Cross – curricular links: likovna umetnost

FREPA/CARAP descriptors:

Linguistic Aspects:

- Understanding and following instructions provided for making a traditional Sicilian cart using clay.
- Using descriptive language to discuss the approach, techniques, and challenges involved in creating the clay model.

Sociocultural Aspects:

- Exploring the cultural significance and historical context of traditional Sicilian carts, understanding their role in Sicilian traditions and festivals.
- Demonstrating respect for cultural heritage by engaging in the creation of a traditional Sicilian cart, appreciating its artistic and cultural value.

Intercultural Aspects:

- Comparing and contrasting the traditional Sicilian cart with other forms of traditional transportation or artistic expressions from different cultures, recognizing commonalities and differences.
- Showing openness and curiosity towards different artistic traditions, appreciating the cultural diversity reflected in the design and decoration of traditional Sicilian carts.

Cognitive Aspects:

- Applying creative thinking and problem-solving skills to transform clay into a model of a traditional Sicilian cart, considering proportions, shapes, and details.
- Reflecting on the artistic choices made during the creation process, analysing the use of vibrant colours and decorative elements in traditional Sicilian cart designs.

Learning-to-Learn Aspects:

- Demonstrating engagement and motivation in the creative process of constructing a traditional Sicilian cart using clay.
- Taking responsibility for one's learning by actively participating in the activity, seeking feedback, and adjusting improve the clay model.

How the activity develops intercultural awareness:

- exploring cultural traditions
- appreciating artistic expression
- valuing cultural heritage
- comparing artistic traditions

Classroom organisation: individual work

Possible pre- and post- activities: looking at the pictures before creating; exhibition of the carts; presentation of their idea, work and product to classmates.

Variations (if there are any): making the carts form paper.

Additional notes (if applicable): /



Sources:

- [cart 1](#)
- [cart 2](#)
- [cart 3](#)
- [cart 4](#)

A lesson plan for teaching this topic to young learners

School:	Subject: English
Teachers: Tjaša Traven, Jaka Turk	School year: 2022/23
Grade: 5th grade (aged 10-11)	Teaching methods: frontal teaching method, group work, individual work, working with materials (atlas)
Lesson topic: Cultures - Sicily	
Teaching aids and materials: Atlas for students, pictures from Sicily trip (Tjaša), PowerPoint presentation, projector, blackboard and chalk, A3 papers	
Lesson aims: Students: <ul style="list-style-type: none">- learn and practice commonly used vocabulary,- acknowledge and observe different cultures and compare it to their own,- express their thoughts of Sicilian culture.	
Language skills practiced: listening, speaking, writing	

INTRODUCTION (10 minutes)

CL: Everyone stand up! We are going on a trip!

I will read sentences about the place we will visit. Try to guess where we are going to travel. If you think you know the answer, sit down.

- 1. It's the largest island in the Mediterranean Sea.*
- 2. The Greeks, Romans, Arabs, Spanish and others lived here.*

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3. *A big volcano, called Mount Etna, is there.*

4. *People here love to celebrate in festivals.*

5. *The island is in Italy.*

A short talk with students about the guesses and their experiences with Sicily.

CL: Has anyone ever been to Sicily? What do you think Sicily is like?

CL: Now open your atlases and find Sicily in your books! Where do you think you will find Sicily?

Students freely find Sicily in their books. Teacher looks at student's answers and helps if needed.

CL: Sicily is a very interesting island. A lot of different people were here. They all left something to remember them by. Sicily has a very interesting culture.

MAIN PART (30 minutes)

CL: What is culture? Is culture how we talk? Is culture how we dress? Is it what we eat? Is culture also music?

With the class, a short talk about culture is conducted. Then, on a blackboard, a mind map is drawn. It consists of students' answers to the question above. Together with the class teacher creates a mind map with words associated with culture (food, language, holidays, music, history ...).

* This part of the lesson can be adjusted to the needs and skills of learners.

CL: Now that we have done the mind map it is time to learn a bit about Sicilian culture.

Teacher presents/shows pictures from Sicily (Tjaša's trip). Throughout the presentation all main points from the mind map are discussed.

Examples of CL when presenting Sicilian culture with the help of mind map.

CL: Music is very important for Sicilians. Their dance is called tarantella. You dance tarantella in a pair or by yourself. It is very quick and fun dance.

Do you like Italian food? In Sicily, they also have their own traditional food. Pasta alla Norma has eggplant and tomato in it. Would you like to try it?

Language is also interesting. In Sicily, they speak Sicilian - a dialect of Italian. They say some words a bit different.

While presenting the culture, teacher also writes some important names below the words about culture. After the presentation, teacher should give some time for questions.

Teacher then divides the class into groups of 4. They each get a A3 paper.

CL: Now, it's your turn! In groups of four do a mind map that presents Slovenian culture. Focus on the words we put down earlier. Try to find something that is similar and colour it green. Then, find something that is really different and colour it blue.

Students start with their group work; teacher goes around the classroom and helps students with the task. If there is time, a group can present their mind maps.

CONCLUSION (5 minutes)

When students are done with their work, the whole class is invited to see all the mind maps of different groups.

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CL: What have you coloured blue? What do they do in Sicily? What do you like about Sicily? What about our culture? What would you change in our culture?