



Obrazac Metodičkih preporuka za ostvarivanje odgojno-obrazovnih ishoda predmetnih kurikuluma i međupredmetnih tema za osnovnu i srednju školu	
OSNOVNI PODATCI	
Ime i prezime	Vesna Marinčić
Zvanje	prof. engleskog jezika i književnosti i komparativne književnosti
Naziv škole u kojoj ste trenutčno zaposleni	Strukovna škola Sisak
Adresa elektroničke pošte	vesna.marincic@skole.hr
Naslov Metodičkih preporuka	Ready, steady, read! (1 školski sat)
Predmet (ili međupredmetna tema)	Engleski jezik
Za međupredmetnu temu navesti u okviru kojeg nastavnoga predmeta, sata razrednika ili izvannastavne aktivnosti se izvodi.	
Razred	Prvi razred četverogodišnjeg strukovnog programa, 9. godina učenja
OBVEZNI ELEMENTI	
Odgojno-obrazovni ishod (oznaka i tekst iz kurikuluma predmeta ili međupredmetnih tema objavljenih u NN)	SŠ (1) EJ A.1.1. Analizira jednostavan prilagođen ili izvoran tekst srednje dužine pri slušanju i čitanju. PREMA KURIKULUMU NASTAVNOG PREDMETA ENGLSKI JEZIK ZA SREDNJE STRUKOVNE ŠKOLE NA RAZINI 4.2.
Tijek nastavnog sata	Učenicima se objasni da će sat provesti rješavajući problemske zadatke vezane za pisane izvore informacija. Dvije početne, kraće aktivnosti uvode u temu, a sljedeće se bave jednom od vrsta pisane riječi. Učenici se podijele u skupine od pet učenika koje se natječu služeći se uputama danim u digitalnom alatu Goosechase ili alternativno



	<p>uputama koje im daje nastavnik.</p> <p>U prvoj aktivnosti učenici upotpunjuju definicije i povezuju ih sa stvarnom tiskanom formom.</p> <p>U drugoj aktivnosti učenici povezuju naslove i autore te definiraju vrstu literature prema naslovu.</p> <p>U trećoj aktivnosti svaki učenik unutar skupine dobiva svoj tekst (biografiju poznate osobe), pronalazi ulomak koji nedostaje te potom s učenicima iz drugih skupina formira novu, ekspertnu skupinu.</p> <p>U četvrtoj aktivnosti učenici u ekspertnoj skupini određuju bitne informacije koje će prezentirati članovima svoje matične skupine. Cilj je biti informativan, jasan i točan jer ostali članovi skupine ovise o prezentiranim informacijama. Svaki član prezetira svoj tekst ostalima u matičnoj skupini.</p> <p>U petoj aktivnosti svaki učenik rješava kviz koji predstavlja izlaznu karticu o tome što je saznao odnosno naučio iz biografija slavnih osoba.</p>
Opis svih aktivnosti (što rade učenici, a što učitelj/nastavnik)	<p>Uvodni dio – upute za nastavnike</p> <p>Učenicima se objasni da će obrađivati temu tiskane riječi, odnosno različitih vrsta literature. Sat bi bilo najadekvatnije odraditi u knjižnici jer je zamišljeno da učenici dijelom i istražuju sadržaje i koriste kapacitete knjižnice. Sat je zamišljen kao Goosechase – potraga za blagom, vid natjecateljske igre u kojoj učenici skupljaju bodove koji su im povratna informacija o uspješnosti odrađenog zadatka.</p> <p>Same aktivnosti mogu se provesti i bez pomoći spomenutog digitalnog alata što stoji u uputama za nastavnike, a ukoliko nemate pristup knjižnici sat možete održati u razredu s time da je prva aktivnost nešto izmijenjena.</p> <p>Nastavnik koji odluči realizirati sat uporabom Goosechasea treba se prvo registrirati, te kliknuti na ovu poveznicu</p> <p>https://gsch.se/game/dcc4d4034d7e4b9a957477fdf52db717/share/</p> <p>nakon čega će mu se otvoriti stranica prijave na Goosechase, a prijavom mu se otvara igra. Nastavnik igru može prilagoditi potrebama svojih učenika. Bitno je znati da uz korištenje digitalnog alata Goosechase u ovoj igri nastavnik ipak treba dodatno koristiti <u>priloge</u> iz ovih metodičkih uputa:</p> <p><u>1.aktivnost – prilog 1.</u> Zadatak za printanje i izrezivanje - tablica s definicijama vrsta literature za dopunjavanje</p> <p><u>2. aktivnost – prilog 2.</u> Zadatak za printanje - Tablica s naslovima i autorima, uz dopunjavanje</p>



3. aktivnost –prilozi 3.a i 3.b. Zadatak za printanje - Odlomci i tekstovi za čitanje

5. aktivnost – prilog 4. Zadatak za printanje – Kviz u funkciji izlazne kartice kojemu može pristupiti i na poveznici iz uputa za tu aktivnost

Timovi su kreirani unaprijed, ali vi možete napraviti preinake. Učenici formiraju skupine od 5 članova. Svaki tim dobije ime i pristupni kod, a igru nalaze pod kodom **YJ3EZG** kojeg im nastavnik mora reći. Ako imate, primjerice, 20 učenika, onda formirate 4 skupine i učenici dobivaju četiri vrste biografija, a ne pet.

Dovoljno je da se samo jedan učenik iz skupine prijavi na Goosechase. Prije toga treba instalirati aplikaciju na mobitel ili tablet. Digitalni alat je besplatan. Prijavljuje se kao gost (Guest). Objasnite im da rješavaju zadatke zadanim redoslijedom i da igra ima zadano vremensko ograničenje.

Skupine su unaprijed formirane, ali nastavnik ih može prilagoditi svom razredu.

Pristupni kodovi za skupine su:

blue- 5555, orange -4444, green -3333, red -2222, yellow -1111

U Goosechaseu pratite njihov napredak i upravljate igrom putem Leaderboard-a.

1. aktivnost

Upute za nastavnike - obje varijante

Učenike podijelite u skupine od petero učenika. Dajte im izrezane definicije različitih vrsta literature i objasnite da je zadatak dopuniti ih riječima. Učenici zajedno rade na definicijama i popunjavaju ih. Trebaju njihove primjerke pronaći u knjižnici, slikati knjige uz njihove definicije te predati fotografiju kao rješenje prve misije/zadatka. Ako ne radite Goosechase varijantu slika može biti poslana i putem jedne od društvenih mreža poput Vibera, WhatsAppa i sl. Dovoljno je da jedan učenik u ime skupine šalje odgovore.

(Ukoliko ne raspolazete knjižnicom, učenicima možete zadati da izmisle ili se prisjete naslova za svaku od navedenih vrsta.)

To je problemski zadatak koji uključuje definiranje i povezivanje te učenje u realnom okruženju.



Upute za učenike:

Task 1

Define and match

Complete the definitions, go to the library, find each publication and take a photo of books and their matching definitions. Send the photo by Goosechase or by Viber/WhatsApp.

Bodovi za izvršeni zadatak :200

Vrednovanje za učenje – povratna informacija o točnosti odgovora i dodijeljeni bodovi

Prilog 1. Zadatak za printanje i izrezivanje

Complete these definitions
Biography – the story of a person's life written by...
Dictionary – you use it to look up...
Encyclopaedia – in it you find information about...
Travel book – there you find out what to do and see...
Manual – it tells you how something...
Novel – a long fictional...
Play – it is written for...
Cookbook – it gives you instructions...



Rješenja: ovo su neka od mogućih definicija

Biography – the story of a person's life written by someone else

Dictionary – you use it to look up a word

Encyclopaedia – in it you find information about many subjects

Travel book – there you find out what to do and see in a place

Manual – it tells you how something is done

Novel – a long fictional story

Play – it is written for the theatre

Cookbook – it gives you instructions on how to prepare a dish

2. aktivnost

Upute za nastavnike – obje varijante

Svakoj skupini dajte listić s tablicom u kojoj trebaju prema fonetskoj i značenjskoj asocijaciji povezati autora i naslov djela.

Također trebaju definirati kojoj vrsti publikacije bi pripadao svaki od naslova. Nakon što riješe zadatak moraju se kao skupina snimiti kako izgovaraju autore i naslove te vrstu publikacije i to predati kao izvršenje misije/zadatka.

Koriste Goosechase, Viber ili WhatsApp.

Upute za učenike:

Task 2.

Chasing authors

Match the title with the author. As a group, video yourselves pronouncing the authors and the matching titles as well as saying the type of the publication. Submit the video as the answer.

Bodovi za izvršeni zadatak :200

Vrednovanje za učenje – povratna informacija o točnosti odgovora i dodijeljeni bodovi



Prilog 2. Tablica za povezivanje i dopunjavanje

Match and complete

title	author	type of publication
Do-It-Yourself Jobs At Home	Robin Holmes	
How Sherlock Holmes Solved Crimes	Anne Tartic	
Exploring The South Pole	Roland Butter	
Quick Breakfasts	Andy Mann	
Confessions Of A Burglar	L.M.N.Tree	

Izvor naslova i autora: prilagođeno iz aktivnosti "Who wrote that? u "Fun Class Activities" Book 1 , Peter Watcyn-Jones, Penguin Books 2000

Rješenja:

Do-It-Yourself Jobs At Home (Andy Mann) – a manual

How Sherlock Holmes Solved Crimes (L.M.N.Tree) – a novel

Exploring The South Pole (Anne Tartic) –a travel book

Quick Breakfasts (Roland Butter) – a cookbook

Confessions Of A Burglar (Robin Holmes) – an autobiography



3. aktivnost

Upute za nastavnike – obje varijante

U ovoj aktivnosti primjenjuje se *slagalica (jigsaw)*, suradnička metoda rada na tekstu s više informacija. Potiče sve učenike na sudjelovanje i preuzimanje odgovornosti za svoj dio rada.

Matična skupina - (base group): Svaki učenik u skupini dobiva različiti tekst kojemu nedostaje dio koji treba uvrstiti. Rad je predviđen za skupinu od 5 učenika, ali može i manje. Podijelite onoliko različitih tekstova koliko ima učenika u skupini. Poželjno je da je omjer učenika po skupinama isti zbog rada u ekspertnim skupinama, ali nije nužno. Dijelova koje trebaju uvrstiti također ima pet. Oni se daju skupini na posebnim papirima. Sadržavaju odlomke koji nedostaju. Njihov broj i sadržaj mora odgovarati broju podijeljenih tekstova.

Učenici u skupini moraju pronaći svoj odlomak. Za taj dio imaju oko 5 minuta. U Goosechaseu upisuju slovo koje označava tekst i broj koji označava odlomak. To predaju kao odgovor. Zadržavaju svoj odlomak za daljnji rad.

U drugoj varijanti ispisuju kombinacije rednog broja teksta i slova koje pripada odlomku, (npr. 3a) te pokazuju nastavniku ili šalju sliku Viber-om ili WhatsApp-om.



Prilog 3a. Odlomci

She was born in Alabama. When she was only 19 months old, she experienced a severe childhood illness, which left her deaf and almost completely blind. For the first few years of her life, she was only able to communicate with her family through a simple number of signs.

Text_____

Extract b

He also drew complex models of machines; in particular, he was fascinated by flight. Among his sketches there are a helicopter, a tank and a calculator.

Text_____

Extract c

In 1932, he received his first Academy Award for the Best Short Subject: Cartoons for the three coloured 'Flowers and Trees'. He also won a special Academy Award for Mickey Mouse.

Text_____

Extract d

She was born in Manchester. Her family had a tradition of radical politics, so she continued in the same manner.

Text_____

Extract e

In 1996 he had the honour of lighting the flame at the 1996 Summer Olympics in Atlanta, Georgia.

Text _____

Rješenja:



Extract a – text 3

Extract b – text 1

Extract c – text 5

Extract d – text 2

Extract e – text 4

Prilog 3b. Tekstovi za čitanje i dopunjavanje

TEXT 1 - LEONARDO DA VINCI

Leonardo da Vinci (1452 – 1519) is one of the world's greatest artists, thinkers and inventors. He is probably most famous for his painting – the 'Mona Lisa', now on display in the Louvre, Paris. Born in Italy, an illegitimate child of a lawyer, he was homeschooled. Apart from art he showed interest in all aspects of life, from anatomy to mathematics and astronomy. Living in a period which was marked by new ideas and scientific discoveries da Vinci was a contemporary of Raphael and Michelangelo, though he was born two decades before them. It was a period known as the High Renaissance. During his life he spent some time in Florence, Milan, Verona, Rome and France.

In Florence he entered the workshop of Verrocchio, a Florentine painter. He invented the painting technique called *chiaroscuro* which is based on the contrast of light and shadow. This technique was used to great effect in the 'Mona Lisa', the world's most famous and intriguing painting. It is a portrait of a wife of a Florentine noble whose mysterious smile is still studied by many scientists.

After moving to Milan he continued painting but also developed interest in engineering and anatomy. During this period he painted the famous artworks 'Madonna on the Rocks' and 'The Last Supper'.

'The Last Supper' has been described as one of the greatest religious paintings showing Christ and his disciples. One of his qualities was perfectionism and that is one of the reasons why he had completed so few paintings.

Da Vinci also showed a great interest in anatomy. He painted a simple sketch of the Vitruvian Man (based on the work of the Roman architect Vitruvius) which shows the simple symmetry of man. The picture combines art, man and science, illustrating the beauty of geometrical proportions and the human form.



He was left-handed and also made numerous notes in his complex mirror handwriting, starting from right to left.

Extract ____

Leonardo remained single throughout his life. He did not marry or have children. He kept his personal life private and shared few details.

Adapted from:

https://www.biographyonline.net/scientists/leonardo_da_vinci.html

TEXT 2 - EMMELINE PANKHURST

Emmeline Pankhurst (1858 –1928) was a leading British suffragette (women's rights campaigner) who played a militant role in helping to gain women the right to vote. The term 'suffrage' means the right to vote in political elections.

Extract ____

In 1878, she married Richard Pankhurst, a well-known lawyer who also supported the suffrage movement. They had five children. After her husband's death she continued with her political action.

First she started with Women's Franchise League and later, in 1903 she formed the more militant Women's Social and Political Union (WSPU). It was through the political action of the WSPU that the term women's suffragette movement was created. She led a passionate group of women who were willing to take part in drastic action such as tying themselves to railings, smashing windows, arson and launching demonstrations. Pankhurst defended the extreme, militant tactics on the grounds that the position of women in the society was that bad that it was their duty to break the law in order to attract attention to the reasons they did it. Militant suffragettes were often described as fanatics. In 1913, a suffragette Emily Davison was killed after throwing herself under the King's horse as a sign of protest.

During demonstrations many women were arrested. While in prison they also protested by going on hunger strike. When they went on hunger strike, they were violently force-fed or released only to be rearrested after they grew strong again – known as 'Cat and Mouse Act' the government passed in response to the wave of hunger strikes. In 1912, Emily Pankhurst was convicted of breaking windows and sent to prison. In prison, she went on hunger strike in protest about the horrible conditions that prisoners were kept in. She was sent to prison on numerous occasions.



However, when the First World War started Emmeline Pankhurst and temporarily stopped suffrage campaign. She said that the German aggression was a greater threat and that there was no use in fighting for a vote if there was no country to vote in. During the war women took on many jobs which were previously done by men. They became factory workers, bus drivers, police officers, firefighters, bank clerks etc. The war brought radical social changes which helped women demand their social rights.

In 1928, Emmeline died shortly before women were granted equal voting rights with men (at 21).

Adapted from:

<https://www.biographyonline.net/emily-pankhurst.html>

TEXT 3 - HELEN KELLER

Helen Keller (1880-1968) was an American author and a campaigner for deaf and blind charities. Helen became deaf and blind as a young child and had to struggle to overcome her disability.

Extract ____

Meeting Anne Sullivan at the Perkins Institute for the Blind changed Helen's life. Sullivan, the Institute's former student, being also visually impaired and with no prior experience in teaching others, set about teaching Helen how to communicate. Her teaching was very successful and their friendship lasted for almost 50 years.

In the beginning, Keller was unable to pick up the hand signals that Sullivan was giving. However, after a frustrating month, Keller picked up on Sullivan's system of hand signals through understanding the word water. Sullivan poured water over Keller's left hand and wrote out on her right hand the word 'water'. This helped Helen to fully understand the system, and she was soon able to identify a variety of household objects.

Keller made quick progress and became proficient in Braille (the writing system for the blind and visually impaired) and was able to begin a successful education, despite her disability. Keller made more progress than anyone expected.

She came into contact with American author Mark Twain who helped her find financial support for her further education. She successfully graduated at Radcliffe College. During her education, she also learned to speak and lip-read.

She became a proficient writer and speaker and published her autobiography - '*The Story of My Life*'. Her political activism was



visible through pacifism such as opposing the US involvement in the First World War.

She devoted much of her time to raising funds and awareness for blind charities. She was active in raising money and also improving the living conditions of the blind, who at the time were often badly educated and living in asylums. Her public profile helped to destigmatise blindness and deafness and her optimism never left her. She was given numerous awards during her life, including the Presidential Medal of Freedom in 1964 by Lyndon B. Johnson.

Adapted from:

<https://www.biographyonline.net/women/helen-keller.html>

TEXT 4 - MUHAMMAD ALI

Muhammad Ali (born Cassius Marcellus Clay, 1942 –2016) was an Olympic and World Champion boxer, who also had a unique personality, based on self-belief and strong religious and political convictions. His nicknames included The Greatest, The Champ, The Louisville Lip or just 'Ali'.

In 1999, Ali was crowned "Sportsman of the Century" by Sports Illustrated and "Sports Personality of the Century" by the BBC. His boxing record includes a total of 61 fights. He won 56 fights, 37 of which were knockouts.

He won the World Heavyweight Boxing championship three times as well as an Olympic gold medal in the light heavyweight division at the 1960 Summer Olympics in Rome.

Ali was born in Kentucky. He was named after his father who was named after the 19th-century abolitionist and politician Cassius Clay. Ali would later change his name after joining the Nation of Islam.

Ali's refusal to do military service and joining the Nation of Islam made him one of the most recognisable and controversial figures of his time.

Near the end of 1967, Ali was stripped of his title by the professional boxing commission and would not be allowed to fight professionally for more than three years. He was also convicted for refusing induction into the army and sentenced to five years in prison. He lived those years in exile and fought to appeal his conviction. He stayed in the public spotlight and supported himself by giving speeches primarily at rallies on college campuses that opposed the Vietnam War. In 1970, Ali was allowed to fight again, and in late 1971 the Supreme Court reversed his conviction.

Ali was diagnosed with Parkinson's disease in the early 1980s due



to the injuries he suffered throughout his career.

Extract ____

After he had retired from boxing, Ali devoted himself to humanitarian work around the globe. He fought against hunger and poverty, supported education efforts of all kinds, promoted adoption and encouraged people to respect and better understand one another.

Adapted from:

<https://www.biographyonline.net/sport/boxing/muhammad-ali-facts.html>

<https://www.biographyonline.net/sport/muhammad-ali.html>

TEXT 5 - WALT DISNEY

Walt Disney (1901 – 1966) was a film producer, media magnate and co-founder of the Walt Disney Company. He was an iconic figure in entertainment industry, helping to produce many films. With his staff, he created famous cartoon characters, such as Mickey Mouse and Donald Duck. He was a man of great new ideas. During his lifetime, he received 59 Nominations for the Academy Awards (the Oscars), winning 22 Awards.

Walt Disney was born in Chicago. As a child, Walt developed an interest in art and took lessons at the Kansas City Institute and later Chicago Art Institute. He became the cartoonist for the school magazine. He used his talent as a cartoonist to start his first work. First he set up his own studio, but was not able to run a profitable business so he moved to Hollywood, the centre of film and entertainment industry and his career started to progress. There he created the character of Mickey Mouse (originally called Mortimer Mouse). Ub Iwerks drew Mickey Mouse, and Walt gave a voice to the character. The Mickey Mouse cartoons with soundtracks became very popular and established the growing reputation of Disney Productions. The skill of Walt Disney was to give his cartoons believable real-life characteristics. They were skillfully illustrated and captured the imagination of the audience through great stories.

Extract ____

In 1933, he developed his most successful cartoon of all time - 'The Three Little Pigs' with the famous song 'Who's Afraid of the Big Bad Wolf'. His other successful projects include a full-length animated feature film 'Snow White and the Seven Dwarfs' which was made using new techniques of filming, 'Pinocchio', 'Bambi' and 'The Wind in the Willows'. During the Second World War there was less demand for cartoon animation. After the war Disney production



continued successfully with the full-length film animations such as 'Cinderella' and 'Peter Pan' and films such as 'Treasure Island', '20,000 Leagues Under the Sea' and 'Pollyanna'. In 1964, they produced their most successful ever film 'Mary Poppins.'

In 1955 Walt Disney opened his world famous theme park Disneyland in California. He wanted it to be a magical world for children and surrounded by a train since he had a great love of trains. After his death, the company missed his great genius until its success was regained by a new generation of films such as 'Who Framed Roger Rabbit' and 'The Lion King'.

Adapted from:

<https://www.biographyonline.net/artists/walt-disney.html>

Upute za učenike

Matching extracts

Match the right extract with your text. Type the number of the text and the letter of the extract, for example - c5.

Bodovi za izvršeni zadatak: 500

Vrednovanje za učenje – povratna informacija o točnosti odgovora i dodijeljeni bodovi

4. aktivnost

Nakon što uvrste dijelove u tekst učenici oformljuju tzv. ekspertne skupine s učenicima iz ostalih grupa koji imaju isti tekst, u kojima će dogovoriti što će izdvojiti kao najvažnije te onda prezentirati matičnoj skupini. Za taj zadatak imaju 15 minuta. Koriste se online rječnicima poput

<https://www.merriam-webster.com/>

ili

<https://www.oxfordlearnersdictionaries.com/>

ili rječnicima iz

knjižnice.

Po završetku dogovora o prezentaciji učenici se vraćaju svojoj matičnoj skupini te redom prezentiraju svoj tekst.

Prema informacijama koje su dobili jedni od drugih rješavaju problemski zadatak za skupinu – pronaći barem dvije različite poveznice između najmanje dvije osobe te u obliku riječi ili kratke fraze predati kao odgovor u Goosechaseu ili napisati na papir i predati nastavniku.



Moguća rješenja:

Muhammad Ali, Emmeline Pankurst i H. Keller – people's rights campaigners

Keller and Ali – charity work

Disney and da Vinci – new ideas, new methods, drawing/painting (art)

Upute za učenike

Biography chase

In your expert group read the biography and decide on the most important details about your person. You have 10 minutes for this task. When finished, return to your base group and present your person to the group. Define at least two similarities between at least two pairs of people and submit them as the answer.

Bodovi za izvršeni zadatak: 1000

Vrednovanje za učenje – povratna informacija o točnosti odgovora i dodijeljeni bodovi

5. aktivnost

Rješavanjem kviza koji je u funkciji izlazne kartice učenici pokazuju uspješnost rada skupine i svakog pojedinog člana.

Test se nalazi na poveznici <https://b.socrative.com/teacher/#import-quiz/41013472>

Da biste ga isprintali, trebate se registrirati, a kasnije prijaviti na digitalni alat Socrative.

Također možete isprintati i primjerak iz priloga 4.



	<p>Prilog 4. Izlazna kartica – kviz o biografijama</p> <p>Biography Facts Quiz</p> <p>1. Walt Disney first filmed... A The Three Little Pigs. B Cinderella. C Mary Poppins.</p> <p>2. Helen Keller never learned to lip-read. A True B False</p> <p>3. Muhammad Ali's real name was _____.</p> <p>4. Walt Disney didn't A draw Mickey Mouse. B give the voice to the character of Mickey Mouse. C create Mickey Mouse.</p> <p>5. Muhammad Ali won A 37 fights. B 56 fights. C 65 fights.</p> <p>6. This person's family had a tradition of radical politics. A Muhammad Ali. B Hellen Keller. C Emmeline Pankhurst.</p> <p>7. We connect the Cat and Mouse Act with _____.</p> <p>8. The Vitruvian Man is the name we associate with A Walt Disney. B Muhammad Ali. C Leonardo da Vinci.</p> <p>9. Chiaroscuro is a painting technique based on the contrast of A light colours and dark colours. B darkness and colours. C light and shadow.</p> <p>10. Helen picked up on the system of signals she was taught through understanding the meaning of the word A mother. B cup. C water.</p> <p>Rješenja:</p> <p>1-a; 2-b; 3-Cassius Clay; 4-a; 5-b; 6-c; 7- Emmeline Pankhurst; 8-c; 9-c; 10-c</p>
<p>Sadržaji koji se koriste u</p>	<p>Pojmovi: biography ,dictionary encyclopaedia, travel book,manual, novel, play, cookbook</p>



aktivnostima

Prilagođeni tekstovi:

TEXT 1 - LEONARDO DA VINCI

Leonardo da Vinci (1452 – 1519) is one of the world's greatest artists, thinkers and inventors. He is probably most famous for his painting – the 'Mona Lisa', now on display in the Louvre, Paris. Born in Italy, an illegitimate child of a lawyer, he was homeschooled. Apart from art he showed interest in all aspects of life, from anatomy to mathematics and astronomy. Living in a period which was marked by new ideas and scientific discoveries da Vinci was a contemporary of Raphael and Michelangelo, though he was born two decades before them. It was a period known as the High Renaissance. During his life he spent some time in Florence, Milan, Verona, Rome and France.

In Florence he entered the workshop of Verrocchio, a Florentine painter. He invented the painting technique called *chiaroscuro* which is based on the contrast of light and shadow. This technique was used to great effect in the 'Mona Lisa', the world's most famous and intriguing painting. It is a portrait of a wife of a Florentine noble whose mysterious smile is still studied by many scientists.

After moving to Milan he continued painting but also developed interest in engineering and anatomy. During this period he painted the famous artworks 'Madonna on the Rocks' and 'The Last Supper'.

'The Last Supper' has been described as one of the greatest religious paintings showing Christ and his disciples. One of his qualities was perfectionism and that is one of the reasons why he had completed so few paintings.

Da Vinci also showed a great interest in anatomy. He painted a simple sketch of the Vitruvian Man (based on the work of the Roman architect Vitruvius) which shows the simple symmetry of man. The picture combines art, man and science, illustrating the beauty of geometrical proportions and the human form.

He was left-handed and also made numerous notes in his complex mirror handwriting, starting from right to left.

He also drew complex models of machines; in particular, he was fascinated by flight. Among his sketches there are a helicopter, a tank and a calculator.

Leonardo remained single throughout his life. He did not marry or have children. He kept his personal life private and shared few details.



Adapted from:

https://www.biographyonline.net/scientists/leonardo_da_vinci.html

TEXT 2 - EMMELINE PANKHURST

Emmeline Pankhurst (1858 –1928) was a leading British suffragette (women's rights campaigner) who played a militant role in helping to gain women the right to vote. The term 'suffrage' means the right to vote in political elections.

Emmeline Pankhurst was born in Manchester. Her family had a tradition of radical politics, so she continued in the same manner.

In 1878, she married Richard Pankhurst, a well-known lawyer who also supported the suffrage movement. They had five children. After her husband's death she continued with her political action.

First she started with Women's Franchise League and later, in 1903 she formed the more militant Women's Social and Political Union (WSPU). It was through the political action of the WSPU that the term women's suffragette movement was created. She led a passionate group of women who were willing to take part in drastic action such as tying themselves to railings, smashing windows, arson and launching demonstrations. Pankhurst defended the extreme, militant tactics on the grounds that the position of women in the society was that bad that it was their duty to break the law in order to attract attention to the reasons they did it. Militant suffragettes were often described as fanatics. In 1913, a suffragette Emily Davison was killed after throwing herself under the King's horse as a sign of protest.

During demonstrations many women were arrested. While in prison they also protested by going on hunger strike. When they went on hunger strike, they were violently force-fed or released only to be rearrested after they grew strong again – known as 'Cat and Mouse Act' the government passed in response to the wave of hunger strikes. In 1912, Emily Pankhurst was convicted of breaking windows and sent to prison. In prison, she went on hunger strike in protest about the horrible conditions that prisoners were kept in. She was sent to prison on numerous occasions.

However, when the First World War started Emmeline Pankhurst and temporarily stopped suffrage campaign. She said that the German aggression was a greater threat and that there was no use in fighting for a vote if there was no country to vote in. During the war women took on many jobs which were previously done by men. They became factory workers, bus drivers, police officers, firefighters, bank clerks etc. The war brought radical social changes



which helped women demand their social rights.

In 1928, Emmeline died shortly before women were granted equal voting rights with men (at 21).

Adapted from:

<https://www.biographyonline.net/emily-pankhurst.html>

TEXT 3 - HELEN KELLER

Helen Keller (1880-1968) was an American author and a campaigner for deaf and blind charities. Helen became deaf and blind as a young child and had to struggle to overcome her disability.

She was born in Alabama. When she was only 19 months old, she experienced a severe childhood illness, which left her deaf and almost completely blind. For the first few years of her life, she was only able to communicate with her family through a simple number of signs.

Meeting Anne Sullivan at the Perkins Institute for the Blind changed Helen's life. Sullivan, the Institute's former student, being also visually impaired and with no prior experience in teaching others, set about teaching Helen how to communicate. Her teaching was very successful and their friendship lasted for almost 50 years.

In the beginning, Keller was unable to pick up the hand signals that Sullivan was giving. However, after a frustrating month, Keller picked up on Sullivan's system of hand signals through understanding the word water. Sullivan poured water over Keller's left hand and wrote out on her right hand the word 'water'. This helped Helen to fully understand the system, and she was soon able to identify a variety of household objects.

Keller made quick progress and became proficient in Braille (the writing system for the blind and visually impaired) and was able to begin a successful education, despite her disability. Keller made more progress than anyone expected.

She came into contact with American author Mark Twain who helped her find financial support for her further education. She successfully graduated at Radcliffe College. During her education, she also learned to speak and lip-read.

She became a proficient writer and speaker and published her autobiography - '*The Story of My Life*'. Her political activism was visible through pacifism such as opposing the US involvement in the First World War.

She devoted much of her time to raising funds and awareness for blind charities. She was active in raising money and also improving



the living conditions of the blind, who at the time were often badly educated and living in asylums. Her public profile helped to de-stigmatise blindness and deafness and her optimism never left her. She was given numerous awards during her life, including the Presidential Medal of Freedom in 1964 by Lyndon B. Johnson.

Adapted from:

<https://www.biographyonline.net/women/helen-keller.html>

TEXT 4 - MUHAMMAD ALI

Muhammad Ali (born Cassius Marcellus Clay, 1942 –2016) was an Olympic and World Champion boxer, who also had a unique personality, based on self-belief and strong religious and political convictions. His nicknames included The Greatest, The Champ, The Louisville Lip or just 'Ali'.

In 1999, Ali was crowned "Sportsman of the Century" by Sports Illustrated and "Sports Personality of the Century" by the BBC. His boxing record includes a total of 61 fights. He won 56 fights, 37 of which were knockouts.

He won the World Heavyweight Boxing championship three times as well as an Olympic gold medal in the light heavyweight division at the 1960 Summer Olympics in Rome.

Ali was born in Kentucky. He was named after his father who was named after the 19th-century abolitionist and politician Cassius Clay. Ali would later change his name after joining the Nation of Islam.

Ali's refusal to do military service and joining the Nation of Islam made him one of the most recognisable and controversial figures of his time.

Near the end of 1967, Ali was stripped of his title by the professional boxing commission and would not be allowed to fight professionally for more than three years. He was also convicted for refusing induction into the army and sentenced to five years in prison. He lived those years in exile and fought to appeal his conviction. He stayed in the public spotlight and supported himself by giving speeches primarily at rallies on college campuses that opposed the Vietnam War. In 1970, Ali was allowed to fight again, and in late 1971 the Supreme Court reversed his conviction.

Ali was diagnosed with Parkinson's disease in the early 1980s due to the injuries he suffered throughout his career.

In 1996 he had the honour of lighting the flame at the 1996 Summer Olympics in Atlanta, Georgia.

After he had retired from boxing, Ali devoted himself to humanitarian work around the globe. He fought against hunger and poverty, supported education efforts of all kinds, promoted adoption



and encouraged people to respect and better understand one another.

Adapted from:

<https://www.biographyonline.net/sport/boxing/muhammad-ali-facts.html>

<https://www.biographyonline.net/sport/muhammad-ali.html>

TEXT 5 - WALT DISNEY

Walt Disney (1901 – 1966) was a film producer, media magnate and co-founder of the Walt Disney Company. He was an iconic figure in entertainment industry, helping to produce many films. With his staff, he created famous cartoon characters, such as Mickey Mouse and Donald Duck. He was a man of great new ideas. During his lifetime, he received a record 59 Nominations for the Academy Awards (the Oscars), winning 22 Awards.

Walt Disney was born in Chicago. As a child, Walt developed an interest in art and took lessons at the Kansas City Institute and later Chicago Art Institute. He became the cartoonist for the school magazine. He used his talent as a cartoonist to start his first work. First he set up his own studio, but was not able to run a profitable business so he moved to Hollywood, the centre of film and entertainment industry and his career started to progress. There he created the character of Mickey Mouse (originally called Mortimer Mouse). Ub Iwerks drew Mickey Mouse, and Walt gave a voice to the character. The Mickey Mouse cartoons with soundtracks became very popular and established the growing reputation of Disney Productions. The skill of Walt Disney was to give his cartoons believable real-life characteristics. They were skillfully illustrated and captured the imagination of the audience through great stories.

In 1932, he received his first Academy Award for the Best Short Subject: Cartoons for the three coloured 'Flowers and Trees'. He also won a special Academy Award for Mickey Mouse.

In 1933, he developed his most successful cartoon of all time - 'The Three Little Pigs' with the famous song 'Who's Afraid of the Big Bad Wolf'. His other successful projects include a full-length animated feature film 'Snow White and the Seven Dwarfs' which was made using new techniques of filming, 'Pinocchio', 'Bambi' and 'The Wind in the Willows'. During the Second World War there was less demand for cartoon animation. After the war Disney production continued successfully with the full-length film animations such as 'Cinderella' and 'Peter Pan' and films such as 'Treasure Island', '20,000 Leagues Under the Sea' and 'Pollyanna'. In 1964, they produced their most successful ever film 'Mary Poppins.'

In 1955 Walt Disney opened his world famous theme park



	<p>Disneyland in California. He wanted it to be a magical world for children and surrounded by a train since he had a great love of trains. After his death, the company missed his great genius until its success was regained by a new generation of films such as 'Who Framed Roger Rabbit' and 'The Lion King'.</p> <p>Adapted from:</p> <p>https://www.biographyonline.net/artists/walt-disney.html</p>
Primjeri vrednovanja za učenje, vrednovanja kao učenje ili naučenog uz upute	<p>Vrednovanje za učenje i kao učenje prisutno je u svakoj aktivnosti. Svaki od zadataka u natjecateljskoj igri boduje se prema uspješnosti ispunjenja zadatka (vrednovanje za učenje). (Vidjeti poveznicu na igru u kojoj je primjer vrednovanja putem bodovanja.) Vrednovanje kao učenje prisutno je kada učenici jedni s drugima surađuju u rješavanju zadataka i kada si daju povratnu informaciju o tome jesu li njihovi kolege na pravom tragu, znaju li i mogu li riješiti dio zajedničkog zadatka.</p> <p>Vrednovanje kao učenje je i uspješnost pojedinčevog rješavanja kviza koja ovisi o tome koliko je prezentacija njihovih kolega iz skupine bila uspješna jer oni su bili izvor informacija za kviz.</p> <p>Poveznica na kviz</p> <p>https://b.socrative.com/teacher/#import-quiz/41013472</p> <p>koji je također prikazan u Prilogu 4. Izlazna kartica – kviz o biografijama u uputama za nastavnike.</p>
Razrađeni problemski zadaci, zadaci za poticanje kritičkog razmišljanja, kreativnosti i/ili istraživački zadaci; ovisno o predmetu i nastavnoj temi	<p>Učenike podijelite u skupine od petero učenika. Dajte im izrezane definicije različitih vrsta literature i objasnite da je zadatak dopuniti ih riječima. Učenici zajedno rade na definicijama i popunjavaju ih. Trebaju njihove primjerke pronaći u knjižnici, slikati knjige uz njihove definicije te predati fotografiju kao rješenje prve misije/zadatka. Ako ne radite goosechase varijantu slika može biti poslana i putem jedne od društvenih mreža poput Vibera, WhatsAppa i sl. Dovoljno je da jedan učenik u ime skupine šalje odgovore.</p> <p>(Ukoliko ne raspolazete knjižnicom, učenicima možete zadati da izmisle ili se prisjete naslova za svaku od navedenih vrsta.)</p> <p>To je problemski zadatak koji uključuje definiranje i povezivanje te učenje u realnom okruženju.</p> <p>Bodovi za izvršeni zadatak :200</p>



Complete these definitions

Biography – the story of a person's life written by...

Dictionary – you use it to look up...

Encyclopaedia – in it you find information about...

Travel book – there you find out what to do and see...

Manual – it tells you how something...

Novel – a long fictional...

Play – it is written for...

Cookbook – it gives you instructions...

Rješenja: ovo su neka od mogućih definicija

Biography – the story of a person's life written by someone else

Dictionary – you use it to look up a word

Encyclopaedia – in it you find information about many subjects

Travel book – there you find out what to do and see in a place

Manual – it tells you how something is done

Novel – a long fictional story

Play – it is written for the theatre

Cookbook – it gives you instructions on how to prepare a dish



2. aktivnost

Upute za nastavnike – obje varijante

Svakoj skupini dajte listić s tablicom u kojoj trebaju prema fonetskoj i značenjskoj asocijaciji povezati autora i naslov djela.

Također trebaju definirati kojoj vrsti publikacije bi pripadao svaki od naslova. Nakon što riješe zadatak moraju se kao skupina snimiti kako izgovaraju autore i naslove te vrstu publikacije i to predati kao izvršenje misije/zadatka.

Koriste Goosechase, Viber ili WhatsApp.

Bodovi za izvršeni zadatak :200

Vrednovanje za učenje – povratna informacija o točnosti odgovora i dodijeljeni bodovi

Prilog 2. Tablica za povezivanje i dopunjavanje

Match and complete		
title	author	type of publication
Do-It-Yourself Jobs At Home	Robin Holmes	
How Sherlock Holmes Solved Crimes	Anne Tartic	
Exploring The South Pole	Roland Butter	
Quick Breakfasts	Andy Mann	
Confessions Of A Burglar	L.M.N.Tree	

Izvor naslova i autora: prilagođeno iz aktivnosti "Who wrote that? u "Fun Class Activities" Book 1 , Peter Watcyn-Jones, Penguin Books 2000

Rješenja:

Do-It-Yourself Jobs At Home (Andy Mann) – a manual



How Sherlock Holmes Solved Crimes (L.M.N.Tree) – a novel
Exploring The South Pole (Anne Tartic) –a travel book
Quick Breakfasts (Roland Butter) – a cookbook
Confessions Of A Burglar (Robin Holmes) – an autobiography

3. aktivnost

Upute za nastavnike – obje varijante

U ovoj aktivnosti primjenjuje se *slagalica(jigsaw)*, suradnička metoda rada na tekstu s više informacija. Potiče sve učenike na sudjelovanje i preuzimanje odgovornosti za svoj dio rada.

Matična skupina (base group)- Svaki učenik u skupini dobiva različiti tekst kojemu nedostaje dio koji treba uvrstiti. Rad je predviđen za skupinu od 5 učenika, ali može i manje. Podijelite onoliko različitih tekstova koliko ima učenika u skupini. Poželjno je da je omjer učenika po skupinama isti zbog rada u ekspertnim skupinama, ali nije nužno. Dijelova koje trebaju uvrstiti također ima pet. Oni se daju skupini na posebnim papirima. Sadržavaju odlomke koji nedostaju. Njihov broj i sadržaj mora odgovarati broju podijeljenih tekstova.

Učenici u skupini moraju pronaći svoj odlomak. Za taj dio imaju oko 5 minuta. U Goosechaseu upisuju slovo koje označava tekst i broj koji označava odlomak. To predaju kao odgovor. Zadržavaju svoj odlomak za daljnji rad.

U drugoj varijanti ispisuju kombinacije rednog broja teksta i slova koje pripada odlomku, (npr. 3a) te pokazuju nastavniku ili šalju sliku Viber-om ili WhatsApp-om.

Prilog 3a. Odlomci

She was born in Alabama. When she was only 19 months old, she experienced a severe childhood illness, which left her deaf and almost completely blind. For the first few years of her life, she was only able to communicate with her family through a simple number of signs.

Text_____



Extract b

He also drew complex models of machines; in particular, he was fascinated by flight. Among his sketches there are a helicopter, a tank and a calculator.

Text_____

Extract c

In 1932, he received his first Academy Award for the Best Short Subject: Cartoons for the three coloured 'Flowers and Trees'. He also won a special Academy Award for Mickey Mouse.

Text_____

Extract d

She was born in Manchester. Her family had a tradition of radical politics, so she continued in the same manner.

Text_____

Extract e

In 1996 he had the honour of lighting the flame at the 1996 Summer Olympics in Atlanta, Georgia.

Text _____

Rješenja:

Extract a – text 3

Extract b – text 1

Extract c – text 5

Extract d – text 2

Extract e – text 4



Prilog 3b. Tekstovi za čitanje i dopunjavanje

TEXT 1 - LEONARDO DA VINCI

Leonardo da Vinci (1452 – 1519) is one of the world's greatest artists, thinkers and inventors. He is probably most famous for his painting – the 'Mona Lisa', now on display in the Louvre, Paris. Born in Italy, an illegitimate child of a lawyer, he was homeschooled. Apart from art he showed interest in all aspects of life, from anatomy to mathematics and astronomy. Living in a period which was marked by new ideas and scientific discoveries da Vinci was a contemporary of Raphael and Michelangelo, though he was born two decades before them. It was a period known as the High Renaissance. During his life he spent some time in Florence, Milan, Verona, Rome and France.

In Florence he entered the workshop of Verrocchio, a Florentine painter. He invented the painting technique called *chiaroscuro* which is based on the contrast of light and shadow. This technique was used to great effect in the 'Mona Lisa', the world's most famous and intriguing painting. It is a portrait of a wife of a Florentine noble whose mysterious smile is still studied by many scientists.

After moving to Milan he continued painting but also developed interest in engineering and anatomy. During this period he painted the famous artworks 'Madonna on the Rocks' and 'The Last Supper'.

'The Last Supper' has been described as one of the greatest religious paintings showing Christ and his disciples. One of his qualities was perfectionism and that is one of the reasons why he had completed so few paintings.

Da Vinci also showed a great interest in anatomy. He painted a simple sketch of the Vitruvian Man (based on the work of the Roman architect Vitruvius) which shows the simple symmetry of man. The picture combines art, man and science, illustrating the beauty of geometrical proportions and the human form.

He was left-handed and also made numerous notes in his complex mirror handwriting, starting from right to left.

Extract ____

Leonardo remained single throughout his life. He did not marry or have children. He kept his personal life private and shared few details.



Adapted from:

https://www.biographyonline.net/scientists/leonardo_da_vinci.html

TEXT 2 - EMMELINE PANKHURST

Emmeline Pankhurst (1858 –1928) was a leading British suffragette (women's rights campaigner) who played a militant role in helping to gain women the right to vote. The term 'suffrage' means the right to vote in political elections.

Extract ____

In 1878, she married Richard Pankhurst, a well-known lawyer who also supported the suffrage movement. They had five children. After her husband's death she continued with her political action.

First she started with Women's Franchise League and later, in 1903 she formed the more militant Women's Social and Political Union (WSPU). It was through the political action of the WSPU that the term women's suffragette movement was created. She led a passionate group of women who were willing to take part in drastic action such as tying themselves to railings, smashing windows, arson and launching demonstrations. Pankhurst defended the extreme, militant tactics on the grounds that the position of women in the society was that bad that it was their duty to break the law in order to attract attention to the reasons they did it. Militant suffragettes were often described as fanatics. In 1913, a suffragette Emily Davison was killed after throwing herself under the King's horse as a sign of protest.

During demonstrations many women were arrested. While in prison they also protested by going on hunger strike. When they went on hunger strike, they were violently force-fed or released only to be rearrested after they grew strong again – known as 'Cat and Mouse Act' the government passed in response to the wave of hunger strikes. In 1912, Emily Pankhurst was convicted of breaking windows and sent to prison. In prison, she went on hunger strike in protest about the horrible conditions that prisoners were kept in. She was sent to prison on numerous occasions.

However, when the First World War started Emmeline Pankhurst and temporarily stopped suffrage campaign. She said that the German aggression was a greater threat and that there was no use in fighting for a vote if there was no country to vote in. During the war women took on many jobs which were previously done by men. They became factory workers, bus drivers, police officers, firefighters, bank clerks etc. The war brought radical social changes which helped women demand their social rights.



In 1928, Emmeline died shortly before women were granted equal voting rights with men (at 21).

Adapted from:

<https://www.biographyonline.net/emily-pankhurst.html>

TEXT 3 - HELLEN KELLER

Helen Keller (1880-1968) was an American author and a campaigner for deaf and blind charities. Helen became deaf and blind as a young child and had to struggle to overcome her disability.

Extract ____

Meeting Anne Sullivan at the Perkins Institute for the Blind changed Hellen's life. Sullivan, the Institute's former student, being also visually impaired and with no prior experience in teaching others, set about teaching Helen how to communicate. Her teaching was very successful and their friendship lasted for almost 50 years.

In the beginning, Keller was unable to pick up the hand signals that Sullivan was giving. However, after a frustrating month, Keller picked up on Sullivan's system of hand signals through understanding the word water. Sullivan poured water over Keller's left hand and wrote out on her right hand the word 'water'. This helped Helen to fully understand the system, and she was soon able to identify a variety of household objects.

Keller made quick progress and became proficient in Braille (the writing system for the blind and visually impaired) and was able to begin a successful education, despite her disability. Keller made more progress than anyone expected.

She came into contact with American author Mark Twain who helped her find financial support for her further education. She successfully graduated at Radcliffe College. During her education, she also learned to speak and lip-read.

She became a proficient writer and speaker and published her autobiography - '*The Story of My Life*'. Her political activism was visible through pacifism such as opposing the US involvement in the First World War.

She devoted much of her time to raising funds and awareness for blind charities. She was active in raising money and also improving the living conditions of the blind, who at the time were often badly educated and living in asylums. Her public profile helped to de-



stigmatise blindness and deafness and her optimism never left her. She was given numerous awards during her life, including the Presidential Medal of Freedom in 1964 by Lyndon B. Johnson.

Adapted from:

<https://www.biographyonline.net/women/helen-keller.html>

TEXT 4 - MUHAMMAD ALI

Muhammad Ali (born Cassius Marcellus Clay, 1942 –2016) was an Olympic and World Champion boxer, who also had a unique personality, based on self-belief and strong religious and political convictions. His nicknames included The Greatest, The Champ, The Louisville Lip or just 'Ali'.

In 1999, Ali was crowned "Sportsman of the Century" by Sports Illustrated and "Sports Personality of the Century" by the BBC. His boxing record includes a total of 61 fights. He won 56 fights, 37 of which were knockouts.

He won the World Heavyweight Boxing championship three times as well as an Olympic gold medal in the light heavyweight division at the 1960 Summer Olympics in Rome.

Ali was born in Kentucky. He was named after his father who was named after the 19th-century abolitionist and politician Cassius Clay. Ali would later change his name after joining the Nation of Islam.

Ali's refusal to do military service and joining the Nation of Islam made him one of the most recognisable and controversial figures of his time.

Near the end of 1967, Ali was stripped of his title by the professional boxing commission and would not be allowed to fight professionally for more than three years. He was also convicted for refusing induction into the army and sentenced to five years in prison. He lived those years in exile and fought to appeal his conviction. He stayed in the public spotlight and supported himself by giving speeches primarily at rallies on college campuses that opposed the Vietnam War. In 1970, Ali was allowed to fight again, and in late 1971 the Supreme Court reversed his conviction.

Ali was diagnosed with Parkinson's disease in the early 1980s due to the injuries he suffered throughout his career.

Extract ____

After he had retired from boxing, Ali devoted himself to humanitarian work around the globe. He fought against hunger and poverty, supported education efforts of all kinds, promoted adoption



and encouraged people to respect and better understand one another.

Adapted from:

<https://www.biographyonline.net/sport/boxing/muhammad-ali-facts.html>

<https://www.biographyonline.net/sport/muhammad-ali.html>

TEXT 5 - WALT DISNEY

Walt Disney (1901 – 1966) was a film producer, media magnate and co-founder of the Walt Disney Company. He was an iconic figure in entertainment industry, helping to produce many films. With his staff, he created famous cartoon characters, such as Mickey Mouse and Donald Duck. He was a man of great new ideas. During his lifetime, he received 59 Nominations for the Academy Awards (the Oscars), winning 22 Awards.

Walt Disney was born in Chicago. As a child, Walt developed an interest in art and took lessons at the Kansas City Institute and later Chicago Art Institute. He became the cartoonist for the school magazine. He used his talent as a cartoonist to start his first work. First he set up his own studio, but was not able to run a profitable business so he moved to Hollywood, the centre of film and entertainment industry and his career started to progress. There he created the character of Mickey Mouse (originally called Mortimer Mouse). Ub Iwerks drew Mickey Mouse, and Walt gave a voice to the character. The Mickey Mouse cartoons with soundtracks became very popular and established the growing reputation of Disney Productions. The skill of Walt Disney was to give his cartoons believable real-life characteristics. They were skillfully illustrated and captured the imagination of the audience through great stories.

Extract __

In 1933, he developed his most successful cartoon of all time - 'The Three Little Pigs' with the famous song 'Who's Afraid of the Big Bad Wolf'. His other successful projects include a full-length animated feature film 'Snow White and the Seven Dwarfs' which was made using new techniques of filming, 'Pinocchio', 'Bambi' and 'The Wind in the Willows'. During the Second World War there was less demand for cartoon animation. After the war Disney production continued successfully with the full-length film animations such as 'Cinderella' and 'Peter Pan' and films such as 'Treasure Island', '20,000 Leagues Under the Sea' and 'Pollyanna'. In 1964, they produced their most successful ever film 'Mary Poppins.'

In 1955 Walt Disney opened his world famous theme park



Disneyland in California. He wanted it to be a magical world for children and surrounded by a train since he had a great love of trains. After his death, the company missed his great genius until its success was regained by a new generation of films such as 'Who Framed Roger Rabbit' and 'The Lion King'.

Adapted from:

<https://www.biographyonline.net/artists/walt-disney.html>

Bodovi za izvršeni zadatak: 500

Vrednovanje za učenje – povratna informacija o točnosti odgovora i dodijeljeni bodovi

4. aktivnost

Nakon što uvrste dijelove u tekst učenici oformljuju tzv. ekspertne skupine s učenicima iz ostalih grupa koji imaju isti tekst, u kojima će dogovoriti što će izdvojiti kao najvažnije te onda prezentirati matičnoj skupini. Za taj zadatak imaju 15 minuta. Koriste se online rječnicima poput

<https://www.merriam-webster.com/>

ili

<https://www.oxfordlearnersdictionaries.com/>

ili rječnicima iz

knjižnice.

Po završetku dogovora o prezentaciji učenici se vraćaju svojoj matičnoj skupini te redom prezentiraju svoj tekst.

Prema informacijama koje su dobili jedni od drugih rješavaju problemski zadatak za skupinu – pronaći barem dvije različite poveznice između najmanje dvije osobe te u obliku riječi ili kratke fraze predati kao odgovor u Goosechaseu ili napisati na papir i predati nastavniku.

Moguća rješenja:

Muhammad Ali, Emmeline Pankurst i H. Keller – people's rights campaigners

Keller and Ali – charity work

Disney and da Vinci – new ideas, new methods, drawing/painting (art)

Bodovi za izvršeni zadatak: 1000

Vrednovanje za učenje – povratna informacija o točnosti odgovora i dodijeljeni bodovi



5. aktivnost

Rješavanjem kviza koji je u funkciji izlazne kartice učenici pokazuju uspješnost rada skupine i svakog pojedinog člana.

Test se nalazi na poveznici <https://b.socrative.com/teacher/#import-quiz/41013472>

Da biste ga isprintali, trebate se registrirati, a kasnije prijaviti na digitalni alat Socrative.

Također možete isprintati i primjerak iz priloga 4.

Prilog 4. Izlazna kartica – kviz o biografijama

Biography Facts Quiz

1. Walt Disney first filmed...

- A The Three Little Pigs.
- B Cinderella.
- C Mary Poppins.

2. Hellen Keller never learned to lip-read.

- A True
- B False

3. Muhammad Ali's real name was

4. Walt Disney didn't

- A draw Mickey Mouse.
- B give the voice to the character of Mickey Mouse.
- C create Mickey Mouse.

5. Muhammad Ali won

- A 37 fights.
- B 56 fights.
- C 65 fights.

6. This person's family had a tradition of radical politics.

- A Muhammad Ali.
- B Hellen Keller.
- C Emmeline Pankhurst.

7. We connect the Cat and Mouse Act with_____.

8. The Vitruvian Man is the name we associate with

- A Walt Disney.
- B Muhammad Ali.
- C Leonardo da Vinci.

9. Chiaroscuro is a painting technique based on the contrast of

- A light colours and dark colours.
- B darkness and colours.



	<p>C light and shadow.</p> <p>10. Hellen picked up on the system of signals she was taught through understanding the meaning of the word</p> <p>A mother.</p> <p>B cup.</p> <p>C water.</p> <p>Rješenja:</p> <p>1-a; 2-b; 3-Cassius Clay; 4-a; 5-b; 6-c; 7- Emmeline Pankhurst; 8-c; 9-c; 10-c</p>
DODATNI ELEMENTI¹	
Poveznice na više odgojno-obrazovnih ishoda različitih predmeta ili očekivanja međupredmetnih tema	<p>SŠ HJ A.1.1.</p> <p>SŠ HJ A.1.3.</p> <p>uku A.4/5.2.</p> <p>uku A.4/5.3.</p> <p>uku B.4/5.4.</p> <p>uku C.4/5.4</p> <p>uku D.4/5.2.</p> <p>osr B.4.2</p> <p>osr C.4.2.</p> <p>ikt A. 4.2.</p>
Aktivnost u kojima je vidljiva interdisciplinarnost	Aktivnost rada na tekstovima koji sadržajno pokrivaju različite teme i polja ljudskog djelovanja i interesa: Leonardo da Vinci – likovna umjetnost, Emmeline Pankhurst – politika i etika, građanski odgoj; Muhammad Ali – sport, građanski odgoj, politika i etika; Hellen Keller – etika, politika, osobni i socijalni razvoj; Walt Disney – medijska kultura, zabava, filmska umjetnost
Aktivnosti koji obuhvaćaju prilagodbe za učenike s teškoćama	
Aktivnosti za	1) Učenik može izabrati nekoliko osoba koje imaju dodirne točke,

¹ Sastavni elementi prijave koji omogućuju dodanu vrijednost provedbi javnog poziva. Nisu obavezni, ali nose dodatne bodove u skladu s kriterijima procjene Metodčkih preporuka.



<p>motiviranje i rad s darovitim učenicima</p>	<p>istražiti i čitati o njima te usporediti njihov rad, kritički ih sagledati uzimajući u obzir vremenski period u kojem su djelovali, političku i društvenu klimu i ostale elemente koji su mogli utjecati na njihovo djelovanje. Po završetku istraživanja izraditi komparativnu analizu njihovih života u obliku eseja ili prezentacije izrađene u nekom od digitalnih alata poput Nearpod-a.</p> <p>2) Učenik može izabrati nekoliko osoba koje imaju dodirne točke, istražiti i čitati o njima te usporediti njihov rad, kritički ih sagledati uzimajući u obzir vremenski period u kojem su djelovali, političku i društvenu klimu i ostale elemente koji su mogli utjecati na njihovo djelovanje. Po završetku istraživanja izraditi komparativnu analizu njihovih života u obliku eseja ili prezentacije izrađene u nekom od digitalnih alata poput Nearpod-a.</p> <p>Druga mogućnost je da učenik izabire dvije ili tri biografije sa sljedećih poveznica koje su ujedno i izvori</p> <p>https://www.bbc.co.uk/history/historic_figures/dickens_charles.shtml</p> <p>https://www.bbc.co.uk/history/historic_figures/austen_jane.shtml</p> <p>https://www.bbc.co.uk/history/historic_figures/curie_marie.shtml</p> <p>https://www.bbc.co.uk/history/historic_figures/picasso_pablo.shtml</p> <p>https://www.bbc.co.uk/history/historic_figures/warhol_andy.shtml</p> <p>te izrađuje komparativni prikaz njihovih života uzimajući u obzir vremenski period, društveno-političku klimu, širi ili užu geografski prostor iz kojeg dolaze i sl. uz dodatno istraživanje. Učenik u tom procesu kritički razmišlja, izdvaja bitno od nebitnoga, utvrđuje ispravnost izvora, razvija odgovornost za učenje, svoje i drugih učenika. Treba uzeti u obzir da se takva aktivnost ne može realizirati u jednom školskom satu, ali učenik može odrediti osobe, pročitati biografije, obaviti dio istraživanja te dovršiti rad u sklopu domaćeg rada. Samostalno bi izradio kviz za ostale učenike. Prezentacija bi bila u razredu, a vrednovanje koje bi uslijedilo bilo bi vrednovanje za/kao učenje (vršnjačko vrednovanje jer njihov uspjeh ovisi o kvaliteti njegove prezentacije, a samovrednovanje jer ostali učenici provjeravaju koliko su aktivno pratili nečiju prezentaciju) gdje bi ostatak razreda riješio kratki kviz izrađen u nekom od digitalnih alata poput Kahoot ili Socrative.</p>
<p>Upute za kriterijsko vrednovanje kompleksnih i problemskih zadataka i/ili radova esejskoga tipa</p>	



Projektni zadaci (s jasnim scenarijima, opisima aktivnosti, rezultatima projekta, vremenskim okvirima)	
Poveznice na multimedijske i interaktivne sadržaje	https://gsch.se/game/dcc4d4034d7e4b9a957477fdf52db717/share/ https://b.socrative.com/teacher/#import-quiz/41013472
Prijedlozi vanjskih izvora i literature	