

CLIL LESSON PLAN

Citizenship Then and Now: Who Belonged, Who Decided?

LESSON OVERVIEW

Subject(s)	English + History
Age Group	11–14 years
Duration	45 minutes
CEFR Level	A2–B1 (suitable for CLIL and linguistically diverse classrooms)

LEARNING OBJECTIVES

Content Objectives

- recognise who was considered a citizen in selected historical contexts (e.g. Ancient Greece / Rome)
- identify rights and responsibilities of citizens in the past and today
- compare historical citizenship with their own experience of citizenship
- understand that citizenship is connected to power, participation, and inclusion

Language Objectives

Vocabulary: citizen, citizenship, rights, responsibilities, laws, rules, participate, vote, past, present, society, community

Language structures:

'In the past, citizens could...' 'Today, citizens have the right to...' 'One difference is...' 'Both in the past and today...'

COMMUNICATION SKILLS

- **Reading:** short historical texts / fact cards
- **Listening:** teacher explanation, peer discussion
- **Speaking:** comparison, justification, sharing opinions
- **Writing:** short comparison sentences, tables

GRAMMAR, VOCABULARY & PRONUNCIATION

Language of Learning (CALP)



academic language

Comparing, explaining differences, identifying change and continuity, justifying opinions with reasons

Grammar & syntactic structures:

- Past simple (basic historical reference)
- Present simple (general truths)
- Comparative structures (different from / similar to)

Vocabulary: Abstract civic and social concepts (CALP-oriented)

Pronunciation, intonation & fluency:

- Focus on clarity when using past vs present
- Fluency supported with sentence starters and models



COGNITION

LOTS — Remembering, Understanding, Applying

- Who was a citizen in the past?
- Who is a citizen today?
- What rights did citizens have in the past?
- What rights do citizens have today?
- Can you name one responsibility of citizens in the past and one today?

HOTS — Analysing, Evaluating, Creating

- Which citizenship system was fairer — past or present? Why?
- Who was excluded from citizenship in the past?
- How is this different today?
- How did citizenship affect people's lives in the past?
- If you lived in the past, would you be a citizen? Why or why not?
- What should citizenship include in the future?



GUIDING QUESTIONS FOR TEACHERS

- Do my students understand the basic idea that citizenship changes over time?
- Can they identify who was included and excluded from citizenship in the past using simple academic vocabulary?
- Have I provided enough visual, historical, and language support (timelines, tables, word lists, sentence starters)?
- Are students using classroom language to cooperate and compare information during pair and group work?
- Can students compare past and present citizenship and explain differences using simple connectors (e.g. in the past, today, because)?
- Are they beginning to justify opinions using historical reasoning rather than personal opinion only?

CULTURE

How does this topic relate to everyday life or current events? Introduction to citizenship through comparison with students' own lives, helping them understand how rights such as voting, education, or freedom of expression developed over time.

Are there intercultural, citizenship, or global perspectives included? Presentation of citizenship as a concept that varies across historical periods and societies, highlighting inclusion, exclusion, and changing ideas of equality and participation.

Are life skills (e.g. collaboration, decision-making) addressed? Pair and group work, comparing viewpoints, evaluating fairness, sharing ideas, and justifying opinions using simple historical language.

★ 21ST-CENTURY SKILLS

BICS-Related Skills

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CALP-Related Skills

- Critical thinking
- Problem-solving
- Creativity (academic)
- Information literacy
- Media & ICT literacy
- Productivity & accountability
- Leadership & responsibility
- Entrepreneurship

METHODOLOGY

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
10'	Warm-up Activities	Activity: 'Citizen: Past or Present?' Teacher shows 3–4 short statements (e.g. Only men can be citizens, Citizens can vote). Students decide if the statement refers to the past or present. Brief whole-class discussion introduces the idea of historical change.	Slides or printed statements Board	Optional: AI-generated simplified statements adapted to A2–B1 level.
25'	Main Activities	Activity 1: Then vs Now – Comparison Table Students work in pairs. Students complete a comparison table (rights / responsibilities / who could be a citizen). A good citizen should...	Information cards Comparison table worksheet Sentence starters on board	Using AI in preparation to create leveled historical texts. AI used to generate alternative sentence

Duration	Lesson Flow	Activities	Materials Needed	AI Tools Integration
		Activity 2: Guided Discussion Pairs discuss guided questions using sentence starters: <ul style="list-style-type: none"> • 'In the past..., but today...' • 'This is fair / unfair because...' Short sharing with the class of one explanation sentence (why these responsibilities matter).		frames for weaker or stronger learners.
5'	Wrap-Up & Reflection & Sharing	Activity: Reflection Circle Students answer orally: <ul style="list-style-type: none"> • 'One thing that changed about citizenship is...' Teacher highlights key ideas of change and continuity.	—	—
5'	Evaluation & Feedback	Student self-assessment: Exit ticket: One difference between citizenship in the past and today is ... because ... Students reflect on whether they can explain their ideas clearly.	—	—

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