

Subject/Curriculum Area.

ENGLISH / RELIGIOUS STUDIES / HUMANITIES

Year/Group.

7 - 9

Number of Lessons

3

Aim of Project/Task

This lesson focuses on the history of the Olympics. Students read an article and take notes on a graphic organizer to create a summary. The main academic language tasks are:

- skimming,
- distinguishing main ideas from
- supporting detail,
- extracting
- relevant information,
- making notes,
- summarizing,
- Sentence combining,
- participating in discussion.

Outline of Block or Lessons.

Empty rounded rectangular box for outlining the block or lessons.

[Link to lesson Plans and supporting documents.](#)

Essex Carrying the Flame



Essex County Council

Sequence 1

Distribute Handout 1-15: “The Olympic Games: A Picture Study.”

As a class, students name the sports pictured on the handout.

Ask students whether these sports represent the ancient Olympics or both the modern Summer and Winter Olympics.

To activate prior knowledge, students think about what they know about the ancient and modern Olympics. Give students questions to guide them (e.g., What were the ancient Olympics meant to celebrate? Do you know when they started and how they ended? Do you know what sports were included? How did the modern games begin? Who was responsible? Did the Summer and Winter Games begin at the same time in history? Was the purpose the same?).

Students share their thoughts with their classmates and record their ideas on a brainstorming web on the board.

Vocabulary

Names of Olympic sports, especially ancient Olympics

Sports, which may not be known to students

Names of sports equipment

Academic Language Functions

Explaining, describing

Sequence 2

Refer Students to Appendix 2: “How to Create a Summary.” Review with students how to create a good summary of paragraphs, using point-form notes and then creating a few sentences in their own words to summarize each paragraph.

Students use Appendix 3: “Skimming and Scanning for Academic Purposes” to help them read. Read over this resource as a class and discuss the techniques suggested, making sure that students understand them.

In triads, students skim **Handout 1-16:** “The Spirit of the Olympic Games.”

Advise students that they will be creating a summary of this article later. In pairs, students review and compare their highlighting, deciding what information is important to include in their summaries.

Go over the note taking symbols and encourage students to use them. The pairs compare their results, join a second pair, and repeat the process.

Distribute Handout 1-17: “Summary Organizer” and have students fill in the graphic organizer.

Vocabulary

Professionalized; exemplified; symmetrical and harmonious

Development; moral; nobility; nationalist; had charge of; integrity; riddled with controversy; propaganda; commercialism; illegal competitive advantage; performance-enhancing drugs; bribery; favouritism

Structures

note in

part

Discourse Features

Discussion expressions/gambits: to agree, to support, to question, to obtain more information, to add information, to disagree, etc.

Writing Task

Students write a 200- to 250-word summary of **Handout 1-16:** “The Spirit of the Olympic Games” using the “Review Sentence Combinations” graphic organizer.

Sequence 3

Roundup

Consider assigning one or more of the following Roundup activities.