



Reading trail in English (part of intercurricular trail)

Activity	Task	Duration	Aim
Session 1			
Warming up exercise	<p>A: Life skills: «How do you know you master life?»</p> <p>B: Art: Reflect upon the following questions:</p> <ul style="list-style-type: none"> • What is art? • Why do artists create art? 	10 min	Avoid injuries metaphorically – mentally logging on, talking, getting into the mode of the day/session
Introductory task –knowledge	<p>Gathering information, reading factual texts, assessing sources</p> <p>A: What do you by now know about the man behind these pictures?</p> <p>Collection - Van Gogh Museum (Filter: Artist, self-portraits and landscapes, paintings)</p> <p>B: Learning more about the artist – background information</p> <p>a: Read the two following articles:</p> <p>Who is Vincent van Gogh? Tate Kids</p> <p>Vincent van Gogh - Students Britannica Kids Homework Help</p> <p>(Possible to differentiate top right corner)</p>	20 min	<p>Reading factual texts – various sources.</p> <p>Assessing sources, understanding, withdraw facts/relevant information</p>

	<p>b: Based on the two diverse sources, compose a short biography on van Gogh including the intel you found most important.</p> <p>If room for oral mediation as well/or time enough: Select the most important key words from your written text and present them visually in a word cloud while providing the rest of the text in an attached file/ audio file.</p> <p>(- alternative task provided in the previous product. It is more time consuming – thus, it is suggested cut here.)</p>		
Activating knowledge – mediation	<p>Writing task:</p> <p>Make use of the information you have acquired by picking one of the writing exercises below.</p> <p>a: Write a gallery pitch to your own gallery hosting a Vincent van Gogh-exhibition.</p> <p>b: Write the script to your radio show “Morning tea with ...” - today with Vincent van Gogh.</p> <p>c: Write the blurb to Vincent van Gogh’s autobiography.</p>	30 min	Writing a creative text – informal and playful language
Session 2			
Activating knowledge – mediation and interaction	<p>Hot seat</p> <p>In groups of approx. four – be given the following roles:</p>	20 min	Using the target language orally – making use of acquired knowledge

	<p>Van Gogh's landlord Van Gogh's mother/father Van Gogh's brother Theo Van Gogh's ex-girlfriend</p> <p>One by one take the "hot seat" and be interviewed by the others in your group. Use the target language, converse, stay in role and incorporate the knowledge and perception one now has.</p>		
	<p>Literary analysis and interpretation</p> <p>When studying literature – in this case a song lyric – one may choose to examine it in different manners. For instance, one may read it looking for the author's typical writing style, the era's significant traits – or purely studying the devices used and look for theme and message.</p> <p>1: Listen and look at the song.</p> <p>2: Do the following:</p> <p>A: Based on what you now know about van Gogh – do you find Don MacLean to represent the artist accurately in this song? Argue.</p> <p>B: What do you believe to be the theme and message here?</p> <p>C: Do you feel Don MacLean includes van Gogh's paintings in his symbolism and imagery? Exemplify and elaborate your answer.</p> <p>*Song given below*</p>	30 min	Writing a factual text – argumentative, formal language

	the full song: Don McLean - Vincent (Starry, Starry Night) With Lyrics - YouTube		
Session 3			
In depth assignment – Producing multimodal products displaying acquired knowledge	<p>Multimodal product</p> <p>You are given the opportunity to select one out of six given missions.</p> <p>Your product is to be handed in.</p>	60 min.	<p>Listening, talking, writing, and creating</p> <p>Digital competence</p>