

**Docente:** Antonella Merlino

**Scuola:** Liceo Vasco Beccaria Govone Mondovì

**Titolo del modulo:** *The age of Napoleon*

**Classi coinvolte:** IV Liceo Linguistico

**Numero di allievi coinvolti:** 21

**Numero di ore dedicate al modulo :** 8 in classe + 1 ora di dibattito con insegnante madrelingua

**Metodologia utilizzata:** le lezioni si sono svolte sia in aula con il supporto di materiale multimediale (presentazioni ppt, video tratti dal sito della bbc), sia in laboratorio di informatica. Le lezioni si sono sempre svolte in modo interattivo, coinvolgendo l'intera classe in attività di *brainstorming*, domande stimolo, tecnica dello skimming, lavori a coppie e in gruppo.

**Esempi di attività svolte/task/verifiche finali:**

**Esempio di attività lezione 1:**

<https://www.youtube.com/watch?v=oyuJoO3tPmc>

### **NAPOLEON'S ASCENT**

After the French Revolution, the ascent of the Directory opened a new political phase, but the war was not over. France attacked Austria leaving the army to General Napoleon (1769-1821) who decided to march towards Italy, later Austria was forced to sign "Treaty of Campoformio" (1797) losing his control over Italian territory. The Directory carried out a coup d'état, it had as a result the defeat of monarchs and the delivery of the country to the General. The Italian campaign had encouraged the Jacobins ideals and the wish of Napoleon to constitute on the peninsula a series of the "Sisters Republics". The new Republican Governments, formally free but indeed vassals of France, replaced the ancient regimes. So initial enthusiasm left place to resentments and to a deployed opposition which ended falling into popular uprisings.

The General Napoleon decided to attack Egypt, so he could check the commercial transit towards east and destroy England, but French fleet was defeated by the English army lead by the admiral Nelson. Opponents joined in a coalition against the France and assured the end of the "Sister Republics". Napoleon went back to France to offer himself as "the country's saviour".

**Esempio di attività lezione 3:**

Get a full picture on the **life and actions of Napoleon Bonaparte** by looking at this presentation.

<https://www.slideshare.net/williamhogan52/napoleon-57626087>

**Esempio di attività: Final assessment**

### **With your partner complete the text**

Bonaparte was not just a great ....., he was also good at logistics. One of his most famous .... is that, "An army marches on its stomach." If troops are not well ..... and well fed, they can not be expected to fight well. Napoleon was very ..... at logistics. He ensured that the preparations were in place to keep his ..... fighting effectively. He wrote many ..... just about shoes, to make sure that his army would be able to keep marching. He was also quite financially ..... Even when he was spending vast amounts of money on imperial palaces, from time to time he would review the accounts and refuse to pay ..... that he thought were unreasonable. This logistical competence was necessary to win his victories.

### **DISCUSS QUESTIONS**

1. Discuss how Napoleon's background, early experiences in school, and the times in which he lived may have affected his character and leadership style. In the end, what part of his character do you think led to his downfall?
2. Explain the debate between aristocrats and philosophers over monarchy and democracy during the revolutionary period in France. Which side would you say Napoleon was on?
3. Analyze Napoleon's role in the French Revolution and his speedy rise to power. What were his talents?
4. What were Napoleon's first tasks as dictator? Explain and discuss why they were important.
5. Why do you think the French people accepted Napoleon as their sole leader not once but twice? After all, hadn't they just fought a revolution to end the monarchy in France?

**La valutazione complessiva tiene conto del lavoro svolto in classe e della partecipazione di ogni singolo alunno all'attività. Sono somministrate diverse tipologie di esercizi (matching, fill in the blank, true or false) finalizzati ad aiutare la comprensione dei testi, altri per verificare la comprensione di strutture linguistiche o verbi utilizzati nei testi.**

**Autovalutazione per mezzo di un questionario**