**Ход урока**

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| Этапы  Цель/задача этапа | кто | | Деятельность учителя | Деятельность ученика | Примерные ответы | Средства организации деятельности | результат |
| I этап: организационный 2 мин. | | | | | | |  |
| Приветствие.  Мотивация к учебной деятельности,  включение в учебную деятельность на личностно значимом уровне | Учителя | | Hello, ladies and gentlemen!  We greet you here in our school museum to take part in our lesson.  The theme of our lesson is “A helping hand”. | Выполняют самооценку готовности к уроку.  Настраивается на предстоящую работу. | Hello! |  |  |
| II этап: актуализация знаний 5 мин. | | | | | | |  |
| Целеполага-ние.  Актуализация личного жизненного опыта осознание, что уже освоено и что еще подлежит усвоению, а также качество и уровень усвоения | Учитель 1  Учитель1  Учитель2 | We’d like you to have a look at our installation.  What can you see here?  What is common in all the exhibits that you can see here? How are they related?  Today we have a great opportunity to understand and realize that everything is possible if you wish to unite people and develop friendship. | | Фронтальная работа. | • The British flag  • A photo of the queen  • A photo of the royal family  • A sward  • The symbol of the red cross organization  • A book written by Clementine Churchill  • A photo of Clementine Churchill  • A map of USSR where we can see such marked towns as Stalingrad, Rostov on Don , Leningrad, Moscow  -I think all of them are connected with the World War II  -I suppose they are connected with two countries: USSR and Great Britain  -May be, they are about the relationships between these countries | • Флаг Британии  • фотография Королевы  • фотография королевской семьи  • меч  • символ красного креста  • синяя книга  •фотография Клементины Черчиль  • карта СССР  • инсталляция, подготовленная заранее | Наблюдение  Устные ответы |
|  | Учитель 1 | Let’s sing the hymn of Stalingrad | | Исполняют гимн Сталинграда все вместе |  | Музыкальный фрагмент презентации |  |
| Организация подготовки и мотивации к изучению материала, необходимого для «открытия нового знания» | Учитель 2 | And now we’re going to watch a fragment of the work of British journalists made at that hard period of the  War .Attention, please! (Видео 1) | | Смотрят фильм |  | Видео фрагмент презентации- кадры военной хроники(работа Британских журналистов) | Наблюдение  Устные ответы |
| Говорение  (обсуждение  просмотренного фрагмента) | Учитель 2 | The capture of Stalingrad was important to Hitler and Mussolini for three primary reasons. Speak on the topic, please.  What was the life like for people of those days? | | Обсуждают увиденное.  Учатся слушать и понимать речь других; учатся работать в паре, группе; выполнять различные роли  Учатся слушать размышлять и делать выводы; понимать речь других | -Firstly, it was a major industrial city on the Volga River-a vital transport route between the Caspian Sea and Northern Russia.  -Secondly, its capture would allow the western flank of the German armies to reach the oil-rich Caucasian region, so that to cut the whole Soviet Union off the fuel.  -Thirdly, the fact that the city’s name was the name of the leader of the Soviet Union would make its capture have an ideological meaning.  The people starved most of the lack of food and inability to get across the Volga  • Many Russian soldiers were killed while crossing the river to Stalingrad or while being evacuated  • For the soldiers and few remaining civilians in Stalingrad, life was an endless hell of gunfire, explosions, the yell sounds of bombers and a rockets, smoke, dust, hunger, the smell of death |  | Наблюдение  Устные ответы |
| Включение нового знания в систему знаний; фасилитированое обсуждение |  | The next fragment we offer you to watch is the chronicles of Stalingrad after the battle(Видео 2) | | Смотрят видео;  ориентируются в своей системе знаний;  формулируют свою точку зрения |  | Видео с демонстрацией хроники (Сталинград после ухода войск) | Проводится анализ деятельности по достижению цели |
| Включение  В учебную деятельность на личностно-значимом уровне | Учитель1 | Stalingrad Battle really turned the tide over to the Allies. |ˈælaɪz|  The Russians were determined to defend the city as a vital industrial and transportation center.  Tell us about the meaning and the results of the battle, please | | Фронтальное обсуждение  Формулируют свою точку зрения | • It was a relatively short battle that happened from July 17 of 1942 to February 2 of 1943 during World War II.  • It was a defensive battle as the Soviet defense held on to defend Stalingrad city which is now known as Volgograd.  • It remains to be one of the most popular battles of history.  • it’s one of the most significant.  • it’s widely-regarded as the bloodiest battle of all times.  • There were no buildings suitable for living |  |  |
|  | Учитель2  Учитель1 | Have a look at the screen,please!The ruined meal is considered to be the only symbol of the battle nowadays.  Next to it we can see the museum of Stalingrad battle  And here , in the museum, we can find lots of facts about the help of British people to the citizens of the USSR and the heroic defenders of Stalingrad | |  |  | Демонстрация фотографии разрушенной мельницы  Демонстрация фотографии музея-панорамы «Сталинградская битва» в Волгограде |  |
|  |  | Let’s sing the anthem of the UK | | Исполняют гимн Великобритании  все вместе | The anthem of the UK:  God save our gracious Queen,  Long live our noble Queen,  God save the Queen!  Send her victorious,  Happy and glorious,  Long to reign over us,  God save the Queen! | Музыкальный фрагмент гимна с подстрочником на слайде презентации |  |
|  | Учитель1 | Let’s introduce the royal family of those times | | Рассказывают о членах королевской семьи тех лет | The royal family:  George IV  Queen Elisabeth -the Queen Mother  And their two daughters:  Princess Margaret and Elisabeth the II -the current queen of the U.K. | Демонстрация фотографии королевской семьи периода 1941-1945 |  |
|  | Учитель1 | What was the role of the royal family | | Oриентируются в своей системе знаний) | • The royal family was interested in the success of the Stalingrad battle.They did much to help our country  • Made good neighborly relations, gave a helping hand  • Raised money, donated the telephone exchange after the battle  Presented a remarkable gift |  | Проводится анализ деятельности |
|  | Учитель  2 | Speaking about the  gift ...  Why did they decide to give a present?  What did they decide to present?  Where was it made?  What was it made from?  How was it decorated?  Where and how was it presented?  What was written on it?(in 2 languages)  Where is it kept nowadays? | | Фронтальное обсуждение ,высказывают своё мнение.Дают устные ответы | They decided to present the citizens of Stalingrad the special gift to demonstrate their respect and admiration .  The big knight’s sward  It was made by the masters from Coventry  Of the steel  With the precious stones  At the Conference in Teheran  «To the steel-hearted citizens of Stalingrad \* The gift of King George VI \* in token of homage of the British people»/«Гражданам Сталинграда \* крепким как сталь \* от короля Георга VI \* в знак глубокого восхищения британского народа»  In the museum of Stalingrad battle | Демонстрация фотографий с изображением момента вручения Меча Сталинграда на Тегеранской конференции | Проводится анализ деятельности |
|  | Учитель  1 | In the museum we can find a book of the person who deserves a lot of thanks and respect. The person who did her best for people of our country. The person who was awarded by our Soviet Government and that award was very important for her also.  Her name is Clementina Churchill!  Her helping hand was real and very useful for both British and the Soviet Union citizens ! | | Фронтальная работа. Отвечают на вопросы,анализируяувиденное и услышанное | A great amount of money was raised in those years from 1941-1945.  A lot of hospitals were built (organized)  Clementine Churchill visited such towns as Stalingrad Rostov on Don,  Clementine Ogilvy Spencer's Churchill born Clementine Hozier was the wife of the prime minister of Great Britain.  She was the person who gave a helping hand to the soldiers of Stalingrad during the World War II  It was she who organized the Red Cross Aid to Russia Fund, which raised a lot of money. Hospitals were built, essential supplies such as medicine and medical  equipment, first aid kits were sent to the soldiers of Stalingrad | Демонстрация фотографии Клементины Черчиль с орденом Трудового Красного Знамени |  |
|  | Учитель  2 | But why? What did she do?  What did she do in 1945?  Who invited her ?Why?  What award did she  get? Why?  What did she write? Where can we find such a book nowadays? | | Фронтальная работа.Отвечают на вопросы | It was she who organized the Red Cross Aid to Russia Fund, which raised a lot of money. Hospitals were built, essential supplies such as medicine and medical  equipment, first aid kits were sent to the soldiers of Stalingrad  She came to Moscow, Leningrad and Stalingrad  She was invited by the Government of the USSR to give thanks to her for her help  She got the Order of the Red Banner of Labor for all her deeds towards the Soviet people during the War  After her visit she published a book. It was called “My first visit to the USSR”. We can find it in in The Stalingrad museum in Volgograd. | Демонстрация карты Советского Союза с отмеченными на ней городами, которые она посетила  Демонстрация макета книги |  |
| VI этап: Рефлексия (подведение итогов занятия) | | | | | | | |
|  | Учитель1  Учитель2 | Let’s summaries .  Students, what was Clementina’s idea about friendship and help?  What did the lesson make you think of?  What did you like most?  Continue the sentence: Now I know…….. | | Фронтальное обсуждение высказывают своё мнение. Устные ответы | The main idea of her life was to help people and to make our world better, stronger and friendlier!  She always worked to strengthen our warm relationships!    She understood that it would be better to live in the world without wars.  All people knew that to keep friendship was very important to her. | Демонстрация последнего слайда презентации, посвященного укреплению мира на земле | Проводится анализ деятельности по достижению цели. |
|  | Учитель 1 | Учитель предлагает учащимся оценить свою работу | | Самооценка деятельности учащихся на уроке |  | Планшеты и мобильные устройства с программой для голосования | Анализ своей деятельности |
| Домашнее задание | Учитель 2 | В качестве домашнего задания ученикам предлагается создать маршрутный лист для экскурсии по местам пребывания Клементины Черчиль на английском языке.  Create the rout of Clementine’s visits of the USSR for an excursion  We have to admit that today it’s very difficult to survive without good relationships .All the people all over the world should be together ,giving each other a helping hand!  We should do our best in order to live on a peaceful planet! | | Записывают домашнее задание |  | Интерактивная доска с записью домашнего задания |  |
|  | Учитель 1 | Our future is you, our youth! Let’s sing the hymn of the Democratic Youth which was firstly sang in 1956! | | Поют 1 куплет и припев Гимна демократической молодежи | The hymn to sing:  Дети разных народов,  Мы мечтою о мире живем.  В эти грозные годы  Мы за счастье бороться идем.  В разных землях и странах,  На морях-океанах  Каждый кто молод,  Дайте нам руки,  В наши ряды, друзья!  Припев:  Песню дружбы запевает молодежь,  Молодежь , молодежь .  Эту песню не задушишь, не убьешь!  Не убьешь! Не убьешь!  Нам, молодым,  Вторит песней той Весь шар земной!  Эту песню не задушишь, не убьешь!  Не убьешь! Не убьешь! | Музыкальный фрагмент Гимна демократической молодежи |  |
|  | Учитель 2 | Let’s fly our paper-made doves, symbols of peace and friendship! | | Запускают бумажных голубей |  | Музыкальный фрагмент.  Бумажные голуби (заранее подготовленные ребятами- фигурки-оригами) |  |