

# Europeana Learning Scenario

## Title

PWE – The Powerful Women in Europe

## Author(s)

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## Summary

### Table of summary

<b>Subject</b>	Social Studied at Primary School, Form Time
<b>Topic</b>	Student will have a look to <a href="https://www.europeana.eu/portal/es/explore/people.html">https://www.europeana.eu/portal/es/explore/people.html</a> looking for important women around Europe they will choose one of them and they will study her by completing a worksheet with the main data, and record a video with an interview of her. All of this material will be included into a time line with all the women chosen by the class.
<b>Age of students</b>	10-11
<b>Preparation time</b>	1 Teachers meeting- Teachers involved agree the activities of the project
<b>Teaching time</b>	1 Session-Presentation of the project to students 2 Session to prepare the material about each women. 1 Sesión to upload all the product into student digital portfolio
<b>Online teaching material</b>	We will use the following online resources: -To create time lines: <a href="https://www.educaciontrespuntocero.com/recursos/herramientas-crear-lineas-tiempo/36276.html">https://www.educaciontrespuntocero.com/recursos/herramientas-crear-lineas-tiempo/36276.html</a> -To create a video: <a href="https://www.educaciontrespuntocero.com/recursos/programas-gratuitos-editar-videos/71603.html">https://www.educaciontrespuntocero.com/recursos/programas-gratuitos-editar-videos/71603.html</a> - To create the final test: <a href="https://www.educaciontrespuntocero.com/recursos/herramientas-evaluar-estudiantes/35095.html">https://www.educaciontrespuntocero.com/recursos/herramientas-evaluar-estudiantes/35095.html</a> -Student's portfolio: <a href="http://Kidblog.org">http://Kidblog.org</a>
<b>Offline teaching material</b>	No offline teaching material is required
<b>Europeana resources used</b>	People: <a href="https://www.europeana.eu/portal/es/explore/people.html">https://www.europeana.eu/portal/es/explore/people.html</a>

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## Integration into the curriculum

*Social Studies Curriculum- The project will allow students to achieve the following aims:*  
 -Value the social and cultural diversity in Europe.  
 -Use the technology to create their works and investigations.

## Aim of the lesson

*The objective of this project is to realise how important have been women along the history of Europe and how women have fought in a very difficult world full of men.*

## Trends

*Primary Education, Project-Based Learning, Collaborative Learning*

## 21<sup>st</sup> century skills

1. **Learning Skills:** (Critical Thinking, Creativity, Collaboration and Communication). Students, in groups, have to create a video about the women they have chosen, with costumes and thinking on the times she has live..
2. **Literacy Skills;** (Information, Media and Technology). Students have to create a digital timeline and a post in their digital portfolios..
3. **Life Skills:** (Flexibility, Leadership, Initiative, Productivity and Social). All the project will be work by Cooperative Learning Group, which means they are going to have certain responsibilities (Leader, Scribe, Recorder, TimeKeeper) that they should follow and respect in order to the group success.

## Activities

Name of activity	Procedure	Time
00	Meeting with the teachers involved in the project	1h
01	Presentation of the project to students. They get some info from: <a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a> and look for different parts, we will use the Thinking Routine I see, I think, I wonder.	1h
02	Students are organized in groups of 3 or 4 and choose one women and fill up the worksheet with their data, and create the script with a short interview to the character. They will dress up like in those times. Every group will create an entry into the class time line.	2h
03	Students will create a post into their digital portfolio to show what they have worked, and what they have learnt. Teachers will collect all of them in a post into the classroom blog.	2h

## Assessment

	% final mark	7-10	4-7	0-4
Use of time and effort	20%	Student shows effort and strives for his/her best while working on the timeline, video and post of the digital portfolio.	Student shows some effort and strives for his/her best while working on the timeline, video and post of the digital portfolio.	Student shows little effort and strives for his/her best while working on the timeline, video and post of the digital portfolio.
Participation in learning	20%	He/She will participate in their cooperative learning group by following their responsibilities and sharing ideas. When there was problems he/she offer great points for solving.	He/She will participate in their cooperative learning group by following their responsibilities and sharing ideas. When there was problems he/she doesn't offer points for solving.	He/She won't participate in their cooperative learning group by following their responsibilities and sharing ideas.
Digital Competence	20%	His/Her time line group has been delivered. He/She has created his/her post into the digital portfolio.	His/Her time line group has been delivered. He/She has partly created his/her post into the digital portfolio.	His/Her time line group has been delivered. He/She hasn't created his/her post into the digital portfolio.
Quality of work	20%	It is obvious the remarkable quality of his/her work(time line, video and the post into the personal portfolio)	Student work has to be revised by his/her group mates(time line, video and the post into the personal portfolio)	Student work is unusable by the project(time line, video and the post into the personal portfolio)

Cooperative Test 20%. Every cooperative group will create 10 questions about their topic and information for a test with the following characteristics:

- Grammarly correct: Auxiliary+subject+verb+Complements?
- Offer four possible answers.
- Write in bold letters the correct answer.

Teacher will create give to all the students a worksheet with all the possible questions. And then he will decide the 10 - 15 most interesting ones to create the test. We can use different tools to create the test (kahoot, Microsoft Forms, Google Forms, Plickers).

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

### Student feedback

*Add here the method with which your students will be able to give you feedback and discuss the lesson.*

### Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

### About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.