

Europeana Learning Scenario

Title

Shall we meet at the harbour?

Author(s)

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Summary

Title: Shall we meet at the harbour?

Topic: Seaside settlements – Ports

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Summary: The Learning Scenario is organized around the [seaside settlements](#) in Greece and more specific the port of Alexandroupolis, its history and its evolution over the time. At first, students discuss the reasons why people since ancient times sought to create their cities near the sea and the advantages that a coast region has. Then they visit Europeana's platform and, on the occasion of viewing the «**Trawlers, harbours and fishing communities**» gallery, they start exploring the history of their home city's port. This way students learn about the role it has been playing in the life of the local inhabitants as a meeting point of people, cultures, trade or migration, as well as an important landmark of Cultural Heritage. Collaborating in 4 teams, students create a timeline of the port's evolution, a ppt presentation about the port, a map gallery with ports from various places in Europe and a gallery of ports in painting using material from Europeana as well as local maps and paintings.

The activities of this LS will also be the starting point of an eTwinning project between Greece, Azerbaijan and Italy, during which students from the three participant countries will have the opportunity to work collaboratively using material from Europeana, aided by English language and technology. So, as follow up activity, students explore Catania's port and create a timeline to present the evolution of this port and on second time, with the "eTwinning boat" as a navigator, they will "travel" to the ports of the three partner countries to get to know them as well as produce joint products.

Concluding the activities, students play a quiz game to test their knowledge on what they learned, asses their collaborative work using the Europeana DI3_Students_rubric and present their work to the whole class as well as to their partners through the project's platform.

The implementation of this LS made students feel excited while discussing the reasons that forced people since the ancient times to create cities near the sea as well as the advantages that a seaside area has and while writing them using a web tool. During the Exploring and creating part, they used the school's computer lab. Internet connection problems (both of the exhibition teams chose the emaze tool) didn't discourage them and they decided to dedicate their break to



finish the work. Helping students with instructions on how to use the new web tools was one of my priorities. We also dedicated extra time to visit the Twinspace of our eTwinning project and reflect on the common tasks we had there using Europeana.

<i>Table of summary</i>	
Subject	Geography, History, Social & Political Education (Civics)
Topic	Seaside settlements – Ports
Age of students	10-11
Preparation time	6 hours
Teaching time	6 hours
Online teaching material	<p>Web tools</p> <ol style="list-style-type: none"> 1. https://coggle.it/ 2. https://www.timetoast.com/ 3. https://www.canva.com/ 4. https://www.emaze.com/ 5. https://www.artsteps.com/ 6. https://padlet.com/ <p>Resources</p> <ol style="list-style-type: none"> 1. http://ebooks.edu.gr/modules/ebook/show.php/DSDIM-E100/692/4594,20781/ 2. http://photodentro.edu.gr/v/item/ds/8521/3327 3. http://wke.lt/w/s/0M6o5 4. http://www.ola-sa.gr/News/Details/tabid/126/ID/5/Default.aspx 5. http://www.porto.catania.it/en/port-of-catania/history
Offline teaching material	<ul style="list-style-type: none"> • Pen and paper to keep notes • Whiteboard
Europeana resources used	<ol style="list-style-type: none"> 1. https://www.europeana.eu/portal/en/explore/galleries/tractors-harbours-and-fishing-communities 2. https://www.europeana.eu/portal/el/collections/maps?f%5BME%5D%5D%5B%5D=true&f%5BREUSABILITY%5D%5B%5D=open&f%5BTYPE%5D%5B%5D=IMAGE&q=ports&view=grid 3. https://www.europeana.eu/portal/en/collections/art?view=grid&q=ports+in+painting&f%5BREUSABILITY%5D%5B%5D=open 4. https://www.europeana.eu/portal/en/record/2059206/data_soun

[ds http epth sfm gr card.aspx mid 719 .html?q=DATA_PROVIDER%3A%22Music+Library+of+Greece+of+The+Friends+of+Music+Society%22#dcId=1547321480408&p=3](http://eprints.sfm.gr/card.aspx?mid=719&q=DATA_PROVIDER%3A%22Music+Library+of+Greece+of+The+Friends+of+Music+Society%22#dcId=1547321480408&p=3)

5. https://www.europeana.eu/portal/en/record/9200387/BibliographicResource_3000117290654.html?q=Catania#dcId=1547363494059&p=2
6. <https://www.europeana.eu/portal/en/record/2055734/item.php?view=51183.html?q=Catania#dcId=1547363494059&p=13>
7. https://www.europeana.eu/portal/en/record/90402/RP_F_1999_139_1_6.html?q=Catania#
8. https://www.europeanschoolnetacademy.eu/documents/4625641/5245020/Europeana+DI3_Students_rubric.pdf/17b61e87-2aec-4f5d-948d-e832f173f648

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Integration into the curriculum

The Learning Scenario will be implemented with diffusion in the Primary School's curriculum and starting from Geography, the pupils will extend their exploration to History by gathering Local History Data as well as to Social and Political Education by studying the role that ports played, both as a meeting point and permanent settlement to a place of people with common goals and aspirations as well as a living resource that requires environmental protection and promotion as our tangible and intangible Cultural Heritage.

Aim of the lesson

This Learning Scenario aims to help students learn about the use of Europeana platform to develop their inquiry skills while searching to identify important harbours in their region enhancing communication, collaboration and critical thinking in order to be aware of the harbours' role throughout history and people's life establishing passion for inquiry learning using creatively the New Technologies.

Trends

Project-Based Learning, Collaborative Learning, Student-centred Learning, Peer Learning

21st century skills

By developing this kind of scenario students will be encouraged to develop inquiry skills, communication and collaboration skills, creativity and innovation, ICT skills, as well as their critical thinking

Activities

Name of activity	Procedure	Time
Online and onsite seaside settlements and communities (see Worksheet 1.)	<ol style="list-style-type: none"> 1. Students observe and analyse a Greek map related to the population density in coastal and non-coastal areas discussing the reasons that forced people since the ancient times to create cities near the sea as well as the advantages that a seaside area has. Students will use the https://coggle.it/ web2.0 tool for brainstorming ideas about advantages and disadvantages. 2. Students form teams and start exploring the Europeana gallery: Trawlers, harbours and fishing communities studying the photos and creating 4 categories. A photo may be testimony of a port's use as <ol style="list-style-type: none"> a. Starting point of the history of a place b. Meeting point of cultures c. Business and trade meeting point d. Floating means of transport meeting point They then discuss which of the photos could be compared with the corresponding collection of photographs from the port of Alexandroupolis, identifying similarities and differences. They answer questions like: How long back in time could we go through this photo gallery? What kind of information does this gallery give us about the professions of that period of time, the type of ships, the role of both men and women? Could a similar photo from our city's port wake up historical memories? 	1 hour
Exploring and creating (see Worksheet 2)	<p>Europeana's gallery and chronological classification gives rise to work in teams:</p> <p>Team a: Within the web quest to the Port Authority of Alexandroupoli's site the team will create a timeline of the port's evolution (students will use the https://www.timetoast.com/ web2.0 tool or https://www.canva.com/ or paper)</p> <p>Team b: Searching and collecting data from the books: <i>Alexandroupoli A new city an old history</i> (Greek title: <i>Αλεξανδρούπολη Μια νέα πόλη μια παλιά ιστορία</i>) by Sarantos I. Kargakos and <i>Alexandroupoli Economy Panorama 1870-1970</i> (Greek title: <i>Αλεξανδρούπολη Οικονομίας Πανόραμα 1870-1970</i>) by Michael E. Patelis the team will create a presentation about the port (ppt)</p> <p>Team c: Using maps of Alexandroupoli's port as well as maps of other ports from Europeana's gallery maps and geography the team will create a map gallery with ports from various places in Europe. The team will work using https://www.emaze.com/ or</p>	2 hours

	<p>https://www.artsteps.com/ web2.0 tools.</p> <p>Team d: Using 2 paintings of the exhibition “In the shipyards” (In Greek: «Στα καρνάγια και τους ταρσανάδες») of a well-known painter who lives in the city as well as paintings from Europeana within the topic ports in painting the team will create a gallery of 14 photos The team will work using https://www.emaze.com/ or https://www.artsteps.com/ web2.0 tools.</p>	
<p>Follow up activity</p>	<p>Students listen a song related to migration through the sea from Europeana and discuss about port as a meeting point of people who migrate. Reasons, results, emotions. They write at the Twinspace of the collaborative eTwinning project sharing opinions and emotions. Alternatively, they write to a padlet wall their opinions and emotions.</p> <p>This activity will also be the occasion for the historic exploration and presentation of the Catania Port in Sicily, Italy, in the framework of the eTwinning project and presentation of the ports of the partner countries in chain. Material from Europeana (map from "Descrizione di Catania, View of Catania in Sicily, Gezicht op de kust van Catania) will be a starting point for students to visit Catania’s Port Authority site to search and find historical data for this port and to create a presentation.</p>	<p>2 hours</p>
		

Assessment

Students play a [quiz game](#) to test their knowledge on what they learned. They also assess their collaborative work using the Europeana DI3_Students_rubric ([roubric](#))

***** AFTER IMPLEMENTATION *****

Student feedback

Students present their collaborative work to the whole class as well as their partners through the eTwinning project’s platform.

Teacher's remarks

Students were excited while discussing the reasons that forced people since the ancient times to create cities near the sea as well as the advantages that a seaside area has and while writing them using a web tool (<https://coggle.it/>) During the Exploring and creating part we used the school's computer lab where students in teams worked to produce a timeline, a presentation and 2 exhibitions. Here we had connection problems as both of the exhibition teams chose the emaze tool using my personal account. Helping them giving instructions on how to use this tool as well as the canva tool for the timeline was one of my priorities. We also dedicated extra time to visit the Twinspace of our eTwinning project and reflect on the common tasks we had there using Europeana, but it was worth to try because our partners are excited with the idea to use Europeana's platform for an eTwinning project.

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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.

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Online & onsite seaside settlements and communities

Worksheet 1

1. Take a look at this [Greek map](#) related to the population density in coastal and non-coastal areas and discuss with in pairs the reasons that forced people since the ancient times to create cities near the sea as well as the advantages that a seaside area has. Then contribute using <https://coggle.it/> web2.0 tool on brainstorming ideas about advantages and disadvantages.
2. Form teams and start exploring the Europeana gallery: [Trawlers, harbours and fishing communities](#) studying the photos and creating 4 categories. A photo may be testimony of a port's use as
 - a. Starting point of the history of a place (one team)
 - b. Meeting point of cultures (one team)
 - c. Business and trade meeting point (one team)
 - d. Floating means of transport meeting point (one team)
2. Discuss within your team which of the photos could be compared with the corresponding collection of photographs from the [port of Alexandroupolis](#), identifying similarities and differences.
3. Participate in class discussion answering questions like: How long back in time could we go through this photo gallery? What kind of information does this gallery give us about the professions of that period of time, the type of ships, the role of both men and women? Could a similar photo from our city's port wake up historical memories?

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Exploring and creating

Worksheet 2

Team a: Visit the [Port Authority of Alexandroupoli's site](#), read the related to the port's history information and using the given data create a timeline of the port's evolution (you can use the <https://www.timetoast.com/> web2.0 tool or <https://www.canva.com/> or paper)

Team b: Read carefully the books: *Alexandroupoli A new city an old history* (Greek title: *Αλεξανδρούπολη Μια νέα πόλη μια παλιά ιστορία*) by Sarantos I. Kargakos and *Alexandroupoli Economy Panorama 1870-1970* (Greek title: *Αλεξανδρούπολη Οικονομίας Πανόραμα 1870-1970*) by Michael E. Patelis to search and collect data for port's history and collaborating with your partners create a presentation (use ppt for this purpose)

Team c: Use 3 maps of Alexandroupoli's port as well as maps of other ports from Europeana's gallery [maps and geography](#) collaborate with your team members to create a map gallery with ports from various places in Europe. You can work using the emaze (<https://www.emaze.com/>) or artsteps (<https://www.artsteps.com/>) web2.0 tools.

Team d: Use 2 or 3 paintings of the exhibition «In the shipyards» of a well-known painter who lives in the city as well as paintings from Europeana within the topic [ports in painting](#) collaborate with your team members to create a gallery of 14 photos You can work using the emaze (<https://www.emaze.com/>) or artsteps (<https://www.artsteps.com/>) web2.0 tools.