

# Europeana Learning Scenario

## Title

The Great War seen by the British civilians

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## Summary

### *Table of summary*

Subject *History*

*English*

Topic *World War 1*

Age of students *16 (but it could also be 14)*

Preparation time *2 hours (basic knowledge of WW1: beginning, main battles, countries involved, ...).*

Teaching time *4 hours*

Online teaching material *Padlet, computer.*

Offline teaching material



Europeana resources used

- [Letters from 1914/15 Ypres by Arthur Ramsey Stanley-Clarke](#)
- [A brief history of the Voluntary Aid Detachment \(VAD\)](#)
- [Autograph Book by Georgina May Hill \(VAD\)](#)
- [Nancy Garnett: the wartime scrapbooks of a VAD nurse](#)
- [Nurse Ella Brigid McCarthy](#)

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## Integration into the curriculum

*The First World War is studied in the second year of high school in France (classe de première).*

## Aim of the lesson

*At the end of the lesson, the students should know the role of the civilians in the WW1: the men who became soldiers and the women who helped them from the backstage. They should know about the involvement of civilians and how hard it was for them and for their families.*

*By studying letters from a British soldier written between 1914 and 1915, the aim of the lesson is to show to the students the steps of the beginning of WW1, seen by a civilian. By studying the life of the nurses who worked on the front, the aim is to show to the students that they were not only soldiers on the front but also women who were essential during the battles.*

## Trends

*Assessment: the focus of assessments is shifting from "what you know" to "what you can do."*

*Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.*

*Collaborative learning: a strong focus on group work.*

*Visual search & learning: images and multimedia are more powerful than verbal stimuli.*

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

1. Critical

thinking :



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Learning how to study a historical and original source using the context (5 W)

2. Communication : Presenting a group work by writing a letter or by making an oral presentation
3. Collaboration : Co-writing

## Activities

Name of activity	Procedure	Time
WW1 Letters	Work by group (2 or 3 students) on the letters written by Arthur Ramsay Stanley-Clarke.	2 hours

Analyse the letter your group was given and write a letter as if you were a British soldier in the trenches in 1914-1915.

Follow this link [link](#).

Group 1 : Letter page 2 : 22nd October 1914

Group 2: Letter page 5 : 2nd November 1914

Group 3: Letter page 6 : 14th November 1914

Group 4: Letter page 7 : 10th November 1914

Group 5: Letter page 8 : 18th November 1914

Group 6: Letter page 11 : 21st November 1914

Group 7: Letter page 12 : 22nd November 1914

Group 8: Letter page 13 : 27th November 1914

Group 9: Letter page 16 : 5th December 1914

Group 10: Letter page 41 : 12th March 1915



Women  
involved  
in WW1

**First step:** Go on [this page](#) to learn more about the VAD

2 hours

**Second step:** go on this link :

[Groups 1, 2, 3, 4](#)

[Groups 5, 6, 7](#)

[Groups 8, 9, 10](#)

**Third step:** Thanks to the information you will find on the link and to the information you will get with your research on the internet, try to make a recap of the nurse's story you work on as if you were a WW1 historian.

## Assessment

*Assessment of the soldier letter (quality of the information about WW1, realism of the letter, quality of the language).*

*Assessment of the students' letters by the students themselves.*

*Assessment of the oral presentation on the life of the nurse on the front.*

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

## Student feedback

*Students said that working on real letters from the front was very interesting and very different from what they normally study on the Great War. They were very enthusiastic during the task.*

*They liked to study different letters and they liked to read the letters from their mates.*

*They said that the second task was harder because of the lack of information about the nurse on the Europeana database. Even if they said that the topic was interesting, they were less enthusiastic.*

## Teacher's remarks

*The first activity better worked than the second one. The students were not as interested in studying precisely all the archives linked to each nurse as they were on the soldier's letter. The letters had better quality than the oral presentations on the nurse. It could be interesting to develop more, with other documents, on the involvement of the nurses who were on the front during WW1.*

*The students commented on the letters written by their mates. I didn't expect that students' reaction but I assume that it shows how involved the students were in the task and how serious they were by discovering their mates' work.*



## 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.

