

# Europeana Learning Scenario

## Title

Naupactus(İnebahtı)Naval War

## Author(s)

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## Summary

This learning scenario covers the Naupactus Naval War taught in the curriculum in high school history lesson. This war that took place in 1571 has an interdisciplinary connections including History, Art, Literature, History of Art, Architecture, Religion and Geography subjects. The LS has been prepared using Europeana images which are dramatically related to the war and the other disciplines dealt in it.

The lesson will continue on the axis of Cervantes, Madrid, Naupactus and İstanbul. This war, which has deep effects on the subjects mentioned above, was fought between The Ottomans and The Crusader armies.

## Table of summary

<b>Subject</b>	<i>History, Art, Literature, History of Art, Architecture, Religion, Geography</i>
<b>Topic</b>	<i>Naupactus(Lepanto)Naval War</i>
<b>Age of students</b>	<i>16</i>
<b>Preparation time</b>	<i>30 minutes</i>
<b>Teaching time</b>	<i>40 minutes</i>
<b>Online teaching material</b>	<i>Prezi presentation, Kahoot, QR code</i> <a href="https://drive.google.com/open?id=1flpZykYbblXomcGJt2ktsavj84UoX9ND">https://drive.google.com/open?id=1flpZykYbblXomcGJt2ktsavj84UoX9ND</a> <a href="https://create.kahoot.it/k/3df6bd46-6a0e-4dff-b1d5-41b810e8c777">https://create.kahoot.it/k/3df6bd46-6a0e-4dff-b1d5-41b810e8c777</a>
<b>Offline teaching material</b>	<i>QR codes printed on paper,</i>
<b>Europeana resources used</b>	<a href="https://www.europeana.eu/portal/en/record/9200150/BibliographicResource_3000095886496.html?q=+Sieg+von+Lepanto#dclid=1547563554015&amp;p=1">https://www.europeana.eu/portal/en/record/9200150/BibliographicResource_3000095886496.html?q=+Sieg+von+Lepanto#dclid=1547563554015&amp;p=1</a> <a href="https://www.europeana.eu/portal/en/record/2055734/item_php_view_44629.html?q=Kilic+Ali+Pasa+mosque#dclid=1547563554015&amp;p=1">https://www.europeana.eu/portal/en/record/2055734/item_php_view_44629.html?q=Kilic+Ali+Pasa+mosque#dclid=1547563554015&amp;p=1</a>

<https://www.europeana.eu/portal/en/search?q=K%C4%B1%C4%B1%C3%A7%20Ali%20Pa%C5%9Fa%20camii&view=grid>

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## Integration into the curriculum

This learning scenario has an interdisciplinary connection because this subject is linked to history, art, art history, geography and architecture and literature in high schools. Being one of the most important naval wars fought in history Naupactus Naval War is taught in Turkish high schools (10<sup>th</sup> Grade/2<sup>nd</sup> Semester) within a cause and effect relationship. Target groups are 16 years of age. Scenario carries international extent in terms of mentioned historical names and works that will be worth the history within.

## Aim of the lesson

At the end of this lesson, students will be able to learn the reasons and consequences of the Naupactus Naval War and its interdisciplinary relationships regarding History of Art, Geography, Art, Architecture, Religion.

## Trends

*Collaborative learning, Visual search & learning:* To support collaborative learning, group work and task sharing are planned. This scenario was supported by visual fiction. This fictional photographic work helped improve the student's motivation.

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

**Flipped Classroom:** Students are given a picture for the preparation phase before the class. The pictures found in Cervantes's room are shared with the three group of students. They are asked to have information about these pictures and titles. When students come to class, they take a quiz.

**Problem-Based Learning:** The definition of the problem will be done with the picture presented at the beginning of the course. Why are these pictures in Cervantes's room? With open-ended questions are continued as long as possible. After this problem, they will try to reach the result by working in groups.

**Collaboration:** It allows collaboration between students to work in groups and share tasks. Brainstorming and joint decision-making are already in the process of cooperation. Brainstorming and joint decision making are already in the process of cooperation.

## Activities

Name of activity	Procedure	Time
<b>Introduction Activity 1</b>	<p>At the beginning of the lesson or before the lesson(at home), students are given a photograph, which is fiction. Students can access this photo via QR code or projection. This photo belongs to Cervantes' room and there are three pictures on the wall. One of the paintings is the Tiziano work called "Allegory of victory of Lepanto".In the second framework; There is a ship drawing of the Crusader Navy. At the third framework; Kilic Ali Pasha Mosque is located in Istanbul.<b>If this activity is to be done in the context of Flipped Classroom, students can equally divided into 3 groups. Each groupselects a frame (drawing, painting) fromroom of Cervantes. And if so, it is recommended that you answer the questions in activity 2 with Kahoot in the class.</b></p> <p>The link of the photo of room:  <a href="https://drive.google.com/open?id=1flpZykYbbIXomcGJt2ktsavj84UoX9ND">https://drive.google.com/open?id=1flpZykYbbIXomcGJt2ktsavj84UoX9ND</a></p>	5 min.
		
<b>Description of Problem Activity 2</b>	<p>The teacher will ask students some questions for the definition of the problem. These questions will motivate the students to solve the problem. The questions will also help them think through classification, analysis, and forecasting. With this study, students will be able to improve their problem solving skills, thinking skills and communication skills.</p> <p>Questions:</p> <ol style="list-style-type: none"> <li>1-What pictures are on the wall in Cervantes' room?</li> <li>2- What makes these pictures related to each other? Can you make a prediction?</li> <li>3-Could Cervantes like Tiziano's paintings? That's why he was showing Tiziano's work in his room.</li> <li>4- What do you think about these paintings? Are these related to novels of Cervantes?</li> <li>5- What is the subject of Tiziano's painting?</li> <li>6- Where is Naupactus city located?</li> <li>7- Can the similarity in dates be a clue to you?</li> <li>8- Did you know Cervantes didn't have a left hand?</li> </ol>	20 min.

9- Why are there pictures of Kılıç Ali Paşa Mosque in the room of Cervantes?  
(You may not need to ask all of the questions.)

**Solving the problem** The time to solve the problem may vary according to the level of readiness of the students.

**Evaluation** It is planned to apply a quiz with some questions during the evaluation process. The questions are below. The questions were prepared considering the interdisciplinary aspect of this issue. During the evaluation phase, they may be asked to prepare the Prezi presentation, which can improve the students' IT skills. Or they may be asked to write an article in terms of interdisciplinary evaluation.

- 1- Which groups fought in the Naupactus War?
- 2- Which nations participated in the Naupactus War?
- 3- Did Venice continue to pay taxes for the island of Cyprus at the end of the war?
- 4- Which of the following can we say about this war?
- 5-What was the effect of victory of Naupactus War? Can you answer this question in terms of history?

### Assessment

It is planned to apply a quiz with Kahoot during the evaluation process. Link, QR code and questions are below.



<https://create.kahoot.it/k/3df6bd46-6a0e-4dff-b1d5-41b810e8c777>

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

### Student feedback

For the history lesson, this learning scenario was an interesting beginning. This fictional photo with Cervantes room themed was interesting. The topic has helped to motivate the interdisciplinary aspect. Referring to different lessons prevented the lesson from becoming boring. Working in groups helped to strengthen cooperation. The use of ICT tools during the lesson increased student interest. The average rate of success of all quizzes was 85%. This also met our expectations.

### Teacher's remarks

I applied this learning scenario with students who had not been aware of Europeana. Besides, such a scenario has been applied for the first time in our school. The subject was prepared for 10th grade students in the history class (16 age group) So, the learning scenario is built on Europeana resources, and it fits the aim of the lesson and the age of the students.

As the introduction, the teacher gave a short overview of Europeana, its history, function and collections. The students were divided into three teams. Students have a basic knowledge of Europeana. Thanks to this site they have learned that they can access many unique resources. Especially the photos they reached about our country excited them. They had never seen some of them until then. They have noticed with various warnings about the use of resources and copyright. We have tried to raise awareness of students.

They used various ICT tools during the lesson. This helped them develop their digital skills. They believed that the QR code application should be installed on mobile devices. They discovered the fun side of Kahot, Prezi and other assessment tools.

<https://drive.google.com/open?id=1flpZykYbbIXomcGJt2ktsavj84UoX9ND>

<https://create.kahoot.it/k/3df6bd46-6a0e-4dff-b1d5-41b810e8c777>

They realized that learning processes is not limited textbooks. It has motivated them to start with their curiosity. But they have not enough to access the internet as an economical. They understood the importance of teamwork and cooperation. They realized that student-centered lessons were more appealing and motivating.

The aims of the lesson have been realised: the students have learned how to use Europeana, how to find the key information about items.

### 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.