

Europeana Learning Scenario

Title

Chopin, Einstein, Picasso as Migrant Stars

Author

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Summary

Table of summary

Subject	English, Science, Art
Topic	Culture and Migration, Science and Technology, Arts, Language
Age of students	14 - 16
Preparation time	30 minutes
Teaching time	45 minutes
Online teaching material	<p>https://www.menti.com Code to vote: https://www.menti.com/6a4b0979 Chopin, Einstein, Picasso What connects these three men? They lived abroad. They were close friends. They spoke the same language.</p> <p>https://www.classroomscreen.com/</p> <p>Albert Einstein</p> <p>https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/science-and-technology#ve-anchor-intro_14888-js</p> <p>Listening (based on the text – author: Anonymous CCBY-SA)</p> <p>Listening - <i>Albert Einstein</i></p> <p>https://bit.ly/2QZYiPk</p> <p>https://www.thepersimmongroup.com/who-is-the-better-project-manager-einstein-or-picasso/</p>

<https://www.nobelprize.org/prizes/physics/1921/einstein/questions-and-answers/>

Polonaise in A flat major, Op. 53

<http://en.chopin.nifc.pl/chopin/composition/detail/id/116>

A. Rubinstein - Chopin Polonaise in la bémol majeur

Rubinstein Artur - Polonaise in A flat major, Op. 53

https://www.youtube.com/watch?time_continue=3&v=nsI7XDTBaJo

<https://www.livescience.com/64931-lost-einstein-everything-note.html>

<https://www.thepersimmongroup.com/who-is-the-better-project-manager-einstein-or-picasso/>

Offline teaching
material

Worksheet (Annex 1)

Europeana resources
used

Reading - *Albert Einstein*

https://www.europeana.eu/portal/en/exhibitions/people-on-the-move/science-and-technology#ve-anchor-intro_14888-js

Discover Chopin's handwritten manuscripts

<http://blog.europeana.eu/2013/02/discover-chopins-handwritten-manuscripts/>

Reading - *Frederic Chopin*

<https://www.europeana.eu/portal/en/explore/people/52910-frederic-chopin.html>

Pablo Picasso

<http://blog.europeana.eu/2011/10/pablo-picasso/>

<https://www.europeana.eu/portal/en/explore/people/60206-pablo-picasso.html>

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Integration into the curriculum

Using a modern foreign language to develop intercultural sensitivity and shape an attitude of curiosity, respect and openness towards other cultures, not only those related to the target language, eg by encouraging students to reflect on phenomena typical of non-own cultures, applying references to culture, the tradition and history of the country of origin of pupils and the creation of communication situations enabling students to develop intercultural skills.

https://cke.gov.pl/images/EGZAMIN_OSMOKLASISTY/Podstawa_programowa/SP_PP_2017_Jezyk_obcy_nowozytny.pdf

Teaching contents - detailed requirements

culture (eg, areas of culture, creators and their works, participation in culture, traditions and customs, media); science and technology (eg scientific discoveries, inventions, use of basic technical devices and information and communication technologies).

The National Education System in Poland

https://eacea.ec.europa.eu/national-policies/eurydice/content/poland_en

Aim of the lesson

The aim of the lesson is to promote interdisciplinary teaching and give students a chance to discuss the concept of migration through the prism of three chosen role models. During the lesson, students develop various language skills (listening, reading, speaking) by learning about three famous characters in a cultural context. The selection of notable figures is not accidental. They are people whose creative and timeless achievements we admire no matter in which country we live.

In the era of indifference, intolerance and downright hostility towards external and internal migrants across Europe, it is important to remember how much a foreigner can contribute to the cultural life of his or her adopted country.

Chopin, Einstein, Picasso belong to the most important Migrant Stars. The learning environment centres around the selected Internet resources and students use their mobiles to interact with the worksheet. Teachers are not required to make special arrangements, the interactive handout attached to the scenario makes it easier for every teacher to navigate through. The lesson is aimed at teenagers, who often do not have specific interests yet. They are guided by a teacher in order to further develop their skills under his/her supervision.

Trends

Project-Based Learning (PBL) - students are expected to collaborate, think critically, and work together to develop ideas.

Moving Students From Digital Citizenship To Digital Leadership.

More Teamwork - students truly work together instead of as individuals near each other, discuss real world examples, benefit from working together. Teacher creates diverse teams.

Social Emotional Learning: mindfulness, listen/read to be positively surprised and try to understand how other students might be feeling

BYOD: Students bring their own mobile devices to search the net and download some data.

21st century skills

Critical thinking - students find solutions to problems, make decisions, find patterns etc.

Creativity - students are empowered to see concepts in a different light.

Collaboration - students learn from peers and give each other feedback.

Communication - students work together, achieve compromises, and get the best possible results from solving a problem.

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity Aim	Procedure	Time
<p>Opener</p> <p>to set the context for the lesson and generate interest</p>	<p>Teacher displays the pictures of three famous people and starts a short discussion.</p> <p>Students look at the photos of three men trying to recognize each one of them. Students discuss whether or not they know the men, what they remember about them.</p> <p>Teacher asks students to use their mobiles. Students try out live voting with Mentimeter https://www.mentimeter.com/how-to-practice.</p> <p>Teacher displays Mentimeter presentation.</p> <p>Students enter the code to vote and answer one question. https://www.menti.com/6a4b0979</p> <p>Teacher displays the results.</p> <p>Students write three things (words) related to each famous figure and show them to T (Students do Ex.1)</p> <p>Teacher indicates one more word 'migrant', common to all.</p>	<p>7 min</p>
<p>Reading</p> <p>to practice reading for gist</p>	<p>Reading with music in the background:</p> <p>Students get access to Europeana through the QR code and start reading about Chopin. Teacher turns on the soft music. (Artur Rubinstein plays Chopin's Polonaise in A flat major, Op. 53)</p> <p>Students only look for a few specific facts to complete Ex.2.</p> <p>Teacher allows students to check the answers in pairs.</p> <p>Teacher says Stop! Hold everything! Stop the music! (an idiom).</p> <p>Teacher explains the phrase.</p>	<p>10 min</p>
<p>Listening</p> <p>to practise listening for gist</p>	<p>Teacher encourages students to write Einstein's famous equation ($E=mc^2$), the most famous equation in the history of equations. (Ex.3)</p> <p>Students listen to the one-minute-recording about Einstein for specific information. (Students repeat listening twice)</p> <p>Students are asked to tick (V) true and cross (X) false sentences based on the recording.</p> <p>Teacher lets them work with a partner and gives enough time to complete the task.</p> <p>Teacher goes around the class, provides help and asks a question:</p>	<p>8 min</p>

Was it rocket science? (an idiom)		
Teacher explains the phrase.		
Lexis		
to introduce vocabulary for debating	Students look at the words and provide simple definitions. Teacher elicits the words.	5 min
Debate		10 min
to give students authentic practice in using target language	Teacher divides the class into two groups. (Scientists/Artists) Teacher lets each group choose four words (skills) from the list describing The Scientist or The Artist - Einstein or Picasso.	
to discuss which/whose skills are more important	To keep students more engaged, Teacher asks them to discuss in groups: Which/whose skills are more important? And why? Teacher leads the discussion and finishes when all students arrive at a new understanding: "All the skills are needed in order to succeed. The skill set of a scientist and the skill set of an artist - both are equally important."	
Conclusions		5 min
to sum up the lesson to give/get feedback	Teacher sums up the lesson, gets fast feedback: ExitPoll by ClassroomScreen.com Teacher gives feedback.	

Assessment

Self and peer assessment. Students reflect on the quality of their work, help each other, judge the degree to which it reflects explicitly stated goals, and revise accordingly.

If necessary, they can rely on teacher judgement. Students use Self Assessment traffic light code. Teacher may suggest ways to improve.

Students are actively involved in the learning process.

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

Student feedback

Teacher gets fast feedback: ExitPoll by ClassroomScreen.com
Students are engaged in reflective conversations.

Students leave comments: <https://classroomscreen.com/>

Teacher's remarks

The learning scenario was prepared in reference to the Europeana resources and STEAM methodology. As the author of the scenario, I based the lesson on the experience I have gained while working on [the Erasmus+ project "Atelier for STEAM"](#).

My goal was to build a positive interdisciplinary STEAM learning environment in which the students could communicate freely and openly, so they could arrive at a new understanding. This lesson provided the students with an opportunity to explore the endeavors and pursuits of a pianist, a scientist and a painter who all had a migrant background from a fresh perspective. We recognized them as migrants, in the context of a cultural and political climate.

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.

[Annex 1 - Worksheet](#)