Europeana Learning Scenario

Title	
People's lives in World War I	

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Summary	

Table of summary	
Subject	History, ICT, English, French
Topic	The effect of World War I on the life of European citizens
Age of students	15-16
Preparation time	2 hours
Teaching time	Four 45-minute lessons
Online teaching material	https://answergarden.ch/ https://worditout.com/ https://prezi.com/ https://www.canva.com/ https://padlet.com https://www.europeana.eu/portal/en/collections/world-war-I https://historiana.eu/#/historical-content/key-moments/world-war-1/experiencing-the-war https://youtu.be/nv6RuNpfQJQ https://youtu.be/GgQtp8UZAiU https://youtu.be/e55gVQNC6OU https://youtu.be/txSDNoxSNmI https://youtu.be/Gtrlbl35pBs https://youtu.be/IiaGKUxjLc0 https://www.iwm.org.uk/history/rationing-and-food-shortages-during-the-first-world-war http://www.cnc-aff.fr/internet_cnc/Internet/ARemplir/parcours/EFG1914/pages_FR/A_1081.html http://www.cnc-aff.fr/internet_cnc/Internet/ARemplir/parcours/EFG1914/pages_FR/B_339.html http://www.cnc-aff.fr/internet_cnc/Internet/ARemplir/parcours/EFG1914/pages_FR/K_228420.html

Offline teaching material	Paper, pen
Europeana resources used	https://www.europeana.eu/portal/en/collections/world-war-I

Licenses

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Integration into the curriculum

World War I is now taught in the last year of junior high (students aged 14-15) but according to the new curriculum of history this topic will be studied during the first year of senior high school (students aged 15-16). History teachers can dedicate less than 4 hours to teaching of World War I and most of this time is used to present the causes of the beginning of the war and its consequences on people's lives.

Aim of the lesson

The aim of the following learning scenario is to help students understand the conditions of people's lives during the World War I, the problems that they had to face every day, the means they used to overcome them and the impact of the war on them so that students can understand that the war affects people's lives in various ways.

Additionally, students can get used to using ICT tools and preparing group presentations to deliver in front of their peers.

Trends

- Project Based Learning
- Collaborative learning
- Peer learning

21st century skills

Collaboration: Students will work in teams therefore, they will be able to interact, plan together and make decisions in order to complete the tasks of the learning scenario.

Creativity: Every team has a final task which stimulates students' creativity (writing a letter, a diary or an article)

Communication: In the end all teams will have to present their work in front of their peers and thus, practice their communication skills, which are necessary for this task.

Name of activity	Procedure	Time
Introduction to Europeana and copyright licenses	The teacher introduces students to Europeana (shows how it works, how they can search for resources in the collections etc.) and, at the same time, explains the symbols of the copyright licenses to them.	15'
Brainstorming and connection with previous lessons	The teacher asks students to tell him/her what comes to their mind when they hear the word "war" and writes all the words that the students say, using AnswerGarden. Then he/she tries to put them in groups (for instance, feelings, consequences, reasons etc.). Finally, students can create a word cloud (with WordItOut). After doing that, the teacher connects the things that they talked about in the previous lessons with the new activities.	20'
Group formation	Students are divided in 4 groups and each group works with a specific topic/ question (for example, how the World War I affected the lives of women). The students are divided in groups by chance (they choose a card with the name of the worksheet they are going to work with).	10'

Group work	Each group is given a worksheet with some activities that they will have to use working collaboratively.
	
	Group A: They will visit the 1914-1918 collection of Europeana, Historiana and watch some videos and then they will respond to questions such as:
	    a. How are women presented in the postcards and photographs of that period? Why are they presented this way?
	    b. What kind of problems did they have to face?
	    c. Which was women's role during the war? How did the war affect them?
	Group B: They will visit the 1914-1918 collection of Europeana, Historiana and watch some videos and then respond to questions such as:
	    a. How are children presented in the postcards and photographs of that period? Why are they presented this way?
	    b. What kind of problems did they have to face? What did they do to overcome these problems? Did anybody help them?
	Group C: They will search for audiovisual sources in the 1914-1918 collection of Europeana, Historiana and some videos from YouTube and then respond to questions such as:
	    a. Which problems did people in the cities have to face during World War I?
	    b. What means did they use to overcome these problems?
	Group D: They will visit the 1914-1918 collection of Europeana and Historiana and then respond to questions such as:
	    a. Which problems did soldiers have to face after the end of the war?
	    b. Did anybody help them to deal with the new challenges?
		90'

Name of activity	Procedure	Time
	All groups will upload their work (that can be presented using Canva, Prezi) on the course's Padlet.	
Presentations	Each team will present to the others the result of their work and evaluate the work they have done as a team. In the end, every team will evaluate the work of their peers making suggestions so that they can improve their work.	45'
Final tasks	*Group A:* Their final task: "You are a woman who lives in a European city during the Great War. You are writing your thoughts, your feelings about the war as well as your plans about the future in your diary". *Group B:* Their final task: "You are a child whose father is a soldier fighting in the front. You are writing a letter to your father telling him how you feel and what your life is like without him". *Group C:* Their final task: "You are a journalist and you are writing an article about the food shortage that people in your city face every day" (your article can be also about the arrival of refugees in your city because of the war) Group D: Their final task: "You are a soldier who returned from the front alive but seriously injured. You are writing a letter to a comrade telling him about your situation and your life back home".	

Assessment

Each team will present to the others the result of their work and evaluate the work they have done as a team using Google Docs.

At the end of the lesson, every team will evaluate the work of their peers making suggestions for their improvement using Google Docs.

The teacher will take in consideration students' evaluation of the activities that all teams will have concluded, the way they will have worked together as well as the presentation they will have made in the end.

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

Student feedback

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Teacher's remarks

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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.