

# Europeana Learning Scenario

## Title

**Communism vs. democracy**

## Author(s)

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## Summary

### Table of summary

Subject	History
Topic	Communism vs Democracy
Age of students	17-18
Preparation time	50'
Teaching time	50'
Online teaching material	/
Offline teaching material	<p><i>Papers, flipchart, markers</i></p> <p><i>Texts:</i></p> <ul style="list-style-type: none"> <li>Băluțoiu V., Lucia Copoeru, Aurel Constantin Soare, Ecaterina Stănescu: <i>Istoria secolului al XX-lea pentru cetățenie democratică: capitolul Democrația și drepturile omului în secolul al XX-lea</i>, redactat de Valentin Băluțoiu. (The 20<sup>th</sup> Century History for democratic citizenship, chapter Democracy and Human rights in 20<sup>th</sup> century)</li> <li>Ciorbea V., <i>Din istoria secolului XX, vol. I (1918-1939)</i>, Editura Ex Ponto, Constanța, 2006. (The History of the 20<sup>th</sup> century)</li> <li>Ciupercă I., <i>Totalitarismul – fenomen al secolului XX. Repere</i>, Cartea Editorială Demiurg, Iași, 2006. (Totalitarianism- a phenomenon of the 20<sup>th</sup> century)</li> </ul>
Europeana resources used	<p><a href="https://historiana.eu/#/historical-content/key-moments/the-cold-war">https://historiana.eu/#/historical-content/key-moments/the-cold-war</a></p> <p><a href="https://historiana.eu/#/historical-content/units/changing-europe">https://historiana.eu/#/historical-content/units/changing-europe</a></p> <p><a href="https://historiana.eu/themes/">https://historiana.eu/themes/</a></p> <p><a href="https://www.europeana.eu/portal/en/record/9200418/BibliographicResource_3000125985194.html?q=communism#dclid=1550663809592&amp;p=1">https://www.europeana.eu/portal/en/record/9200418/BibliographicResource_3000125985194.html?q=communism#dclid=1550663809592&amp;p=1</a></p> <p><a href="https://www.europeana.eu/portal/en/record/92040/BibliographicResource_1000095954220.html?q=democracy#dclid=1550663809592&amp;p=1">https://www.europeana.eu/portal/en/record/92040/BibliographicResource_1000095954220.html?q=democracy#dclid=1550663809592&amp;p=1</a></p>

## Table of summary

Here are some articles that my students considered interesting after searching Europeana. As I consider Europeana safe for independent researches and all of the speak English I encouraged them to independently search Europeana in order to find the best ideas for their discourses.

## Licenses



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## Integration into the curriculum

The lesson can be taught as part of History classes in the 11<sup>th</sup> grade or as part of *Optional Course: Recent History*.

The lesson addresses the following standards defined by the national curriculum:

- Human rights education
- Multiple perspectives of sensitive and controversial historical issues
- Development of argumentation and cooperation strategies

## Aim of the lesson

The main objective was to make students discover different aspects of the political regimes and to better understand the impact of a certain political regime on civil society.

## Trends

- Student centered learning
- Collaborative learning
- Informal learning

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

1. **Critical thinking** – analyzing historical sources dealing with aspects of communism and democracy in different parts of the world and then comparing them will allow students to see communism and democracy from different perspectives and to evaluate them in order to draw their own conclusions.
2. **Creativity** – students will have to make their own short discourse based on information given by the teacher or found after consulting the sources indicated by the teacher.
3. **Collaboration** –students will have to work as a team, decide upon the best way of presenting the information, take responsibilities and contribute to finding the best results.
4. **Communication** – by presenting the discourse in front of the class students will develop their communication skills. They will develop the ability to deliver the information in the most effective way. They will also develop public speaking skills.

## Activities

This activity was done after several days in which students studied the political regimes in and outside courses, watched documentaries, read book or articles on the proposed theme. It was organized when students finished the study of the chapter **~Democracy and Totalitarianism in the 20<sup>th</sup> century~**. The lesson took the form of a **trial debate**. Prior to the lesson the students had two weeks to search Historiana and Europeana and find information about how communism and democracy worked in different parts of the world.

Name of activity	Procedure	Time
<b>Introduction</b>	Teacher presents short information about the 20 <sup>th</sup> century seen by historians as the century of contrasts because of the diversity of the political regimes.	5 min
<b>Organizing the class</b>	<p>The class is divided as follows:</p> <ul style="list-style-type: none"> <li>a moderator who makes the introduction, explains the importance of the topic and presents the roles of the other colleagues</li> <li>two teams of 5 students, one supporting the communist regime and one supporting the democratic regime by taking the following steps: scientific reasoning by pointing out mostly the positive characteristics of each regime, inviting guests to support their ideas</li> <li>guests: representatives of the political regimes of Cuba, Russia, China, Romania, Germany, the US, England, an economics specialist, a finance specialist, a journalist, a former political prisoner. Each guest presents the political regime from a different perspective.</li> <li>a jury (5 students) to announce the winning team and summarize the advantages and disadvantages of the democratic and communist regimes based on the statements of the teams and the other guests</li> </ul>	5 min
<b>Scientific argumentation</b>	<p>The two teams present the two political regimes from their perspective</p> <p>The invited guests present their discourses and illustrate the political regime from their perspective. Role play is allowed as some students prefer to present themselves as for example Fidel Castro or Queen Elizabeth in order to be more convincing in sustaining their ideas.</p> <p>At the end the jury announces the winning team and presents the main reasons for their choice.</p>	30 min
<b>Feedback</b>	On the flipchart the jury presents the main characteristics of the political regimes discussed. The presentation takes the form of a T diagram having the positive aspects on the right and negative aspects on the left side.	7 min
<b>Homework</b>	Teacher asks students to create a banner promoting the human rights and freedom of speech. The posters are presented during the following class.	3 min

## Assessment

The assessment is made based on the jury's remarks, teacher's remarks and in the form of a round table when students are asked to evaluate themselves. This is done after the presentation of the created banner.

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

## Student feedback

Round table discussion about the whole lesson

## Teacher's remarks

I organized this class based on discovery-based learning strategy. As a History teacher I think that History cannot be taught as a sequence of data temporarily stored in the memory of our students. Students need to understand the causes and effects of the historical events. Which is the best way to make our students understand the most important historical events? How can we develop their civic duty to protect the helpless people as the contemporary world is dominated by violence? Students expect us to have all the possible answers, so discovery-based learning strategy is the best way to put them in different situations and let them experience things because students learn best what they have to figure out for themselves.

Through different activities like team work, individual research, delivering discourses students found out that there is a direct link between studying History and everyday life. The discovery-based learning strategy applied during this class allowed students to learn through experience, to develop critical thinking and problem solving skills.

## 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.