

Europeana Learning Scenario

Title

Women pioneers: The case of Maria Sybilla Merian

Author(s)

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Summary

Table of summary

Subject	English, Art
Topic	Pioneers: Trailblazing women in the arts
Age of students	14-15
Preparation time	2 hours
Teaching time	5 hours
Online teaching material	https://padlet.com/ https://www.google.com/forms/about/ https://www.tate.org.uk/art/art-terms/n/naturalism https://www.timetoast.com/ https://littlebirdtales.com/
Offline teaching material	Paper
Europeana resources used	https://www.europeana.eu/portal/en/exhibitions/pioneers/maria-sibylla-merian#ve-anchor-intro_15033-js https://www.europeana.eu/portal/en/explore/galleries/maria-sibylla-merian https://pro.europeana.eu/search?q=naturalism

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Integration into the curriculum

The suggested scenario fits into the national curriculum since it aims at the teaching of the English language through the integration of cultural content. This is actually one of the key-elements that the national curriculum of my country stresses.



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Of course, this scenario addresses students of B2 level proficiency in English (according to CEFR descriptors) since the topic is quite demanding.

Aim of the lesson

To familiarize students with the lifetime of an important female figure of the 17th century.

To familiarize students with the movement of naturalism.

To enable students to practice English through the integration of culture.

Trends

Project-based learning: Students develop various projects in groups

Collaborative learning: Students cooperate with their classmates in order to do the required activities

21st century skills

Collaboration: Students work in groups or in pairs. In order to complete their assigned tasks, they have to cooperate effectively with the others.

Critical Thinking and Problem Solving: Students have to select, organize and transform information for the effective completion of their work.

Communication: Students have to communicate with the members of their groups and to present their work to the others.

Creativity and Innovation: Students are involved in a creative writing task.

ICT (Information, Communications, and Technology) Literacy: Students use the Internet for information search and get involved in different projects through the application of different web 2.0 tools.

Activities

Name of activity	Procedure	Time
Introduction (Eliciting background knowledge)	The teacher asks the students if they have heard of any women pioneers in the past. If the students don't mention anyone, the teacher mentions names such as <i>Maria Skłodowska-Curie</i> and <i>Emmeline Pankhurst</i> to initiate discussion.	5'
Reading about Maria Sybilla Merian	The teacher announces to the students that they are going to deal with a woman pioneer Maria Sybilla Merian, who was an artist. The teacher asks the students to work in groups of 4 and do the following: a. read the text about Maria Sybilla Merian on the Europeana Platform https://www.europeana.eu/portal/en/exhibitions/pioneers/maria-sibylla-merian#ve-anchor-intro_15033-js)	30'

Name of activity	Procedure	Time
	<p>b. answer multiple choice questions through a Google form quiz (the aim is to assess the students' reading comprehension skills)</p> <p>c. discuss why Maria Sybilla Merian is considered a woman Pioneer (each student has to select arguments and evidence from the text to support their opinion).</p> <p>When the groups are ready, they announce their responses to the rest of the class. Discussion follows.</p>	
Learning about Merian's work	<p>The teacher asks the students to visit the gallery of the Europeana Platform, which includes images of Merian's work (https://www.europeana.eu/portal/en/explore/galleries/maria-sibylla-merian). The students are asked to observe the images of the paintings and to express their thoughts and emotions on a common Padlet (https://padlet.com/).</p> <p>Then, the teacher tells the students that these works of art are reflected by naturalism, which was a broad movement in the 19th century, and asks them to think about what naturalism includes and what it is about. The students are asked to discuss this question in groups of 4 and then, they'll have to announce the result of their discussion to the rest of the class. Discussion follows. The teacher may also direct students to https://www.tate.org.uk/art/art-terms/n/naturalism which clarifies what 'naturalism' is.</p>	30'
Creating timeline	<p>The teacher asks the students to work in groups of 4 again in order to create a timeline depicting Merian's most important life moments (using the Web 2.0 tool 'timetoast' - https://www.timetoast.com/). The timeline should combine text with image. The students are encouraged to visit the Gallery of the Europeana platform in order to download and use some of the images (they have been informed about copyright issues). When they finish their creations, the students have to upload their work on the common Padlet and comment on at least one timeline of another group.</p>	60'
Role-play	<p>The teacher asks the students to work in pairs and note down questions that they might ask Maria Sybilla Merian if they were reporters. Then, the students have to take part in a role-play where one student will take the role of the reporter and the other one the role of Maria Sybilla Merian. They have to get prepared in order to act it out in class.</p>	45'
Creative writing	<p>The teacher asks the students to observe three pictures influenced by the movement of Naturalism on the Europeana Education Space (found at https://pro.europeana.eu/search?q=naturalism). The students have to use one of these images as an inspiration for writing a story (of about 200 words maximum), which they will then illustrate and record using the Web2.0 tool 'LittlebirdTales' (https://littlebirdtales.com/). They work in pairs.</p>	80'
Meeting other women pioneers	<p>The teacher asks the students to find some information about other women pioneers by searching for information on the Europeana platform. The students work in groups of 4 again and take notes. Then a representative from each group makes a short presentation to the other groups.</p>	30'

Name of activity	Procedure	Time
Peer assessment	The teacher asks the students to evaluate their classmates for their performance. Each group evaluates the other groups on an online form (created through Google). The teacher announces the results to the students.	10'

Assessment

Students' final product is assessed through a 1-5 scale on the basis of:

- the quality of their work
- their creativity and innovation
- the cooperation within each group

Peer assessment.

***** 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.