

Europeana Learning Scenario

Title

Lost Memorabilia

Author(s)

Ella Rakovac Bekeš

Summary

Table of summary

Subject	Interdisciplinary lesson for Mathematics, History and English language
Topic	Mathematics: ratios, equations, system of equation, trigonometry of square triangle, percentage, data manipulation, sets History: World War I, Croatia in WWI English: feelings, past tense contrast, remembering the past, skills round up
Age of students	15-17
Preparation time	10'
Teaching time	Four 45-minute lessons
Online teaching material	https://view.genial.ly/5c59eb378805472c34575fa9/lost-memorabilia https://quizizz.com/join/ https://encyclopedia.1914-1918-online.net/ww1-timeline/ https://en.wikipedia.org/wiki/Royal_Croatian_Home_Guard https://www.quora.com/How-good-was-the-Austro-Hungarian-army-during-WWI https://en.wikipedia.org/wiki/Austro-Hungarian_krone https://www.geogebra.org/m/rW7KdXsK https://www.independent.co.uk/news/long_reads/first-world-war-weather-forecast-history-ww1-literature-climate-a7749326.html https://drive.google.com/file/d/1qNi587H4tkgTQzyqE7CHQmGTeQwt0RVK/view https://www.surveymonkey.com/r/XWX5H5R https://padlet.com/ella_rakovac/ukoe6ublfn9k
Offline teaching material	Student handouts to be printed https://drive.google.com/file/d/1N6DiF8pBYZix6tQQtIY3dVHPonCIUPA7/view?usp=sharing Optional, if working with internet is restricted, comic book: https://drive.google.com/file/d/1cMUWUETjPxCW14nSrO93jh6toExVf3cS/view?usp=sharing

Table of summary

Europeana resources used	https://transcribathon.com/en/documents/id-18082/item-205160/ https://www.europeana.eu/portal/en
--------------------------	--

Licenses



Attribution ShareAlike CC BY-SA

Integration into the curriculum

The learning scenario will take a cross-curricular approach.

In the national Math curriculum for 1st graders there are several units (data, measurement, numbers, algebra and functions) in which they need to manipulate with data displayed in various ways, apply data sets and operations with them, apply and show percentage, ratios, equations and system of equation. Therefore this LS is perfect as a revision of all these topics with application to real life examples.

History curriculum contains a whole year unit WWI, with smaller aspects and impact on Croatia.

In English language national curriculum there is a unit for students to analyze custom text in writing and listening. Additionally, communication in formal and non-formal situations fits in every grade.

Aim of the lesson

Students develop all language skills (reading, listening, speaking, writing).

Students recognize the historical, cultural and aesthetic value of mathematics by applying it in different disciplines and activities as well as the inescapable role of mathematics in the development and welfare of society.

Students develop self-confidence and awareness of their mathematical abilities, perseverance, entrepreneurship, responsiveness, appreciation and positive attitude towards mathematics and work in general.

Trends

Student-centered learning – the work is led by students, teacher is in a facilitator role

Peer learning - through the discussion students learn from each other

Visual Search & Learning - images and multimedia are more powerful than verbal stimuli

Project based learning - they need to investigate and respond to an authentic, engaging, and complex challenge and as a result, students develop deep content knowledge as well as critical thinking, creativity, and communication skills

Edutainment - playful learning, learning while having fun

BYOD - students bring their own mobile devices to the classroom

21st century skills

The learning scenario develops and improves students' critical thinking skills, communication skills, collaboration skills, creativity and ICT literacy.

Activities

Name of activity	Procedure	Time
Introduction	Students are divided into groups of 4. Everyone should have a tablet or a mobile phone connected to Wi-Fi. (If not so, at least one of the members should have a mobile device with Wi-Fi connection or mobile data access). They are starting to use the main resource, interactive story Lost memorabilia: https://view.genial.ly/5c59eb378805472c34575fa9/lost-memorabilia	15'
Recalling and refreshing WWI knowledge	Students answer a few questions on facts about WWI as a revision of familiar things using Quizziz . The access code is provided in interactive pages. After that, for filling memory with some old and new info, they go through an interactive WWI timeline (https://encyclopedia.1914-1918-online.net/ww1-timeline/) to refresh memory on important dates, people and events.	20'
Finding clues	Students going through interactive pages come to a Comic book "Lost memorabilia" which is a fictional story based on true facts about WWI. They are in a role of a son and a grandson and must solve Math problems to get to the clues by which they will find their lost memorabilia. The clues are letters with attached numbers. Most of the pictures used in a comic book to tell a story are from Europeana collection WWI: https://www.europeana.eu/portal/en/collections/world-war-i The Math problems are based on scenes and information regarding pictures. They are getting familiarized with human impact in WWI and things they cannot find in their history textbooks. Also, they need to read a postcard from one of the soldiers and find the frequency of a certain letter, with help of Transcribathon transcribed document and Geogebra applet for frequency: https://transcribathon.com/en/documents/id-18082/item-205160/ https://www.geogebra.org/m/rW7KdXsK All the work should be written in handouts.	60'
Evidence sheet	Handouts which show solutions to the math problems and clues are used now to solve a final quest, cyphered text in order to name the lost memorabilia. Comparing the final solution with inventory numbers of items is being done. If there is no matching inventory number with solution, students need to go through the math problems again and find mistake(s). Or they can possibly ask for teacher's help.	10'

Name of activity	Procedure	Time
Feedback	Students answer questions in a short survey. How they felt, what they learned by doing the project?	5'
Product	As for Math class, groups need to choose 4 of the topics they used to solve the problems. Each student from the group uses 1 topic and recreates 1 math problem using Europeana collections (WW1 excluded) like the ones modelled in the comic book and posts it in Padlet made for the Lost memorabilia lesson: https://padlet.com/ella_rakovac/ukoe6ublf9k	70'
Homework	For history class they need to prepare a presentation, with app or tool of their own choice, based on a story or fact which they learned in comic book, using research and Europeana. Something they find most interesting. For English class they need to write a short essay (150 - 200 words) on the same topic.	

Assessment

Math - each student will post his/hers example in Padlet. The teacher will evaluate their work on 3 things using a rubric. Creativity (did they use similar pictures or diverse), complexity (how easy or hard is the problem posted), meaningfulness (is or isn't the problem related to picture and how)

History – the teacher will evaluate the presentation by addressing the chosen tool or app, use of information and pictures, amount of facts, etc.

English – the teacher will grade the essay (vocabulary, grammar).

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

Student feedback

Short survey.

Teacher's remarks

/

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.