

Europeana Learning Scenario

Title

Colorful culture in the 1950s: blue skies, red panic

Author(s)

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Abstract

What was life like in the 1950s? How did the political situation influence everyday life in Europe? What was the position of women on both sides of the Iron Curtain? What was the influence of popular culture on people's lives? By working collaboratively on six different digital stations, students find the answers to these questions and think critically about this period of history. At each digital station – that they access via a QR code using their tablets – they read about different topics, answer questions and participate in a discussion. After some more research at home they throw a 1950s thematic party at school - they wear 1950s clothes, play music from that era and start conversations on different 1950s topics that they have been exploring. In the end students write a newspaper article about this historical era and carry out peer assessment.

Keywords

History, English, 1950s, station learning method, ICT

Table of summary

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Subject	English, History
Topic	1950s
Age of students	17-18
Preparation time	30'
Teaching time	Four 50-minute lessons
Online teaching material	<p>Genially interactive pictures:</p> <p>Station 1. https://view.genial.ly/5dc82ccbc84b920f68ff83c5 Station 2. https://view.genial.ly/5dc834ec56ddd70f62bbb7 Station 3. https://view.genial.ly/5dc838e4b165ac0f464a8de2 Station 4. https://view.genial.ly/5dc83bfac84b920f68ff97b0 Station 5. https://view.genial.ly/5dc83df203986d0f3830c420 Station 6. https://view.genial.ly/5dc8429fb165ac0f464aaab8</p> <p>QR codes for digital stations – Annex 1.</p>



	<p>Newspaper clipping generator https://www.fodey.com/generators/newspaper/snippet.asp</p> <p>Digital mind map tool https://popplet.com/ or https://bubbl.us/</p> <p>YouTube video https://www.youtube.com/watch?v=iWqV4xuqS1c&t=135s</p> <p>https://padlet.com/</p>
Offline teaching material	<p>Clothes Station learning method – Annex 3.</p>
Europeana resources used	<p>Blue Skies, Red Panic exhibition https://www.europeana.eu/portal/en/exhibitions/blue-skies-red-panic</p>

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Integration into the curriculum

The 1950s is part of the History curriculum in the final years of high school in Croatia. Developing reading, speaking and writing skills is part of English curriculum in every grade of high school.

Aim of the lesson

Students read, speak and write about one historical era using English. They think critically about one historical period and express opinions about it.

Outcome of the lesson

Students create a digital mind map, throw a 1950s thematic party and write a newspaper article about a historical era.

Trends

Collaborative learning, Student-Centred Learning, Mobile learning, Peer learning

21st century skills

Critical thinking, Collaboration and communication, Information Literacy, Media Literacy, Initiative, Social skills

Activities

Name of activity	Procedure	Time
Introduction: Watching video	In order to introduce students to the topic of the 1950s, the teacher plays a YouTube video called ‘What High School Kids Were Like in 1950s’. Students take notes and discuss the video after watching it (whole-class discussion).	10’
Main part: Station work	The teacher places six QR codes around the classroom. Each QR code is one interactive digital station with tasks (Genially interactive pictures). Students are divided in groups of four and each group has to visit all six stations and carry out tasks (read, answer questions, discuss, take notes). They access each station via a QR code (see Annex). After they have visited and discussed all stations, each group makes a digital mind map about 1950s using notes they have taken during station work.	90’
Homework	Students have to do further research about 1950s (fashion, music, politics, popular culture, everyday life, gender and racial equality, etc.) using Europeana and other resources. They have to prepare themselves for the 1950s thematic party (prepare clothes, music).	
Thematic party	At school, students and teachers (English, History) throw a 1950s thematic party. They are all dressed up in appropriate clothes, music from that era is played. Students and teachers mingle, initiate conversation, talk to each other about different 1950s topics they have been discussing and researching in the last lesson and at home. They also take selfies and publish photos with 1950s captions and hashtags on their school’s Instagram or Facebook page.	45’
Closing: Newspaper article	Students summarize what they have learned and write a newspaper article about the 1950s, using the newspaper clipping generator Fodey. All articles are uploaded to a common Padlet and each student chooses one article and does peer assessment using the rubric. The teacher can assess all articles using the same rubric.	60’

Assessment

Rubric for assessment of the newspaper article – Annex 2.

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

Student feedback

Checklist – Annex 4.

Teacher’s remarks

Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.

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

Annex 1. Digital stations as QR codes

Station 1



Station 2



Station 3



Station 4



Station 5



Station 6



Annex 2. Assessment-Writing rubric

	5	4	3	2
CONTENT	Article explains the ideas fully and presents relevant information.	Article explains the ideas well, contains mostly relevant information.	Article presents some facts, contains a few details about the topic.	Article presents few facts, contains irrelevant details.
STYLE	Uses rich vocabulary, sentences vary in length and word usage.	Uses a variety of words, sentences are mostly simple with a few complex ones.	Uses simple vocabulary, has little sentence variety.	Vocabulary is poor, sentences are sometimes incomplete or lack structure.
GRAMMAR AND SPELLING	Makes no errors in grammar, sentence structure or spelling. It is easy to read it.	Makes minor mistakes(2-4) in grammar, sentence structure or spelling.	Makes a few mistakes(4-6) in grammar, sentence structure or spelling.	Makes more than 6 mistakes. The mistakes distract the reader from the content.

Annex 3. Station learning method

Station learning method(in this case digital stations) promotes active learning and student engagement in their own learning. Learning stations are physical places in the classroom where students have to do different tasks, collaborate, discuss, learn from each other, help each other and take responsibility for their own learning. Students move through the stations at their own pace, interact with each other and are more willing to talk because they work in small groups.

Annex 4. Student feedback

	YES	NO
I was motivated to take part in the lesson.		
The lesson was interesting and engaging.		
I used English all the time.		
I found out a lot of information about one historical period.		
I explored a historical period with a critical eye.		
I did my best during collaborative work.		
I could express my opinion freely.		
The lesson had a variety of relevant activities(video, stations, mind mapping, party, newspaper article writing).		
Students interacted with each other on content issues.		