Europeana Learning Scenario

Title

In retrospect: filming through the ages

Author(s)

Angeliki Kougiourouki

Abstract

This Learning Scenario is organized around the history of cinema and in particular the cameras, movie posters and their evolution over time. After discussing the ways in which people from ancient times have tried to convey information and messages through images, students visit Europeana and start a journey through the history of cinema using photos of the first cameras, video with camera sounds and movie posters. Through this flash back they learn about the role that cinema played and continues to play in people's lives as a new technique of movement recording and visualization and as a means of transmitting messages and entertainment.

The activities of this scenario will be part of an Erasmus+ & eTwinning project activities entitled **CIAK! Cinema International Animations and Kids** that students from 6 countries, including Greece, are invited to perform.

Concluding the activities, students play a millionaire quiz game to test their knowledge on what they learned, assess their collaborative work using a questionnaire and present their work to the whole class as well as to their partners through the project platform.

Keywords

Cinema, cinema history, cinema tools, movie posters, Europeana

Table of summary

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Subject	Modern Greek Language, History, Science, Art, English language
Topic	Cinema and its evolution through the use of cameras and posters
Age of students	11-12: Students need to have a minimum of B1 level in the English language because of the cinema machines terminology. In case they face any difficulties in using the cinema vocabulary, the teacher could help them in collaboration with the English teacher as they are exploring the history of cinema both in their native and in the English language (CLIL). They also need to have efficient digital skills to correspond on preparing digital presentations exploring Europeana, creating the timeline product and editing texts and movie posters.

Preparation time	The teacher will need about 4-5 hours to prepare the worksheets with the related to the topic links and efficient time to prepare the evaluation questionnaire, the assessment quiz and any other material needed to have the outcomes gathered in digital tools.
Teaching time	8 hours The LS is organized in 3 sessions and each of them can be implemented in 2 consecutive teaching hours. The last two hours are dedicated to presentations, evaluation and feedback. 1-2h: Visualizing the movement 3-4h: Hands on tasks 5-6h: Being creative 7-8h: Presenting, evaluating, giving feedback
Online teaching material	**Online tools:** • [Mindomo](#) • [Timetoast](#) • [Padlet](#) • [Calameo](#) • [LearningApps](#) • [Googleforms](#) **Resources:** • [Historiana](#) • [Interactive Greek textbooks](#) • [Caverns-Youtube](#) • [Science+ Media Museum](#) • [Wikipedia](#) • [Science Museum Group](#)
Offline teaching material	-paper, colorful pencils (to keep notes and to draw the movie posters) -for the phenakitoscope, thaumatrope and Chinese shadows: scissors, already made shapes and figures, glue and sticks -for the photo machine: a card shoe box, scissors, rice paper and a black tape
Europeana resources used	✓ **[kinetoscope](#)** ✓ **[cinematograph](#)**

- ✓ **cinematograph 2**

- ✓ **film projector**

- ✓ **film**

- ✓ **camera obscura**

- ✓ **Lantern magic**

- ✓ **Chinese shadows**

- ✓ **Scene from a shadow theatre play**

- ✓ **Fusil photographico**

- ✓ **Altamira Cave paintings**

- ✓ **Cinema sounds**
  - Super 8 Movie Projector - Reverse
  - Cinemeccanica projector Victoria 9 running
  - Fan – Cinema projector
  - Film reels
  - DGB – Cinema Projector

- ✓ **Cinema posters**
  - Theatre Cinema Oriental
  - Program, Cinema Teatro Mazari
  - Program, Hippodrome-Palace 1923
  - A man on a bike
  - Affisch
  - Amerikanische Pop Art

Integration into the curriculum

The Learning Scenario will be implemented with diffusion in the Primary School's curriculum. Starting from **Modern Greek Language** (there is a whole unit dedicated to cinema and theater), students will extend their exploration to **History** by gathering data on the history and evolution of cinema machines and cinema in general; Studying **Science** and the module related to light, they will go one step beyond exploring the way that a photo camera works; last but not least, during the **Art** lesson and through the units Visual Arts and Art History they will approach the topics: Photo-Photographer and Pop-Art. The professional role of a photographer and, by extension, the filmmaker motivates them to experiment with simple motion-visualization machines, to study the role of cinema pictures in the creation of Pop-Art works and then to create their own movie poster. Since the students will study the history of cinema using foreign web resources and produce material using English, the LS will be linked with the English Language as well.

Aim of the lesson

This Learning Scenario aims to help students learn about the use of the Europeana platform to develop their inquiry skills while searching to find information about the history of cinema through the use of tools. kinetoscope, cinematograph, camera obscura, Chinese shadows, etc serve to highlight important moments of the cinema evolution enhancing communication, collaboration and critical thinking.

In this way students will become familiar with the role that cinema played and continues to play in people's lives as a new technique of movement recording and visualization and as a means of transmitting messages and entertainment.

Outcome of the lesson

Students are expected to create several outcomes during the project, depending on the number of the implemented activities

1. a timeline of the cinema evolution
2. an ebook with information on visualizing the movement both in Greek and in the English language
3. a movie posters exhibition

Trends

- Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups.
- Peer Learning: students learn from peers and give each other feedback while creating project products
- Collaborative Learning: Students work in groups in most activities of this learning scenario.
- Visual Search & Learning: during the project students work with images related to cinema tools and movie posters

- Learning Material: This LS uses web resources to achieve its goals

21st century skills

Learning and innovation skills

- Creativity: students are asked to create their own presentations related to cinema tools as well as a timeline about the history of cinema and their own crafts and movie posters
- Critical thinking: students are asked to think about the role that cinema played and continues to play in people's lives as a new technique of movement recording and visualization and as a means of transmitting messages and entertainment
- Collaboration: students need to work in groups in order to complete most of the tasks

Information, media & technology skills

- ICT Literacy: students are asked to use effectively the web searching in the Europeana and in cinema related websites as well as using web tools to create their products

Activities

Name of activity	Procedure	Time
1st - 2nd session: Visualizing the movement (see Worksheet 1.)	1. Students watch a video related to the history of cinema discussing the ways that people used while trying to visualise movement since the very first appearance of images. They brainstorm ideas about the first machines that were used to visualise the movement (using the Mindomoo web2.0 tool or the classroom's whiteboard): Mindmap 2. Students form teams and start exploring Europeana and related photographs in order to study about specific efforts to visualise the movement: Suggested photos from Europeana: ✓ **kinetoscope** ✓ cinematograph 1 ✓ Cinematograph 2 ✓ film projector ✓ film ✓ camera obscura 1 ✓ Lantern magic ✓ Chinese shadows 1 ✓ Chinese shadows 2 ✓ Fusil photographico They also visit: • Historiana and in particular 2 photos from the Historical sources under the title: **Still photography**: 1. Camera Obscura and 14. 35mm film	2 hours

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Name of activity	Procedure	Time
	• Europeana and a collection of audio data movies projectors: ✓ Super 8 Movie Projector-Reverse ✓ Cinemeccanica projector Victoria 9 running ✓ Fan Cinema projector ✓ Film reels ✓ DGB-Cinema projector Students, while keeping notes, try to answer questions such as: ➢ How far back in times could we go through these photos? ➢ What kind of information about movement visualization they give to us? They also compare means of movement visualisation with the first images which ancient people drew in rocks in Altamira cave in order to visualize the movement: ebooks, Europeana resource, video. ➢ Could similar photos and elated material narrate us cinema's history through the way that they capture and present the movement? They read about the history of cinema in their native language as well as in the English one: ✓ Η ιστορία του κινηματογραφικού μέσου ✓ A very short history of cinema ✓ History of film technology They also visit the following website collection about **cinematography**	
3ʳᵈ – 4ᵗʰ session: Hands on tasks (see Worksheet 2.)	Europeana photos, the history of cinema and its movies machines as well as the weblinks study, give rise to work in teams: they have to study further means of images or film projection, related machines and their classification **1ˢᵗ team:** they have to work as **historians** and to create a **timeline** with basics on cinema machines evolution and by extension the history of cinema **2ⁿᵈ, 3ʳᵈ, 4ᵗʰ, 5ᵗʰ, 6ᵗʰ, 7ᵗʰ teams:** they have to study and collect ways and means of image and movement projection in the past writing and presenting it both in their native language (Greek) and in English (CLIL) ✓ **Zoopraxiscope** ✓ **Phenakitoscope**	2 hours

Name of activity	Procedure	Time
	✓ **Thaumatrope** ✓ **Lantern magic** ✓ **Chinese shadows** ✓ **Fusil photographico** ✓ **Camera obscura**	
5th – 6th session: Being creative (see Worksheet 3.)	Expanding the study of movement visualisation and its projection throughout machines evolution, students negotiate on the topics: **Light and colours & A simple photo camera** from the related to **Light** Unit of their **Science** lesson as well as **Photography-Photographer** and **Pop-Art** from the Units: **Art professions** and **History of Art** of their **Art** Lesson. ✓ **Light and colours** ✓ **A simple photo camera** **Art professions: Photography-Photographer** ✓ **Pop-Art 1** ✓ Pop-Art 2 After decoding the related to the first movie poster in history with teacher's device they visit Europeana to be more familiar with movie posters • Theatre Cinema Oriental • Program, Cinema Teatro Mazari	2 hours

Name of activity	Procedure	Time
	- Program, Hippodrome-Palace 1923 - A man on a bike - AFFISCH - Amerikanische Pop art and start creating in teams: ✓ **A simple photo camera** ✓ **A phenakitoscope** ✓ **A thaumatrope** ✓ **Chinese shadows** ✓ **Movie posters**	
7th – 8th session: presenting, evaluating, giving feedback	Each group presents the work done by the members in the classroom (crafts and movie posters) and get feedback from the other students. They are assessed taking a digital quiz and they also fill in an evaluation questionnaire in order to give their feedback for the LS.	2 hours

Assessment

Students play a quiz game to test their knowledge on what they learned. They also assess both the project and their work using a questionnaire.

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

Student feedback

During the implementation students are assessed in the form of a class discussion. Ongoing assessment was implemented according to the following criteria: Collaboration, Completion of work, preparedness, time management, quality of outcome.

Students present their collaborative work to the whole class, play a quiz game while the following questionnaire can be used for individual assessment.

Teacher's remarks

The implementation of this LS made students feel excited while learning about cinema first tools and furthermore about the history of cinema and its evolution over the years. The most interesting part for them was the fact that during the exploration they learned about Europeana and what it offers to students while at the creating part, at the school computer lab to study and create presentations about cinema tools and at the classroom to give life to a simple photo camera, a phenakistoscope, a

thaumatrope and movie posters, they highlighted that "*team work means sharing opinions, working together, helping each other*". Studying the history of cinema through the use of Europeana or several foreign links didn't discourage them, as they asked for help both from the teacher and the Google translate. They even wrote related comments while filling in the evaluation questionnaire: "*my best memory is when my team finished the project in two languages*", "*when we were studying about cinema tools and history of movies*". Helping students with instructions on how to search the Europeana platform, how to study the history of cinema in a foreign language and how to use new web tools (such as Timetoast to create a timeline) was one of my priorities.

Activities like reading about the history of cinema from English websites, as well as creating crafts, were more time-consuming than it had been imagined beforehand; the students needed more time in order to go through the resources, translate them into their native language and prepare their presentations or outcomes; more time was also in need to create the simple photo camera as well as the movie posters. So, it would be good to bear that in mind and dedicate more time, should anyone want to implement this LS.

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.

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Cinema and its evolution through the use of cameras and posters

Worksheet 1:

1. Watch carefully the short video related to the History of cinema and discuss and discuss within pairs the ways that people used to visualize the movement since the ancient times and the first images. Then contribute using Mindomo web2.0 tool on brainstorming ideas about the first tools for moving images.
2. Form teams and start exploring the Europeana photos by visiting the following links to find about:

   - ✓ **kinetoscope**
   - ✓ **cinematograph 1**
   - ✓ **cinematograph 2**
   - ✓ **film projector**
   - ✓ **film**
   - ✓ **camera obscura**
   - ✓ **Lantern magic**
   - ✓ **Chinese shadows 1**
   - ✓ **Chinese shadows 2**
   - ✓ **Fusil photographico**

You can also use:

- Historiana and 2 photos for the collection: **Still photography** and more specific: photo 1: Camera Obscura and photo 14: 35mm film
- Europeana and a collection of audio data movies projectors:

Super 8 Movie Projector-Reverse

Cinemeccanica projector Victoria 9 running

Fan Cinema projector

Film reels

DGB-Cinema projector

3. Discuss and keep useful notes within your team trying to answer the following questions:
   - How far back in times could we go through these photos?
   - What kind of information about movement visualization do they give to us?

You can compare these ways of movement visualization with the first images which ancient people drew in rocks in Altamira cave in order to visualize the movement:

- ✓ [Παλαιολιθική και Νεολιθική εποχή](#)

- ✓ [Techo de los policromos de Altamira](#)

- ✓ [Σπηλαιογραφίες-Altamira-Ισπανία](#)
- ▪ Could similar photos and elated material narrate us the history of cinema through the way that they capture and present the movement?

4. Read about the history of cinema visiting the following links:
   - o [Η ιστορία του κινηματογραφικού μέσου](#)

   - o [A very short history of cinema](#)

   - o [History of film technology](#)

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Worksheet 2:

Within their team members try to:

Team 1: Visit the related to the history of cinema links:

- ✓ Η ιστορία του κινηματογραφικού μέσου

- ✓ A very short history if cinema

- ✓ History of film technology

and using the given data create a timeline of the evolution in movement visualization (you can use the timetoast web2.0 tool or paper)

Team 2: Visit the related to **Zoopraxiscope** links, read about it and prepare a presentation writing some information both in Greek and in English. Don't forget to add a copyright free image**:**

- ✓ **Zoopraxiscope**

- ✓ Eadweard Muybridge Zoopraxiscope

- ✓ Muybridge's Zoopraxiscope

- ✓ Zoopraxiscope discs

Team 3: Visit the related to **Phenakitoscope** links, read about it and prepare a presentation writing some information both in Greek and in English. Don't forget to add a copyright free image**:**
- ✓ Phenakistiscope

- ✓ Phenakitoscope

Team 4: Visit the related to **Thaumatrope** links, read about it and prepare a presentation writing some information both in Greek and in English. Don't forget to add a copyright free image**:**
- ✓ Thaumatrope

- ✓ How to make your own thaumatrope

Team 5: Visit the related to **Lantern magic** links, read about it and prepare a presentation writing some information both in Greek and in English. Don't forget to add a copyright free image**:**

✓ [Magic lantern](#)

✓ [How to make a magic lantern](#)

Team 6: Visit the related to **Chinese shadows** links, read about it and prepare a presentation writing some information both in Greek and in English. Don't forget to add a copyright free image**:**

✓ [Shadow play](#)

✓ [Shadow Puppetry | A Chinese folk art](#)

Team 7: Visit the related to **fusil photographico** links, read about it and prepare a presentation writing some information both in Greek and in English. Don't forget to add a copyright free image**:**

✓ [Η πρώτη φορητή κάμερα: το φωτογραφικό τυφέκιο του Étienne-Jules Marey](#)

✓ [Fusil photographico](#)

Team 8: Visit the related to **camera obscura** links, read about it and prepare a presentation writing some information both in Greek and in English. Don't forget to add a copyright free image**:**

✓ [Camera obscura](#)

✓ [Camera obscura-Europeana](#)

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Worksheet 3:

1. Read carefully from your science work book how we handle light and colours and how we can prepare a simple photo machine.
   - ✓ [Light and colours](#)

   - ✓ [A simple photo camera](#)

2. Your book of Art will help you to learn about **Art professions** and more specifically about: **Photography and photographer**.
   It will also encourage you to learn about **History of Art** and more particularly about: **Pop-art**
   - ✓ **[Pop art 1](#)**

   - ✓ **[Pop art 2](#)**

After decoding the related to the first movie poster in history with the teacher's device,

visit Europeana to be more familiar with movie posters in case you need extra inspiration

- ✓ [Theatre Cinema Oriental](#)

- ✓ [Program, Cinema Teatro Mazari](#)

- ✓ [Program, Hippodrome- Palace 1923](#)

- ✓ [A man on a bike](#)

- ✓ [AFFISCH](#)

- ✓ [Amerikanische Pop art](#)

3. Now you are ready to work within your team trying to make:
- a simple photo-camera
- a phenakitoscope
- a thaumatrope
- Chinese shadows
- cinema posters

(your creations will be exhibited so try to work carefully)