

# Europeana Learning Scenario

## Title:

## A Soldier's Perspective of War

## Author(s)

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## Abstract

This English learning scenario constitutes of a writing lesson in English within the theme 'Soldiers and War'. It concentrates on the planning and writing of a diary entry in perspective of a soldier's feelings and emotions during wartime.

## Keywords

Collaboration, Technology, Lego, War, Writing, Diary-entry

## Table of summary

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Subject	English Language (Writing)
Topic	Writing skills – Diary entry
Age of learning scenario	Between 8 and 12 years
Preparation time	1 hour
Teaching time	1 hour 30 minutes (2 lessons of 45 minutes each)
Online teaching material	<a href="#">Answer Garden</a> , <a href="#">Padlet</a>
Offline teaching material	Lego story starter kit, Interactive whiteboard, Tablets, A3 cardboard paper, Pens, Diary-entry format worksheet, Sticky notes
Europeana resources used	<a href="#">Image 1</a> , <a href="#">Image 2</a> , <a href="#">Image 3</a> , <a href="#">Image 4</a> , <a href="#">Image 5</a>

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### Integration into the curriculum

The following learning outcomes are taken from the Maltese Syllabus (Year 5) – English Language:

[https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr\\_syllabi/syllab\\_pr\\_englishyear5.pdf](https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr_syllabi/syllab_pr_englishyear5.pdf)

5.3.9 With support write for an audience and with a purpose.

5.3.11 With support create and write own book/s and experiment with different genres diary entry.

### Aim of the lesson

By the end of this lesson scenario, the students would have acquired different 21st century skills such as creativity, collaboration, communication and media literacy. Apart from this, the students will also be able to explain and understand the purpose of keeping a diary while writing a diary entry.

### Outcome of the lesson

Students will work collaboratively in groups in planning out a day in the life of a soldier. Students will use time conjunctions and correct verb tenses in writing and describing the events of what happened to the soldier. Students will also use expressions and adjectives while talking about feelings and while describing different scenes.

### Trends

**Collaborative Learning:** a strong focus on group work.

**Student Centered Learning:** learning scenario and their needs are at the centre of the learning process.

**Peer learning:** learning scenario learn from peers and give each other feedback.

**Edutainment:** playful learning. Learning while having fun.

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

**Creativity:** During the planning stage the students will use the Lego story starter kits to produce different scenes from a soldier's particular day.

**Collaboration:** the students will work together in producing the different scenes and will help each other during the writing process.

**Communication:** During the introduction of the learning scenario, the students will be engaged in a discussion about war.

**Media Literacy:** This lesson incorporates the use of online tools such as [AnswerGarden](#) and [Padlet](#).

### Activities

**2 consecutive lessons (45 minutes each)**

Name of activity	Procedure	Time
<b>Introduction:</b>	<p><i>Group Work: Predictions</i></p> <p>The students will be presented with different images taken from Europeana Collections. <a href="#">Image 1</a>, <a href="#">Image 2</a>, <a href="#">Image 3</a>, <a href="#">Image 4</a>, <a href="#">Image 5</a>. These images are to be blurred. The students should discuss in groups and make predictions about today's topic. After predictions are made, the teacher will reveal all pictures and share with the class today's learning outcomes and success criteria. A success criteria is a list of features that a teacher wants the students to include in their final work.</p>	
<b>Activity one:</b>	<p><i>Individual Task: Sharing of Ideas</i></p> <p>After revealing today's topic and theme, the students will be required to list any vocabulary, ideas and expressions which come to mind related to today's topic (soldiers and war). During this part an application found on their tablet called '<a href="#">AnswerGarden</a>' will be used. Every student's answer will be shown both on the interactive whiteboard and on their peer's tablets. After the given allotted time, a discussion about the things mentioned in the application will take place.</p>	
<b>Activity two:</b>	<p><i>Group Work: Pre-Writing</i></p> <p>Explain that for the following activity groups will be working together using Lego story starters, to produce an interactive plan for their diary entry. They have to imagine that they are a soldier during war.</p> <p><b>Step 1:</b> Using Lego story starter kits, the students are required to produce different scenes from the soldier's single day.</p> <p><b>Step 2:</b> Students are required to place each scene one after the other depending on how they will be narrated in their diary entry. Students are to write on a sticky-note basic point describing each scene.</p>	
<b>Activity three:</b>	<p><i>Individual Task: Writing</i></p> <p>The students should imagine they are one of the soldiers during the war and each student is given a diary entry format worksheet to work on. Students are given around 15 minutes to start writing and to finish their story. During this time the teacher will be going around to help and monitor the students' work. If students are ready from their work they are asked to exchange their stories with their partners and give appropriate feedback accordingly. Students are encouraged to focus on the 'hotspot' mentioned in the previous lessons, where students have to focus on the most important part of the story and use adjectives and punctuation to make it even more exciting.</p>	

Name of activity	Procedure	Time
<b>Conclusion:</b>	<p><i>Presentation: Author's Chair</i></p> <p>The students are encouraged to come out of their places and present their diary entry to their peers. Students are encouraged to listen to the story being told and afterwards they are to give constructive feedback of what they liked or would have changed in the story.</p>	

### Assessment

**School Work:** The students are to take on the life of a soldier during war and write about their experiences and emotions on a particular day.

**Take-home task:** The students are to produce a small research about either World War I or World War II, and are to submit their research in the form of a paragraph by using the application [Padlet](#). By using this application, students will be able to view each other's work at any time.

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

### Student feedback

- During the writing stage the students can use the peer-editing sheets to give each other feedback of what they like or would change in a particular writing.
- They will also give positive feedback to one another during the author's chair activity.
- At the end of the lesson the students are given a feedback form of what they liked or disliked during this lesson. These are to be placed anonymously inside the feedback box.

### Teacher's remarks

Prior to this lesson, the students were introduced to the story of Anne Frank by Isabel Sanchez Vergara.

This lesson can be linked to both History and Arts. During Arts lesson the students can create [aged paper](#) by using tea. This will give the diary-entry a vintage look. With regards to History, during the class discussion, the students are to refer to the different wars fought by their own country.

Some of the activities use tablets and online resources, if these are not available:

- During activity one – use the whiteboard to jot down the student's responses.
- During activity two – use Workspace (if tablets are available) and give students the opportunity to digitally draw the scenes. If tablets aren't available, ask students to draw their scenes on a piece of paper using coloured pencils.
- In addition, the students are encouraged to write their diary entry on the app [Lego Story Visualizer](#).

## 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

Website linked to the Maltese Syllabus:

- [https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr\\_syllabi/syllab\\_pr\\_englishyear5.pdf](https://curriculum.gov.mt/en/Curriculum/Year-1-to-6/Documents/pr_syllabi/syllab_pr_englishyear5.pdf)

Further Resources which can be used:

- <https://www.youtube.com/watch?v=OGfAf45ddCo>
- <https://www.youtube.com/watch?v=HUqy-OQvVtI>
- <https://www.youtube.com/watch?v=QFj23OFI2Kw>
- <https://www.youtube.com/watch?v=NWF2JBb1bvM>
- <https://www.youtube.com/watch?v=G6B9k1W3i2w>

Tablet Resources

- <https://answergarden.ch/>
- <https://padlet.com/>