Europeana Learning Scenario

Title

An Exhibition about WW1 with Europeana 14-18

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Abstract

Students love to work with authentic documents. History seems to become real. That's why this learning scenario uses the letters, pictures, diaries shared on the Europeana 14-18 platform. The students are asked to prepare an exhibition about WW1, using an organized collaborative work. It's a project based learning lesson.

Keywords

History, WW1, exhibition, collaborative work, project based learning

Table of summary

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Subject	*History, arts, mother language*
Topic	*This scenario is intended for a history lesson. The topic is WW1.*
Age of students	*15-16*
Preparation time	*2h to 4h*
Teaching time	*4h*
Online teaching material	https://www.europeana.eu/portal/fr/collections/world-war-I https://padlet.com/ https://transcribathon.com/en/
Offline teaching material	*Computers or tablets.*
Europeana resources used	Ottello Family, Jacques Sala, lettres de Jules Pique, Louis Nougaret

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Integration into the curriculum

This learning scenario takes place in the 1ère History former curriculum (before September 2019): “WW1, the fighting experience in a total war”. The fighting experience concerns the soldiers and also the civilians, involved in the war in many ways (the concept of “total war” must be discussed), and they all had to face the violence of the war (the concept of “brutalization” must be discussed). The exhibition prepared during this lesson is based on these 3 themes.

Aim of the lesson

This lesson aims to give the students access to authentic historical documents. The students are asked to use the documents to find information and to lead an argumentation on the notions exposed in their textbook. This lesson is organized in order to improve a real collaborative work, in which each student has to share knowledge and skills with the others.

Outcome of the lesson

At the end of this lesson, the students have produced a digital exhibition (which could also be a poster exhibition). If they have taken part in a “Transcribathon run”, they would also have produced a transcription of one or several documents.

Trends

Project based learning

Collaborative learning

Flipped classroom

21st century skills

This lesson aims to improve some important skills. First of all the collaboration skills. The organisation in two parts aims to implement the collaboration methodology. In the first part, the members of the groups can share the task, but have to share their work during the classroom activity. The “groups of experts” in the second part of the lesson lead the students to share their knowledge and to discuss their choices in order to prepare their part of the exhibition.

During the “visiting exhibition” part, each student has to develop his critical thinking by asking questions about what he/she didn’t understand, or by criticizing the texts or documents presented.

Consulting documents written by people a hundred years ago in war times also develop empathy.

Activities

Note: the activities are organized in two steps, with 2 different groups : group P1 (part 1) becomes specialist of one story during part 1, and group P2 (part 2) becomes specialist of one theme during part 2.

Name of activity	Procedure	Time
Preparation	The teacher has selected some "stories" in the Europeana 14-18 platform. The chosen stories contain documents about the soldier's life and their family's life, the way they lived and felt during the WW1, and also elements proving that every part of the society was involved in the war (concept of "total war"), and that the violence was part of everyone's life, soldiers and civilians, children and adults (concept of "brutalization"). Please select the stories you are allowed to share. Examples : Ottello Family, Jacques Sala, lettres de Jules Pique, Louis Nougaret The defined groups of students (Groups P1) have some time (a week or two) to discover the stories on the Europeana 14-18 platform and to choose one story per group. Every student explores the story of his group and takes notes about the characters mentioned in the documents: - Names of the different characters; - role during WW1; - information about the way they lived and felt during the war; - traces of violence. They do not forget to note the precise documents where they find each information. Optional: a "Transcribathon run" can be organized in the classroom between groups, between classes or without competition. If a transcription run is organized, you have to explain the use of the Transcribathon platform and the rules of transcription. The stories chosen by the teacher should not be fully transcribed.	
Exploring the stories (1 hour)	In the classroom, in each group P1, the students talk about their story, share the information they have picked. They discuss and select some pertinent information on the 3 exhibition's themes : 1- the life during WW1, 2- WW1 is a "total" war, 3- brutalization of the society. They select the documents (and the extract of documents) containing this information.	

Name of activity	Procedure	Time
Workingonthemes (2 hours)	Groups P2: Mix the groups so that each group contains "specialists" (ie members of group P1) of different types of stories: stories of soldiers, stretcher bearer, nurse, mother, wife, child … Each group P2 is responsible for one theme: Theme 1: WW1 in the front. Theme 2: WW1 behind the front. Theme 3: a total war: every part of the society is involved in the war. Theme 4: brutalization: violence suffered by soldiers. Theme 5: brutalization: violence suffered by civilians. 1- Each member of the group P2 shares with the other members the main information about his character and the information the group P1 has selected on the group's theme, and the documents they have selected. 2- The group P2 writes a paragraph to introduce its theme. The text contains: - A definition of the main notion of the theme - A summary of the main information found in the documents, each information should be expressly based on a document. The paragraph is written on the group's padlet. 3- Each group P2 chooses in the different stories one extract of a document for every information exposed in the text. For each extract, they write a sentence to identify the document, and a title explaining the interest of the document. The documents and their description are added to the group's padlet. If one group has finished the main work, they can prepare a quiz on their theme for the visitors.	
Visiting the exhibition (1 hour)	As homework, each student visits the exhibition and prepares questions to ask to other groups. During the classroom time, each group answers to other student's questions.	

Assessment

The exhibition is part of the evaluation.

The questions asked by the students and their answers during the "visiting the exhibition" activity are part of the evaluation.

In the French context, we have to train the students to write an essay. I have asked the students to write an essay on the theme "the WWI, a total war".

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

Student feedback

During the “visiting exhibition” activity the students can give a collective feedback of the activity. The questions asked always launch discussions about the lesson, the documents, the choices made.

While exploring the stories, the students were really glad and moved by the authentic documents.

Teacher’s remarks

The organisation in two different groups is a bit disturbing for the students but it’s really efficient to oblige them to go deeper into their story. They have to give ideas and details, to discuss their choices. They were glad to make other discover their story during the “working on themes” part. During this activity, they had difficulties to choose a pertinent document to illustrate their ideas, and often forget the “identification” part, but it means that this part of the work is really useful.

The better activity for the teacher is the “visiting the exhibition” part: students show their interest and the misunderstandings, the errors become obvious and can be explained by the teacher but also often by the other students.

Because this exhibition was the only lesson I gave them about the WWI, I was anxious to know if they could carry out an academic work on this subject. I was really glad to observe that they did a really greater work than ever: they had a precise knowledge on the subject with details used to lead a discussion based on the notions.

This lesson could be enhanced with a better digital tool for the exhibition.

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