

Europeana Learning Scenario

Title

Travelling to an unknown country

Author(s)

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Abstract

Our students invite you to come and visit Tichongo! As you may know, Tichongo is that tiny European country which everyone always forgets ... How do you mean you don't know it?

Come and discover our travel guide book on this country. One thing is for sure, your only wish after reading it will be to come and spend your holidays there!

A whole country was created and illustrated based on images found on the Europeana website, leading to the drafting of a genuine travel guide book on a completely unknown country which came straight from the students' imagination.

Keywords

Travel guide book, primary school, 7-8 years old, writing, reading, country.

Table of summary

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|---------------------------|--|
| Subject | French (spoken, read, written), mathematics, plastic arts, digital technology, geography, history, moral and civic education. |
| Topic | French – Writing a travel guide book Plastic arts – Creating illustrations Geography and History – Drawing a map and knowing the history of a country. Mathematics – Drawing polygons (drawing frame) Moral and civic education – Working as a group, collaborating, knowing how to live together. |
| Age of students | 7-8 years old |
| Preparation time | 2 hours |
| Teaching time | 11h45 (in various topic between 30 and 45min /lesson) |
| Online teaching material | Computers with an online-access to refer to the Europeana website (www.europeana.eu) |
| Offline teaching material | Paper, glue, printer (colour cartridge) magnets (to display ongoing work in class), blackboard, binding, Canson papers, pens, crayons, felt pens ... A few travel guide books to provide examples |

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Integration into the curriculum

This pluridisciplinary scenario was led as a projet. It is part of the official curriculum of the French National Education system (see <https://eduscol.education.fr/pid34139/cycle-2-ecole-elementaire.html>; <https://eduscol.education.fr/cid86943/le-socle-commun.html>).

French – Copying or transcribing a text in legible handwriting, using the same punctuation and spelling and with careful attention paid to presentation. Writing a text that is organised, coherent and relevant as far as the identified goals and recipients are concerned. Improving writing skills, including spelling, while following instructions. Quickly identifying words.

Plastic arts – Expressing, producing, creating. Implementing an artistic project. Expressing oneself, analysing one's own work as well as one's peers'. Connecting with artists' work, opening oneself up to otherness.

Questioning the world / Space and time (Geography and history) – Placing specific locations on a map, on a globe or on a computer screen. Understanding that space is organised. Identifying landscapes.

Questioning the world / mobilising digital tools – Using the internet in a way that is relevant and thought-out. Knowing the dangers posed by the internet. Getting familiar with typing.

Mathematics – Modelling, representing, communicating.

Moral and civic education – Feeling like a member of a community. Developing critical thinking skills. Getting involved and assuming responsibilities.

Aim of the lesson

French – Discovering travel guide books (their composition, layout, vocabulary). Writing, correcting and completing the different written parts of a guide book.

Plastic arts – Making illustrations following specific criteria. Discovering different art forms (photographs, sculptures, drawings, paintings, texts ...) and different artists through the Europeana platform. Developing an interest in arts as well as one's artistic sensitivity. Building one's artistic culture.

Geography and history – Understanding the different uses of a map, knowing how to draw a map, getting familiar with its codes (scale, wind rose). Understanding the link between past and present.

Digital technology – Discovering the Europeana platform and using it. Using a word-processing software to edit texts.

Mathematics – Building polygons. Understanding the use of simple conversions.

Moral and civic education – Building a shared project as a team so as to work on basic social skills such as collaborating, communicating...

Outcome of the lesson

At the end of the scenario, students will have produced one collective travel guide book on the country which they will have imagined. Each student will receive a copy of the guide.

The guide book will be displayed at school during the Week of Languages (a national operation which is meant to promote the use of foreign languages in France).

Trends

Project-Based Learning: interdisciplinary project around a travel guide book.

Collaborative: Students will have worked on the project as a group (paired, as a class, individual work followed by pooling and a debate ...)

Visual Search & Learning: students looked for images on Europeana. These images inspired the students in their creative process.

21st century skills

Critical Thinking, Creativity, Communication, Collaboration, Media skills.

Activities

Pre-requisites: studying a guide book (lay-out, content, presentation ...).

| Name of activity | Procedure | Time |
|-----------------------------|---|-------|
| Introduction | <p>Reminding students of their work on guide books.</p> <p>Presenting the project to the class: we are going to write our own travel guide book so as to invite our classmates and families to visit our imaginary country.</p> <p>Collective work, debates as to the name of the country.</p> <p>1/ Suggest made-up names</p> <p>2/ Vote for your favourite name. If there is a tie, allow other classes to participate, or imagine a name which would merge two of the names.</p> <p>3/ Define the language of the country and make-up a few words in that language (hello/goodbye/thank you/how are you/eating ...)</p> | 30min |
| Digital technologies | <p>Looking for illustrations on Europeana</p> <p>1/ In groups of 2 or 3, students pick one theme in the guide book (cities, inhabitants, landscapes, curiosities ...)</p> <p>2/ Still as a group. Bring the students to the computer room, switch the computers on and go on Europeana.eu</p> <p>3/ In groups, search for illustrations which correspond to the chosen theme</p> <p>4/ Each group downloads and saves their images and related</p> | 45min |

| Name of activity | Procedure | Time |
|----------------------------|---|------------------|
| | information. | |
| French / written | <p><u>Writing articles</u> Students are grouped according to the theme they chose. Images have been printed and handed out to each group.</p> <p>1/ On the blackboard, giving a collective example, so as to show the students that they do not have to be realistic and can make up anything they want. What matters is that they find the urge to write and that they let go of unnecessary restraints.</p> <p>2/ Individual work: each student picks a picture and tries to write something about it.</p> <p>3/ Pooling as a group Students share their productions, engage in a conversation about them and improve them.</p> <p>4/ Pooling as a class: approval of different ideas, adding new ones ...</p> <p>5/ Correcting individual works with given tools (dictionary, glossary, language study notebook...): peer-review or by the teacher (2 to 3 marking sessions)</p> <p>6/ Presenting the final version</p> <p><i>Differentiation:</i> depending on the students' level, some students can work in pairs, particularly students who write very little (heterogenous pairs: 1 who knows how to write, the other who does not)</p> | 5h (10 x 30min) |
| Geography / History | <p><i>Workshops – homogeneous work (for the sake of differentiation)</i></p> <p><u>Writing historical articles for the guide book</u> 1/ As a group for students who are most at ease with writing. Those who have difficulties suggest character names or events, while those who can write put them all together.</p> <p>2/ Pooling as a class. Events have to be coherent, and it has to be clear that past events have an impact on the present. This can be achieved with the realisation of a historical timeline for instance.</p> <p><u>Drawing the map of the country</u> 1/ Students who are the least at ease with writing list the different geographical events which are to be found in the written articles and display them on a base map (sea, oceans, forests, lakes, main cities ...)</p> <p>2/ Students present the map to the class. The class has to check that all necessary elements were taken into account (scale, legend, wind rose ...)</p> | 45min |
| Plastic arts | <p><u>Making additional illustrations</u> 1/ Individual work: students draw pictures, paint and do photo montages to add to the images which were found on Europeana.</p> <p>2/ Students have to study the images which were found on Europeana: what type of documents are they? Where do they come from (according to their title)? Have they heard of the artist already, or of his or her work</p> | 1h30 (2 x 45min) |

| Name of activity | Procedure | Time |
|----------------------------------|--|--------------------------|
| | or similar works of art? 3/ Students share their impressions and present works from similar artists. | |
| Digital arts | Typing As the class validates and corrects the articles (as far as content is concerned), they type the articles on a word-processing software. | 2h30 |
| Mathematics | Drawing polygons to define the size of the images in the guide Using the relevant tools, students draw polygons (squares or rectangles) to frame, re-frame or expand the images which will be in the guide book. | 45min |
| Civic and moral education | Working on respect, knowing how to live together and how to debate with each other, how to listen and share | During the whole project |

NB. Each session begins and ends in the language of the unknown country ("hello" and "goodbye" in the invented language). To make the work of the students alive and credible, give it importance.

Assessment

Mainly **formative assessment**. Having a guide book in the end will allow for a final assessment of the final product so as to know whether the objectives were reached.

French – Producing a text, knowing how to correct mistakes using tools which are in the classroom.

Plastic arts – Making an illustration based on collective reflections for one part of the guide

Geography – Knowing how to read and write and place elements on a map.

Digital technology – Knowing how to use a mouse and a keyboard for simple Internet research. Knowing how to type small paragraphs on a word-processing software.

Mathematics – Knowing how to draw a polygon (square, rectangle) using the correct tools (a ruler, an iron square)

Civic and moral education – knowing how to work as a group and collaborate. Debating, sharing, listening. Respecting one's peers as well as their opinions.

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

Student feedback

Although students were very surprised at the beginning with the absence of constraints and imperatives, students enjoyed inventing something while not being limited by rules (anything was possible in terms of creation and propositions as they were to invent an imaginary country). Thus, they were very motivated and even students which had difficulced got involved.

Some students found new talents in the digital arts, using their creativity, imagining new languages, writing ...

Students were proud to present the completed guide book to their friends and to bring it back home and show it to their family.

Teacher's remarks

Searching for images on the Europeana website in class cannot be done without preliminary work if one is to avoid wasting time, as 7 to 8 year-olds are not yet used to using computers, which makes navigating on the website difficult.

Choosing images was made easy by the fact that students had no constraint apart from a specific theme, which allowed for the discovery of original mediums. Teachers have to check that images are not copyright-protected.

It is very important that the final objective should be clear: the guide book will be *printed* and handed out to their families and students will have to do a presentation on it during Language Week. This will serve to keep the students interested, as their interest can wane if they do not feel a sense of purpose. This puts them in the place of a writer-author, which makes them more motivated in the long-run.

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

I - Europeana resources used

| Plants | |
|--|---|
| Pilea microphylla (L.) Liebm. | https://www.europeana.eu/portal/fr/record/11614/KXHERBARIUMXK000973346.html?q=plantes#dclid=1580986996296&p=1 |
| Pilea microphylla (L.) Liebm. | https://www.europeana.eu/portal/fr/record/11614/KXHERBARIUMXK000973351.html?q=plantes#dclid=1580986996296&p=1 |
| Rosa 'Eva de Grossouvre' | https://www.europeana.eu/portal/fr/record/11628/_FOTO_AM_UNITS_ITALY_98323.html?q=%28what%3A%20living+specimen+AND+DATA_PROVIDER%3A%20The+Royal+Botanic+Garden+Edinburgh%22%29+OR+DATA_PROVIDER%3A%20Department+of+Life+Sciences%2C+University+of+Trieste%22#dclid=1581010475284&p=10 |
| Eupatorium aromaticum L. | https://www.europeana.eu/portal/fr/record/11628/_FOTO_AM_UNITS_ITALY_92739.html?q=%28what%3A%20living+specimen+AND+DATA_PROVIDER%3A%20The+Royal+Botanic+Garden+Edinburgh%22%29+OR+DATA_PROVIDER%3A%20Department+of+Life+Sciences%2C+University+of+Trieste%22#dclid=1581010475284&p=80 |
| Agrimonia eupatoria (Agrimony) | https://www.europeana.eu/portal/fr/record/9200579/p22dyrcg.html?q=%28herbal+OR+kruidboek+OR+krautbuch+OR+herbarius%29#dclid=1581010597463&p=4 |
| Landscape | |
| KIK-IRPA, Brussels (Belgium), cliché A118101 | http://balat.kikirpa.be/object/10041340#dclid=1580989365373&p=4 |
| Arbre nain dans la steppe | https://www.europeana.eu/portal/fr/record/2021012/app_si_A_III_2168.html |
| Landscape view of Bagnères de Bigorre with the Pyrénées in the background. | https://www.europeana.eu/portal/fr/record/9200579/gz4c9vwk.html?q=landscape#dclid=1581766893483&p=1 |
| Habitants | |
| Kvinna. Textat på baksidan: Mauresque costume de ville | https://www.europeana.eu/portal/fr/record/916106/vbg_photo_VMAA799.html?q=ville#dclid=1580986996296&p=1 |
| Paysan taillant un arbre en fleurs | https://www.europeana.eu/portal/fr/record/2020903/KMSr39.html?q=doucet#dclid=1581766466323&p=1 |
| Nils Personne (1850-1928), svensk skådespelare och regissör. | https://www.europeana.eu/portal/fr/record/2021007/_SLSA_1270_SLSA_1270_34_foto_1467.html?q=personne#dclid=1581009045906&p=1 |
| La Femme et la Famille et Le Journal des Jeunes Personnes Réunis, Février 1886 : Parfumerie Oriz | https://www.europeana.eu/portal/fr/record/90402/RP_P_2009_3725.html?q=personne#dclid=1581009045906&p=11 |
| Danemark | https://www.europeana.eu/portal/fr/record/2024913/photography_ProvidedCHO_Parisienne_de_Photographie_81664_27.html?q=personne#dclid=1581009045906&p=14 |
| L'Amethyste z cyklu Pierres precieuses | https://www.europeana.eu/portal/en/record/2048085/U_2367.html?q=Alphonse+Mucha#dclid=1581010990653&p=1 |
| Coins | |
| Vijf centimes van Antwerpen, met monogram van Lodewijk Napoleon Anvers, keerzijde met opschrift 5 cent monnaie obsidionale | https://www.europeana.eu/portal/fr/record/2021659/M1705.html?q=monnaie#dclid=1581008511479&p=1 |
| Vz: lauwertak 5 cen; Kz: .koninkrijk-belgie*.1905 | https://www.europeana.eu/portal/fr/record/2021648/0250_M_01411m.html |
| Clothes | |
| Purse of walnut shell covered with embroidered silk, England, 1600-1650. | https://www.europeana.eu/portal/fr/record/2048213/item_O74994.html?q=monnaie#dclid=1581008511479&p=66 |
| Poppenjurkje | https://www.europeana.eu/portal/fr/record/2048221/KA_14909.html?q=v%C3%AAtement#dclid=1581009045906&p=80 |
| Poppenschoenen (paar) | https://www.europeana.eu/portal/fr/record/2048221/KA_1248_1.html?q=v%C3%AAtement#dclid=1581009045906&p=80 |
| Damkofta. | https://www.europeana.eu/portal/fr/record/2048211/europeana_fashion_NMA_0053716.html?q=v%C3%AAtement#dclid=1581009045906&p=1 |

| City | |
|--|---|
| KIK-IRPA, Brussels (Belgium), cliché M192784 | http://balat.kikirpa.be/object/10149092#dcId=1580989365373&p=4 |
| KIK-IRPA, Brussels (Belgium), cliché M192790 | http://balat.kikirpa.be/object/10149098#dcId=1580989365373&p=1 |
| Animals | |
| Portrait de Don Antonio el Inglés, nain de Philippe IV | https://www.europeana.eu/portal/fr/record/2024913/photography_ProvidedCHO_Parisienne_de_Photographie_81495_1.html?q=personne#dcId=1581009045906&p=14 |
| Elegante Garne in fünf Farben | https://www.europeana.eu/portal/fr/record/2048429/item_Z777PS2YTAKY6C5FQ4CGRGQBN51B6AJM.html?q=katze#dcId=1584032979839&p=1 |
| Animal Materia medica: Araneus | http://www.omnia.ie/index.php?navigation_function=2&navigation_item=%2F9200579%2Frdx8knwr&repid=1 |
| Ponies for England, Libau | https://www.europeana.eu/portal/en/record/150/_REB01_____000197785.html?q=chevaux#dcId=1581765614625&p=2 |
| Sport | |
| badmintonsett | https://www.europeana.eu/portal/fr/record/2022608/OMU_OB_70_0876.html?q=sport#dcId=1580986996296&p=1 |
| Plate in commemoration of W.G. Grace's "Century of Centuries" | https://www.europeana.eu/portal/fr/record/9200579/epm8fkvm.html?q=sport#dcId=1580986996296&p=2 |
| Two Sikh men dueling with wooden swords. | https://www.europeana.eu/portal/fr/record/9200579/fytb73k2.html?q=sport#dcId=1580986996296&p=1 |
| Maps | |
| Fossa Eugeniana, een zeventiende-eeuws, onvoltooid kanaal tussen de Maas en de Rijn. | https://www.europeana.eu/portal/fr/record/2021646/HttpHandler_icoon_ico_file_6401701.html |
| Music | |
| Monkey playing lute from BL Harley 3469, f. 2 | https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#g=1&slide=0 |
| Female centaur from BL Royal 14 E II, f. 194 | https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#g=1&slide=9 |
| Rabbit from BL Royal 3 D VI, f. 234 | https://www.europeana.eu/portal/en/explore/galleries/early-depictions-of-musical-instruments#g=1&slide=14 |
| Joueur de violon | https://www.europeana.eu/portal/fr/record/2021012/app_si_A_III_2071.html?q=personne#dcId=1581009045906&p=6 |
| Miscellaneous | |
| Vas | https://www.europeana.eu/portal/fr/record/2048005/Athena_Plus_ProvidedCHO_Nationalmuseum__Sweden_7847.html?q=ville#dcId=1580986996296&p=1 |
| Ophelia | http://www.europeana.eu/portal/fr/record/2064116/Museu_ProvidedCHO_Nationalmuseum__Sweden_27409.html?q=ville#dcId=1580986996296&p=1 |
| Mykytenko Vira and Peter | https://www.europeana.eu/portal/fr/record/2084002/contributions_bbc7edb0_9a42_0136_2b53_6ee0af655b0.html?q=#dcId=1581009045906&p=1 |
| gördel | https://www.europeana.eu/portal/fr/record/91608/SMVK_VKM_objekt_14240.html?q=#dcId=1581009045906&p=13 |
| fodral, case@eng | https://www.europeana.eu/portal/fr/record/91608/SMVK_VKM_objekt_35560.html?q=#dcId=1581009045906&p=13 |
| sten, Sten., stone@eng | https://www.europeana.eu/portal/fr/record/91608/SMVK_VKM_objekt_55957.html?q=#dcId=1581009045906&p=13 |
| Astronomy: stars in the night sky. Coloured engraving. | https://www.europeana.eu/portal/fr/record/9200579/jm9j8pbk.html?q=stars#dcId=1581011235475&p=1 |

II – Guideline for travel guide writing

This document is a guideline to create a mini travel guide or a tourist brochure for an imaginary country (not exhaustive item). It may be turned into a guideline to describe an existing country.

It requires preliminary work on a few notions such as motto, currency, conversion rate, catch phrase, color symbolism (flag), geography ...

This activity is meant for group work, or individual tasks depending on age groups. The class will come up with an imaginary country so as to create a mini travel guide or a travel brochure on said country. It is a pluridisciplinary project which draws on all domains. On top of the transversal skills which it mobilizes, this exercise can be used for writing and/or oral assessment.

Furthermore, group assignments are an occasion to build on basic manners by working on sharing, collaborating, cooperating, debating ...

UNKNOWN Destination: Let's come up with an imaginary country which we could visit!

What is its name?

On which continent is it located? (Does it exist or is it made-up?)

What is its capital city?

What language(s) do its inhabitants speak?

How many people live there?

What is its motto? (for example, the French motto is Liberté, Egalité, Fraternité)

What currency do they use?

What is the conversion rate of our currency (€) to theirs?

1 € = _____

Name one emblematic animal which represents this country, and describe it.

Name one emblematic plant which represents this country and describe it.

What is the national sport there? Describe it.

What is the main religion there?

Briefly describe the climate of the country.

Briefly describe its landscapes.

What are the means of communication in this country?

Describe 3 interesting activities which one can do in this country. Give interesting details.

Activity n°1

Activity n°2

Activity n°3

Name 3 big cities of this country.

Name six hotels and provide information on them (is it a many-starred hotel? Does it have restaurants? What is its price range? ...)


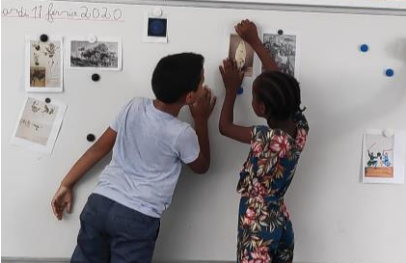






Name 5 restaurants and provide information on them (menu, price range, types of food ...)

We now need to come up with a title to name our mini-travel guide, to make people want to come and visit our country. Find a catch phrase or a catchy title!

We now need to illustrate our travel book and all of the information we gave. Pick 3 of the themes on which we worked and try to make a drawing, a painting or a photograph from the Europeana database.

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III – Pictures

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| <p>Discovering Europeana website. Pictures selection and printing.</p> |  A photograph showing a group of students in a computer lab. They are seated at desks with computers. One student is pointing at a monitor, and others are looking on. The room has large windows in the background. |
| <p>Picture apportionment. <i>Depending on their level, students have 1, 2 or 3 images.</i></p> |   Two photographs. The top one shows two students, a boy and a girl, standing in front of a whiteboard. They are looking at and pointing to pictures pinned to the board. The bottom one shows a group of students sitting at green desks in a classroom, each holding up a small picture or card. |
| <p>Writing about pictures. <i>Alone, in pairs, in groups...</i> The students let their imagination speak. And the journey begins.</p> |    Three photographs. The first shows students at green desks with papers and a red stapler. The second shows two girls sitting at a desk, talking. The third shows a group of students gathered around a desk, looking at something. |
| <p>Typing the articles.</p> |   Two photographs. The first shows a girl sitting at a desk, typing on a computer keyboard. The second shows two girls sitting at a desk, looking at a computer screen. |

IV – Travel guide: welcome in Tichongo! *[French version]*

Each student received a printed guide to take them home.

Guide size: A5 (148 x 210 mm).

Please find the complete guide on a separated document.



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