

Europeana Learning Scenario

Title

The long journey of democracy

Authors

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Abstract

The scenario aims to trace the journey of democracy from its very beginning in Athens to nowadays, through some of its keystones concerning people, facts and documents that allowed freedom, equality, participation and right of speak and vote to people. This activity is designed for students aged 10-11 years old for Citizenship classes in Italian Primary School but it can be adapted for any other student age and nationality.

Keywords

Democracy, Citizenship, History, Communication, Mobile Learning

Table of summary

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Subjects	Citizenship and Constitution, History, Italian, English as Second Language, Geography, Technology
Topic	The development of democracy
Age of students	10 -11
Preparation time	2 hrs
Teaching time	4 hrs
Online teaching material	Brainstorming: www.mentimeter.com ; Introducing timelines of democracy: https://www.youtube.com/watch?v=f-feDZRxJKw ; Investigating on relevant people, facts and documents of democracy: https://www.youtube.com/watch?v=u6jgWxkbR7A Tiberius Gracchus; https://it.wikipedia.org/wiki/Tiberio_Sempronio_Gracco_(tribuno_della_plebe_133_a.C.)#/media/File:Tiberius_Gracchus.jpg

	<p>Ambrogio Lorenzetti's fresco (1338-39); https://it.wikipedia.org/wiki/Allegoria_ed_effetti_del_Buono_e_del_Cattivo_Governo Magna Charta https://www.youtube.com/watch?v=ZdHdZ77WvWM Definition of Social Contract (in Italian) http://www.treccani.it/enciclopedia/il-contratto-sociale_%28Dizionario-di-filosofia%29/ Martin Luther King's speech "I have a dream" https://www.ilpost.it/2018/04/04/martin-luther-king-have-dream-video/ Women who shaped the Universal Declaration (E. Roosevelt among them) https://www.un.org/en/observances/human-rights-day/women-who-shaped-the-universal-declaration Italian Constitution for children *https://www.senato.it/documenti/repository/relazioni/libreria/Incontro_con_la_Costituzione.pdf Convention on the Rights of the Child *https://www.unicef.org/child-rights-convention/convention-text-childrens-version Final speech from "The Great Dictator" (1940) (in Italian and as a further inspiration): https://www.youtube.com/watch?v=6aXljO4FP3s; Sharing ideas and contents: www.padlet.com; European Union https://blog.europeana.eu/2015/05/a-big-idea-how-the-european-union-was-set-in-motion-65-years-ago/ Projecting and building the timeline with movable cards: https://d2myx53yhj7u4b.cloudfront.net/sites/default/files/IC-Horizontal-Blank-Timeline-Template-PDF.pdf Qr code generation https://www.the-qr-code-generator.com/ Expressing : www.flipgrid.com.</p>
<p>Offline teaching material</p>	<p>Roll of white paper, paper cards (10x10), pencils, crayons, felt – tip pens; Italian Constitution.</p>
<p>Europeana resources used</p>	<p>Portrait of Perikles Peace, a particular in Ambrogio Lorenzetti's fresco Jean Jacques Rousseau Declaration of Independence of the United States of America Abraham Lincoln Emmeline Pankhurst A suffragette is arrested Europeana Exhibition "Power to the People"</p>

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Integration into the curriculum

This scenario is linked to the cross curricular topic of Citizenship and Constitution (Italian National Indications for Elementary School (MIUR, 2012) that aims to promote a democratic culture of participation in the school routine and a first knowledge of the principles of the Italian Constitution.

Aim of the lesson

Students will reflect and discuss the relevance of democracy from its birth in Greece to nowadays. They will build a paper timeline with movable cards stating different characters, events and documents that contributed to the development of the democratic thought as well as a form of government around the world.

Outcome of the lesson

Students will create a Flipgrid video explaining their considerations about democracy and its many aspects and connections to their daily life, thus exerting their right of speak and expression as stated by the art. 21 of the Italian Constitution.

Trends

Project-based Learning, Collaborative learning, Mobile learning.

21st century skills

Critical and creative thinking: investigating the history of democracy students have to make inferences about its different stages of development across centuries and have to find connections with their daily life;

Information literacy and media literacy: students have to search digital information on Europeana and other sites and use them correctly;

Collaboration: students have to collaborate in the projecting and building of the timeline and cards;

-Communication: students have to express their opinions about democracy, being effective and polite and respecting others' ideas and points of view.

Activities

Name of activity	Procedure	Time
Brainstorming	Students will be divided in small groups of three/four and asked "What does democracy mean to you?" Using mentimeter.com each group will decide their answers. All the results will be visualized in a wordcloud and discussed together, as in a democratic agorà. They will realised that speaking freely is one of the most important conquer of democracy.	10'
Reflecting	The teacher will elicit their knowledge about the history of democracy "Were people free to participate to the government in Ancient Times? Did they have all the same rights?" After a brief discussion students will be guided to the historical development of democracy watching some videos showing the main stages of its process up to nowadays. They will understand that people had to fight to obtain their rights and take part to the society, especially minorities. As a final inspiration the video of the final speech by the Dictator acted by Charlie Chaplin in "The Great Dictator" movie will be showed.	30'
Investigating	The teacher poses the question "How can you visually represent the different stages of democracy through times?" The project of building a timeline is introduced. Each group will work on a period of time and will receive a slip with indications: for ex.: Perikles, Suffragette Browsing both Europeana.eu and online resources they take note of relevant dates, facts and brief biography. All the collected materials (paintings, photographs and prints) will be shown on a padlet.com and shared with the other groups to decide the order of the timeline.	60'
Projecting and building the timeline and cards	Then they will be asked to project the paper timeline using the information gathered during the previous activity. The timeline, previously prepared on a long roll of white paper, will be completed by dates and cards explaining lives, facts and documents. Some cards can be equipped with QR code for further investigations (for example: the Speech to the Athenians). Each group will work using lpads or classroom computers to find other useful information and fill in the card template. They will be laminated and put on the corresponding space on the timeline, where the most relevant dates for the journey of democracy will be written.	70'
Expressing	Finally students will be encouraged to express their opinion about democracy following the given prompts on flipgrid.com , as a real act	60'

	of democratic participation, exerting the art. 21 of the Italian Constitution, the right to speak.	
Disseminating	Students will unroll the timeline at school (presumably in the garden) to show other students the long journey of democracy and will ask them to take part to the flipgrid.com , leaving their opinions too.	30'

Assessment

Students will be assessed for:

- recognising and naming some of the most important characters, facts and documents of the history of democracy along a timeline;
- collaborating in the process of creating a timeline and cards;
- expressing their opinions and ideas.

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

Student feedback

During the video conference many students expressed verbally their interest for the activity, while some of them asked to write about it in the school blog for other students and families.

Teacher's remarks

The online implementation gave students a great opportunity to improve their digital competences. In particular, they were thrilled to use flipgrid as tool to express themselves and they showed a remarkable interest and enthusiasm in the topic of democracy as I could evince from their responses on flipgrid.

I have to admit that implementing the scenario online also meant a lot to me both personally and professionally, especially because I could test and develop my organizational skills.

About the Europeana DSI-4 project

[Europeana](https://www.europeana.eu) 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](https://www.european-schoolnet.org/) (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