

Europeana Learning Scenario

Title

Behind Front Lines – Just People

Author(s)

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Abstract

The learning scenario is about civilian life in WWI. A key question is: Who are the best people at the worst times? Students will work in groups: soldiers, caring for others (hospital, volunteering, refugees), fundraising. They will analyze primary historical resources (written and pictorial historical sources) using guided reading (tasks for analysis) and through dialogue set aside differences and similarities of written and pictorial historical sources. The learning outcome will be building a newspaper titled - Who are the best people at the worst time. Each group has to design two newspaper pages: select pictorial resources, introduce them and writing a short text about the theme which they were investigating. Homework for students: select one resource from Europeana exhibitions Visions of war for digital class exhibition (Padlet) and explain your choice. Through dialogue with the teacher, students will explain why there is a different interpretation of the same historical event.

Keywords

WWI, civilian's life, caring for others, cooperation skills, interdisciplinary lesson

Table of summary

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Subject	History, Geography, Art, Literature, English language, Civic Education
Topic	WWI: Behind front lines
Age of students	13-14 years old
Preparation time	2 hours
Teaching time	90 minutes (2 x 45 min)
Online teaching material	<ul style="list-style-type: none"> • AnswerGarden: https://answergarden.ch/ • Historiana: https://historiana.eu/#/ • OneNote: https://products.office.com/hr-hr/onenote/digital-note-taking-app?rtc=1 • Map: https://www.scribblemaps.com/ • Padlet: https://padlet.com/ • Office365, Word: https://products.office.com/hr-hr/word/?rtc=1



Table of summary

	<ul style="list-style-type: none"> • Kahoot: https://products.office.com/hr-hr/word/?rtc=1 • https://artsandculture.google.com/exhibit/to-my-peoples/qQyspHgI?hl=en-GB • https://artsandculture.google.com/exhibit/to-my-peoples/qQyspHgI?hl=en-GB • https://historiana.eu/#/historical-content/source-collections/women-in-the-first-world-war • https://artsandculture.google.com/exhibit/to-my-peoples/qQyspHgI?hl=en-GB
Offline teaching material	None
Europeana resources used	<ul style="list-style-type: none"> • https://www.europeana.eu/bildarchivaustria_at_Preview_4813451.html • https://www.europeana.eu/bildarchivaustria_at_Preview_4813493.html • https://www.europeana.eu/bildarchivaustria_at_Preview_4811617 • 1914 1918 europeana eu official+documents • https://www.europeana.eu/portal/en/exhibitions/seven-men-one-leg/fundraising#ve-anchor-intro_13777-js • https://www.europeana.eu/Feeding the Belgian civilians after arrival • https://www.europeana.eu/portal/en/record/9200291/bildarchivaustria_at_Preview_4813426.html?q=refugees&channel=world-war • https://www.europeana.eu/portal/en/exhibitions/pioneers/elisa-leonida-zamfirescu#&qid=1&pid=1 • https://www.europeana.eu/portal/en/exhibitions/pioneers/maria-sklodowska-curie#&qid=1&pid=1 • https://www.europeana.eu/portal/en/exhibitions/visions-of-war#ve-anchor-intro_14656-js

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Integration into the curriculum

7th-grade Primary School, National History Curriculum:

Domain - society, educational outcome: The student analyzes the dynamics and relationships of individuals and different social groups in the 18th and 19th centuries. Topic: World War I from the perspective of Native history.

Domain - politics, educational outcome: The student explains the formation of military-political alliances and the causes, course and consequences of World War I.

The topic can be used for cross-curricular themes: Civic Education, Health education.

Aim of the lesson

Students will gain historical knowledge about civilians' life during WWI.

Students will learn how to the analysis historical sources and develop analytical skills and critical thinking.

They will acquire collaboration skills and learn how to communicate clearly and persuasively. They will extend English and Native language vocabulary and speaking skills.

Outcome of the lesson

Lesson outcome will be: building a newspaper Who are the best people at the worst time?, digital class exhibition Visions of war and digital map Caring about...

Trends

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.

21st century skills

- **Critical Thinking:** Students will select Europeana WWI resources. They have to find various sources, investigate them, validate and synthesize information (writing newspaper articles), communicate and collaborate with information and problem solve (designing newspaper pages). They have to interpret the chosen sources (e.g. postcards, photos, artwork) and explain why they relevant for group topics: Soldiers, Caring for others, Fundraising and for exhibition about WWI. They will understand the difference between primary and secondary historical sources (photography and artwork).
- **Creativity:** Students will have to make their own presentation based on information after analysis of historical sources in the form of a newspaper. They will search for art materials, choose one artwork for digital exhibition, explain their choice, discuss ideas and make a digital exhibition about WWI.
- **Communication and collaboration:** Students will work in three groups and communicate: clearly, persuasively, they will substantiate communication with examples - primary historical sources. They will shape their ideas into permanent forms: written document - a newspaper article and pages, digital exhibition and digital map. Students will use and improve collaboration skills: negotiation, listening to the ideas of others, agreement on what must be done.
- **The use Information and communication technology (ICT) for learning:** Students will use different online tools in a different parts of a lesson and for different purposes: for collaboration (OneNote, AnswerGarden, Padlet), creation outcomes (Word, Padlet, ScribbleMaps) or evaluation of their work (Kahoot).

Activities

Name of activity	Procedure	Time
Evocation: Brainstorming	<p>Students are writing their answers to the question: Why we call WWI – The Great War? They use tablets and AnswerGarden application.</p> <p>After working they discussing with the teacher about their answers: What are the most often words? What words are missing?</p>	10 min
Group discussion	<p>Students are working in three groups. They discuss the problem, analyze Europeana historical sources and they are expected to find answers to previously prepared questions/tasks.</p> <p>Group 1: Soldiers</p> <ul style="list-style-type: none"> • Analyzing sources. The key question is: What happened to the soldiers during WWI: prisoners, survivors, victims? • Discussing and designing two pages for newspaper Who are the best people at the worst time? write texts, choose at least two pictures. • Designing your newspaper pages in Word. • Questions for analyzing sources: <ul style="list-style-type: none"> ✓ Who are the people in photography? ✓ What is the visual message of the photo? ✓ Is the photo was created spontaneously or posed for it? ✓ Make a photo signature. ✓ What would you like to ask the people in the photo? ✓ Explain why this is an important historical source. ✓ Is any photo taken in your country? • Use app ScribbleMaps and put some information on map digital map Caring about... • Sources: <ul style="list-style-type: none"> • https://www.europeana.eu/portal/en/record/2020601/https_1914_1918_europeana_eu_contributions_10387_attachments_107742.html?q=official+documents#dclid=1582392696863&p=2 • https://www.europeana.eu/portal/en/record/9200291/bildarchivaustria_at_Preview_4811617.html?q=refugee&channel=world-war-I#dclid=1582486703399&p=10 • https://www.europeana.eu/portal/en/record/9200291/bildarchivaustria_at_Preview_4813493.html • https://www.europeana.eu/portal/en/record/9200291/bildarchivaustria_at_Preview_4813451.html • https://www.europeana.eu/portal/en/exhibitions/seven-men-one-leg/a-new-career#ve-anchor-intro_13708-js <p>Group 2: Caring for others</p> <ul style="list-style-type: none"> • Analyzing sources. The key question is: How did people try to help each other 	45 min

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	<p>during the WWI?</p> <ul style="list-style-type: none"> • Discussing and designing two pages for newspaper Who are the best people at the worst time? write texts, choose at least two pictures. • Designing your newspaper pages in Word. • Questions for analyzing sources: <ul style="list-style-type: none"> ✓ Who are the people in photography? ✓ What is the visual message of the photo? ✓ Is the photo was created spontaneously or posed for it? ✓ Make a photo signature. ✓ What would you like to ask the people in the photo? ✓ Explain why this is an important historical source. ✓ Is any photo taken in your country? • Use app ScribbleMaps and put some information on map digital map Caring about... • Sources: <ul style="list-style-type: none"> • https://www.europeana.eu/portal/en/exhibitions/pioneers/elisa-leonida-zamfirescu#&qid=1&pid=1 • https://www.europeana.eu/portal/en/record/2020601/https_1914_1918_europeana_eu_contributions_16883_attachments_179466.html?q=refugee#dclid=1582486703399&p=1 • https://www.europeana.eu/portal/en/record/9200291/bildarchivaustria_at_Preview_4813426.html?q=refugees&channel=world-war-1#dclid=1582486703399&p=1 • https://historiana.eu/#/historical-content/source-collections/women-in-the-first-world-war • https://artsandculture.google.com/exhibit/to-my-peoples/qQyspHqL?hl=en-GB <p>Group 3: Fundraising</p> <ul style="list-style-type: none"> • Analyzing sources. The key question is: What was the way of fundraising and for who? • Discussing and designing two pages for newspaper Who are the best people at the worst time? write texts, choose at least two pictures. • Designing your newspaper pages in Word. • Questions for analyzing sources: <ul style="list-style-type: none"> ✓ Who are the people in photography? ✓ What is the visual message of the photo? ✓ Is the photo was created spontaneously or posed for it? ✓ Make a photo signature. ✓ What would you like to ask the people in the photo? ✓ Explain why this is an important historical source. 	

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Evaluation	<table border="1" data-bbox="354 793 1317 1155"> <thead> <tr> <th></th> <th>follow the instructions completely</th> <th>partially followed by instructions</th> <th>need to be repaired</th> </tr> </thead> <tbody> <tr> <td>course of research</td> <td></td> <td></td> <td></td> </tr> <tr> <td>data collection</td> <td></td> <td></td> <td></td> </tr> <tr> <td>data display</td> <td></td> <td></td> <td></td> </tr> <tr> <td>conclusion</td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td>constructive</td> <td>nonconstructive</td> <td>need to be repaired</td> </tr> <tr> <td>discussion</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Students will do self-evaluation (work process in their group) and group evaluation (other two groups) with Rubrics. They will read newspaper Who are..., discussing and evaluating. Each group will explain their Rubrics. The teacher will evaluate students' work too with Rubrics.</p>				follow the instructions completely	partially followed by instructions	need to be repaired	course of research				data collection				data display				conclusion					constructive	nonconstructive	need to be repaired	discussion				20 min
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Homework	<p>Let's do together a digital class exhibition about WWI: Visions of War! Explore the Europeana exhibition Visions of War. Choose one resource (artwork) from Europeana exhibitions Visions of war for digital class exhibition. Place your chosen artwork on the Padlet and explain your choice.</p> <p>https://www.europeana.eu/portal/en/exhibitions/visions-of-war#ve-anchor-intro_14656-js</p>			5 min																												
Evaluation	<p>Quiz Kahoot</p> <p>Through dialogue with the teacher, students will explain why there is a different interpretation of the same historical event (exhibition Visions of War - photography, postcards).</p>			10 min																												

Assessment

Quiz Kahoot:

1. There is no volunteers in WWI? YES/NO
2. There is no organized caring about soldiers Invalides after WWI? YES/NO
3. Marie Curie worked to develop small, mobile X-ray units that could be used to diagnose injuries near the battlefield. YES/NO
4. Croatian hospitals were included in WWI. YES/NO

Student feedback

Students will write their feedback about lessons in AnswerGarden application. What do you think about the lessons? How did you feel?

Teacher's remarks

The lesson has not been taught yet.

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.

