

Europeana Learning Scenario

Title:

The story of your name

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Abstract

This learning scenario can be implemented in English and history lessons. The lesson combines language skills, history and ICT skills. This lesson can also be implemented as an interdisciplinary lesson in the school library. Students discover the etymology of their own names and learn how to say their names in English, they also try to create their diminutives. On the basis of some short biographies of famous people appearing in the Europeana Collections students discuss the question: why do people use pseudonyms and nicknames? Moreover, they learn to distinguish between pseudonyms and nicknames. Students work in pairs searching for information about names and solve a quiz entitled ‘Who is who?’ Next they work as a team preparing a mindmap or interactive poster together presenting artists, musicians, actors, politicians, etc, and the pseudonyms used by them. Analysing each other’s outcomes students learn from their peers. The lesson may be conducted online.

Keywords

name, etymology, English, history, pseudonym

Table of summary

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Subject	An interdisciplinary lesson: English, history, ICT, lesson in a school library
Topic	The etymology of our names. Pseudonyms of famous people.
Age of students	14-17
Preparation time	60 mins
Teaching time	90 mins
Online teaching material	Behind the Name Learningapps Mentimeter QR Codes Jamboard Popplet People – Europeana Collections

Offline teaching material	Notebooks, coloured pencils, printed QR codes
Europeana resources used	Edith Piaf Mark Twain Emily Bronte Raphael Chanel Maradona

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Integration into the curriculum

This learning scenario can be implemented in different lessons at every moment of the school year (English class, history lesson, interdisciplinary lesson, lesson in the mother tongue). Students learn about the etymology of own names and social reasons for using nicknames and pseudonyms. Developing language skills (reading, writing, speaking) and improving ICT skills are competences integrated into the curriculum. During the lesson students search for information in the foreign language using online sources like Europeana. They use ICT tools working in teams and learn communication and collaboration. Students participate in discussions and learn critical thinking. They also constitute essential elements of the national curriculum.

Aim of the lesson

- Enrich knowledge of the origin of names
- Improve ICT competences
- Develop vocabulary connected with the topic of names and famous people’s biographies
- Practise critical thinking/participate in a discussion

Outcome of the lesson

- Integration thanks to the important subject concerning students themselves and thanks to working in pairs, teams
- Mindmaps and notes for everyone made together online
- Knowledge of oneself and famous people
- Language, history, ICT skills

Trends

- Collaborative Learning – students work in pairs, as a team, they take part in discussions
- Game-Based learning – learning is combined with gamification
- Cloud-Based Learning – materials and tools are available online
- Project-Based Learning – students collaborate and prepare mindmaps and notes

21st century skills

- Communication – Students articulate thoughts and ideas, inform and communicate to achieve goals in pairs
- Collaboration – students work together to create mindmaps and notes
- Critical Thinking – Students analyze information, discuss and look for arguments
- ICT Literacy – students use ICT tools for various purposes (discussions, research, gamification, communication, creating outcomes)
- Creativity and Innovation – Students have a chance to participate in different exercises and thanks to that they show creativity

Activities

Name of activity	Procedure	Time
1. Discussion	The teacher moderates a discussion with students about the subject: what do you know about your name? Students try to find answers to the following questions: what does my name mean? Why have my parents given me this name? Why do my friends or family talk to me using a diminutive or pseudonym? Is the name important? What does the name say about me? The teacher talks about the etymology of names using examples.	7 min.
2. Warm-up game: Who is who?	Students play using Learningapps . They connect famous people with professions and they think about originality and different versions of names.	8 min.
3. Searching for information	Students search for information about the etymology of names using the Behind the Name website. They note important things about their names (the etymology, original version, English version, typical features for people having a given name). Some students share their knowledge concerning the points. Students write the information in one online Jamboard document .	30 min.
4. Exercises about the terms: pseudonyms and nickname	The teacher shows a picture of “Agent 007”. Who is he? Why does he use a pseudonym? This is a method used to stimulate critical thinking. Using the Mentimeter tool students write answers to the question: Why do people use pseudonyms and nicknames? Who and why uses pseudonyms or nicknames? Next, we share a poster with answers in class. Students learn to summarize their opinions.	10 min.
5. Searching the Europeana Collections	Students use the QR codes with links to the Europeana Collections . They search for biographies of famous people and discover information about facts connected with their names. Students work together in groups on one online document and create mindmaps in Popplet . Short guidelines are given to students so they know what information should the online Jamboard note include: <ul style="list-style-type: none"> - What is her/him pseudonym? - What is her/his real name and surname? 	25 min.

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> - Who is she/he? - Where is she/he from? - Where and when did she/he live? - Why did she/he use a pseudonym? <p>Next other teams add their own ideas (name in English, nickname, pseudonym, diminutive) to describe a person chosen by their group.</p>	
Sharing and presentation	Some pairs and groups present their work in public. Notes are also printed to be presented to everyone in such a form. The teacher suggests continuing the subject at home. Students could look for descriptions of typical features concerning people who share their names and compare the information with their own personalities.	10 min.

Assessment

Oral peer assessment – students choose the best, in their opinion, product, and say what they particularly like about it.

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

Student feedback

Students show emoji pictures: I’m very glad, Ok, I’m not too interested and I’m bored.

Teacher’s remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always use a rubric for self-assessment.*

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