

# Europeana Learning Scenario

## Title

Historical Heritage of My Town

## Author(s)

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## Abstract

This Historical heritage of my town Scenario has been developed as part of the Europeana DSI-4 project. This learning scenario is intended for an interdisciplinary lesson where the topic of cultural heritage is implemented in Nature and Science, Language, Art and Music class. As a final product, students will demonstrate and elaborate posters or infographics reflecting on the project.

## Keywords

history, monuments, myths and legends, my town, cultural heritage

## Table of summary

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<b>Subject</b>	Nature and society Art Music Language
<b>Topic</b>	Nature and society - The history of my town Art class – chromatic and achromatic contrast Music class – traditional music and instruments Language class – legends, reporting on task completed
<b>Age of students</b>	8-10
<b>Preparation time</b>	2 hours
<b>Teaching time</b>	7 h 15 min The work is done outside the class as well. It may result in the increase of teaching time.
<b>Online teaching material</b>	Google Earth, Europeana website, search engines, YouTube
<b>Offline teaching material</b>	White papers, black A4 papers (for each student), coloured chalks, photographs of the monuments, posters, glue, markers, pencils, scissors, CD player, map of the town, books and CDs (about the location you're teaching).



## Table of summary

### Europeana resources used

#### Pictures about your own city:

- Calais: <https://www.europeana.eu/en/item/9200579/cuj6zuqa>
- Pula:
  - 1) [https://www.europeana.eu/en/item/90402/RP\\_F\\_1919\\_174](https://www.europeana.eu/en/item/90402/RP_F_1919_174)
  - 2) [https://www.europeana.eu/en/item/90402/RP\\_F\\_1919\\_175](https://www.europeana.eu/en/item/90402/RP_F_1919_175)
- Zagreb: [Ajuntament de Girona Zagreb](#)
- Dubrovnik: [La Aduana Dubrovnik](#)
- Budapest:
  - 1) [Gellért szobor](#)
  - 2) [Margit körút](#)

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## Integration into the curriculum

This learning scenario can be used for lessons connected to the history and culture of the place where the students live. This is aimed for 3<sup>rd</sup> graders but can be adapted for younger/older students as well. The lesson plan was based on the Croatian National Curriculum for the 3<sup>rd</sup> grade.

## Aim of the lesson

The lesson aims at making student familiarize themselves with the history and culture of their hometown/homeland. Its goal is to show and present the historical and cultural identity of their place of living.

## Outcome of the lesson

The students will get to know the important cultural and historical monuments of their town and do the research and connect based on historical sources (objects, photos, maps, music...) so they could better understand their heritage and "identity".

## Trends

- **Collaborative Learning:** a strong focus on group work
- **Peer learning:** students learn from peers and give each other feedback
- **Visual Search and Learning:** images and multimedia
- **Open Source Learning:** teachers copy, share, adapt and reuse educational materials
- **Outdoor education:** learning outside the school in a real environment
- **Interdisciplinary education:** connecting several subjects will enrich the learning process

## 21<sup>st</sup> century skills

- **Creativity and Innovation:** encouraging creativity and innovation
- **Critical Thinking and Problem Solving:** They will analyze and evaluate major alternative points of view; synthesize and make connections between visual content and arguments; interpret visual content and draw conclusions based on the best analysis.
- **Communication:** students will orally present their findings on a specific topic and present it to other students in the classroom.
- **Collaboration:** students will work in groups and can distribute the tasks among themselves.
- **Creativity:** present the data in the original format.

## Activities

Name of activity	Procedure	Time
<b>Nature and Society</b>	<b><u>Back in time:</u></b>	3 h
	1) Ask students to describe their trip from home to school (what do they see on the way to school: buildings, objects, stores, monuments...). Discuss the differences between those who come to school by car, by bus and those who come on foot.	15 min
	2) On Google Earth, using street view, show the students the school and its surrounding. Go on a virtual walk from school to the main square of your town. Discuss what you see on the way. Make a virtual walk around town and name all the monuments or historical important sites you can see.	15 min
	3) After the virtual walk it's time to visit the monuments/historical sites on the spot. Before the walk give the students the map of the town. Their task is to find on the map and mark the spot of each monument/historical site on the map. The students need to describe each monument (how it looks, how its built...) and find out and write down some interesting information about them (they can copy it from the information tables that can usually be found around the monuments/historical sites. They can even scan the QR code with their phone and unlock more information (if the site has that option).	1 h 30 min (or more)
	4) Back in the classroom the students are divided into four groups. Each group is given one of the monuments/sites. Their task is using the books and Europeana collections, to find out more information about the given monument/site and comparison how it looks now to how it looked before as well as to find out for what it is used now compared to for what it was used before (e.g. Croatian Amphitheatre in Pula built by Romans was once used for Gladiator fights, but nowadays concerts and film festivals are held there). They make notes. (Each group is also given couple of photographs of the monument they were assigned.)	30 min
Examples: Calais: <a href="https://www.europeana.eu/en/item/9200579/cuj6zuqa">https://www.europeana.eu/en/item/9200579/cuj6zuqa</a> Pula:	30 min	

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	<p><a href="https://www.europeana.eu/en/item/90402/RP_F_1919_174">https://www.europeana.eu/en/item/90402/RP_F_1919_174</a>  <a href="https://www.europeana.eu/en/item/90402/RP_F_1919_175">https://www.europeana.eu/en/item/90402/RP_F_1919_175</a></p> <p>Zagreb:  <a href="#">Ajuntament de Girona Zagreb</a></p> <p>Dubrovnik:  <a href="#">La Aduana Dubrovnik</a></p> <p>Budapest:  <a href="#">Gellért szobor</a>  <a href="#">Margit körút</a></p> <p>5) With all the data they've gathered they make mental maps, infographics and/or other material which will be put on the poster during their presentation of their work.</p>	
<b>Art</b>	<p><b><u>Bringing the past to life through colour</u></b></p> <p>1) The students are still in the same groups. Each member is given a black A4 paper.</p> <p>2) Before continuing with today's motif discuss with your students about the difference between chromatic and achromatic colors. In the classroom point to some objects and ask the students to say whether it's chromatic or achromatic colored.</p> <p>3) Give your students a black and white picture of the monument - cut in half length wise. (Each group gets the half of the monument they were assigned in the previous class.)</p> <p>4) The students glue the half of the photo on the black paper.</p> <p>5) Their task is to complete the other half of the picture using colored chalks. (Example of the artwork is in the annex.) While the students are doing their art project, they listen to their country's traditional music.</p>	45 min
<b>Music</b>	<p><b><u>Sounds from the time passed</u></b></p> <p>1) Students watch and listen to the national anthem on YouTube (or another medium). Discuss what they've seen/heard as well as the importance of the piece itself.</p> <p>2) Listen to some more traditional/folk songs. Tell your student to listen carefully to the melodies and the instruments that are playing.</p> <p>3) Show your students photographs of some traditional instruments that are specific to your country (or even better bring them to class). Show them the instrument and play them the audio file where they can hear the sound of each instrument. After getting to know each sound, you can play the game "Which instrument am I?" – in which you play the audio and they need to say which instrument is being played.</p> <p>4) Choose some traditional/folk songs to sing in class. If there are some fun traditional rhymes, students will love learning those.</p>	1 h 30 min 10 min 10 min 20 min 30 min 20 min

Name of activity	Procedure	Time
	6) The end activity is getting to know and learning the basic steps of one of your country's traditional dances. They dance to the music. (Note: this last activity can be also done in Physical Education class.)	
<b>Language</b>	<b><u>Finishing the journey:</u></b>	2 h
	1) Students listen, and later read, the legend or a myth about their town or some monument/site/person.	10 min
	2) Reading is followed by discussion. If one of the groups had the monument/site/person the legend or myth were about, they can present some more information about the real history about it (e.g. In Croatia there are couple of variations of a legend how the Amphitheatre was built. After reading the legend, the group which had the Amphitheatre had to explain to other students how it was really created.)	10 min 45 min
	3) The groups finish their posters adding onto it collected data and artworks. They prepare for their presentations and make a written report on it.	45 min
	3) Each group presents the assigned monument or a historical site and hand in the written report on it.	10 min
	4) Whole class discuss about the presentations as well as what they've known before this journey and about what they've learned.	

### Assessment

Nature and Society – the group presentation of the given monument.

Art – the artwork made using chromatic/achromatic colours.

Language – the written report and oral presentation.

### Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

### Teacher's remarks

The scenario was written as part of the MOOC in English and has not been taught yet.

### 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](#) (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

Example of the artworks:



The monuments in questions are: The temple of Augustus, Arch of the Sergii and The Twin Gates in Pula, Croatia.