

# Europeana Learning Scenario

## Title

Parallel Histories

## Author(s)

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## Abstract

My learning scenario is intended for students of English of levels A2-B1 of the Common European Framework of Reference for Languages where they will analyze both the social and cultural elements of a language by accessing historical accounts of the USA and Spain.

## Keywords

Culture, Society, English, Language, and Exploration

## Table of summary

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Subject	English
Topic	English-Speaking Culture
Age of students	14-16
Preparation time	
Teaching time	2 English Class sessions during the Culture-appreciation week. 110min in total
Online teaching material	<ul style="list-style-type: none"> <li>• <a href="https://memory.loc.gov/intldl/eshtml/eshome.html">https://memory.loc.gov/intldl/eshtml/eshome.html</a></li> <li>• <a href="http://cvc.cervantes.es/ensenanza/biblioteca_ele">cvc.cervantes.es/ensenanza/biblioteca_ele</a></li> <li>• <a href="http://www.cervantesvirtual.com/obra/viajeros-espanoles-en-eeuu-1950-1970-julian-marias-rosa-chacel-y-miguel-delibes-924137/">http://www.cervantesvirtual.com/obra/viajeros-espanoles-en-eeuu-1950-1970-julian-marias-rosa-chacel-y-miguel-delibes-924137/</a></li> </ul>
Offline teaching material	Maps of the USA and Spain
Europeana resources used	<ul style="list-style-type: none"> <li>• <a href="https://teachwitheuropeana.eun.org/learning-scenarios/native-americans-as-grand-coders-ls-pl-65/">https://teachwitheuropeana.eun.org/learning-scenarios/native-americans-as-grand-coders-ls-pl-65/</a></li> <li>• <a href="http://europeana/Colorado">europeana/Colorado</a></li> <li>• <a href="https://www.europeana.eu/en/collections/topic/128-migration">https://www.europeana.eu/en/collections/topic/128-migration</a></li> </ul>

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## Integration into the curriculum

**English:** Many areas of Spain’s English subject curriculum have to do with both travelling and culture exchange in general.

## Aim of the lesson

Students will be able to find points in common between their own culture and the one whose language they’re studying in order to motivate them to learn English and obtain further enrichment.

## Outcome of the lesson

The students will see English-speaking cultures’ common elements with their own and thus provide a source of motivation for learning the language.

## Trends

**Flipped Classroom:** they will have access to certain reading material at home and that material would later on be analyzed in the classroom reflecting, discussing and developing that particular subject.

## Student Centered Learning

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

**Critical Thinking:** the scenario they will work on will provide a great opportunity for comparison and contrast also inspired by the Europeana material.

**Information skills:** the students will have to sift through the available material to find that which is more relevant to the topic.

**Technology skills:** it’s important they learn the process to find the information they’re looking for successfully.

**Communication:** Throughout this process they will have to express those ideas to the classroom in the English language.

## Activities

Name of activity	Procedure	Time
<b>Introduction:</b>	They will have a first motivational look on how culture was before both the Spanish and other Europeans colonized the American continent. All of this is done by presenting both the Europeana home page as well as the Teaching with Europeana blog where we’ll read about <a href="#">Native Americans Europeana LS Blog</a> as coders.	15min.
<b>Module 1:</b>	A group of students will provide input in common of the excerpts they’ve already read from texts previously picked by the teacher on the report of the explorations of Colorado: <a href="#">europeana/Colorado</a> They will have to make use of the map to explain locations and find common areas in the American continent.	20min.

Name of activity	Procedure	Time
<b>Module 2:</b>	Another group of students will share their input on the texts they've read on the <a href="#">Spanish exploration of the Far West</a> . They will have to make use of the map to explain locations and find common areas in the American continent.	20min.
<b>Module 3:</b>	The third and last group of students will also provide their findings after having read the previously picked texts from the experience of <a href="#">Spanish travelers to America</a> in the 1950's. They will have to make use of the map to explain locations and find common areas in the American continent.	20min.
<b>Exposition:</b>	Each group will present the points in common of each and everyone one of their findings connecting them to their native culture as well as explain how they may complement each other. As supporting material, they can browse from migration collection on Europeana: <a href="https://www.europeana.eu/en/collections/topic/128-migration">https://www.europeana.eu/en/collections/topic/128-migration</a>	35min.

### Assessment

Assessment will be carried out by the teacher considering the following criteria:

- Oral presentation and English-speaking skills (40%): we'll take into account the pronunciation, grammar skills and diction when explaining the different contents.
- Accurate and well-developed points (40%): we'll assess the chronological elements of the expositions as well as its accuracy.
- Discipline and teamwork (20%): teams that have stuck to the task and worked well as a team distributing tasks will get a better mark.

### Student feedback

The students will receive a link with a Google form documents with questions regarding the success of this activity in having motivated them to learn and appreciate the English language more.

### 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.

## Annex

<https://memory.loc.gov/intldl/eshtml/eshome.html>

[https://cvc.cervantes.es/ensenanza/biblioteca\\_ele/aepe/pdf/boletin\\_28\\_15\\_83/boletin\\_28\\_15\\_83\\_15.pdf](https://cvc.cervantes.es/ensenanza/biblioteca_ele/aepe/pdf/boletin_28_15_83/boletin_28_15_83_15.pdf)

<http://www.cervantesvirtual.com/obra/viajeros-espanoles-en-eeuu-1950-1970-julian-marias-rosa-chacel-y-miguel-delibes-924137/>

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