

# Europeana Learning Scenario

## Title

**Pink Triangle - History and Memory of LGBTQ+ in European Culture**

## Author(s)

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## Abstract

In this learning scenario, students are invited to discover the history behind the symbol of the Pink Triangle. First, they will study the classification system in the Nazi concentration camps to understand how homosexuals were persecuted during the Second Reich. Then, they will understand how this symbol was repurposed for LGBTQ+ Pride during the 1970s and 1980s.

## Keywords

History, Homosexuality, Inclusion, LGBTQ, Pride

## Table of summary

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<b>Subject</b>	History, Civics, English, Art, Cinema, Science
<b>Topic</b>	Second World War Concentration camps Stonewall Rebellion AIDS epidemic British miners' strike Alan Turing
<b>Age of students</b>	Between 12 and 18 years old
<b>Preparation time</b>	This scenario is composed of five lessons that can be used together or independently Between 1 and 5 hours
<b>Teaching time</b>	This scenario is composed of five lessons that can be used together or independently Between 1 and 5 hours
<b>Online teaching material</b>	<ul style="list-style-type: none"> <li>• Europeana Collections</li> <li>• YouTube videos (<a href="#">Crash Course video</a>, <a href="#">New York Times video</a>)</li> <li>• Google Forms or another tool to create quizzes</li> <li>• Canva to create posters</li> </ul>
<b>Offline teaching material</b>	<ul style="list-style-type: none"> <li>• A3 sheet</li> <li>• Glue</li> <li>• Pencils</li> </ul>
<b>Europeana resources used</b>	<ul style="list-style-type: none"> <li>• A pink triangle against a backdrop with the words "Silence = Death" (<a href="#">source</a>)</li> <li>• View of the interior of a barrack in a concentration camp (<a href="#">source</a>)</li> <li>• Cork Gay Collective letter to Gay Miners Support Group (<a href="#">source</a>)</li> <li>• Students are also invited to search for documents in the Europeana Collections linked to "<a href="#">Gay Pride</a>" and "<a href="#">homosexuality</a>"</li> </ul>

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## Integration into the curriculum

This scenario can be used:

- In the History curriculum to study Second World War and especially the Nazi Regime
- In the History curriculum to study Great Britain under Thatcher, especially the miner's strike
- In the Science curriculum to study Alan Turing and computer engineering

## Aim of the lesson

The goal of this scenario is to make the students understand that LGBTQ+ people are part of history and that they are not only victims but also heroes, of history.

## Outcome of the lesson

During this scenario, students will create different productions:

- A poster with hexagons
- Different oral presentations in English
- A poster with archives

## Trends

- Project-based learning
- Collaborative learning
- Flipped Classroom
- Visual Search & Learning
- Shift from textbooks to web resources
- Student-centred Learning

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

- Collaboration
- Creativity

## Activities

Name of activity	Procedure	Time
<b>Lesson 1 - Prep' Activity</b>	Students watch a <a href="#">Crash Course video</a> about the Holocaust, Genocides and Mass Murder of WWII and answer a self-corrected questionnaire to understand the historical context ( <i>Annex 1</i> )	About 20 min
<b>Lesson 1 - Introduction</b>	Dialogued course about the meaning of a poster published in the <a href="#">Europeana Collections</a> ("Silence = Death by Act Up)	About 10 min
<b>Lesson 1 – Hexagon Game</b>	Students work in teams. Each team receives a <a href="#">collection of hexagons</a> ( <i>Annex 2</i> ) with documents from Europeana Collections and creates a poster about the classification system in the Nazi concentration camps. At the end of the activity, each team present its production.	About 30 min
<b>Lesson 1 - Conclusion</b>	Students receive and read a summary about the marking system in the Nazi concentration camps ( <i>Annex 3</i> )	
<b>Lesson 2 – Prep' Activity</b>	Students watch a <a href="#">New York Times video</a> about the Stonewall riots and answer a self-corrected questionnaire to understand the historical context ( <i>Annex 4</i> )	About 20 min
<b>Lesson 2 – Introduction</b>	Dialogued course about the use of the triangle symbols by the deportee's associations to commemorate deportation after the Second World War.	About 10 min
<b>Lesson 2 – Express analysis</b>	Students prepare work by teams. Each team receives an article or testimony and answer this key question using quotations from the documents: How the Nazi regime's Pink Triangle symbol was repurposed for LGBTQ Pride? ( <i>Annex 5</i> ) At the end of the activity, each team present its production.	About 30 min
<b>Lesson 2 - Conclusion</b>	Students receive and read a summary about the lesson ("Reversing the Stigma – How the Nazi regime's Pink Triangle symbol was repurposed for LGBTQ Pride?") ( <i>Annex 6</i> )	
<b>Lesson 3 – Prep' Activity</b>	Students make a research and choose a document about "Gay Pride" in the Europeana Collections. They prepare a short presentation of this document that will be shared during the class.	About 20 min
<b>Lesson 3 – Introduction</b>	Dialogued course about the official trailer of the film <a href="#">Pride</a> (Matthew Warchus, 2014)	About 15 min

Name of activity	Procedure	Time
<b>Lesson 3 – Lesson</b>	Students take notes in English and then answer a questionnaire about the real history behind the story of the film <i>Pride</i> .	About 20 min
<b>Lesson 3 - Conclusion</b>	Students receive and read a summary about the lesson (“From shame to Pride: How did Homosexuals finally win respect and recognition?”) ( <i>Annex 7</i> )	
<b>Lesson 4 – Prep’ Activity</b>	Students watch a video about Alan Turing and answer a self-corrected questionnaire ( <i>Annex 8</i> )	About 10 min
<b>Lesson 4 – Lesson</b>	Students take notes in English during a lesson that shows how Alan Turing’s memory has changed throughout the years. Then, we compare the same switch in the national memory with the case of Fritz Bauer in Germany.	About 15 min
<b>Lesson 4 – Research in the Europeana Collection</b>	Students make research in the Europeana Collections to find other examples of LGBTQ+ people who played an important role in European history. They prepare a short presentation of this document that will be shared during the class.	About 30 min
<b>Lesson 5 – Prep’ Activity</b>	Students listen to an interview of Jonathan Blake in the Europeana Collection and answer a self-corrected questionnaire ( <i>Annex 9</i> )	About 20 min
<b>Lesson 5 – Final Task</b>	Students discover this letter from Cork Gay Collective to Gay Miners Support Group in Sheffield on September 28, 1984 ( <a href="#">in the Europeana Collections</a> ). They realize that a lot of archives are available to tell and write the story of homosexuals in European history.	About 10 min
	<p><u>Instructions:</u> What if you were responsible for the next Europride Poster? The EuroPride is an international event dedicated to LGBTQ+ pride hosted by a different European city each year. This year, you will be the head of communication and you need to create the official poster. The organizers just ask you to respect some instructions:</p> <ul style="list-style-type: none"> <li>• The poster will be written in English;</li> <li>• The motto of this Europride would be: “Our common past / Our future rights”</li> <li>• Implement European archives from the Europeana Collections in your production</li> </ul>	

## Assessment

Different assessments are planned during these lessons:

First, these lessons are built on a “flipped learning” strategy. So, students are invited to study materials before the class and these activities are assessed:

1. Prep activities questionnaires provide a first grade;
2. Each lesson begins with a session called “What have you learnt?” in which a student summarizes the information gathered with the prep’ activity and is assessed.

Then, several formative evaluations are provided during these lessons:

1. Students have to create a poster with hexagons during lesson 1 and to present it;
2. Students have to create an analysis of an article or a testimony during lesson 2 and to present it;
3. Students have to research in the European Collections during lesson 4 and to present their document;

Moreover, a quiz is provided during lesson 3 to check that they have understood the main information of the lesson. To conclude, the final task is an assessment in which students are invited to mobilize what they have learnt during this chapter, but also to show creativity and collaboration skills.

\*\*\*\*\* AFTER IMPLEMENTATION \*\*\*\*\*

## Student feedback

At the end of the chapter, students are invited to fill a questionnaire to tell:

- What they have learnt;
- What are the skills they have developed;
- What emotions they have experienced;
- What they liked;
- What was challenging to them;
- What they would improve in these lessons.

## Teacher’s remarks

Students mostly appreciate the fact that they have discovered facts and knowledge that they have never heard before. They were particularly involved in the team activities in which they can demonstrate their creativity and comprehension of the lessons’ issues.

## 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

All the materials created for these lessons can be downloaded below:

- **Annex 1 – [Prep' Activity - lesson 1](#)**
- **Annex 2 – [Hexagon Game](#)**
- **Annex 3 – [Conclusion – Lesson 1](#)**
- **Annex 4 – [Prep' Activity - lesson 2](#)**
- **Annex 5 – [Articles and testimonies about the Pink Triangle symbols](#)**
- **Annex 6 – [Conclusion – Lesson 2](#)**
- **Annex 7 – [Conclusion – Lesson 3](#)**
- **Annex 8 – [Prep' Activity - lesson 4](#)**
- **Annex 9 – [Prep' Activity - lesson 5](#)**