

Europeana Learning Scenario

Title

The Legend of Wilhelm Tell

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Abstract

This learning scenario is aimed at developing students' language skills in German as a foreign language. They become familiar with the legend of the Swiss national hero, Wilhelm Tell, as a part of cultural heritage of Switzerland. By exploring the topic, students are encouraged to use their ICT skills, as well as to use critical thinking. Students learn how to use Europeana and become familiar with the concept of copyrights.

Keywords

Wilhelm Tell, a legend, books, digital presentations

Table of summary

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Subject	German, ICT, History
Topic	The life of a Swiss national hero Wilhelm Tell
Age of students	13- 14
Preparation time	30 minutes
Teaching time	120 minutes
Online teaching material	Canva Langenscheidt Wikipedia Postermywall YouTube Europeana Padlet Microsoft Sway Microsoft Powerpoint
Offline teaching material	Handouts: A text with the legend, a list of the new vocabulary, assessment rubrics

Europeana resources used

[IMAGE1](#) - ZEICHNUNG, WILHELM TELL MIT WALTER / SKIZZE EINER ORIENTALISCHEN SZENE ?

[IMAGE2](#) - PARTIE SUR LE LAC DIT URNER-SEE EN SUISSE AVEC LA CHAPELLE DE TELL ET LE VILLAGE DE BRUNNEN

[IMAGE3](#) - TELL, WILHELM

[IMAGE4](#) - ENTWÜRFE, DRUCKVORLAGEN, WILHELM TELL WIRD IN BANDE GESCHLAGEN

[IMAGE5](#) - MALEREI, "WILHELM TELL, DER AUFGEPLANZTE HUTH"

[IMAGE6](#) - DRUCK, GESSLERS TOD

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Integration into the curriculum

In the new curriculum for English language in Croatia, the learning outcomes are categorized into three domains: linguistic- communication competence, intracultural competence and independence in language acquisition. This lesson aims at developing outcomes from all these domains. In linguistic- communication domain students will improve their reading and writing skills. Since pupils get familiar with a story that belongs to the national heritage other than their country's, this intracultural aspect is present: students explore additional information about German speaking countries in order to better understand their own. By exploring the Internet and producing digital posters, they will enhance their ICT skills. Students will use different strategies of language acquisition and develop their creativity and independence.

Aim of the lesson

By the end of the lesson students will be able to present the information they have gathered about Wilhelm Tell using digital tools, as well as understand a short text in German on this topic. They will become familiar with Europeana and learn how they can use it for future work. They will also develop their ICT skills as well as improve their collaboration skills.

Outcome of the lesson

Students will create a digital poster or a PowerPoint/ Sway presentation with information about Wilhelm Tell.

Trends

Collaborative learning: a strong focus on group work

Mobile learning: get access to information and knowledge through smartphones and tablets

Peer learning: students learn from peers and give each other feedback

Learning materials: shift from textbooks to web resources and open source books

21st century skills

Collaboration

Communication

Creativity

ICT literacy

Language skills

Activities

Name of activity	Procedure	Time
Introduction	Teacher shares Padlet page with the students. The topic is Switzerland. They do the brainstorming activity where they write what they already know about this country (geography, cities, landmarks, products). They discuss the results together.	5'
Starting activity	Teacher writes the word LEGEND on the board and asks them whether they know any. Then she/he tells them the topic of the lesson and the aim. She/ he also announces what their tasks will be and what the final product will be.	5'
Collaboration	Students are divided into groups of 3 so that they do the tasks more efficiently.	5'
A bit of vocabulary	Students are given a list of new vocabulary that will appear in the text (Annex 1). They need to use online dictionaries to find the translation. They check the meaning one more time with the teacher.	10'
The legend	Teacher shows them the photo of Wilhelm Tell from Europeana (Image 1). She/ he gives few information about the portal, what it is, how it can be used and also gives some basic information about copyright. Students try to say as many sentences about the photo as possible. If needed, teacher asks additional questions. Students get a text with the short description of the legend of Wilhelm Tell and they need to insert the new words into text (Annex 2).	20'

Name of activity	Procedure	Time
Introducing the play by Friedrich Schiller	Teacher says that Wilhelm Tell became great inspiration for many artists, one of them being the German playwright Friedrich Schiller. Students watch a short cartoon called Wilhelm Tell. https://www.youtube.com/watch?v=rcRnAAbrb18	10'
Matching activity	Students are shown 5 photos from Europeana and they need to say which sentence from the text describes the photo best (images 2- 6).	5'
Creating digital posters or presentations	In groups, students should explore Europeana and the Internet and do a digital poster or a presentation with the topic of Wilhelm Tell. Teacher explains the design of the poster and presentation. They can choose between Canva, Postermywall, PowerPoint or Sway.	30'
Presenting the work	Students present their work to the rest of the class. The class observes and gives points according to the rubric given.	20'
Self assessment/assessment of group work	Students do peer- assessment and self-assessment and discuss the results with the teacher.	10'

Assessment

Students do peer- assessment (annex 3) and self- assessment (annex 4).

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

Student feedback

I would discuss the self-assessment rubric with students. I would ask them how they liked working with Europeana and whether they had any difficulties completing the tasks.

Teacher's remarks

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

Annex 1: The list of new vocabulary:

Die Legende von Wilhelm Tell

der Jäger-

der Schütze-

der Stab-

der Kaiser-

kaiserlich-

befestigt-

sich verbeugen-

der Landvogt-

verlangen-

festnehmen-

die Todesstrafe-

die Wache-

verhaften-

die Grausamkeit-

bestrafen-

der Aufstand-

der Pfeil-

Annex 2: The text to be filled in with the missing words:

Wilhelm Tell ist ein Jäger und ein guter _____. Er wohnt in der Schweiz im Kanton Uri. Eines Tages geht er mit seinem Sohn Walter in den Hauptort des Kantons, Altdorf. Auf dem Hauptplatz steht ein _____ mit einem kaiserlichen Hut. Man soll sich vor dem Hut _____. Das verlangt der Landvogt Gessler. Er ist ein Verwalter der Habsburger. Wer das nicht macht, riskiert eine _____. Wilhelm Tell will sich nicht verbeugen und die Wache nimmt ihn fest. Der Vogt freut sich, dass er ihn bestrafen kann. Er stellt einen Apfel auf Walters Kopf und sagt zu Wilhelm: Du musst den Apfel treffen und dann wirst du frei! Wilhelm Tell nimmt zwei _____, schießt und trifft den Apfel. Das ganze Volk ist da und alle sind glücklich. Aber der Vogt fragt ihn: Warum hast du zwei Pfeile? Tell sagt: Wenn ich den Jungen getroffen hätte, wäre der nächste Pfeil für dich bestimmt gewesen. Gessler will ihn aber nicht befreien und _____ ihn wieder, aber später befreit sich Wilhelm und tötet ihn wegen seiner _____. So beginnt der _____ der Schweiz gegen die Habsburger.

Annex 3: Assessment rubric (for peer assessment)

	3 points	2 points	1 point
Quality of the content	Information was relevant to the topic and well organized.	Information was not so relevant to the topic, but accurate.	Very few information on the topic, some were inaccurate.
Design of the poster/ presentation (font and size, background, photographs)	Ideas are organized neatly. The font and the letter size are well chosen. The poster/ presentation is easy to follow.	Most of the ideas presented are well organized, but sometimes the letter size is too big/ small or the choice of the photographs is not adequate.	The font and letters size is too big /the small. The background is not adequate. There are too many/not enough photographs.
Speaking skills	The presenters speak clearly and distinctly all the time.	The presenters speak clearly and distinctly most of the time.	The presenters speak too fast/ too slowly/ too quietly so it is hard to follow the presentation.
Language in use (grammar and vocabulary)	Presenters use adequate vocabulary and make almost no grammatical mistakes while speaking.	Presenters use most of the vocabulary adequately but sometimes some wrong words are used. Grammatical mistakes occur at some places, but that does not affect understanding the presentation.	Presenters often use wrong vocabulary and due to many grammatical mistakes it is hard to follow and understand the presentation.

Annex 4: self- assessment

	No	Somewhat	Yes
We shared the work equally.			
We helped each other during the work.			
I did my part the best I could.			
We showed respect for each others' ideas.			