

Europeana Learning Scenario

(Teachers)

Title

Family Ties

Author(s)

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Abstract

INTRODUCTION

The Family Ties learning scenario is meant to teach students about the significance of family and the way it and changed throughout the twentieth century. It is also supposed to encourage tolerance and empathy for different forms of family, especially single-parent families and gay families. The Europeana resource I used is the exhibition called “Family Matters”. It contains a collection of photos and videos depicting families in different situations and shapes during the twentieth century.

LEARNING PROCESS

The lesson starts with a discussion about the significance of family. The teacher encourages students to discuss the topic in groups. Then, the students write their ideas into Mentimeter. In the class discussion and with the teacher as a moderator, they express their opinions about it and talk about their own family. They distinguish the nuclear family from the extended one. They talk about different families from their social circle – single-parent families and gay families. They reflect on the feelings they have about their own families as well as different ones.

The material for this lesson is presented as a Wakelet collection. Students get the link and are instructed to read the text, study the pictures and videos of the Europeana exhibition called Family Matters. Having read the text, the students, divided into teams, take the quiz in order to check their understanding. Once they finish the quiz, the teacher reflects on the results.

Next, the teacher shows an old photo of a family taken in the 1920s and asks students to describe the people in it. Students’ teams discuss the physical appearance of the people in the photo and, in turns report to the rest of the class. After the description of the physical appearance, students are invited to assume details about the photo and the people in it. Then the teacher draws attention to one person in the photo and asks students to assume who this person is, if he/she is happy, why he/she is angry...

Finally, students choose one family photo that they brought in and write a 70-word long family saga about them. Once they finish, they read it to the class. The owner of the photo tells the real story and spots the differences and similarities between the two stories. They upload their stories into an eBook called Family Ties.



CONCLUSION

At the end of the lesson, the teacher asks questions addressing the students' understanding of the lesson content and encourages them to reflect on their learning. Students write their answers in the Google form.

Keywords

STEAM, brainstorming, family, diversity and inclusion, history, civics, physical and emotional well-being, tolerance, LGBT

Table of summary

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Subject	English, History, Civics Health, Personal and Social Development
Topic	The development of family throughout the twentieth century
Age of students	13-15
Preparation time	10 min
Teaching time	90 minutes
Online teaching material	Wakelet https://bit.ly/3HmyENh Quizizz https://quizizz.com/join?qc=16282245 Mentimeter https://www.menti.com/s3q945huyb Google Form https://forms.gle/TtoFWsKF4kaSgFM26 WordArt Generator https://wordart.com/ Book Creator app MS Teams
Offline teaching material	Tablets, old family photos from the teacher's family album, students' family photos, notebooks
Europeana resources used	Exhibition Family Matters https://www.europeana.eu/hr/exhibitions/family-matters

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Integration into the curriculum

The topic of this learning scenario is in line with the History and English syllabi. The Croatian National Curriculum includes interdisciplinary topics such as Personal and Social Development as well as Civic Education that are in the core of this learning scenario.

Aim of the lesson

By the end of the lesson, students will have a clear picture of how the family has changed since the beginning of the 20th century. They will develop empathy and tolerance for the different kinds of families. They will improve their literacy by writing texts about different families. They will improve their digital competence, cultural awareness and learning to learn competence.

Outcome of the lesson

As an outcome of this lesson, students will create an eBook with the collection of their written sagas with accompanying family photos.

Trends

Project-based learning
 Collaborative learning
 BYOD

Key competences

This learning scenario helps the students to develop most key competences: literacy competence, digital competence, linguistic competence, cultural awareness and expression competence, personal, social and learning-to-learn competence as well as citizenship competence.

Activities

Name of activity	Procedure	Time
Introduction	The teacher writes the word FAMILY on the board and asks students what it means to them and to say words that they associate with the meaning of FAMILY. This can be done using WordArt cloud generator or Mentimeter. Students talk about their own families and make comparison. If they notice any differences in their accounts, they speak about them.	10
Reading	The teacher explains that the topic is the changes and development of the family throughout the 20 th century. The teacher asks about two huge historic events in the 20 th century that affected millions of families. Students are referred to the Wakelet collection called Family Matters https://wke.it/w/s/0MCNfo where all necessary links to the material are posted.	25

Name of activity	Procedure	Time
	<p>The task for the students is to go to the Europeana exhibition called Family Matters and read the text. There is a QUIZZIZ quiz* to be solved after the reading.</p>	
Discussion	<p>The teacher and students discuss the quiz results and the Europeana exhibition text and visual material.</p>	10
Describing a photo	<p>The teacher displays one old family photo and asks the students to describe it. First, students, divided in teams describe the physical appearance of the family:</p> <p>How many members are there? How old are they? What do their clothes look like? What about their hairstyle? Where are they?</p> <p>Then, students are invited to assume:</p> <p>When was the photo taken? Are the people happy? Why? Why not? How do they feel? Are they sad? Are they wealthy? Poor? Do parents look strict? Is there/Who is the black sheep of the family?</p> <p>Finally, the teachers picks one person in the photo and asks questions: What is this girls' name? Is she happy? Angry? Why is the little girl angry?</p>	10
Writing a saga	<p>Students share and swap their family photos (preferably the oldest ones their families possess). They write the story/saga of the family in approximately seventy words. The teacher explains that the family saga is a genre of literature which chronicles the lives and doings of a family or a number of related or interconnected families over a period of time.</p>	15
Presenting the saga	<p>The students read their stories to the class. They compare their stories to the real ones as retold by the owner of the photo.</p> <p>They upload their stories and accompanying photos into an eBook using Book Creator app.</p>	15
Conclusion	<p>Using Google Forms (https://forms.gle/TtoFWsKF4kaSgFM26), the teacher asks questions addressing students' understanding of the lesson content and encourage them to reflect on their learning:</p> <p>How well do you do you feel you understood today's lesson? What is the most important thing you have learned in today's lesson and why is it important? What are two ways you have contributed in class today?</p>	5

Assessment

Question 1: The author refers to the twentieth century as

- a) Century of Change.
- b) Century of Family.
- c) Century of Migration.
- d) Century of Care.

Question 2: Laws and Regulations: Which countries do not legally recognise religious marriages?

- a) Italy and Portugal.
- b) France and the Netherlands.
- c) Croatian and Portugal.
- d) Malta and Vatican.

Question 3: On 1 October 1989, _____ became the first country in the world to conduct same-sex civil partnerships and set a precedent for greater acceptance of homosexuality.

Answer: Denmark.

Question 4: Draw here a wedding ring, the symbol of love and bond.

Question 5: The Weight of War: Which organization helped people find missing persons after the World War II?

- a) World Food Organization.
- b) UNICEF.
- c) UNESCO.
- d) United Nations Relief and Rehabilitation Administration.

Question 6: Kith and Kin: Coined in the 1920s, the term '_____ family' refers to a compact family unit consisting of two adults and their children. An expansion of this core with non-immediate family members is designated the 'extended family'.

Answer: nuclear

Question 7: Changing Roles: Several Western European countries extended voting rights to women during the inter-war period, including Britain and Germany (1918), Austria and the _____ (1919).

Answer: Netherlands

Question 8: The Century of the Child: What does the word "breadwinner" mean?

- a) A person who wins the bread.
- b) A person who earns money to support their family, typically the sole one.
- c) A person who likes to eat bread.
- d) A person who cuts bread.

Question 9: The Chosen Family: What does the proverb "Blood is thicker than water" mean?

Open ended answer.

Question 10: Memories of a Lifetime: Choose one of the pictures and write the information about it – author, title...

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

Student feedback

The teacher asks questions addressing students' understanding of the lesson content and encourage them to reflect on their learning:

How well do you do you feel you understood today's lesson?

What is the most important thing you have learned in today's lesson and why is it important?

What are two ways you have contributed in class today?

Teacher's remarks

As most of the lessons that depart from usual textbook-based procedures, this one proved to be extremely interesting and motivating to students as well as to the teacher.

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 32 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