

# Europeana Learning Scenario

(Teachers)

## Title

**Ghettos: from Shakespeare to #BlackLivesMatter**

## Author

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## Abstract

This Learning Scenario leads students to analyse and reflect on ghettos as a form of discrimination that has been going on for centuries and how the term ‘ghetto’ has changed its meaning throughout history. By reading and analysing various sources, such as literary texts, magazine articles and blog posts, students will embark on a collaborative discovery journey which will also consolidate their English language skills. In the final part of this learning pathway, they will train for their IGCSE English as a Second Language and Global Perspectives exams.

## Keywords

citizenship - discrimination - literature - global issues - identity

## Table of summary

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<b>Subject</b>	<i>English as a Foreign Language - English Literature - Global Citizenship IGCSE English as a Second Language - IGCSE Global Perspectives</i>
<b>Topic</b>	<i>Ghettoisation: a reflection on the word, the phenomenon and its evolution from a linguistic, literary and social point of view.</i>
<b>Age of students</b>	<i>17-18</i>
<b>Preparation time</b>	<i>3 hours</i>
<b>Teaching time</b>	<i>9 hours</i>
<b>Online teaching material</b>	Resources <a href="#">Shylock’s monologue by Al Pacino</a> <a href="#">Shylock’s monologue - BBC video</a> <a href="#">Article on TIME</a> <a href="#">BBC News article</a> <a href="#">CommonLit article</a> <a href="#">Audiopedia</a>  Digital tools and apps <a href="#">Digipad</a>



	<a href="#">Flippity</a> <a href="#">Wakelet</a> <a href="#">Quizizz</a> <a href="#">Digibunch</a> <a href="#">Digiread</a>
Offline teaching material	Resources prepared by the teacher (worksheet, exit slip)
Europeana resources used	<a href="#">Extract 1 (image) of the play - Shylock and Antonio discuss about the bond</a> <a href="#">Extract 2a (image) of the play - Shylock's monologue</a> <a href="#">Extract 2b (image) of the play - Shylock's monologue</a> <a href="#">Photograph of the Venetian ghetto by P. Monti</a> <a href="#">Europeana blog article: ghettos</a>

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## Integration into the curriculum

The topic of the learning scenario is one of the ways in which discrimination can be critically analyzed by EFL / ESL learners in Italian secondary schools whose national Citizenship curriculum includes the analysis of the UN 2030 Agenda with its 17 Sustainable Development Goals. The ones specifically involved in this learning scenario are SDG10 Reduced Inequalities and SDG16 Peace, Justice and Strong Institutions.

The language activities are designed to promote all four language skills (reading, writing, listening and speaking) and the communicative competences set forth in the national curriculum of English as a Foreign Language; some of them are also meant to prepare students of a specific course for their future Cambridge IGCSE English as a Second Language and IGCSE Global Perspectives exams.

## Aim of the lesson

Students will have reflected on how discrimination can change name and shape throughout history and will have improved their communication competencies in English as a foreign language.

## Outcome of the lesson

Students will analyse various different sources and research information, participate in class discussions and work collaboratively and individually to produce various products such as a collaborative timeline, collaborative discussion boards and a school magazine article on a new social phenomenon. At the end of their learning pathway they will reflect critically on their learning and provide feedback through an exit ticket.

## Trends

Flipped learning - Collaborative learning - Enquiry-based Learning - Peer learning

## Key competences

Literacy competence: students will distinguish and use different types of sources to search for, collect and process information.

**Multilingual competence:** students will understand, interpret and express facts, concepts, thoughts, feelings and opinions in both written and oral form in English as a Foreign Language; they will mediate between the foreign language and their native language and between different media.

**Digital competence:** students will use digital technologies confidently, responsibly and critically to search for information, collaborate and communicate during the whole learning pathway;

**Personal, social and learning-to-learn competence:** students will critically reflect on the topics and on their personal learning pathway, manage time and information, work with others and provide feedback to their peers; they will apply prior learning to new tasks.

**Citizenship competence:** students will learn about historical and contemporary events and social phenomena, interact with traditional and new form of media, reflect critically on issues related to discrimination and changing communities, their causes and consequences, and will propose a course of action.

**Cultural awareness and expression competence:** students will understand how ideas and meanings are expressed in different cultures, through a local, national and global perspective and through a range of cultural forms; they will express their own ideas.

### Activities

Name of activity	Procedure	Time
<b>A “flipped merchant”: reading</b>	Students are required to read an annotated copy of William Shakespeare’s play “The Merchant of Venice” at home at their own pace within a two-week period.	
<b>A “flipped merchant”: class activities</b>	Once in class, students are shown three images from Europeana, three extracts from the play ( <a href="#">1</a> - <a href="#">2</a> - <a href="#">3</a> ) containing Shylock’s first dialogue with Antonio and Shylock’s famous monologue. The teacher asks the class whether they recall these two parts of the play and promotes a class discussion on the play in general and, specifically, on the character of Shylock, his social status and the possible reasons behind his behavior.	50 min.
	Students are then shown two videos with two different performances of Shylock’s monologue ( <a href="#">Al Pacino’s performance</a> - <a href="#">BBC video</a> ) and asked to compare and contrast them, expressing their personal opinions.	35 min.
	Formative assessment: students take a <a href="#">Quizizz test</a> based on the play and the new vocabulary acquired.	15 min.
<b>Ghettos: introductory activities</b>	Students are shown a <a href="#">photograph of the Venetian ghetto</a> and asked to brainstorm some ideas on Digipad: a definition of the term “ghetto” and other ghettos they know of in other parts of the world.  After reading their peers’ responses and discussing them, students are presented with <a href="#">an article from the Europeana blog</a> , which is read and commented on in class.	50 min.
<b>A timeline</b>	Students are required to research relevant events and places connected to the history of ghettos and provide at least two contributions to a	50 min.

Name of activity	Procedure	Time
	collective timeline. They post their contributions in a Google Sheet ( <a href="#">Flippity timeline template</a> ).	
<b>American ghettos and the #BlackLivesMatter movement: flipped activities</b>	Students are required to read an article published by TIME magazine online, " <a href="#">How America's Ugly History of Segregation Changed the Meaning of the Word 'Ghetto'</a> ".	20 min.
	Once in class, they work in pairs on a comprehension and vocabulary <a href="#">worksheet</a> prepared by the teacher.	30 min.
	Students are required to take part in a <a href="#">Socratic seminar</a> to discuss the text they have read, the situation of black ghettos in the USA, what they know about the #BlackLivesMatter movement and possible solutions to ghettoisation phenomena.	50 min.
<b>Shifting the point of view</b>	A change of perspective is proposed to students: they read a <a href="#">BBC News article</a> about how the word 'ghetto' has acquired racist connotations and the social media firestorm caused after a recent entertainment event. They also watch a part of the SNL video linked in the article.	20 min.
	Then the teacher selects some <a href="#">songs</a> whose title contains the word 'ghetto' and asks the students to: a) listen to the songs; b) compare and contrast them; c) suggest another relevant video or song, stating their reasons. All their contributions can be posted on a dedicated Digipad.	30 min.
	Contributions are later read and discussed to elicit wider reflections.	20 min.
<b>Changing the narrative: ghetto fabulous</b>	In a subsequent lesson, students read another article, " <a href="#">Separated from its history, how 'ghetto' lost its meaning</a> ", in order to consolidate the vocabulary and gain another perspective on the subject.	15 min.
	Then they listen to an <a href="#">Audiopedia track</a> explaining the meaning and origins of the "ghetto fabulous" term and social phenomenon	5 min.
<b>IGCSE: from ESL to Global Perspectives: writing, peer assessment and devising a key question</b>	All the information acquired during the learning path will be used and critically analyzed in order to produce an article according to the format of the Cambridge IGCSE ESL Syllabus learners are familiar with. Each student will post their article on a common Digipad so that they can benefit from reading others' opinions and views.	40 min.
	Students are then paired and asked to choose another student's article and assess it using the Cambridge assessment grid. This will allow them to familiarize with the criteria which will be used to assess their future exam.	20 min.

Name of activity	Procedure	Time
	Their last task aims at learning how to formulate a driving question for an IGCSE Global Perspectives Individual Report on the topic “Changing Communities”. Contributions will be posted on a dedicated Digipad.	10 min.
<b>Exit Ticket</b>	At the end of the learning pathway, students fill in an <a href="#">exit slip</a> to reflect on what they have learnt, appreciated or disliked and to provide feedback.	15 min.

### Assessment

Ongoing assessment will be integrated throughout the learning scenario by providing descriptive and timely feedback and through small formative assessment activities such as quizzes and exercises. Peer assessment and self-assessment are also included in the learning pathway and carried out to facilitate deeper learning and allow students to reflect on their learning process and achievements and provide feedback.

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

### Student feedback

Thanks to the exit slip filled in by the students it was possible to get a lot of feedback on the learning pathway. Although some of the students expected to learn only about Jewish ghettos and a few were not comfortable with the strong emotional impact it had on them, many appreciated the opportunity to learn about the topic from different and wider perspectives and the possibility to regularly discuss what they were learning and share their opinions. One student pointed out the relevance of the songs which provided a more personal approach; the task requiring them to compare and contrast lyrics was the most appreciated in general. In the section “I’m still wondering” some of them showed their concern about a possible course of action in order to make modern ghetto inhabitants have a more sustainable future and brighter perspectives.

### Teacher’s remarks

As a teacher I am particularly satisfied with this learning scenario, as it provided several opportunities for interaction in English in class, especially since the topic chosen was particularly interesting for all students; even those who usually tend to refrain from sharing their views actively participated in the tasks. I appreciated the feedback provided by my students although I realised, I need to integrate some modelling activities in order to teach them how to reflect on their learning process and provide feedback more effectively.

### 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**

**TIME Article - Worksheet with Keys**

Re-read the text and do the following exercises

1. **Comprehension: say if the following sentences are TRUE (T) or FALSE (F). Correct the false statements.**

a)	The term “ghetto” has been connected to African American “inner cities” since the 1970s.	T	F
b)	The word “ghetto” probably derives from a Venetian word meaning “cast”.	T	F
c)	Until the 18th century, Italian Jews could choose whether to live in ghettos or not.	T	F
d)	The last European Jewish ghetto was dismantled in 1870.	T	F
e)	The Nazis called “ghettos” the places where Jews were kept prisoners before being moved to concentration camps or killed.	T	F
f)	White Americans started using the term “ghetto” when referring to areas inhabited mainly by African Americans.	T	F
g)	Some people claimed the word “ghetto” could not be applied to African American communities since they were not forced to live there.	T	F
h)	Today many people in the USA consider “ghetto” as a racist word.	T	F

2. **Search the text for four antonyms of the word “voluntary”.**

*involuntary / mandatory / enforced / prescribed*

3. **Match the following adjectives to their correct definition: run-down, crime-ridden, prison-like, inner-city.**

a)	(of a place) having a high incidence of criminal activity	<b>crime-ridden</b>
b)	dreary and confining or rigidly controlled	<b>prison-like</b>
c)	found in or involving the older, central part of a city where there are poor people and bad housing	<b>inner-city</b>
d)	(of a building or area) in a poor or neglected state	<b>run-down</b>

4. **Read the definitions of some of the words used in the text and use the word which collocates with the list of words provided.**

**tawdry** (of things) looking bright and attractive but in fact cheap and of low quality

(of people) with low moral standards

**slanderous** false, and damaging to someone's reputation

**intractable** very difficult or impossible to control, manage, or solve

- a. problem, people, pain \_\_\_\_\_ **intractable** \_\_\_\_\_
- b. comment, accusation, attacks \_\_\_\_\_ **slanderous** \_\_\_\_\_
- c. bag, couple, film \_\_\_\_\_ **tawdry** \_\_\_\_\_

5. Fill each gap with the correct form of the following verbs: **conjure, overlook, convey, dismantle, unsettle, soar, eclipse, revive, echo.**

1. According to the weather forecasts temperatures will **soar** over the weekend.
2. The 1960s musical is being **revived** at the National Theatre.
3. My grandmother spoke to me and her words **conjured** memories of my happy childhood.
4. The rapid spread of COVID-19 has **unsettled** the whole world.
5. Trade Unions have been accusing the government of **dismantling** the National Health Service.
6. Though an extremely experienced player, he was completely **eclipsed** by his more talented sister.
7. The design of this church **echoes** that of St. Paul's Cathedral.
8. The author's latest book vividly **conveys** the horrors of the war.
9. He is so friendly that people are willing to **overlook** his faults.

6. For each question, fill the space in the sentence using the base word given in bold at the end. The required word may be a noun, adverb, adjective or verb and it may be either positive (e.g. helpful) or negative (e.g. unhelpful).

a.	Drug <b>misuse</b> may happen when patients do not follow the prescriptions.	USE
b.	Activists have drawn attention to the <b>denial</b> of human rights in some areas.	DENY
c.	Julia Roberts won an Oscar for her <b>portrayal</b> of the title character in "Erin Brockovich".	PORTRAY
d.	Members of the council have always strongly <b>objected</b> to plans to sell off the land.	OBJECT
e.	Since witnesses placed Bill at the crime scene, his <b>ensuing</b> arrest came as no surprise to anyone.	ENSUE
f.	When they buy products, consumers have <b>statutory</b> rights.	STATUTE
g.	It is estimated that one in four chronically ill patients in the EU face <b>stigmatisation</b> at the workplace.	STIGMA

## Exit Slip

Name \_\_\_\_\_

Date \_\_\_\_\_

# EXIT SLIP

Rate your level of understanding  
of the whole learning path

0 1 2 3 4

I expected	I appreciated / I learnt
I didn't understand / enjoy	I'm still wondering

#TAKEAWAYS

3 new words

Word 1	_____	Meaning	_____
Word 2	_____	Meaning	_____
Word 3	_____	Meaning	_____