

Europeana Learning Scenario

(Non-formal educators)

Title

Have you heard of Hughenden Manor and its two stories?

Author(s)

Maria Antonia Bartley

Abstract

Who was Benjamin Disraeli? Where did he live for 33 years? How did his manor play a significant role in shaping the outcome of the WW2? This learning scenario is aimed for participants to learn about a most unlikely Victorian Prime Minister Benjamin Disraeli and about the secret map making which took place at his Manor during the WW2. Participants will learn how Disraeli was the first PM of Jewish descent (he was PM twice), a published author and a great friend of Queen Victoria. They will work in groups and have a choice to either make a quiz or create a presentation about Hughenden Manor and Disraeli. They will also find out how the Manor was used as a top-secret operation called Hillside because of its hidden location and proximity to three other RAF sites.

Keywords

Hughenden Manor, Benjamin Disraeli, Queen Victoria, Hillside operation, secret map making

Table of summary

Table of summary

Subject	This learning scenario can be used for history (local history), art and ICT lesson
Topic	Victorian time and WW2
Age of participants	8-13
Suitable setting for implementation	It can be in an ICT room at school or in a room at a museum with computers.
Activity time	120 mins
Online educational material	National Trust website about Hughenden manor: Who was Benjamin Disraeli? 5-minute video about Hillside operation: Secret operation Hillside Padlet Online platform where participants can share ideas about the work they will create. Optional (for participants): 4-minute video about Mr and Mrs Disraeli:



	<p>Mr and Mrs Disraeli Britannica for children: Article About Benjamin Disraeli Historiana World War 2 (mass bombing mentioned) , Historiana module, CC BY 4.0 Online tools for creating quizzes, i.e., Kahoot</p>
Offline educational material	<p>Printed sheet of paper about Benjamin Disraeli. Drawing pencils and colouring pencils, paper.</p>
Europeana resources used	<p>Picture 1: Portrait of Benjamin Disraeli Earl of Beaconsfield-Jewish Historical Museum, Public Domain Picture 2: Hughenden Manor-The British Library, Public Domain Picture 3: Queen Victoria -Wellcome Collection, CC BY 4.0 Picture 4: Planting the Hughenden tree (caricature)-Heidelberg University, Public Domain Picture 5: Empress and Earl; or, one good turn deserves another (caricature)-Heidelberg University, Public Domain</p>

Licenses

Attribution ShareAlike CC BY-SA. This license lets others remix, tweak, and build upon your work even for commercial purposes, as long as they credit you and license their new creations under the identical terms. This is the license used by Wikipedia, and is recommended for materials that would benefit from incorporating content from Wikipedia and similarly licensed projects.

Integration into the curriculum

This learning scenario can be used as part of local history lesson in England where participants in KS1, KS2 and KS3 are taught about significant historical events, people and places in their own locality.

It can also be used for participants in other countries when learning about politics during Victorian time or about mass bombing of German cities during the WW2.

Aim of the educational activity

By the end of the lesson, participants will know more about Hughenden Manor and its history. They will find out about available resources on [Europeana](#) and how they can be used. Educators can explain where to find more about copyrights and creative commons licensing. This video can help educators in explaining about copyrights: [Creative Commons for Cultural Heritage](#).

They will improve their digital skills by creating a quiz using Kahoot or a short PowerPoint presentation about Benjamin Disraeli and Hughenden Manor.

Outcome of the educational activity

Participants will create a quiz or a PowerPoint presentation about Hughenden Manor and Disraeli. They will give feedback to their peers about their work.

Key competences

Cultural awareness and expression- participants learn about Disraeli’s Jewish origin and how Jewish people were excluded from Parliament until 1858.

Digital competence-participants understand how digital technologies can support creativity and use online tools to produce their work.

Activities

Name of activity	Procedure	Time
<p>1. Introduction</p>	<p>Educator asks participants if they have ever visited a National Trust property? He/she then asks if they visited Hughenden Manor in Buckinghamshire? If they did, educator asks what they know about it.</p> <p>For those who have never heard of the National Trust, educator can explain that National Trust is a charity which exists in the UK since 1895 with a main aim to protect natural and historic places for future generations. More information can be found here.</p> <p>Educator then asks participants to find a National Trust website (on their laptops/computers) about Hughenden Manor and familiarise with it.</p> <p>The website includes a video about the secret operation Hillside which participants can watch during this introduction (it is less than 5 minutes long): Secret Operation Hillside</p> <p>Educator also gives them a printed sheet of paper with main facts about Hughenden Manor and Disraeli (annex 1).</p> <p>Optional: older age participants can watch a video about Disraeli and his wife Mary Ann: Mr and Mrs Disraeli.</p>	<p>15 min</p>
<p>2. Exploring Europeana</p>	<p>Educator introduces participants to Europeana resources. He/she shows them how to look for photos of Disraeli there and explains about copyrights.</p>	<p>10 min</p>
<p>3. Create a quiz or a PowerPoint presentation</p>	<p>Participants create small teams (4 per group) and decide if they will create a quiz or a PowerPoint presentation about Hughenden Manor and Disraeli.</p> <p>Each group of the participants use their own tool for collecting and sharing information, such as Padlet and then they put the information they think should be included in their quiz or presentation. For the creation of the quiz, they</p>	<p>45 min</p>

	could use online tools, like Kahoot and for their presentation they could use a digital tool, i.e., Microsoft PowerPoint. Those who created a PowerPoint presentation present their work and ask their peers questions regarding the content, while those who created a quiz can ask their peers to answer questions.	
4. Art lesson	Participants use a pencil or/and colouring pens to draw a picture of Hughenden Manor or Benjamin Disraeli (both pictures can be found using Europeana resources).	35 mins
5. Peer learning	Participants do self-assessment (annex 2) and give and receive feedback as a group to another group of participants regarding their group quizzes or presentations (annex 3).	15 mins

Participants' feedback

Participants do peer-assessment (annex 2) and self-assessment (annex 3) and discuss the results with their educator.

Educator can ask participants to tell her what they think about Europeana resources and if they will continue to use them. They can also express if they would like to visit Hughenden Manor now when they know more about it.

Educator's remarks

*Add here your comments and evaluation **AFTER** the implementation of this activity. You can always use a rubric for self-assessment.*

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

Annex 1:

Benjamin Disraeli was Prime Minister twice during the reign of Queen Victoria.

He was born in 1804 to Italian Jewish parents. His grandfather Benjamin D'Israeli senior (notice the differently spelled surname) had a straw-hat business in Ferrara (Northern Italy). After moving to England in 1748, Benjamin senior made a fortune on the London Stock Exchange. He left the money to his son Isaac (Disraeli's father) who didn't have to work because of being wealthy. He spent most of his time in the British Library researching books.

Benjamin inherited some money but lost most of it because of his poor investments in South American mining companies. He had a huge amount of debt for most of his life and the irony is that he was chosen as the Chancellor of the Exchequer three times! The Chancellor of the Exchequer is responsible for taxation and public spending across the UK. That was one of the reasons that Benjamin wanted to become a member of the Parliament; Members of Parliament couldn't be imprisoned for debt.

When he was 13, his father had an argument at his synagogue and decided to baptise all his children as Christians. As Jews were not allowed to be in the parliament till 1858, this enabled Disraeli to become an MP and later even a PM.

Due to his ill health, Disraeli was mostly home-schooled in his father's huge library. He loved reading classical history, politics, religion and philosophy. He didn't read much fiction. He famously said: "If I want to read a novel, I will write one". And he did! He wrote 12 novels.

Disraeli was very ambitious. He wanted to become a PM and even told that to Queen Victoria's first PM Lord Melbourne when he met him at a party. It was very hard to be successful as a politician then because political seats could be bought and only wealthy people could vote. It took Disraeli five attempts to become an MP.

Shortly after becoming the MP (as a Conservative), Disraeli met Marry-Anne who was 12 years older than him and a wife of his colleague. When her husband died, she inherited lots of money and married Disraeli. She knew he married her for money. They later fell in love and she famously said: "Dizzy married me for my money, but if we had the chance again, he would marry me for love."

They bought Hughenden Manor in 1848 because he needed his own country house estate, just like aristocrats and other politicians of that time.

Disraeli loved planting trees at Hughenden, which is opposite of his political rival Gladstone (Liberal MP) who loved chopping trees.

They were like chalk and cheese!

Disraeli has achieved his dream of becoming a PM in 1868 when the previous PM Lord Derby retired. Disraeli then famously said: "I have climbed to the top of the greasy pole."

Disraeli was a reforming Prime Minister (which means he was making changes to improve laws). He passed 8 different social reform acts to give workers more rights and he increased the number of men who could vote.

He was very interested in foreign policy. He quickly purchased controlling shares in the newly built Suez Canal (which makes a shorter route for trade between Britain and India) to stop France controlling it. Disraeli was also praised for his role at the Congress of Berlin in 1878 when representatives of six great powers met to reorganise the Balkans after the war between Russia and the Ottoman Empire.

Although Queen Victoria didn't like Disraeli at the beginning of his political career, they later became great friends. She appreciated his support when her husband Prince Albert died and she loved that Disraeli proclaimed her as Empress of India. She made him Earl of Beaconsfield and a Knight of the Garter (the most senior order of knighthood in the British honours system).

When Disraeli died in 1881, Queen Victoria came to Hughenden to mourn his death. She asked to be left in his favourite room (his study) and she laid china primroses (his favourite flower) on his coffin in Hughenden church.

Interesting facts:

-Disraeli is the most quoted British Prime Minister and the only Prime Minister of Jewish heritage

Here are some of his quotes:

"THE PALACE IS NOT SAFE WHEN THE COTTAGE IS NOT HAPPY".

"THERE IS NO EDUCATION LIKE ADVERSITY."

"NEVER COMPLAIN AND NEVER EXPLAIN."

-His idol was a romantic 18th century poet Lord Byron and he dressed flamboyantly like him

-Disraeli was often caricatured by Punch magazine. Caricature is a picture, description, or imitation of a person in which certain striking characteristics are exaggerated to create a comic effect.

Do find some of those caricatures using Europeana resources!

-His motto was: FORTI NIHIL DIFFICILE (in Latin: To the Brave Nothing is Difficult)

Resources:

<https://www.britannica.com/summary/Benjamin-Disraeli>

https://www.bbc.co.uk/history/historic_figures/disraeli_benjamin.shtml

‘Benjamin Disraeli: a most unlikely Victorian Prime Minister’ talk by National Trust (not online)

Annex 2:

Assessment Rubric (for Self-Assessment)

	1 POINT	2 POINTS	3 POINTS
LISTENING	I was unable to focus when my team-mates spoke	I needed to be reminded to listen to my team-mates	I listened actively when my team-mates spoke
COOPERATION	I was unable to work with my team-mates	I needed to be reminded that this was teamwork	I worked successfully with my team-mates
TASK	I was unable to complete my part of the work	I needed to be reminded to complete my part of the work	I was able to contribute well with my part of the work

Annex 3:

Assessment Rubric (for Peer Assessment)

	1 POINT	2 POINTS	3 POINTS
KNOWLEDGE OF TOPIC	Showed little understanding of a topic	Showed good understanding of a topic	Showed excellent understanding of a topic
HOW INTERSTING IS THE PRESENTATION/QUIZ	Not interesting	It could be more interesting	Very interesting
DESIGN OF PRESENTATION	Hard to read and poor choice of colours	Good layout	Easy to read and excellent layout
WRITTEN CONTENT	Text copied/pasted	Few spelling/grammar mistakes	No mistakes
QUIZ QUESTIONS	Questions not important and not clear	Questions somehow important and could be clearer	Questions important and clear