

## Europeana Learning Scenario (Teachers)

### Title

“For no war is ever over”

(The title is a line of Greek poet’s Manolis Anagnostakis poem “The war” from his first collection of poetry “Epoches” (Seasons, 1945): “The war is not over yet./ For no war is ever over”.)

### Author

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### Abstract

This LS is linked to the 9<sup>th</sup> Grade Language Curriculum in Greece but, sadly, the war in Ukraine makes it suitable to be used in any grade with the necessary adaptations. It can also be related with the curriculum of history, civics, art and media literacy, since it is not necessary to implement the entire LS but rather use whatever module proves useful. It is organized around the Europeana material concerning World War I but aspires to help students understand the intemporal nature and absurdity of war and express the thoughts and feelings it initiates in them.

### Keywords

War, WWI, visual literacy, art, language

### Table of summary

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Subject	Language Arts, History, Civics
Topic	War through the study of WWI-related material
Age of students	14-15 yo students
Preparation time	1-2 hours to form the groups, prepare the ICT lab and create all things necessary

Teaching time	7-8 teaching hours
Online teaching material	<p><b>Web tools:</b></p> <p>For visualizing opinions expressed by students: <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></p> <p>For brainstorming: <a href="https://answergarden.ch/">https://answergarden.ch/</a></p> <p>For making posters: <a href="http://www.canva.com">www.canva.com</a></p> <p>For posting online and commenting on each other's work: <a href="https://padlet.com">https://padlet.com</a></p> <p>For creating info hotspots on images: <a href="https://h5p.org/image-hotspots">https://h5p.org/image-hotspots</a></p> <p>For GIF making: <a href="https://giphy.com/">https://giphy.com/</a></p> <p>For sharing stories on Europeana: <a href="https://1914-1918.europeana.eu/en/contributor">https://1914-1918.europeana.eu/en/contributor</a></p> <p><b>Resources:</b></p> <p>Wikipedia article: <a href="#">list of ongoing armed conflicts</a></p>
Offline teaching material	-
Europeana resources used	<p>Life during WWI (module 2)</p> <ul style="list-style-type: none"> <li>▪ Exhibition: <a href="#">Untold storied of the WWI</a></li> <li>▪ Gallery: <a href="#">WWI- Places of transit</a></li> <li>▪ Gallery: <a href="#">Women in WWI</a></li> <li>▪ Gallery: <a href="#">Europe at war during WWI</a></li> <li>▪ Gallery: <a href="#">The industry of making war- Machinery</a></li> <li>▪ Blog post: <a href="#">The industrialisation of WWI</a></li> <li>▪ Blog post: <a href="#">10 birthday cards from WWI</a></li> <li>▪ Blog post: <a href="#">Love across borders- the German student and the English patriot</a></li> <li>▪ Blog post: <a href="#">Love across borders- the tailor and the soldier</a></li> <li>▪ <a href="#">WWI: dog rescuing the wounded</a></li> <li>▪ <a href="#">Art from the trenches of WWI</a></li> </ul> <p>Art at war (module 3)</p> <ul style="list-style-type: none"> <li>▪ Exhibition: <a href="#">Visions of war</a></li> <li>▪ Exhibition: <a href="#">Revolution and war</a></li> <li>▪ Exhibition: <a href="#">Artist on the front line</a></li> </ul>

- Exhibition: [Modernism and warfare](#)
- Exhibition: [Resistance and conformity](#)

Propaganda posters during WWI (module 4)

- Blog post: [Use of propaganda in WWI cards](#)
- [WWI British poster](#)
- [WWI Austro-Hungarian poster](#)

### Licenses

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### Integration into the curriculum

This LS is linked to the 9th grade Language Arts Curriculum in Greece. There is a whole unit dedicated to war and peace themed non-literary texts but the LS can be used to accompany the teaching of any similarly themed unit, literary or non-literary, in any grade of the National Curriculum. Yet, the LS was created having in mind the horrid resurgence of war in our continent in 2022. It can also be used to teach the effects of war in subjects like History or Civics.

### Aim of the lesson

For students to understand that war has deeply damaged the lives of Europeans in the not so remote past. More precisely, for students to understand, through the tasks assigned to them in this Learning Scenario, that war has ravaged European societies and empathize with the victims of war. Moreover, the LS aspires to help students understand how citizens are often misled or even manipulated in times of war.

### Outcome of the lesson

The outcomes of the project will be:

1. for the second and third module each team of students will create a creative writing story inspired by the Europeana material that they study on each module. For the fourth module each team comments on the semiotics of a WWI poster. Their comment is posted on Padlet along with the poster, thus creating an annotated digital gallery of WWI posters.

2. their final outcome will be an anti-war poster created with Europeana material. Alternatively, they can create an anti-war GIF using Europeana material.

### Trends

**Project-Based learning:** The learning scenario is conceived as a series of activities, one leading to the next one, organized around the theme of war.

**Collaborative Learning:** There is a strong focus on group work throughout all modules of the LS, since students work in groups and produce collaborative outcomes.

**Assessment:** The focus of the tasks assigned to the students shifts from "what you know" to "what you can do."

**Learning materials:** The LS uses solely web resources instead of textbooks.

**Peer Learning:** Students learn from their peers and give each other feedback for their work.

### Key competences

Literacy Competence, Digital Competence, Personal, Social and Learning to learn Competence, Citizenship Competence

### Activities

Name of activity	Procedure	Time
<b>Module 1: introducing the topic (45 min.)</b>	<b>Answering a Menti</b> : "Before the Ukraine war, were there any ongoing wars during the 21 <sup>st</sup> c.?" Students answer the "Yes or No" question on Mentimeter and the teacher projects their answers.	5 min.
	<b>Pinning 21<sup>st</sup> c. wars on a Padlet</b> : moving on to the next question, students that answered YES on the previous question pin on a Padlet world map a war of the 21 <sup>st</sup> c. that they know of and write a few words of information about them. Teams that answered negatively are given a <a href="#">list</a> of ongoing armed conflicts and are asked to find some info about one of them and then post on the same Padlet.	20 min.

Name of activity	Procedure	Time
	<p><b>Contemplating consequences on Answergarden</b> : Students brainstorm on Answergarden listing the consequences of war and then the whole class elaborates on them relating them to what they know from school, family history or the news.</p>	15 min
	<p>The teacher explains the topic and the aim of the project as well as the way of working on the next modules.</p> <p>★ This module can be modified accordingly in order to use the Flipped Classroom approach.</p>	5 min.
<p><b>Module 2: What is a war? (90 min)</b></p>	<p><b>Studying Europeana material about life during WWI</b> : Students study Europeana material which is assigned to them thematically, in order to cover all aspects of life in Europe during WWI.</p> <p>★ Links to Europeana material is given above (Europeana resources used)</p>	30 min.
	<p><b>Creative writing on a Padlet:</b> Based on the Europeana material students they write their own stories. Students post their work on Padlet annotating their story with info from the Europeana material used as an inspiration. As an alternative, they could post Europeana photos with multiple <a href="#">info hotspots</a>.</p>	45 min.
	<p><b>Giving each other feedback</b> : All teams must comment on their classmates' stories. If there is sufficient time, students can present their work in the classroom and get peers' feedback.</p>	15 min.
	<p><b>Homework assignment: Sharing stories from the WWI.</b> Students are encouraged to share family stories or pin a local landmark associated with WWI on the Europeana <a href="#">1914-1918 microsite</a>.</p>	(40 min., at home)
<p><b>Module 3: Art at war (90 min.)</b></p>	<p><b>Studying WWI paintings on Padlet:</b> Students study European artists' work that documented WWI or revolted against the horrific reality of war. They are encouraged to pay attention to the feelings they express, the themes presented, the colours used, the synthesis etc.</p>	25 min

Name of activity	Procedure	Time
	★ Links to Europeana material is given above (Europeana resources used)	
	<b>Giving voice to WWI paintings:</b> They choose a painting to take inspiration from and give voice to it writing a short creative writing story that they post on Padlet along with the painting.	50 min.
	<b>Giving each other feedback :</b> All teams must comment on their classmates' stories. If there is sufficient time, students can present their work in the classroom and get peers' feedback.	15 min
<b>Module 4: Studying propaganda posters from world wars</b> <b>Propaganda posters during World Wars (45 min.)</b>	Students study world war posters from Europeana collections and write down their remarks concerning the sign system used in order to construct certain meaning (colour, synthesis, symbols, images etc), thus honing their visual and critical literacy skills.  Note: the use of the term "propaganda" here does not necessarily refer to manipulation but is rather used as a descriptive term of material promoting opinions and ideas.  ★ Links to Europeana material is given above (Europeana resources used)	15 min.
	<b>Commenting on a WWI propaganda poster:</b> Each team is assigned a different poster and comments on its semiotics. Students' work is posted on Padlet thus creating a digital gallery of annotated WWI posters.	20 min.
	<b>Giving each other feedback :</b> All teams must comment on their classmates' work. If there is sufficient time, students can present their work in the classroom and get peers' feedback.	10 min.
<b>Module 5: Making anti-war posters with Europeana material</b> <b>Protesting against war today using</b>	Students use material from all four modules to make their own anti-war poster. They post their posters on Padlet and comment each other's work. Posters can also be printed and posted on walls around the school campus, in	45 min.

Name of activity	Procedure	Time
<b>material of the past (45 min.)</b>	an effort to initiate within the school community a discussion about the ugly face of war and its consequences. As an alternative, students can make a anti-war GIF using Europeana material. They can circulate them through the school's or their own's social media accounts. Attention must be paid for material free from copyright to be used.	

**Assessment**

In order to get a full picture whether the LS's objectives are met, formative assessment is to be carried out throughout the project. The teacher moves from group to group giving feedback and offering support when necessary. At the end of each module students present their work to their peers, thus getting peer assessment. In any case, the effectiveness of the whole project is assessed through the students' creation in every module.

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

**Student feedback**

After the completion of the project students gave feedback expressing their thoughts on an Answergarden. They said that this LS helped them better understand how people in the common European past experienced war and empathise with what is happening right now in many regions around the world. They also said it was interesting to choose material from the WWI period in order to condemn modern-day wars.

**Teacher's remarks**

It took one 45min session to introduce the topic and four 2hours-long sessions to complete all five modules. Students seemed to particularly enjoy the activity where they made an anti-war poster about modern-day wars using material from the WWI era. The concurrence of the implementation with the Ukraine war helped students express their own fears and thoughts about the reality of war and its ugly comeback in Europe.

## 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**