

# Europeana Learning Scenario

(Non-formal educators)

## Title

**How Humans View and Relate to Animals in the Past and Present**

## Author(s)

Kim Descheemaeker

## Abstract

How humans view and relate to animals depends on the context (culture, time period, environmental circumstances ...) they live in. In this LS, students from primary school will look at some visual historical sources in detail to reflect on what they see, what they think is happening in them, and how they relate to current views on animals and relationships between humans and animals. Following this analysis, the students will engage in a philosophical conversation on the ethical question, ‘Should all animals be treated in the same way?’

By this LS, the students will not only learn to look in detail at historical sources, but also learn (1) that there is a difference between an opinion on a historical given and the historical given itself, (2) that ideas and notions of life around us are shaped by the (historical) context in which we live, and thus variable, (3) to reflect on values and practices in current society, (4) to voice their opinion in a respectful manner.

## Keywords

Heritage, animals, cultural awareness and expression, history, primary education

## Table of summary

### *Table of summary*

<b>Subject</b>	History; art; language; social skills; learn to learn; citizenship; philosophy; environment
<b>Topic</b>	How humans view and relate to animals in the past and present
<b>Age of participants</b>	8-12 years
<b>Suitable setting for implementation</b>	Education lab in a heritage institution (archive, museum ...). This LS will be used in the education lab of Liberas, the archive for the history of the liberal movement and the freedom ideal in all its facets in Belgium/Flanders from the beginning of the 19th century to the present.
<b>Activity time</b>	2 h

Online educational material	/
Offline educational material	Paper, glue, crayons, magazines, scissors, printed sources, printed time line
Europeana resources used	<p><a href="#">Animals in History Gallery</a></p> <p><a href="#">Image</a> provided by Muzeul Național al Satului Dimitrie Gusti – București</p> <p><a href="#">Image</a> provided by The British Library</p> <p><a href="#">Image</a> provided by Rijksmuseum</p> <p><a href="#">Image</a> provided by Gemeentearchief Ede en Scherpenzeel</p> <p><a href="#">Image</a> provided by The Museum of Mediterranean and Near Eastern Antiquities</p> <p><a href="#">Image</a> provided by Rijksmuseum</p> <p><a href="#">Image</a> provided by University of Edinburgh</p> <p><a href="#">Image</a> provided by National Library of Israel</p> <p><a href="#">Image</a> provided by Deutsche Fotothek</p> <p><u>Disclaimer:</u></p> <p>‘Europeana Galleries may contain objects in copyright, please remember that to creative reuse these specific items (like download them to paste them in any format, physically display them or transform them in any way for a project) out of school premises will need permission of the authors or the providing institution.’</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 is related to the following educational goals of primary education in Flanders, Belgium: humans and society, Dutch, art education, social competences, and learning to learn.

More precisely, it is compatible with the activities developed in the context of ‘heritage day/week’ in Flanders, Belgium, which has the theme ‘animals’ for 2023.

### Aim of the educational activity

The goal of this LS is that the students work with historical resources and learn that ideas and notions of life around us are shaped by the (historical) context in which we live, and thus variable. The pupils can situate elements from the past in some historical periods; they can illustrated in their own words that an actual state of being (in this case how we view and relate to certain animals) is influence by history, was different in the past and changes throughout time; the pupils realize that there is a difference between an opinion on a historical given and the historical given itself.

### Outcome of the educational activity

At the end of the activity, the pupils will have made a poster on how they envision that we will relate to a certain animal in the future.

### Key competences

Personal, social and learning to learn; citizenship; cultural awareness and expression.

### Activities

Name of activity	Procedure	Time
<b>Intro</b>	Welcome to Liberas, an archive. What is an archive?	10 min.
<b>Groups discussion</b>	The students are divided in groups of 3 to 4 students. Each group receives the whole set of historical sources. The groups discuss what they see in the historical sources and try to place them on a timeline with pre-drawn time periods.	10 min.
<b>Plenary</b>	All students gather around a central table. There, together, we put the sources in the right order and reflect on this. The students are asked what the common factor between the historical sources is: i.e. animals and how humans relate to them throughout time.	10 min.
<b>Groups discussion</b>	The students again form groups of 3 to 4 students. The groups look at the historical sources in detail. They reflect on the following questions: what do you see in the picture? What do you think is happening? What is the relationship between the animal and humans? Is this relationship different or the same as in the present?	10 min.
<b>Philosophical discussion</b>	All students gather and sit in a circle on the floor. The students are asked the following questions: what have you noticed in the relationship between animals and humans in the pictures? How is this different or the same as today? In which way is it different? Are all animals today treated in the same way? By these questions, the students are led from the historical questions to the ethical question: Should all animals be treated in the same way?	25 min.
<b>Creative work</b>	The pupils now individually, or in groups of two students, make a poster on how they envision that we will relate to an animal of their choose in the future. They use paper, glue, crayons, magazines, scissors.	30 min.
<b>Reflection</b>	After a given amount of time, the posters are placed on a central table where the students gather around. The students are encouraged to share their intentions of making the poster and to reflect on the connection between what they made and the historical sources they had reflected upon at the beginning of the LS.	15 min.
<b>Feedback</b>	The students form a line in the middle of the room. They are asked several questions. When they agree, they take a step forward; when they strongly agree, they take two steps forward; when they don't agree, they take a step backwards; when they strongly disagree, they take two steps backwards. After each question, 2 students are asked why they do or do	10 min.

not (strongly) agree. At the end, the educator takes a picture of the student group as visible evidence of the feedback.

### Participants' feedback

For the details on the method, see above.

The questions asked:

- Did you like this activity?
- Did you feel safe to engage in the activity?
- Did you feel like you learned something from this activity?
- Did this activity make you think about certain aspects from our society?
- Did this activity make you think about differences and resemblances between the past and the present?

### Educator's remarks

Categories	Improvement necessary	Some level of mastery	High level of mastery	Excellent level of mastery	Remarks/ comments
Wellbeing of the students	<input type="checkbox"/> The students did not enjoy the LS, and/or did not feel safe to communicate their thoughts	<input type="checkbox"/> Few students did not enjoy the LS, and/or did not feel safe to communicate their thoughts	<input type="checkbox"/> Most students enjoyed the educational scenario and felt safe to communicate their thoughts	<input type="checkbox"/> All students enjoyed the LS and felt safe to communicate their thoughts	
Aim of the activity	<input type="checkbox"/> The students don't understand, and thus cannot communicate, that ideas and notions of life around us are shaped by the (historical) context in which we live, and thus variable	<input type="checkbox"/> The students understand that ideas and notions of life around us are shaped by the (historical) context in which we live, and thus variable, but cannot communicate this	<input type="checkbox"/> The students understand that ideas and notions of life around us are shaped by the (historical) context in which we live, and thus variable, but need help to communicate this	<input type="checkbox"/> The students understand and can communicate that ideas and notions of life around us are shaped by the (historical) context in which we live, and thus variable	
Outcome of the activity	<input type="checkbox"/> No students made a poster and/or the students could not communicate their intention.	<input type="checkbox"/> Only few students made a poster and/or only few could communicate their intention.	<input type="checkbox"/> Most students made a poster and most could communicate their intention	<input type="checkbox"/> All students made a poster and could communicate their intention clearly	
Time-management	<input type="checkbox"/> There was not enough time to complete the LS or there was too much time left after completing the LS	<input type="checkbox"/> The LS could be adapted at hoc to adhere to the available time, while key elements of the LS to achieve the aim of the activity where not used	<input type="checkbox"/> The LS could be adapted at hoc to adhere to the available time, while the key elements of the LS to achieve the aim of the activity where used	<input type="checkbox"/> The LS could be implemented as planned	

### About the Europeana DS project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over millions of digitised items drawn from Europe's museums, archives, libraries, and galleries. The Deployment of a common European data space (DS) for cultural

heritage project builds on and expands the existing functionalities and services of the Europeana Digital Service Infrastructure (Europeana DSI). This initiative works towards the development and operation of the data space infrastructure, the integration and of high-quality data in the data space, the capacity building of professionals, the reuse of existing resources and the improvement of the digital services for the public. .

[European Schoolnet](#) (EUN) is the network of more than 30 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 DS project is to facilitate the reuse of high-quality data and expand the community of users of Europeana for education.

## Annex