

Europeana Learning Scenario

(Non-formal educators)

Title

Socialism with a Human Face? The 60s in Slovakia

Author(s)

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Abstract

Countries from the Soviet block are still dealing with this part of their history. Still, there are two parties that are fighting one another about their true interpretations. One side is full of negativism, another full of optimistic memories. Is history really just black and white? The 1960s are called the golden era in socialist countries, like Czechoslovakia. But was it really like that? If yes, why was it different? Young people are still listening to stories of their parents and grandparents mainly about their “better” lives in this period. But let’s make our own opinion on it. How do the 1960s values differ from those today?

Keywords

The 60s in the 20th century, everyday life, city culture, socialism, idealism

Table of summary

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Subject	This learning scenario can be used to enrich the curriculum of history, media education, art history, citizenship and social science.
Topic	Czechoslovakia under the Iron Curtain
Age of participants	15 – 18 years old (high school)
Suitable setting for implementation	museum exhibition rooms, museum learning space (dedicated room for school groups)
Activity time	90 minutes
Online educational material	<p>Free Time in the Era of Czechoslovakia</p> <p>Tvorivé vzopätie filmovej tvorby v 60. rokoch (Creative Upsurge of Filmmaking in the 1960s)</p> <p>60. roky 20. storočia: priaznivá situácia pre štýlovú rozmanitosť (The 60s of the 20th Century: a Favorable Situation for Stylistic Diversity)</p> <p>Pažout, Jaroslav (ed.): Každodenní život v Československu 1945/48-1989 (Everyday Life in Czechoslovakia 1945/48-1989)</p> <p>Pažout, Jaroslav (ed.): Informační boj o Československo (1945-1989) (Informational Fight in Czechoslovakia)</p> <p>Fashion in People’s Minds: The Public Discussion of the Culture of Dress in</p>



	<p>the Soviet Press Leto 1960: socializmus v Československu zvíťazil (Summer 1960: Socialism in Czechoslovakia Won)</p>
Offline educational material	<p>Books: Šimečka – Posch – Bohuš: Všetko malo byť inak. Slovensko po roku 1945 (Everything Should Be Different. Slovakia after 1945) Rychlík: Československo v období socializmu (Czechoslovakia in the Socialism Period) Kováč: Dejiny Slovenska (History of Slovakia) Materials for program: A3 paper, pens and pencils, rubbers, clipboards, papers with instructions, small papers with options for the roleplay activity and “curriculum vitae” for the participants, tablet, computer and data projector, cables, chairs or cushions, mobile phones</p>
Europeana resources used	<p>Photos: Ljungskile camping vid Kärr – Bohuslän Museum Varrónók - Magyar Nemzeti Levéltár Csongrád-Csanád Megyei Levéltára - Hódmezővásárhelyi Fióklevéltár Csoportkép - Magyar Nemzeti Levéltár Csongrád-Csanád Megyei Levéltára - Hódmezővásárhelyi Fióklevéltár Május 1 - Verseghy Ferenc Könyvtár és Közművelődési Intézmény Fotó, leventék táborozása - Gróf Esterházy Károly Kastély- és Tájélmúzeum - Pápa Modell i blus och kjol, vid en korgstol – Nordic Museum Foundation Diabildsvisning – Nordic Museum Foundation Hushåll. Kvinna rengör bord i vardagsrum – Nordin Museum Foundation Modell I mockakappa och skor med taxklack. – Nordin Museum Foundation Förort, Farsta centrum – Nordic Museum Foundation</p>

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Integration into the curriculum

This learning scenario will add up other values to the topics of the era of socialism in Czechoslovakia and will help the students of elementary schools (grades 8 or/and 9) and students of high schools (grades 1 to 4) to better understand everyday life and problems of their ancestors.

Aim of the educational activity

Participants will explore the museum exhibition with cultural heritage artifacts about everyday life in the 1960s, in Czechoslovakia’s cities, mainly in Bratislava. They will explore what the era was about, what it brought to society, and what was or wasn’t possible. They will be encouraged to discuss and reflect on their opinions about this period and the knowledge they had from their parents and grandparents.

Outcome of the educational activity

Participants will have more knowledge of socialism in its beginnings, which will help them build their own opinion on this era.

Key competences

Literacy competence – participants will learn about the social and cultural development in the socialist period and will interpret and express their opinions about it with the use of the facts and artifacts given to them in the exhibition.

Personal, social and learning to learn competence – participants will have to reflect on their knowledge of the 60s and work in a team to learn more information and in the end put it all together thanks to cooperation.

Citizenship competence – participants will have new knowledge and experience about the period and are capable to reflect on the past of the state they live in.

Activities

Name of activity	Procedure	Time
Introduction	Participants are welcomed into the museum's exhibitions and asked to sit in the dedicated space, where the activity will begin. The educator (or lector) of this program will introduce himself/herself to the group. At this point, when everyone is seated, the theme and today's topic will be introduced.	5 min
Questioning (Evocation phase)	<p>Participants are seated in a circle around the big A3 sheet of paper. This first activity should evoke interest in the topic. The activity is called questioning (brainstorming but with questions). The goal of this point is to realize what they want to know about the period, and what their interests and questions are.</p> <p>The evocating question for the participants is: <i>"If you could talk to someone who lived in the 60s, what would you like to know?"</i>.</p> <p>Participants are encouraged to write down all their questions on the sheet of paper in the middle of the circle. The educator helps them to create the questions on his/ her own or supports the discussion. They can tell stories to each other about family memories or share their knowledge from Tv shows or films.</p> <p>The goal is also focused on supporting participants' curiosity about history and later on the program should provide them with the answers to their questions.</p>	10 min.
Exploring the visual media	<p>Let's look at some photos of the period. Together with the participants, the educator will project pictures from the 60s through the computer and data projector. The photos are from the Europeana website.</p> <p>The photos: Ljungskile camping vid Kärr – Bohuslän Museum Varrónók - Magyar Nemzeti Levéltár Csongrád-Csanád Megyei Levéltára - Hódmezővásárhelyi Fióklevéltár</p>	10 min.

	<p>Csoportkép - Magyar Nemzeti Levéltár Csongrád-Csanád Megyei Levéltára - Hódmezővásárhelyi Fiókleveletár</p> <p>Május 1 - Verseghy Ferenc Könyvtár és Közművelődési Intézmény</p> <p>Fotó, leventék táborozása - Gróf Esterházy Károly Kastély- és Tájélmúzeum - Pápa</p> <p>Modell i blus och kjol, vid en korgstol – Nordic Museum Foundation</p> <p>Diabildsvisning – Nordic Museum Foundation</p> <p>Hushåll. Kvinna rengör bord i vardagsrum – Nordin Museum Foundation</p> <p>Modell I mockakappa och skor med taxklack. – Nordin Museum Foundation</p> <p>Förort, Farsta centrum – Nordic Museum Foundation</p> <p>The participants will talk about the photos, for example, about what they see, what is interesting for them, what is funny, what is similar to the present and so on. The aim of this point is to show participants that they have to sometimes focus on the details too.</p>	
<p>The family in the 60s / Roleplay (Understanding)</p>	<p>In this activity the participants will be formed into the groups (the groups are mostly in the size of 25 students, so in this case there will be 5 groups of 5). The selection to the groups will be random by lottery – picking up the numbers from 1 to 5.</p> <p>The sheet of instructions, which the educator will explain, will be given to the participants.</p> <p>Every group is now a family of five members – a mother, father, brother, sister, grandparent. The siblings could be also a brother and brother or a sister and sister. The same with a father or mother, depending on the group if they want to play even a different gender role. The group will decide on their family name and will select the role for each member. If the group cannot decide, they will do another lottery with the roles.</p> <p>Every member will get the clipboard with a template, let's call it their "curriculum vitae", where they will write information about their role. The information which they will choose will be available in the exhibition. By exploring it they will find all the info about what the family had, where they could live, what the flat/house looked like, what was modern at that time, what the fashion was like, what the opinions for the career were, their free time, hobbies, education. They will learn about the gender role and differences between the options for men and women. They will write all their choices and info to the worksheet with the educator's help if needed.</p> <p>While working in the exhibitions, participants will also take 5 photos of museum artefacts or photos in the exhibition which will represent their family. The photos will be taken with the participant's mobile phones.</p> <p>For the image of the living spaces in the 60s, there will be a tablet with 3D models from Slovakia of the 60s parts of doll houses, which are just a small version of the real ones.</p>	<p>35 min.</p>
<p>Present your family (Reflection)</p>	<p>After finishing the worksheets, every family will present their finished curriculums after returning to the starting point. Every group will come back to the starting point. They will connect their phones to the computer and data projector to project their taken photos in the exhibitions. Those will help them to present their family story they were working on.</p>	<p>15 min.</p>

Discussion about the era	When the last “family” ends the presentation the educator will start a discussion about the era, about participant’s findings and their interpretations concerning the era.	15 min.
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Participants’ feedback

At the end of the program, the participants will reflect on their activity in a discussion about the era, where they will share their opinions, new knowledge, and feelings the program gave them. Another activity to get the participant's feedback will be through a board, on one side the “like” section, and on the other side the “dislike” section. The goal is to evaluate the program by putting a small circle sticker on the scale wherever they like. They can put it in the middle, closer to the “like” or closer to the “dislike”. Except for the two pictures, the whole sheet of paper is empty.

Educator’s remarks

This program will be implemented in September 2023 when our museum (Bratislava City Museum) will have a new exhibition called *The 60s in Bratislava*.

But as for a museum educator, the main problem can be the activation of the participants in the program.

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

Slovakiana 3D models, free to use:

- [Spálňa pre bábiky](#) (bedroom for dolls)
- [Obývacia izba](#) (living room)
- [Kuchynský nábytok](#) (kitchen furniture)