

Europeana Learning Scenario

Title

The Great War through children's eyes

Author(s)

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Summary

Table of summary

Subject	English language, History
Topic	WWI through the eyes of children addresses aspects of history regarding WWI and English language learning (grammar, lexis, 4 language skills)
Age of students	15-16 years old B1+/B2 CEFR (English)
Preparation time	2 hours/module to adjust the worksheets to our teaching context, possibly prepare some short tutorials and quizzes or provide some linguistic support (e.g. worksheets to revise lexis and grammar).
Teaching time	Roughly 15 teaching hours (1 teaching hour: 50 min)
Online teaching material	<p>Web tools</p> <p>Brainstorming: https://answergarden.ch/ eBooks: https://www.canva.com/create/ebooks/ Interactive story telling: http://twinery.org/ Sticky notes: http://en.linoit.com/ Tagging images: https://www.thinglink.com/ Timelines: https://www.tiki-toki.com/ or www.sutori.com Videos: https://spark.adobe.com/sp/ Word clouds: https://wordart.com/</p> <p>Resources</p> <ul style="list-style-type: none"> Poetry templates: https://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems Poetry templates: https://www.readwritethink.org/classroom-resources/student-interactives/diamante-poems Letter writing templates: https://www.readwritethink.org/classroom-resources/student-interactives/letter-generator Story mapping tool: https://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram Rubrics: http://www.readwritethink.org/files/resources/lesson_images/lesson311/shortstoryrubric.pdf Blog posts template: http://www.readwritethink.org/files/resources/lesson_images/lesson1064/blogging.pdf Rubrics: http://www.readwritethink.org/files/resources/lesson_images/lesson1064/blog_use_rubric.pdf Poetry templates: http://www.readwritethink.org/files/resources/printouts/30697_haiku.pdf

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	<ul style="list-style-type: none"> Character mapping tool: http://www.readwritethink.org/files/resources/printouts/CharacterMap.pdf Map: https://commons.wikimedia.org/wiki/File:Map_Europe_alliances_1914-en.svg#/media/File:Map_Europe_alliances_1914-en.svg Mannequin challenge explained: https://en.wikipedia.org/wiki/Mannequin_Challenge GIF examples: https://gifitup.net/world-war-i/ Refugees personal stories: https://greatwen.com/2018/06/20/a-refugees-son/ Historiana resources: https://historiana.eu/#/historical-content/key-moments/world-war-1/experiencing-the-war (slide 79) Historiana resources: https://historiana.eu/#/historical-content/key-moments/world-war-1/experiencing-the-war WW1 video: https://www.iwm.org.uk/collections/item/object/1060000124 WW1 timeline: https://www.tiki-toki.com/timeline/entry/305115/Key-Moments-in-the-First-World-War/#vars!date=1916-11-18_23:19:56
Offline teaching material	<ul style="list-style-type: none"> colorful sticky notes whiteboard pen and paper
Europeana resources used	<ul style="list-style-type: none"> http://blog.europeana.eu/2016/10/if-fathers-gone-keep-smiling-considering-the-children-of-the-first-world-war/ http://blog.europeana.eu/2018/10/gif-it-up-2018-create-animated-gifs-from-openly-licensed-cultural-heritage-material/ http://blog.europeana.eu/2018/11/discovering-europeanas-first-world-war-objects-in-a-game-11-11-memories-retold/ https://transcribathon.com/en/documents/id-21801/item-258875/ https://www.europeana.eu/portal/el/collections/world-war-1?f%5BPROVIDER%5D%5B%5D=Europeana+1914-1918&q=letters&view=grid https://www.europeana.eu/portal/el/collections/world-war-1?q=TYPE%3A3D&view=grid https://www.europeana.eu/portal/el/explore/galleries/wwi-propaganda-postcards#lg=1&slide=8 https://www.europeana.eu/portal/en/exhibitions/untold-stories-of-the-first-world-war/family-stories#ve-anchor-section_5549-js https://www.europeana.eu/portal/en/exhibitions/untold-stories-of-the-first-world-war/family-stories#ve-anchor-section_5547-js&gid=1&pid=1

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Integration into the curriculum

In 3rd grade of high school, students are taught modern history and more specifically WWI. Their level in English is B1+. The focus of the scenario is on the 4 linguistic skills (reading, writing, speaking, and listening), which will be developed in the context of this topic.

The scenario could be used with a single classroom or with collaborating classes within the framework of a project, such as an eTwinning project.

The suggested activities can also be implemented separately, supplementing a lesson based on a course book or during another related project. In the framework of a project, activities are to be carried out collaboratively. The educator provides scaffold and then allows students to work autonomously on the (chosen) activities of each module. The age of the target group students (15-16) and the level of linguistic

proficiency (B1+/B2) are suitable for active involvement, negotiating and decision making regarding the activities to be chosen.

The “Activities” section contains a brief overview of each proposed activity but the actual guidelines for students are given in detail at the Annexes I, II, III, IV (Worksheets for Module A, B, C and D respectively).

Aim of the lesson

The main aim of this scenario is to have our students explore the WWI through the eyes of children, as depicted on Europeana objects (postcards, letters, photos etc.), so as to learn and understand some facts about this war, to develop empathy regarding the living conditions at the time, to compare and contrast them with our modern lifestyle and ultimately to produce their own personal stories, crafts, works of art, while enhancing language skills.

Trends

Project-Based Learning: students receive fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.

21st century skills

Creativity and Innovation: the Learning Scenario encourages creativity and innovation by engaging students in a number of activities (e.g. creative writing, recreating a painting, role playing) inspired by the Europeana objects.

Critical Thinking: the students conduct their own research in an effort to interpret the meaning of the chosen sources (e.g. postcards, drawings, letters) and explore what they reveal about our common European past.

Communication and Collaboration: these skills are reinforced since the students are expected to communicate using written and oral language, to work on authentic contexts and to assess their peers by using rubrics so as to promote reflective learning.

Activities

Name of activity	Procedure	Time
MODULE A: Setting the Scene See Annex I: the worksheet Module A	A.A. Caption the image Students are introduced to the topic through a “Think-Pair-Share” brainstorming activity aiming at introducing the topic and raising awareness regarding the era (1914-1918) and the human perspective of the war.	30 min
	A.B. Clouds and words	20 min

Name of activity	Procedure	Time
	Further elaboration on the same topic, supported by original footage, focusing on making students empathize with the families experiencing the war.	
	A.C. Let's transcribe! By participating in an original competition (Transcribathon), students study materials with historical facts (map and/or timeline) and become more familiar with the context of WW1. Their final productions reflect their understanding of the topic as the first module is coming to an end.	50 min
MODULE B: Life at the trenches See Annex II: the worksheet Module B	B.A. Our "small museum guidebooks" Working collaboratively in an authentic framework, students produce their customized "small museum guidebooks" inspired by Europeana's materials and incorporating 3D objects.	50 min + 50 min
	B.B. Telling Stories A storytelling activity which is aimed at having the students acquainted with each other's work and sharpen their creative writing skills, possibly including the use of multimedia (video and/or coding).	50 min + 50 min
	B.C. Let's Play! Game based learning as a follow up can trigger students' curiosity enabling them to discover Europeana's WWI objects in a game.	At home
MODULE C: Children's lives during WW1 See Annex III: the worksheet Module C	C.A. Gif it up! An introductory compare and contrast speaking activity with a twist can help the teenagers immerse into the living conditions of children 100 years ago, through some striking photos and postcards, which are animated in a GIF contest.	50 min + 50 min
	C.B. War through the eyes of children The Great War and the recent war that the Middle East has experienced are seen through the lens of the protagonists, the soldiers and their families, as recorded on handmade drawings and toys, in an effort to relate the past to the present.	30 min

Name of activity	Procedure	Time
	Inspired by the aforementioned materials, the students step into the shoes of a refugee's son or daughter and become teenage bloggers sharing their stories. They evaluate their peers using rubrics.	50 min + 50 min
	C.C. "Dear Father..." One more experiential activity, writing correspondence between fathers and children and playing roles to animate these exchanges, as a way of enhancing empathy and enlivening the past.	50 min + 50 min
MODULE D: Our feelings today See Annex IV: the worksheet Module D	D.A. Recreate a painting, a postcard or a photo D.B. Write a poem D.C. Enact a role play The last module of the scenario is dedicated at letting the students express their feelings in a creative way while evaluating what they have learnt so far. The students are given three alternatives. They can recreate a visual prompt, a popular 2018 activity, write a poem or enact a role play. In each case they are given support and examples to assist their work. All their work will be compiled and showcased digitally as well as in the physical school surroundings so as to appreciate their effort and communicate their ideas and creations.	50 min + 50 min (flexible)

Assessment

The assessment of the project is integrated in each module. It takes place through rubrics which are linked to the worksheets. At the end of each module, students can be assessed via a Kahoot Quiz or a Google Form questionnaire which can be prepared by the teacher or the students themselves. During the last module, students are urged to present their work either digitally or by posting it on classroom walls, which is also a way of self and peer assessment.

***** AFTER IMPLEMENTATION *****

Student feedback

Students can develop their personal learning diaries to record their thoughts and feelings as well as the knowledge they acquire throughout the project. Their diaries can be shared, commented by their peers or be used as a springboard to write a blog post for the school website.

Teacher's remarks

Activity "C.A. Gif it up!" was implemented with my students. They were fascinated by the original photos of children, dating back a 100 years. These photos were an excellent stimulus for language production.

They also enjoyed working with <https://giphy.com/> as learning became more enjoyable, although it can be quite time consuming unless the teacher is well prepared and delivers a short tutorial about how to use it.

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 34 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 I

MODULE A: Setting the Scene

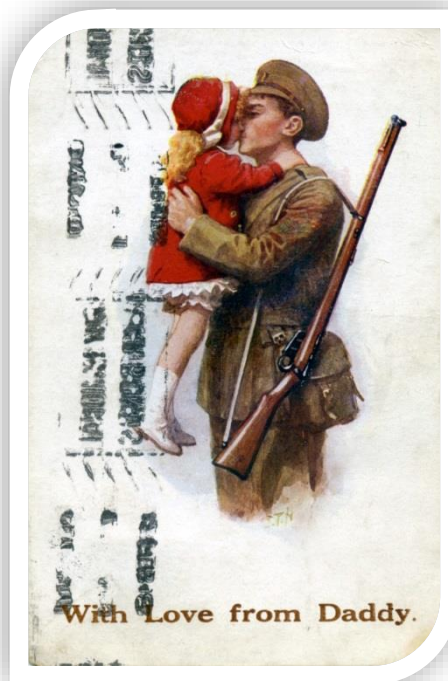
A.A. Caption the image



Work
Individually

1. Look at the following picture and **think individually** first, taking some notes on a piece of paper:

- **Who** are these people?
- **What** are they doing?
- **Where** are they?
- **When** did/do they live?
- **Why** are they hugging?



'With Love from Daddy.'
Institution Europeana 1914-1918
Rights statement CCO

<https://www.europeana.eu/portal/el/explore/galleries/wwi-propaganda-postcards#lg=1&slide=8>



Pair work



Group work



Group work

2. **Pair** with your partner and compare your notes. Decide on an alternative **caption**. (the original caption is “*With love from Daddy*”)
3. **Share** your captions on a digital board (<http://en.linoit.com/>) or on a real board with colourful sticky notes for everyone to see.

A.B. Clouds and words

4. Watch the video
<https://www.iwm.org.uk/collections/item/object/1060000124>
5. Use the <https://answergarden.ch/> tool to brainstorm the feelings of the families as they watch the soldiers leave the country.
6. In small groups of 3-4 students, turn it into a wordcloud using <https://wordart.com/>. Post your wordclouds on the same digital board (<http://en.linoit.com/>)

A.C. Let's transcribe!

7. Study the map
https://commons.wikimedia.org/wiki/File:Map_Europe_alliances_1914-en.svg#/media/File:Map_Europe_alliances_1914-en.svg
8. Browse the collection
<https://www.europeana.eu/portal/el/collections/world-war-1?f%5BPROVIDER%5D%5B%5D=Europeana+1914-1918&q=letters&view=grid> and in the same groups (3-4 students) pick 1 letter or postcard, transcribe it and post/annotate on the map which is posted on <https://www.thinglink.com/>
9. Here is an example for you:
<https://transcribathon.com/en/documents/id-21801/item-258875/>

Alternatively:

7. Study the timeline
[https://www.tiki-toki.com/timeline/entry/305115/Key-Moments-in-the-First-World-War/#vars!date=1916-11-18 23:19:56](https://www.tiki-toki.com/timeline/entry/305115/Key-Moments-in-the-First-World-War/#vars!date=1916-11-18%2023:19:56)
8. Browse the collection
<https://www.europeana.eu/portal/el/collections/world-war-1?f%5BPROVIDER%5D%5B%5D=Europeana+1914-1918&q=letters&view=grid> and in the same groups (3-4 students) pick 1 letter or postcard, transcribe it and post/annotate on the a timeline (<https://www.tiki-toki.com/> or www.sutori.com)

ANNEX II

MODULE B: Life at the trenches

B.A. Our “small museum guidebooks”



1. Browse “*Laura's (age 11) Small Museum Guidebook*”, see the exhibits and read the descriptions below each one of them.
https://www.europeana.eu/portal/en/record/2020601/contributions_5349.html?q=letters
2. In small groups (3-4 students) decide which objects you would include and why. Produce your own “small museum guidebooks” using the collection of 3D objects (5 objects).
<https://www.europeana.eu/portal/el/collections/world-war-!q=TYPE%3A3D&view=grid>

B.B. Telling Stories



3. Each group writes a short story based upon another group’s guidebook.
4. Each group reads the other groups’ stories
5. You can use <https://www.canva.com/create/ebooks/>
6. Use these resources to help you organise the writing process
<http://www.readwritethink.org/files/resources/interactives/plot-diagram/>
<http://www.readwritethink.org/files/resources/printouts/CharacterMap.pdf>
7. To assess each group’s story you can use these criteria
http://www.readwritethink.org/files/resources/lesson_images/lesson311/shortstoryrubric.pdf
8. As a follow up activity (optional) you could vote for the best story and turn it into a video with <https://spark.adobe.com/sp/>
9. You could alternatively turn it into an interactive, nonlinear story using <http://twinery.org/>



B.C. Let’s Play!



Group work

10. At home, you can play
<http://blog.europeana.eu/2018/11/discovering-europeanas-first-world-war-objects-in-a-game-11-11-memories-retold/> (game based learning – optional)

ANNEX III

MODULE C:

Children's lives during WW1

C.A. Gif it up!



Pair work

1. Take a look at this collection of World War 1 postcards.
<http://blog.europeana.eu/2016/10/if-fathers-gone-keep-smiling-considering-the-children-of-the-first-world-war/>
2. In pairs discuss, compare and contrast the living conditions of the children 100 years ago to how they live today. What did they use to do, wear, learn?
3. Each pair, choose one postcard and animate it by creating a GIF
<http://blog.europeana.eu/2018/10/gif-it-up-2018-create-animated-gifs-from-openly-licensed-cultural-heritage-material/>
4. Here are some examples to get inspired <https://gifitup.net/world-war-i/>

C.B. War through the eyes of children



Pair work

5. Visit the Europeana collection “**Untold Stories of the First World War/Family Stories**”
https://www.europeana.eu/portal/en/exhibitions/untold-stories-of-the-first-world-war/family-stories#ve-anchor-section_5549-js
 You can see children's drawings depicting how they perceive war.
6. Now take a look at this drawing



(ID)/2084002/contributions_12402500_0b34_0136_6466_167dbbf18ed0

made by a refugee and asylum-seeker child during programs run by SB OverSeas at asylum centres in Brussels.

7. Discuss with your partner, comparing and contrasting the pictures (5&6). How does the child perceive the war today? What are similarities and differences to how the children viewed the 1st World War?
8. Now read this blog post, entitled "a refugee's son" <https://greatwen.com/2018/06/20/a-refugees-son/> and write a **blog post** on your own (120-150 words) as if you were a refugee's son, inspired by one of the above drawings.
9. Here is a blogging instruction sheet http://www.readwritethink.org/files/resources/lesson_images/lesson1064/blogging.pdf
10. Read each other's blog entries and leave your comments, your impressions, your thoughts.
11. Evaluate your peers' blog posts using this rubric http://www.readwritethink.org/files/resources/lesson_images/lesson1064/blog_use_rubric.pdf



**Work
Individually**



Evaluation



Pair work

C.C. "Dear Father.."

12. On this link you can find the presents (sketches, illustrated letters, wooden toys) made by a father/soldier and sent to his beloved daughter.
https://www.europeana.eu/portal/en/exhibitions/untold-stories-of-the-first-world-war/family-stories#ve-anchor-section_5547-js&gid=1&pid=1
13. Below you can see a postcard https://www.europeana.eu/portal/en/record/2020601/contributions_9856_attachments_92366.html depicting a young girl writing a letter to her father.
14. **Role play:** In pairs, write and exchange letters. One of you will assume the role of the child writing to your father, who is a soldier, about your everyday life back home. The other one will

write back as the father who send a letter from the trenches to his young boy or girl.

15. You can either use pen and paper or this web tool
http://www.readwritethink.org/files/resources/interactives/letter_generator/ to generate your letters.
16. All the letters will be collected on a final ebook.



Carte postale écrite par la fille d'Henri Rouède (12 août 1915)
Bibliothèque de Bordeaux, 1
CC BY-SA 3.0

ANNEX IV

MODULE D: Our feelings today



Evaluate

1. The aim of the last module is to let you express your feelings in a creative way while evaluating what you have learnt so far.
2. In small groups (3-4 students) choose ONE of the activities below. **Your final products will be showcased within your schools and digitally.**

D.A. Recreate a painting, a postcard or a photo



Group work

11. Choose a painting, a postcard or a photo from the collections you have already browsed and recreate it.
12. Get inspired here <http://blog.europeana.eu/2017/09/winners-of-picture-this-competition/>
13. Or here <https://pro.europeana.eu/data/vangoyourself>
14. Your productions will be posted on a school wall and on the school website.

D.B. Write a poem



Work
Individually

15. Write a poem inspired by one of the characters you have met so far, anonymous protagonists of the Great War. Diamond poems, Acrostic poems, Haikus are some of the types of poems you can choose from. Your productions will be posted on a school wall and on the school website.
 - <http://www.readwritethink.org/files/resources/interactives/diamante/>
 - <http://www.readwritethink.org/files/resources/interactives/acrostic/>
 - http://www.readwritethink.org/files/resources/printouts/30697_haiku.pdf

D.C. Enact a role play



Group work

16. Write a short dialogue between a child and his father or mother, and act it out. Remember what you learnt about the living conditions at the time, decide on the setting, the main characters.
17. After writing the dialogue, rehearse it. You can either record it or perform it live on stage.

18. You may decide to have a mannequin challenge, in which people remain frozen in action like mannequins while a moving camera films them https://en.wikipedia.org/wiki/Mannequin_Challenge
19. Photos of your work will be posted on a school wall and on the school website.