

Europeana Learning Scenario

Title

Letters & postcards from war times

Author(s)

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Summary

Table of summary

Subject	Mathematics, Languages (English and Maltese), Social Studies, Art
Topic	Maths – Fractions of a shape Maltese – Formal/informal Letter English – Dialogue writing Social Studies – WW I. and WW II. Art – Design
Age of students	10/11 years
Preparation time	2 hours
Teaching time	7.5 hours (10 x 45 minutes lessons)
Online teaching material	Padlet, Europeana website (www.europeana.eu), search engines
Offline teaching material	Maths – Europeana postcards printed or projected on interactive whiteboard, flashcards of shapes, papers Maltese – Europeana letters printed or projected on interactive whiteboard, examples of formal and informal letters, papers English – Newspaper cuttings about conflicts printed or projected on interactive whiteboard, papers Social Studies – Art – Paper, colors, different paint (warm and cool colors), paint brushes
Europeana resource s used	<ul style="list-style-type: none"> • https://www.europeana.eu/portal/mt/record/2020601/contributions_6103_attachments_149975.html?q=what%3Apostcard • https://www.europeana.eu/portal/mt/record/2020601/contributions_20487_attachments_230309.html?q=what%3Apostcard • https://www.europeana.eu/portal/mt/record/2020601/contributions_20222_attachments_229077.html?q=what%3Apostcard • https://www.europeana.eu/portal/mt/record/2020601/contributions_9989_attachments_98862.html?q=what%3Apostcard • https://www.europeana.eu/portal/mt/record/2020601/contributions_3632.html?q=letters#dcid=1544976001424&p=1 • https://www.europeana.eu/portal/mt/record/2020601/contributions_13252.html?q=letters#dcid=1544976001424&p=1



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Integration into the curriculum

The learning scenario will take a **cross-curricular** approach. “Letters and Postcards from WW1” will be linked to the current learning outcomes/syllabi in primary schools (accessible at www.curriculum.gov.mt).

Maths - Recognize unit fractions and use them to find fractions of shapes and numbers, make and describe shapes and patterns.

Maltese – Juru li kapaċi jiktbu tipi varji ta’ ittri kemm għall-posta tradizzjonali kif ukoll għall-posta elettronika fil-forma ta’: stedjn, ilment, xewqat, dispjaċir, ringrazzjament, informazzjoni u sugġeriment.

English - Develop and participate in dialogues using appropriate language, Write for an audience and with a purpose, Develop a short dialogue

Social Studies - Malta u t-Tieni Gwerra Dinjija, Jifhmu x’kienet tfinser din il-gwerra għal Malta; janalizzaw ilqagħda ta’ Malta matul din il-gwerra, Jaraw sorsi viżwali tassitwazzjoni li kienet tinsab fiha Malta u jinterpretaw kif kienu jhossu ruħhom in-nies f’dak iż-żmien.

Art - Using media, Using the visual elements, Creating and designing.

Aim of the lesson

Maths – Students will be able to create/design their own postcard in their desired shape (rectangle, square, octagon, hexagon etc.) and divide it in different parts as fractions, making up one whole.

Maltese – Students will be able to write a formal or informal letter to someone back in 1918, as a reply to one of the letters present in the Europeana collection.

English – Students will be able to write a dialogue between two persons in the year 2050, where they will talk about war/conflicts which are currently happening in 2018.

Social Studies – World War I. and II.

Art – Students will be able to create/design their own postcard using a contrast of warm/cool colors.

Trends

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

Collaborative Learning: a strong focus on group work.

21st century skills

Global Awareness, Critical Thinking, Creativity, Communication, Collaboration.

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Maths	<p><u>Design your own postcard using fractions of shapes.</u></p> <ol style="list-style-type: none"> 1) Discuss various Europeana postcards (contents, shape, sections in a postcard, why do we send postcards etc.) 2) <i>In pairs</i> - Find similarities/differences among different Europeana postcards. 3) <i>Whole class</i> - Discuss different properties of 2D/flat shapes. 4) <i>In pairs</i> – Choose a shape for the postcard. Divide it in different fractions (e.g. $\frac{1}{2} + \frac{1}{4} + \frac{1}{4}$). Plan the different parts of both the front and back part of the postcard. 5) <i>Whole class</i> - Discuss the fractions/parts of the postcard. <p><i>Take home task</i> – Design another postcard which you will send to someone you know who lives abroad using a different shape (so if you have used a rectangle, now choose another rectangle).</p>	1.5 hrs
Maltese	<p><u>Reply to a letter sent to someone back in 1918.</u></p> <ol style="list-style-type: none"> 1) Discuss various Europeana letters (structure of a letter, content). 2) <i>Whole class</i> - Find common aspects of letters, discuss how letters are written, why are they written, how has this evolved over time. 3) <i>In pairs</i> - Discuss the difference between formal/informal letters. Show examples not from Europeana collections. 4) <i>Individual/In pairs</i> - Choose one particular letter from the Europeana collection to reply to. Students can choose one of the two shown or else research on the Europeana collection themselves using their tablet. 5) <i>Individual/In pairs</i> - Draft a formal/informal letter to someone back in 1918. 6) <i>Whole class</i> - Share initial draft/plan of letter. <p><i>Take home task</i> – Finish writing the letter to someone back in 1918.</p>	1.5 hrs
English	<p><u>Write a dialogue between 2 persons in the future about war/conflict in 2018.</u></p> <ol style="list-style-type: none"> 1) Discuss different writing genres (letters, emails, reports, descriptive, narrative, dialogue). 2) <i>Whole class</i> - Explain difference between monologues/dialogues. Ask students when do we use monologues and when do we use dialogues and why do we use them differently. 3) <i>Whole class</i> - Discuss with students a situation or conflict present in 2018 (Aleppo Syria, Somalia, Sri Lanka, Honduras etc.) 	1.5 hrs

Name of activity	Procedure	Time
	<p>4) <i>Whole class</i> - Discuss with students how someone would feel in 30 years' time (in the year 2050) when discussing the conflicts we are having in 2018.</p> <p>5) <i>In pairs</i> - Students are to draft a dialogue between two characters in 2050 discussing one conflict happening in 2018. First they research the conflict on the tablet and then create the characters and start formulating the main points for the dialogue.</p> <p>6) <i>Whole class</i> - Share initial draft/plan of dialogue.</p> <p><i>Take home task</i> – Finish writing the dialogue to someone back in 1918.</p>	
<p>Social Studies</p>	<p><u>World War II.</u></p> <p>1) <i>Whole class</i> - Discuss with students a visual timeline to represent the stretch of time from WWI to WWII, also vis-à-vis present day.</p> <p>2) <i>Whole class</i> - Discuss main aspects of WWII (why did it happen, Malta's role in the war, how did it affect Malta, how the people must have felt, pain and hunger suffered by the Maltese, air attacks, damage to Maltese buildings, the use of shelters etc.)</p> <p>3) <i>In pairs</i> - Students research WWII artefacts and items on Europeana using their tablet.</p> <p>4) <i>Whole class</i> - Students explain what they have found on the Europeana website.</p> <p><i>Take home task</i> – Search for up to 5 items from the Europeana website related to WWII and create a poster titled 'World War 2'. You may print, draw, copy or write sentences about the items found on Europeana.</p>	<p>1.5 hrs</p>
<p>Art</p>	<p><u>Design your own Postcard using a contrast - warm/cool colors.</u></p> <p>1) <i>Whole class</i> - Discuss what would make an attractive postcard and why should it be attractive (selling factor, eye-catching, etc.)</p> <p>2) <i>Whole class</i> - Discuss difference between warm and cool colors and when to use what.</p> <p>3) <i>In groups</i> - Discuss with students how would a war-free world look like.</p> <p>4) <i>Individually</i> - Students design their own postcard representing 'A World Free from War'. They must include both warm and cool colors.</p> <p>5) <i>In groups/pairs</i> - Students describe their postcards to one another.</p> <p>6) Postcards can be scanned and uploaded on the school website or the school's Facebook page.</p>	<p>1.5 hrs</p>

Assessment

Maths – The postcard using different fractions.

Maltese – The letter.

English – The dialogue.

Social Studies – The poster about WWII.

Art – The postcard using warm/cool colours.

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

Student feedback

Add here the method with which your students will be able to give you feedback and discuss the lesson.

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. 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 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.