

# Europeana Learning Scenario

## Title

You are welcome

## Author(s)

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## Summary

### Table of summary

Subject	Civic education, History, English
Topic	Human rights and global citizenship
Age of students	13-14
Preparation time	60 minutes
Teaching time	This unit will be developed in 7 sessions, each one of them will last 55 minutes.
Online teaching material	<ul style="list-style-type: none"> <li>➤ <b>ICT TOOLS</b> <ul style="list-style-type: none"> <li>• <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a></li> <li>• <a href="https://es.padlet.com/">https://es.padlet.com/</a></li> <li>• <a href="https://gsuite.google.es/intl/es/">https://gsuite.google.es/intl/es/</a></li> <li>• <a href="https://www.thinglink.com/">https://www.thinglink.com/</a></li> <li>• <a href="https://www.fotojet.com/es/features/photo-editor/add-text.html">https://www.fotojet.com/es/features/photo-editor/add-text.html</a></li> <li>• <a href="https://www.tricider.com/">https://www.tricider.com/</a></li> <li>• <a href="https://quizizz.com/">https://quizizz.com/</a></li> <li>• <a href="https://answergarden.ch/">https://answergarden.ch/</a></li> <li>• <a href="https://www.google.es/intl/es/forms/about/">https://www.google.es/intl/es/forms/about/</a></li> </ul> </li> <li>➤ <b>TEACHING MATERIALS</b> <ul style="list-style-type: none"> <li>• Historiana (specific link is described in Activities)</li> <li>• <a href="http://minerva.union.edu/WAREHT/gkcultur/guide/8/web1.html">http://minerva.union.edu/WAREHT/gkcultur/guide/8/web1.html</a></li> <li>• Online Spanish newspapers (El País, El Mundo, ABC)</li> <li>• <a href="https://youtu.be/hTlrSYbCbHE">https://youtu.be/hTlrSYbCbHE</a></li> <li>• <a href="https://www.youthforhumanrights.org/what-are-human-rights/">https://www.youthforhumanrights.org/what-are-human-rights/</a> (simplified form)</li> <li>• <a href="http://minerva.union.edu/WAREHT/gkcultur/guide/8/web1.html">http://minerva.union.edu/WAREHT/gkcultur/guide/8/web1.html</a></li> </ul> </li> </ul>
Offline teaching material	Book: <u>The Odissey</u> (Homer), paper



## Table of summary

Europeana resources used	<a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a> <a href="https://www.europeana.eu/portal/en/record/2020903/KMS135.html">https://www.europeana.eu/portal/en/record/2020903/KMS135.html</a> <a href="https://www.europeana.eu/portal/en/record/90402/SK_A_4967.html">https://www.europeana.eu/portal/en/record/90402/SK_A_4967.html</a> <a href="#">Life on the limits</a> <a href="#">Once upon a time, I had everything</a> <a href="#">The Red Diary</a> <a href="#">The more you go the harder you face</a>
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## Integration into the curriculum

This learning scenario tackles the human rights and global citizenship topics that are implemented in the Civic education curriculum during the second year of the middle school curriculum in Spain (2º ESO).

This subject proposes that students learn how to live together in a plural and global society where citizens, aware of their social, political rights and responsibilities, take into account, as the main reference point, the universality of Human Rights to increase cohesion and tolerance by reducing poverty, inequalities and exclusion. The lesson is mainly focused on migrants that come from other countries and leave behind their family, home, belongings, etc.

In addition, the lesson can be applied to develop and improve the English language skills of Spanish students that belong to the Bilingual Section in our school, because its Bilingual Section Plan includes Civic Education as a bilingual subject, so their lessons are given in English.

## Aim of the lesson

At the end of the lesson students should be able to:

1. Reflect upon the importance of human rights education as a vehicle to promote social responsibility, dialogue, tolerance and values to encourage peace in the world.
2. Get familiarized with Europeana platform as a useful tool for their learning process.
3. Develop oral and written communication skills in English, using the appropriate connectors and structures.

## Trends

- Collaborative Learning: a strong focus on group work.
- Peer Learning: students learn from peers and give each other feedback.
- Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.
- Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.
- Lifelong Learning: learning does not stop when leaving school.

- Cloud Based Learning: data, tools, software is all online and can be reached and modified from different devices.

### 21<sup>st</sup> century skills

**Critical thinking:** Students will be required to form their own opinion about Europeana migration stories, and they will be able to walk in the other person’s shoes. Placing students in a real-life scenario and asking them to make decisions is a great way to sharpen their critical thinking and problem-solving skills.

**Collaboration:** Students will work collaboratively (in pairs or in small groups) and will learn how to be responsible for their task in order to achieve the final goal.

**Communication:** Students will develop the ability to speak well and express their ideas in a public forum (the class).

**Media Literacy:** Students will access, analyze, evaluate and create media in a variety of forms. They will explore, interpret and present various media forms (pictures, texts and videos). They will try to understand how and why media messages are constructed, their purpose and the different ways to interpret them.

**ICT Literacy:** students will manipulate digital devices and tools to search, organize, comment and present online content.

### Activities

Name of activity	Procedure	Time
<b>Presentation and discussion</b>	The teacher presents the <a href="#">Europeana portal</a> to students. The students divided in groups learn how to move throughout this platform. They are asked to look for some pictures, texts, objects or maps for about 10 minutes. Afterwards, students present their results and solve any doubt about the information searching. The teacher presents the learning scenario to students and explains the project’s aim and the tasks they have to do to achieve the final product.	30’
<b>Where does Europe come from?  (Collaborative brainstorming activity)</b>	The ancient myth, “ <b>The rape of Europe</b> ” is used to symbolize the common cultural background that we share. Students read about the legend and learn how to describe a picture (from Europeana) related to this topic. The students use language scaffolding provided by the teacher to do this task. The Rape of Europe; Satens Museum for Kunts. Public Domain. <a href="https://www.europeana.eu/portal/en/record/2020903/KMS135.html">https://www.europeana.eu/portal/en/record/2020903/KMS135.html</a> The Rape of Europa; <a href="https://www.europeana.eu/portal/record/90402/SK_A_4967.html">https://www.europeana.eu/portal/record/90402/SK_A_4967.html</a> . Rijksmuseum. Public Domain.  After describing the pictures, the students have to comment on the meaning of the ancient myth. They answered some questions such as: What does this myth represent? Where does Europe come from?	55’

Name of activity	Procedure	Time
	<p>What does Europa bring us? They should have some time to develop their ideas and they share them with the ICT tool: <a href="https://www.mentimeter.com/">https://www.mentimeter.com/</a>, an interactive presentation where everyone's opinion can be visualized. The teacher summarizes the idea of the European Union, migrations, the mixture of cultures, culture coming from Middle East, integration... etc.</p>	
<p><b>Migration crisis in Europe</b>  (Collaborative working)</p>	<p>The teacher contextualizes the migration crisis in Europe with the animated map: <a href="https://historiana.eu/-/learning-activity/opening-europes-borders-border-controls-in-a-post-schengen-world">https://historiana.eu/-/learning-activity/opening-europes-borders-border-controls-in-a-post-schengen-world</a> Students study the maps to learn the main developments and routes of migration towards Europe since 2008. The teacher can also introduce the Schengen Agreement issue – in case students, because of their age range, are ready to understand this concept. Then, they have to read some news and see some pictures about migration in online Spanish newspapers, they have to search, collect and share them in a collaborative Padlet created by the teacher ad hoc, where students also comment on the chosen links. <a href="https://es.padlet.com/">https://es.padlet.com/</a> This task can be done as homework.</p>	30'
<p><b>All human beings deserve respect</b>  (Research, investigation and presentation)</p>	<p>Students think and learn about the concept of rights and the universality of Human Rights. They remember the Human Rights Universal Declaration: <a href="https://youtu.be/hTlrSYbCbHE">https://youtu.be/hTlrSYbCbHE</a> <a href="https://www.youthforhumanrights.org/what-are-human-rights/">https://www.youthforhumanrights.org/what-are-human-rights/</a> (simplified form)</p> <ol style="list-style-type: none"> <li>The teacher divides students in groups (2-3, randomly or by specific criteria) and attributes two or three Human Rights from the list to each group. He presents the task(s) that each group/participant will have to perform.</li> <li>Students have to search and choose two or three images from Europeana that best illustrate the meaning of the Human Rights they should work on. The groups explore <a href="https://www.europeana.eu/portal/en">https://www.europeana.eu/portal/en</a> (collections), focusing the search on images (using the filter settings). They must refine and deepen the search by using variations of keywords and keywords combinations. The students work together to choose the two images that best convey the meaning of the Human Right they need to illustrate.</li> <li>Students must share the chosen images onto a digital tool. Several options are available to collect the pictures: printing or pasting on digital documents (Google Apps, collaborative online canvas or boards like Padlet). The digital document has to include the following points, apart from the picture: <ul style="list-style-type: none"> <li>Group name</li> </ul> </li> </ol>	100'

Name of activity	Procedure	Time
	<ul style="list-style-type: none"> <li>▪ Image title from Europeana</li> <li>▪ Picture description (Europeana url, copyright, location)</li> <li>▪ Keywords used to search and find the image</li> <li>▪ Description of the image, elements and its context.</li> <li>▪ Why this picture represents the Human Right</li> </ul> <p>3. Each group makes an oral presentation of their work. Their presentation should include</p> <ul style="list-style-type: none"> <li>▪ the description of each image</li> <li>▪ the interpretation of how they illustrate the meaning of the Human Right.</li> </ul> <p>They receive feedback from their peers.</p> <p>FINAL TASK. Interactive collage with all the images selected by the different groups in the class. One member of each group participates in the elaboration of a collaborative collage which represents the Human Rights Universal Declaration in pictures. In order to carry out this activity, the students use the collaborative ICT tool Thinglink - <a href="https://www.thinglink.com/">https://www.thinglink.com/</a></p>	
<p><b>Time to flee (Critical thinking)</b></p>	<p>1. At this point, it's essential to know migration stories and link them to our own lives. Most of them have left behind their home, their culture, their family, friends and belongings. Students read these stories from Europeana (here are some examples).</p> <p><a href="#">Life on the limits</a>  <a href="#">Once upon a time, I had everything</a>  <a href="#">The Red Diary</a>  <a href="#">The more you go the harder you face</a></p> <p>2. We are different, but the same</p> <ul style="list-style-type: none"> <li>▪ Students, divided in pairs, read one of the previous migrant's stories and they have to recreate it, as if they had gone through this circumstance. The teacher encourages the students to write the story very briefly in the first person. It is expected they use scaffolding language they have learnt to write narrations by means of appropriate connectors.</li> <li>▪ Students choose a scene from their stories and act out this moment (tableau vivant, photostory). They have to take pictures of the moment and use them as support for the next activity. They can use some free ICT tools to edit photos and add texts to them.  <a href="https://www.befunky.com/es/opciones/editor-de-texto/">https://www.befunky.com/es/opciones/editor-de-texto/</a>  <a href="https://www.fotojet.com/es/features/photo-editor/add-text.html">https://www.fotojet.com/es/features/photo-editor/add-text.html</a></li> <li>▪ They tell the story to their partners, who can ask them any questions about how the characters are feeling, how they can cope with the problems they have, about their culture (group discussion).</li> </ul> <p>3. What if I...?</p>	<p>100'</p>

Name of activity	Procedure	Time
	<p>It is time to change or introduce new information, so learners can be encouraged to deepen their understanding or apply it to a different situation. The teacher introduces a “What if question” to our migrant scenario. At the end of the lesson, it is really interesting to check out the skills developed by students to observe and verify the achievement of the project’s objectives. The teacher poses questions to students, so that they can walk in the other person’s (migrant’s) shoes:</p> <ul style="list-style-type: none"> <li>• If you had to leave your country what things (objects) would you take with you? Why?</li> <li>• If your neighbor was a migrant or refugee what could you do to help him /her integrate in your town, in your school?</li> </ul> <p>The ICT tool Tricider <a href="https://www.tricider.com/">https://www.tricider.com/</a> can be used for this activity because it lets students interact among them.</p>	
<p><b>Nihil novum sub sole (Self reflection)</b></p>	<p>As a final step in this scenario, the group reflects upon the concept of hospitality (guest-friend relationship), which appears in Homer’s Odissey. Very early, in VIII B. C., hospitality appears as a universal value in Greek culture. Any foreign person is admitted at home on friendly terms without further questions.</p> <p>Students are given a specific fragment of this book where this ritual of amicability is portrayed in the figure of Ulysses.  <a href="http://minerva.union.edu/WAREHT/gkcultur/guide/8/web1.html">http://minerva.union.edu/WAREHT/gkcultur/guide/8/web1.html</a></p> <p><b>Is it possible to bring this act of humanity back to our current situation?</b></p>	<p>30’</p>

### Assessment

The assessment of this learning scenario is implemented throughout project’s modules.

- ALL HUMAN BEINGS DESERVE RESPECT. At the end of this chapter students will be assessed with an interactive quiz about Human Rights <https://quizizz.com/>
- TIME TO FLEE. At the end of this module, It could be the appropriate moment for students to analyze their individual or group job. The teacher will provide them with an evaluation rubric in order for them to assess properly their work (self-evaluation, peer evaluation...) This assessment will be done via Google Form <https://www.google.es/intl/es/forms/about/> questionnaire prepared by the teacher.

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

### Student feedback

At the end of the project the ICT tool Answer Garden <https://answergarden.ch/> will be used to get students' feedback. Its aim is to provide some information on what, how much, and how well students are learning (formative assessment).

### Teacher's remarks

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### 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.