

Europeana Learning Scenario

Title

Fashion, literature and newspapers in the 19th century - Realism and its connection with media and a new way of dressing and living

Author(s)

Ana Relvas

Summary

Table of summary

Subject	Language I – Portuguese
Topic	Portuguese Literature at the beginning of the 19 th century – fashion, newspapers and the literature
Age of students	16-18
Preparation time	2 hours
Teaching time	Five 45-minute classes
Online teaching material	https://padlet.com https://prezi.com https://b.socrative.com/login/teacher/ https://expresso.pt/sociedade/2018-01-31-Guardem-os-jornais-depois-de-lidos.-Eles-valem-dinheiro#gs.av2vtgfE https://www.sabado.pt/opiniao/detalhe/a-outra-geracao-de-70 (to relate to 19 th century clothing) http://webfolioaula-portugues.blogspot.com/2012/04/caricatura-de-rafael-bordalo-pinheiro_8359.html (cartoon) http://purl.pt/93/1/iconografia/imagens/Res2174_geral/Res2174_geral.html http://casacomum.org/cc/arquivos?set=e_10063/n_100 https://www.onenote.com/notebooks
Offline teaching material	Pen and paper Book: Os Maias, Eça de Queirós
Europeana resources used	http://blog.europeana.eu/2018/11/the-place-of-literature-in-the-world-of-newspapers/ https://www.europeana.eu/portal/pt/collections/fashion Images: https://www.europeana.eu/portal/pt/record/2048211/europeana_fashion_NMA_0037325.html?q=#dclid=1550574281535&p=4



Table of summary

https://www.europeana.eu/portal/pt/record/2048211/europeana_fashion_NMA_0037332.html?q=#dclid=1550574281535&p=6

https://www.europeana.eu/portal/pt/record/2048211/europeana_fashion_NMA_0037608.html?q=#dclid=1550574281535&p=8

https://www.europeana.eu/portal/pt/record/2048211/europeana_fashion_NMA_0037367.html?q=#dclid=1550574281535&p=10

https://www.europeana.eu/portal/pt/record/2048211/europeana_fashion_NMA_0037631.html?q=#channel=fashion#dclid=1550574281535&p=10

https://www.europeana.eu/portal/pt/record/2048211/europeana_fashion_NMA_0043756.html?q=#dclid=1550574281535&p=19

https://www.europeana.eu/portal/pt/record/2048211/europeana_fashion_NMA_0037320.html?q=#dclid=1550574281535&p=46

Licenses



Attribution CC BY

Integration into the curriculum

A fundamental element for pupils is for them to build their own identities and structure their thought and thus contribute to their own formation as autonomous individuals but with Portuguese values and cultural roots. This lesson is an essential asset for pupil's cultural education.

Literary books as the basis of large historical and cultural landmarks is one of the principles that 11th year students (in Portugal or in European schools), aged 16-18, must develop and be able to explain. That is, through different readings, books, images, documentaries, films, students are invited to value a work as a symbolic object.

On the other hand, as Portuguese Language teachers - LI - we should always try to articulate genuine historical and literary documents in order to make it easier to read Portuguese literary texts of different genres, belonging to different centuries, namely the 19th century. So, the focus of the scenario is on the literary skills and at the same time the students developing also reading, writing, speaking skills. Another skill that is very important in this scenario is the critical thinking.

This scenario can be developed only by the literature teacher or as interdisciplinary scenario with the history teacher and art history teacher who teach this level of education, since everything will therefore make more sense to the student who is not familiar with these historical aspects relevant to the understanding of our cultural identity.

Aim of the lesson

The main aim of this scenario is to have the students explore the 19th century, life and thinking, as depicted on Europeana objects (newspapers, cartoons, photos, etc.), so as to learn and understand some facts about this century, to develop empathy towards the living conditions at the time, to compare and contrast them with our modern lifestyle and ultimately to produce their own personal view (critical thinking) about how literature is the mirror of society in all aspects: social, cultural, economic and aesthetic, among

others. Finally, it is a scenario that aims to develop the language skills of the student, oral and written, as well as critical ability in the mother tongue.

Specific aims:

- ✓ Identify the relation between fashion, newspapers and literature
- ✓ Develop skills in understanding and interpreting texts with strong symbolic dimension, where aesthetic and rhetorical effects predominate, namely texts but also those in the field of advertising and media information
- ✓ Mobilize the knowledge of the student about the world
- ✓ Formulate semantic and formal hypotheses and ask questions from varied indications
- ✓ Allow students to have a clear idea of living in the past
- ✓ Identify some of countries involved in this historic event
- ✓ Developing pupils' critical faculties and their ability to appreciate aesthetics

Generics aims:

- ✓ Use *Europeana collections* to search for information related to the topic
- ✓ Understand the importance of working collaboratively
- ✓ Develop Portuguese language skills
- ✓ Understand and apply the basic principles of copyrights
- ✓ Develop ICT skills regarding the development of digital products
- ✓ Realize how important cultural heritage is in order to understand the past, the present and the future

Trends

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups.

Collaborative learning: it is a scenario that aims to develop the language skills of the student, oral and written, as well as critical ability in the mother tongue with a strong focus on group work.

21st century skills

Creativity and Innovation: The Learning Scenario encourages creativity and innovation by engaging students in several activities (e.g. creative writing, analysing images, role playing) inspired by the Europeana objects.

Critical Thinking: the students conduct their own research to interpret the meaning of the chosen sources (e.g. drawings, newspapers) and explore 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 to promote reflective learning.

Activities

Name of activity	Procedure	Time
Setting the scene Brainstorming	Teacher presents two images (Annex 1) and stimulates the analysis of them, from all the details that stand out in each image. Images are associated with an era of European history. Students are introduced to the topic through Europeana’s “Fashion and newspapers” resources to understand 19 th century literature.	10’
Presentation and general discussion	Students must pay attention to the teacher in order to understand the main objectives, the work methodology, the resources at their disposal and the outcomes expected.	15’
Research	Group work - research. Students have to do research about the topic, investigate sources provided by the teacher and use others that they consider reliable. They must take notes on the OneNote application about the main topic of the scenario. At the end, all groups should use the Padlet to present the main conclusions drawn from the confrontation of the newspapers with the images provided and the articles presented for comparison. They compare the documents used with some excerpts from the book <i>Os Maias</i> , written by Eça de Queirós (chapter “Corrida dos cavalos”).	90’
Preparing and delivering presentations	Each group chooses an image and a newspaper to serve as a basis for presenting the conclusions about the new social class that stands out in society: their customs and habits.	50’
From the past to the present	In order to develop the skills of written expression and critical thinking towards an object of literary aesthetics, students should, in pairs, write a text of opinion in google docs, where they show their point of view on the actuality of the message of the work under study: literature as a reflection of society, its habits and customs and the role of the media in the register of social changes.	90’

Assessment

Students’ knowledge will be tested through a multiple-choice questionnaire using the Socrative application.

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

Student feedback

/

Teacher's remarks

/

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 1.

Eça de Queirós – *Os Maias*

Fashion, Literature and newspapers in the 19th century - Realism and its connection with media and a new way of dressing and living.

- What is the relationship that can be established between these two images?
- What era is portrayed in both documents?



https://www.google.com/search?q=os+vencidos+da+vida&rlz=1C1GCEA_enPT763PT763&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjjq9z55sjgAhVLbBoKHQaLDk8Q_AUIDigB&biw=1517&bih=640#imgrc=gCAduFzFKZpQM: (page consulted on February 10, 2019)



L'Echo des feuilletons : journal recueil des meilleurs feuilletons extraits de la presse contemporaine...

https://www.europeana.eu/portal/record/9200518/ark__12148_btv1b9017622d.html. (fre)

Bibliothèque nationale de France - <http://gallica.bnf.fr/ark:/12148/btv1b9017622d>. Public Domain -

<http://rightsstatements.org/vocab/NoC-OKLR/1.0/>