

Europeana Learning Scenario

Title: Globalization, national and European identity

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Summary: What Globalization means to national and European identity? By the end of the lesson students will be able to understand that the identity of a community represents values, principles, finality, shared by most of its members, to manifest the feeling of membership to the European community.

Table of summary

Subject	World History (20 th and 21 st centuries)
Topic	Globalization, national and European identity
Age of students	12 - 15
Preparation time	30 mins
Teaching time	50 mins
Online teaching material	https://app.wand.education/view/572c54d2fe39b767
Offline teaching material	<i>Paper, flipchart etc.</i>
Europeana	https://www.europeana.eu/portal/en/record/9200234/download_type_document_docid_610



resources used [316.html?q=Europe++Space+for+Transcultural+Existence%3F#dclid=1546790180865&p=1](https://pro.europeana.eu/resources/316.html?q=Europe++Space+for+Transcultural+Existence%3F#dclid=1546790180865&p=1)

<https://pro.europeana.eu/resources>

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Integration into the curriculum

This lesson can be taught as part of History, Social Science and Civics classes in 6th, 7th and 8th grades (pupils aged between 13 and 15). At all three subjects, a theme centered on Intercultural Education is proposed. The approach will be aimed at students being able to value their own culture and positively appreciate different cultures found in an intercultural society, specific to contemporary societies.

Aim of the lesson

By the end of the lesson students will be able to understand the role of globalization in promoting the international exchange of ideas, goods and capital as well as creating economic and social changes in both democratic and non-democratic societies, to analyze pros and cons of globalization, to identify areas of agreement and disagreement with other students.

Trends

List the relevant trends that the lesson incorporates:

Project-Based Learning;

Collaborative Learning;

Flipped Classroom;

Peer Learning;

21st century skills

1. Critical thinking - by analysing the historical sources from the Europeana collections and then comparing them with people's opinion on national and European identity, it will allow students to see globalization from different perspectives and to understand it in order to reach their own conclusions;
2. Collaboration - students will need to work as a team, decide on the best way to present the information, assume responsibilities, and contribute to achieving the best results;
3. Communication - students will communicate using written and oral language, listen to colleagues' answers and come up with pros and cons of the answer given.

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
<p>Preparation time</p>	<p>Before the lesson, students need to gather some information. A week or two before the main lesson, the introductory activity must therefore be carried out.</p> <p>Before the main lesson, students need to know details about globalization from different sources of communication (on-line, books, magazines, newspapers).</p>	
<p>Brainstorming</p>	<p>Students will be asked to define the terms “globalization” and “European identity” and make a distinction between the two terms.</p> <p>Questions for discussion might include:</p> <ul style="list-style-type: none"> - Is the lack of a national language an element that prevents the coagulation of a European identity? - Make a list of five qualities that you think are European and with three stereotypes attributed to the foreigner’s image. - Think about the different ways in which globalization is present. 	<p>10 minutes</p>
<p>Analyzing historical texts – group work</p>	<p>Before they start working on worksheet, ensure that all the students understand the vocabulary and the concepts of the questions. Students with special educational needs should receive help to engage in activities. Think about the group to which they will be best suited and the roles they can undertake, such as asking questions, recording answers, conducting online research.</p> <p>Students will be divided into four groups.</p> <p>G1. Students will analyze historical texts related the social and political impact of globalization (source 1).</p> <p>G2. Students will analyze historical texts related EU Member States are ready for the organization of hosting, feeding and processing refugees (source 2, 3, 4, 5).</p> <p>G3. Students will analyze attributional style of students from Romanian migrant families (source 6, 7).</p>	<p>35 minutes</p>

	<p>G4. Students will analyze a video recording related to tens of thousands of illegal migrants live in Morocco where most of them wait in the wings, hoping to eventually make it to Europe (source 8).</p> <p>Students will be organized into groups of four. Three groups receives a historical text in A4 format (copy and cut them to put plastic wallets between 4 students) and the last group is watching a video.</p> <p>Read the fragment received/watch the video and illustrate what the author intended to communicate. Each group, through the elected representative, will present to the class the results of their work. Show in the presentations which are the correspondences between the content of your text/video and that of your work.</p>	
<p>Summary: Debate- activity frontal</p>	<p>Debate to discuss the following theme: Is the Europe that youngsters want in the age of globalization different from that imagined by its founders?</p>	<p>5 minutes</p>
<p>Teacher`s guide</p>	<p>https://app.wand.education/view/572c54d2fe39b767</p>	

Assessment

Open-ended question that gets them writing, talking: to help students grasp ideas in class, ask open-ended questions that require students that get students writing, talking. They will undoubtedly reveal more than you would’ve thought to ask directly;

Reading like a Historian: In this reading, ask students to read the body of the text. They should read though the text to understand the author’s main idea and to get a sense of the document as whole. Their job is not to take the document at face value, but rather to dig deeper and use sourcing information to ask tough questions about the meaning of the document;

Ask students to reflect: during the last five minutes of class ask students to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting;

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

Student feedback

Think about what you have learned in this lesson and then answer the following questions:

Which do you think is the most important thing you learned about? Why?

Is there anything you did not like? If the answer is yes ask what and why?

What do you think you could do better from now on?

Whom did you collaborate best with during the activities?

What other things would you like to learn about the topic discussed in today's 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.*

Classroom Management and Leadership:

- student discipline/behavior, and maximize student engagement in the material;
- Reinforcement of positive behavior; correction of disruptive behaviors.

Student Engagement and Real-Time Assessment:

- Students' perseverance and persistence through material;
- Students' timely completion of assignments;
- Identification and correction of common misunderstandings.

In the didactic scenario on globalization, national and European identity, students learnt about the concepts of globalization, cultural diversity, international community, dignity, cohabitation, and understanding of human rights in a globalized world and use the Europeana Collections to search for information related to this topic.

In order to fathom these concepts, students discussed the terms of globalization in working groups, were encouraged to promote values such as tolerance, respect, freedom, equality, justice and dignity.

During the lesson, the teacher identified the aims of the lesson, gave a short overview of Europeana website, also explained how to use it to make a search. After that, the teacher explained the next activities to do and divided students into groups of four persons each. The opinions and ideas of each group of students were presented in front of the class by one of their representatives. Even when there was only one correct answer in a given situation, the students still discovered that there are different ways of reaching it, having the opportunity to exercise their reasoning.

This scenario was aimed for students who use the Europeana Collections for the first time and it was implemented with the 8 th graders (15 years old) .

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.