

Europeana Learning Scenario

Title

Napoleon seen by the Europeans

Author(s)

Pierre DENMAT

Abstract

This Learning scenario aims to work on historical sources that present the point of view on Napoleon from European people (French people excluded). By using these documents, students are expected to analyze how Napoleon was depicted outside of his empire, especially by his enemies.

Keywords

Napoleon, history, France, cartoon

Table of summary

Table of summary

Subject	History English
Topic	History lessons – The Napoleon’s image
Age of students	15-17
Preparation time	6h
Teaching time	3 to 4h
Online teaching material	Padlet Europeana Online encyclopedias
Offline teaching material	Paper



[The Battle of Waterloo by Pitts, John, 1765-1844, National Library of Scotland](#)

[Napoleon Bonaparte instructing the doctor to poison the plague victims at Jaffa in 1799. Coloured aquatint by G. Cruikshank, 1814., Wellcome collection](#)

[Napoleon the Little in a Rage with his Great French Eagle !! Thomas Rowlandson, Bibliothèque Nationale de France](#)

[The European balance \(Balans van Europa\), Wart, Derk Anthony van de, Rijksmuseum, Amsterdam](#)

[The Corsican spider in his web, Rijksmuseum, Amsterdam](#)

[De rot is in the Val, Rijksmuseum, Amsterdam](#)

Licenses

X Attribution CC BY. This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

Integration into the curriculum

Napoleon is part of the history syllabus in the class of “Première Générale”. Among the points we have to study, the resistance from the European monarchies and the fragility of the Napoleon’s empire has to be taught.

Aim of the lesson

By this lesson, I aim to make the students aware of the points of view the people from European foreign countries could have about Napoleon. Thanks to the cartoons, the idea is to analyze how resistant the European countries were against the Napoleonic empire.

Outcome of the lesson

The students will prepare, by group, an oral presentation of one cartoon they will chose among all the resources available on Europeana.

Trends

List the relevant trends that the lesson incorporates: <http://www.allourideas.org/trendiez/results> :

1. Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.
2. Collaborative Learning: a strong focus on group work.

21st century skills

Add here how the learning scenario corresponds to 21st century skills. To find out more: <http://www.p21.org/our-work/p21-framework>.

1. Critical thinking: Learning how to study a historical and original source using the context (5 W)
2. Communication: Presenting a group work by making an oral presentation
3. Collaboration: Co-writing

Activities

Name of activity	Procedure	Time
	<p>Discover the battle of Waterloo</p> <p>By using the front page of the newspaper, find elements that explains what happens in Waterloo. Present the battle by writing a short online encyclopedia article. Your article has to be written with the British point of view.</p>	1h
	<p>Comment on a Napoleon's caricature</p> <p>By group of 3 to 4 students, choose one caricature among those that are given to you on your padlet or any other on the Europeana collection (if you take any other document, ask your teacher to approve your choice).</p> <p>Present this caricature using the historical method (Nature, Author, Date, Main Idea, Historical context).</p> <p>Then, comment on the caricature. To do so, you can use your tablet to do some research to find any information that might help you to achieve your commentary. Don't forget to focus on the cartoonist's point of view.</p> <p>Your commentary has to be done by group. At the end, you will present the caricature you chose to the class. Your presentation will be oral. The caricature you chose will be put on display on the board. You can make a slide presentation to highlight some elements from your document.</p> <p>This presentation has to last, at least, 5 minutes and all the members of the group has to speak.</p>	2h to 3h (depending on the number of students)

Assessment

Assessment is the oral presentation. Every student has to participate to the group task to be able to present the caricature chosen.

Competences assessed:

- Ability to present a historical document
- Ability to work in a group
- Ability to make a speech about a historical document in English
- Ability to comment on a historical document by using precise historical knowledge
- Ability to have a critical distance and a critical look on a foreign document

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

Student feedback

The students are asked to give the feedback about the lesson orally or by any written text (that can be anonymous).

Here the students chose to give me the feedback orally.

Students were happy to work on original sources. They liked the caricatures and to analyze the Napoleonic times by using non-French sources. They were happy to work by group and to do oral presentation by using a slide presentation.

However, they thought the exercise (especially the one based on the caricatures) was a bit hard even though they were supposed to know about the historical context before this lesson.

Teacher's remarks

I think that using foreign sources to study French history is good way to make the students work on their ability to have a critical distance/look on history and on a document.

The Learning Scenario could be even more interactive by using a padlet with more resources to help the students to make their commentary, especially those who thought that the exercise was hard.

The first activity can also be developed by crossing with other documents from Europeana.

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