Europeana Learning Scenario

Title

Discovering the Great War

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Abstract

This learning scenario shows a possible way of teaching World War I. Students gather information about the different aspects of the Great War by discovering and using authentic material. Students work in groups and do research on different topics (life in the trenches, the front lines, weapons, soldiers and life in the hinterland). After collecting information and pictures the groups create a common online presentation about World War I.

Keywords

History, World War I, ICT, Great War

Table of summary

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Subject	History, ICT, Geography
Topic	World War I
Age of students	13
Preparation time	3 hours
Teaching time	9 lessons
Online teaching material	Google Classroom – Google Docs Google Slides Mentimeter Hungarian websites: The Great War (Hungarian) Wikipedia – Trench Warfare (Hungarian) World War I (Hungarian) Weapons in World War I (Hungarian) Life during World War I (Hungarian) Life in the hinterland (Hungarian)
Offline teaching material	*History book, map*

Co-financed by the Connecting Europe Facility of the European Union

Europeana resources used	Europeana collection 9200291 Europeana collection (K.u.K.Kriegspressequartier) Europeana Hungariancollection Europeana - Postcards_photos Europeana – Public summons Europeana – The Battle at Isonzo (video) Europeana – Townsdevastatedbythewar (video)

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Integration into the curriculum

In Hungary World War I is taught in Year 7, when students are 13 years old. The curriculum offers 7 lessons for the topic but I think students need more time to discover and understand this historical event. Most of the students are interested in this topic and they already have some knowledge and ideas about it. On the other hand, these ideas need to be clarified, specified, completed and systematized.

Aim of the lesson

The main aim of these lessons is to help students discover and understand the reasons, events and consequences of the Great War. With the help of authentic material students can get a deeper insight into the discussed topics. They also become able to orient on maps.

Through using materials from different websites the students can understand and apply the basic rules of copyrights and downloading. They also get a good example of using the Internet consciously.

Trends

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

PBL – Project Based Learning
Collaborative learning
Peer learning
BYOD
Cloud Based Learning
Mobile Learning

21st century skills

Collaboration
Creativity
Communication
Curiosity
Critical thinking

Activities

Name of activity	Procedure	Time
Introduction	Brainstorming – using Mentimeter Students collect words they can think of in connection with "war". Students get to know the era, the reasons and the beginning of World War I, the countries involved and the alliances by using offline material and maps.	2x45 mins
Preparation	The teacher introduces Europeana and draws the students' attention to copyright and the rules of downloading and using online resources and material. Students are divided into groups and they choose a topic they would like to work with. The topics are: life in the trenches, the front lines, weapons, soldiers and life in the hinterland. The teacher and the students settle the students' tasks (collecting pictures and information, creating a common online presentation with the other groups, prepare and give a presentation on their topic) and the time they will have for each task. The teacher prepares a different online document containing useful links for each group in advance, then shares the docs with the groups in our virtual classroom used in History lessons.	45 mins
Collecting pictures and information	Students search Europeana for pictures. They can decide on the number of pictures they need for their topic. They visit other websites and use their History book to collect information they can match to the pictures. To gather and finalize all the material they need, students use the prepared document. The teacher helps the groups if needed.	2x45 mins
Preparing Google Slides	The teacher prepares a common empty online presentation, and only gives the title. Then the teacher shares it with the groups. Each group chooses a different background, so they can distinguish each other's work. The groups add the pictures and information they collected. The groups can't use the same pictures, so if it happens, the groups have to agree about choosing another picture. The groups also prepare for their presentation.	45 mins
Presentation	Each group presents their topic with the help of the online presentation they created. The teacher specifies or completes the presentations if needed. At the end of the lesson the groups evaluate each other's work.	45 mins
Closing the topic	Students revise all the information they learnt in the previous lessons. In this lesson the teacher and the students discuss the ending and the results of World War I with the help of History book and some videos found	45 mins

Name of activity	Procedure	Time
	on Europeana.	
Assessment Evaluation	Students do an online quiz about World War I. The quiz is created by using an online survey administration application and shared in the Google Classroom. Students also evaluate the tasks and the use of Europeana through an online survey.	45 mins

Assessment

Self-assessment

Peer assessment

Teacher assessment

Students evaluate the activities (Google Form)

After closing the topic the students do an online quiz created by using Google Forms. Some questions from this quiz:

1. Match the concepts with the definitions.

1. static warfare a)
2. „lightning war" c)
3. ultimatum b)

a) In this battlefront moves slowly. Enemies attack and defend from trenches.
b) A final proposition, condition or demand.
c) A series of quick and short battles aiming a fast victory.

2. Which alliance did the following countries belong to in 1915?

1.) Austro-Hungarian Monarchy
2.) France
3.) United Kingdom
4.) Germany
5.) Russia
6.) Turkey
7.) Italy
8.) Bulgaria
9.) Serbia

Entente: 2, 3, 5, 7, 9

Central Powers: 1, 4, 6, 8

3. Match the places with the definitions.

1.) The biggest sea battle took place here. c)
2.) One million people lost their lives in the battle here. It's also called „blood pump". b)
3.) The Italian front line was here. e)
4.) The venue of Franz Ferdinand's assassination. a)
5.) The Russian front line was here. d)

a) Sarajevo
b) Verdun
c) North Sea
d) Galicia
e) Isonzo River

4. Match the objects with the definitions.

1.) Armoured vehicle. f)
2.) A British ocean liner which was sunk by a German boat. g)
3.) A watercraft which can operate under water. e)
4.) A simple, lightweight, man portable, infantry weapon. a)
5.) A long, thin bomb that travels underwater. d)
6.) A tube mainly used in submarines to see above the surface of the water. c)
7.) A type of artillery piece with a short barrel with a steep angle of descent. b)

a) Mortar
b) Howitzer
c) Periscope
d) Torpedo
e) Submarine
f) Tank
g) Lusitania

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

Student feedback

The students give feedback through a Google Form created by the teacher. In this questionnaire the students can tell what they think about the tasks and the use of Europeana. The questions cover the following points:

Were the topics and the tasks interesting/challenging/boring?

Was Europeana interesting and useful?

Were the other websites useful?

Which part of their work did they find the most difficult?

Did they enjoy the tasks?

Did they like group work?

Did they like online work?

Which was the best part of work?

Teacher's remarks

For evaluation I used my notes I took during the lessons, the students' feedback and the results of the quiz.

The students enjoyed the activities and they were very active and motivated. They found it difficult to find the best pictures and the correct information that could be added to them. The material found on Europeana was very interesting, exciting and sometimes astonishing for the students.

They could work well together in groups after they organized their work and shared the tasks among themselves.

When working on the shared Google Slides, each group was working on their part and they respected each other's work.

I think the most difficult part was the presentation. It's usually challenging for the students to talk about a topic coherently.

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