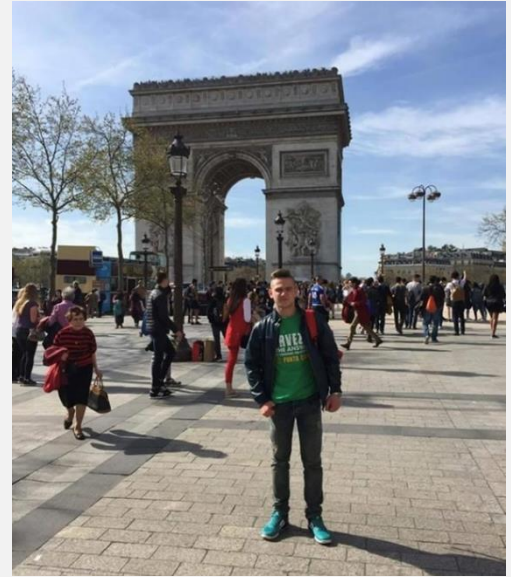




Applying the shifting walls approach in History Lessons

Topic: Free travel in the EU (Toolkit 3 “History Now!”)



Photos by Svetoslav Slavov, EU Studies student, Sofia University.

Lesson title: Tackling the glass ceiling and other confines

Subject: History (possible cross-curricular links with languages, Civics, and Geography)

Student level / grade: 9 / 10 grade

How does this lesson fit in the whole curriculum / syllabus?

- Topics about the EU / EU integration → Bulgaria
- Europe from a global perspective (borders, identity...) → Germany

Lesson aims:

- To introduce a historical perspective on the topic of creating and demolishing borders
- To conceptualise identities issues (complex identities)
- To explore identifications with the EU
- To practise bringing historical facts into a narration

Expected outcomes

By the end of this lesson students will

- have learned about the role of the EU in overcoming conflict
- practised making their own visual stories
- experienced promoting positive identifications with the EU

Target skills:

Analytical skills

Develop research skills

Interpreting historical information

Skills of contextualising historical facts and processes

Creative skills

Digital skills (production of visual stories and upload to Instagram)

Target attitudes:

Withholding judgement

Looking critically / questioning what we see

Awareness of own and others' complex identities

Target knowledge area(s): EU Integration; Democracy;

Duration of the lesson (in minutes):

In class: 45/40 minutes (1 teaching hour) to lead in and raise awareness of currencies in general and of the Euro in particular; to set the Shifting Walls (research) task

Out of class: one or two weeks depending on curriculum time to do the Shifting Walls (research) tasks

Back in class: 45/40 minutes to present findings; make a photo exhibition (in an electronic form); borders and confines, identities, etc

Technological tools to use in this lesson: Book creator, Animoto (cartoon creating tools, etc.); smartphones to take pictures and interview people (alternatively video conferencing tools can be used to conduct the interviews)

Techniques for working with images to use in this lesson: describing photos; making a visual story; debating the messages of visuals

Lesson stages

In class

Stage 1 - Warm-up

- Individually, students look through their phone gallery to identify an image from their latest travel.
- Students answer the following question
 - What do you associate this image with? (place, feeling, person, story...)
- In pairs, students compare images and associations. Then they get together with another pair and do the same (snowball technique).
- Each group of 4 selects one or two of the photos discussed and present it to the class. Bring up the issue of free travel as a fundamental right of EU citizens. Compare with the past - i.e. with the times before the Fall of the Berlin Wall, what they have heard about travelling about from their parents or older relatives.

Stage 2 - Group / class discussion about the photos above along the following topics:

- Identify the two cities (Paris and Strasbourg).
- Divide the class in two groups. You can further subdivide the two groups into smaller ones depending on the number of students in the class. Each group concentrates on one of the photos.
- The Paris photo - ask the students to discuss the significance of triumphal arches in history (starting from Ancient Rome; Napoleon wars and the Triumphal Arch in Paris). Elicit that they commemorate great war victories. You can also ask the students to remember about other examples of conflict in Europe in a historical perspective.
- The Strasbourg photo: guide the students to discuss the city as a place of past conflict which is now a centre of EU administration. You can introduce the issue of identity and language represented in the city (how many languages are officially spoken there; what minority groups are represented, etc.)
- Get the groups to choose a rapporteur and share their ideas with the whole class.
- Organise a class discussion
 - debate on the ways European countries have dealt with conflict over the ages, peace negotiations and peace treaties, finally focusing on the Alliances established after the Second World War and in particular the creation of the EU and its subsequent enlargements
 - involve the students in reflecting on the notion of borders and the new borders/confinement we are currently experiencing.

Stage 3 - Setting the independent research task

Divide class in groups of 3 or 4. Ask the groups to consider the city where they are living now or their hometowns (if different) and their histories.

- Students find out about borders (physical and imagined from a historical and a modern-day perspective), languages (the linguistic landscapes), identities (and how these might be different for different age groups). The students can use the information in relevant documents or in museums and reference books.
- Students interview people of different ages in order to establish how these people have experienced the above issues. They do their interviews online using video-conferencing

tools which are allowed for use by the school or do it in person taping the interviews with their smartphones.

- Students ask their interviewees to share a photo connected with the explored topics and ask permission to use these photos in their photostories.
- Students create their photo stories. If they haven't been given permission to use the interviewees' pictures, they make a collage using their own photos, drawings or make a short video using a free tool for making cartoons.

NB: Students ask the interviewees' agreement to be interviewed and then for what they share to be used in the student research (granting the interviewees' anonymity) and permission to use and share with the class and online any photos the interviewees might decide to provide.

- In their groups, the students visualise their findings by using tools such as book creator, cartoon-making tools, or a digital or paper collage.

Back in class

Stage 4 - Reporting and final discussion

Back in class, the groups present their work.

The class discuss the notion of borders, identities, etc. which they have identified as a result of their independent research.

Stage 5 - Upload the stories on Instagram

The groups prepare for uploading the photostories on Instagram.

