

1. Title: The war from within: weapons, soldiers and war spaces

2. Knowledge and didactic objectives

- To elaborate a digital wall of soldiers and weapons in different war spaces through ages
- To investigate in groups through historical sources
- To explain the main events of great wars in Europe
- To argument changes and continuities in the way of making war
- To debate about current dangers of nuclear and biological weapons

3. Timing

5 sessions.
50 minutes each session.

4. Grouping of students

Six small groups (3-4 students)

5. Historical thinking skills

- Historical evidences
- Causes and consequences
- Change and continuity
- Ethical dimension of war

6. Development or sequence of the activity

Session 1: The teacher begins the class writing the word WAR in big letters on the board. Then, the teacher asks students to silently reflect on feelings, sensations, ideas and words that come to their minds when they think about war.

After this initial individual reflection, the teacher asks the students to take their smartphones and write the words they thought in the Mentimeter app. The teacher, previously, explains that the words will be presented in a word cloud. Repeated words will automatically be highlighted in a larger size and in a brighter color.

When this task is completed, the teacher creates the necessary environment for a debate, asking students to reflect and explain the reasons that led students to have common or dissident ideas about war.

At the end of the class, the teacher divides the class into six small groups, distributing digital historical sources and pictures about soldiers, weapons and European wars.

1. Hoplites | Greco-Persian Wars | 499-449 bC |

Mainland Greece, Thrace, Aegean Islands, Asia Minor, Cyprus and Egypt

2. Legionaries | Roman expansion | 27 bC – 476 | Mediterranean Europe

3. Crusaders | Crusades | 1096-1291 | Europe and Holy Land

4. Napoleonic soldier | Napoleonic Wars | 1803-1815 | France, Britain, Scandinavia, Finland, Poland

5. World War I Soldier | WWI | 1914-1918 | Europe and the rest of the world

6. World War II Soldier | WWII | 1939-1945 | Europe and the rest of the world

Session 2: *In this session, the students research online and in the History Lab's digital library information to create an infographic, using the Canva application. The infographics should have information that allows locating in time and space the main battles of the wars under analysis; identify weapons, equipment and military tactics used in these battles and select historical sources (written and iconographic) to support the infographics.*

Session 3: *In this session, the students build an infographic using the Canva application. At the end of the class, students send their infographics to the teacher, who will later place them on a digital wall, using the Padlet application.*

Session 4: *In this session, the teacher presents the digital wall with the six infographics created by the students. Each group selects a student to give an oral presentation (approximately 5 minutes), allowing the group to respond to doubts, questions and comments raised by students from other groups.*

Session 5: In this session, the teacher presents to students a set of news about wars in current world. At the end of the class, the teacher creates the necessary environment for a debate about the dangers of biological and nuclear wars, and register in the class board the main ideas achieved by students. The students should write in their notebooks the final conceptual map as the result of their opinions and thoughts.

7. Assessment techniques and instruments

The evaluation is continuous and formative.

The teacher will prepare a rubric to evaluate the unit:

Ítem	A – Done	B - Regular	C – Not reached
Correct temporal and spatial location			
Careful selection of information			
Appropriate selection of historical sources to support the construction of the infographic			
Use of several potentialities of digital tools			
Effective communication of acquired knowledge			
Assertive debate of ideas, respecting other's opinion			

8. Complementary resources

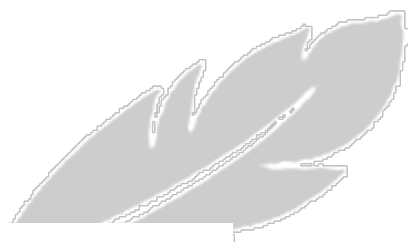
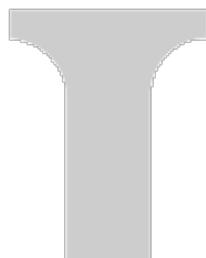
- <https://www.mentimeter.com/>
- <https://www.canva.com/>
- <https://padlet.com/>

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9. Annexes

Historical evidence: HOPLITE ARMOR AND WEAPONS





Historical evidence: ROMAN LEGIONARY'S ARMOR AND WEAPONS





UNIVERSIDADE
DO PORTO



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OF AMSTERDAM



Historical evidence: THE CRUSADES

HLAB



HistoryLab for European Civic Engagement 2020-1-ES01-KA226-HE-095430





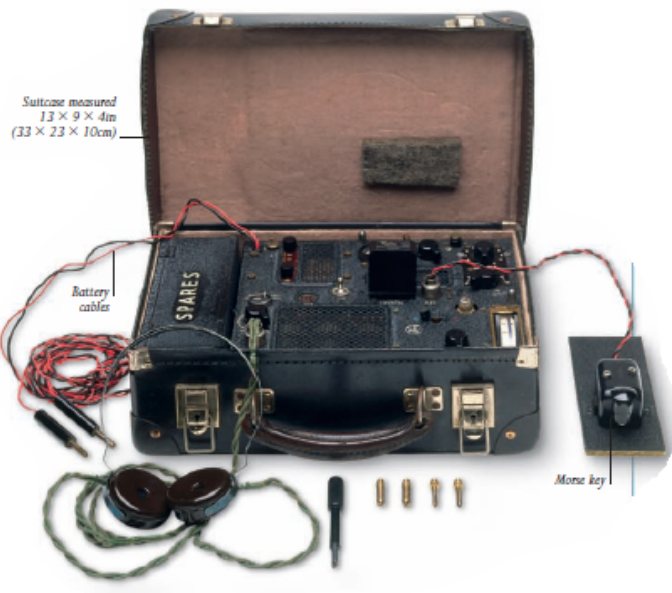
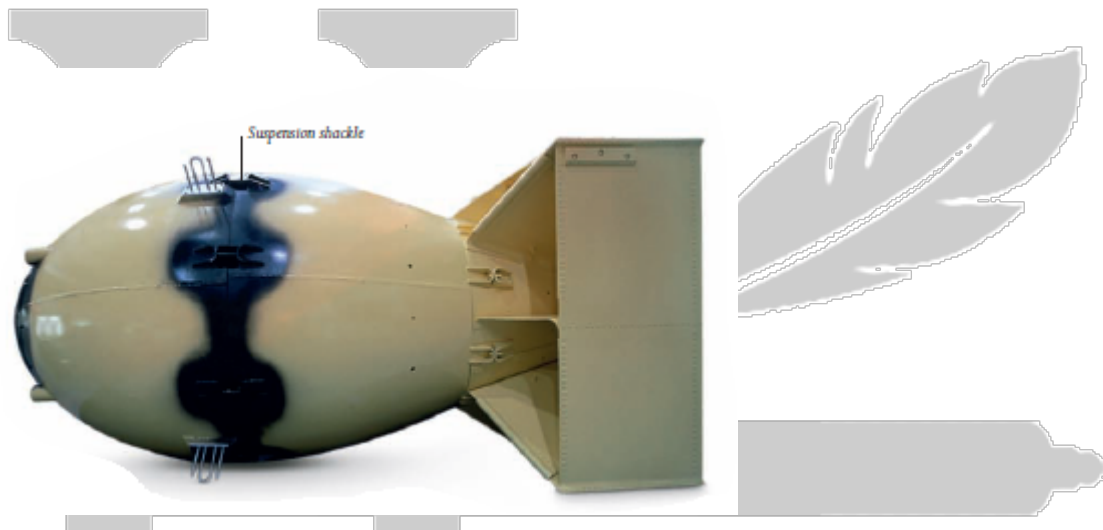
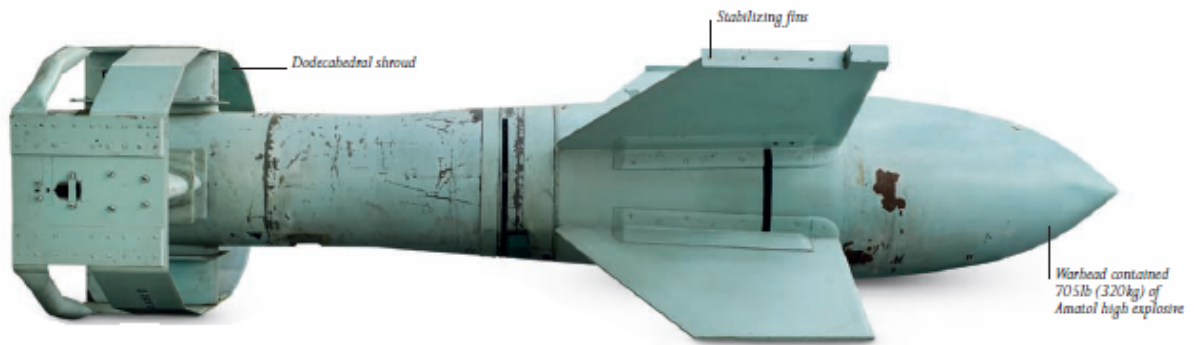


Historical evidence: WORLD WAR I (1914–1918)





Historical evidence: WORLD WAR II (1939–1945)



AB



Disclaimer

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