

TEMPLATE – DESIGN OF LEARNING ACTIVITIES – HISTORICAL THINKING AND REASONING WITH DIGITAL SOURCES

Topic	Propaganda and culture of war before and during armed conflicts in the History of Europe
Class / period	
Required time / number of lessons	5 sessions (50 minutes each session)
Focus question(s)	Is propaganda another way of war? 1. What is war propaganda created for? 2. How does war propaganda get across target audiences?
Key (historical) concepts	War – Propaganda – Culture of war
Prior knowledge / experiences	<ul style="list-style-type: none"> - Students learnt about weapons, soldiers and war spaces. After understanding the meaning of war, they described the evolution of the European political map across the borders of its countries and identified economic and social consequences of armed conflicts. It is time to understand the role of propaganda in the development of an armed conflict. - Students have some experience in selecting relevant information from historical sources already analysed in previous classes.
Learning objectives <i>Including objectives that focus on historical thinking and reasoning</i>	<p><i>Knowledge/understanding</i></p> <ul style="list-style-type: none"> - Explore examples of propaganda in Europe - Analyse the role of war propaganda to convey (political, economic and social) messages to convince a specific target audience <p><i>Historical thinking and reasoning</i></p> <ul style="list-style-type: none"> - <u>Identify causes and consequences</u>: Who does create war propaganda? Why is it created? For whom? For what purpose? What are the effects of war propaganda in people? - <u>Identify aspects of change and continuity</u>: How is war propaganda spread over time? How do war propaganda authors get their messages across target audiences? - <u>Formulate historical arguments</u> about the main reasons to create war propaganda and to be careful about its messages using evidence from historical sources - <u>Formulate an ethical judgment</u> about the purposes of war propaganda using historical arguments and moral values
(digital) Historical sources	<ul style="list-style-type: none"> - Video 1 – https://www.youtube.com/watch?v=Mdb2nFcsgTU - History Lab’s online sources library - Video 2 – https://www.youtube.com/watch?v=67x66E6Kuo
Background information	
Other materials	<ul style="list-style-type: none"> - Student work guide – Research, selection and processing of information based on historical sources - Wix template - Student work guide – Prepare an oral presentation based on historical sources - Assessment rubrics to guide students work and to self-regulate their learning
Grouping	<ul style="list-style-type: none"> - Working in groups (6 groups of 4/5 students) - Whole-class discussion

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Sequence of activities				
Time	Phase	What the teacher does	What the students do	Scaffolding: how historical thinking and reasoning is supported
1 st session	Starter	<ul style="list-style-type: none"> - Starts the session showing video 1 about propaganda and how it has been used through the times - Promotes the discussion about the main ideas of video 1 	<ul style="list-style-type: none"> - Watch video 1 - Activate their prior knowledge 	<ul style="list-style-type: none"> - Make clear that there are multiple interstation and perspectives
	Focus question presentation <i>Is propaganda another way of war?</i>	<ul style="list-style-type: none"> - Presents the focus question – <i>Is propaganda another way of war?</i> - Communicates learning objectives 	<ul style="list-style-type: none"> - Register the focus question that must be on their minds throughout the sessions 	<ul style="list-style-type: none"> - Make it clear that the focus question requires a reasoned answer
	Assignment 1	<ul style="list-style-type: none"> - Communicates the 1st and 2nd learning objectives – <i>What is war propaganda created for? and How does war propaganda get across target audiences?</i> - Divides the students into groups of 4-5 students - Provides the students the <i>Student work guide 1 – Research, selection and processing of information based on historical sources.</i> - Supervises and orientates the students during the research - Gives feedback on students' work. 	<p>Make assignment 1:</p> <ul style="list-style-type: none"> - Explore de Student work guide 1 to know exactly what they have to do in assignment 1 (research information) and how to do it - Investigate online and in the History Lab's digital library information about the use of propaganda since the Ancient Age until the present time. 	<ul style="list-style-type: none"> - Demonstrate HTR in teacher explanation
2 nd session	Assignment 2: wix site creation	<ul style="list-style-type: none"> - Presents the template created on https://www.wix.com/ to elaborate a website with the information collected by the students - Explains how students can insert information on the website - Supervises and orientates the students during the activity - Advises the students to consult the assessment rubric - Gives feedback on students' work 	<p>Make assignment 2:</p> <ul style="list-style-type: none"> - Explore again de Student work guide 1 to know what they have to do (select and processing information) and how to do it - Select information from the sources they found in the previous session - Answer the two questions, processing the information from the historical sources 	<ul style="list-style-type: none"> - Optional: provide explicit instruction on causes and consequences or change and continuity - Provide assessment rubric

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			<ul style="list-style-type: none"> - Insert the contents in the webpage indicated by the teacher and related to the epoch investigated by the group. - Consult the assessment rubric to self-regulate their learning 	
3 rd session	Assignment 3: oral presentation preparation	<ul style="list-style-type: none"> - Provides to the students the <i>Student work guide 2 – Prepare an oral presentation based on historical sources</i> - Supervises and orientates the students during the activity - Advises the students to consult the assessment rubric - Gives feedback on students' work 	Make assignment 3: <ul style="list-style-type: none"> - Explore de Student work guide 2 to know how to prepare their oral presentation - Prepare an oral presentation with the knowledge they achieved - Consult the assessment rubric to self-regulate their learning 	<ul style="list-style-type: none"> - Optional: provide explicit instruction on historical argumentation - Provide assessment rubric
4 th session	Assessment 4: Oral presentation	<ul style="list-style-type: none"> - Organizes the oral presentations - Observes the oral presentations of the students based on the website they made - Registers the knowledge and the posture of the students - Raises questions to students to assure they learnt the main contents - Gives feedback on students oral presentation 	Assessment 4: <ul style="list-style-type: none"> - Oral presentation, based on the website they made (\pm 5-10 minutes) - Clarify doubts, questions and comments raised by the teacher and students from other groups - Give peer feedback on the oral presentation of their colleagues 	<ul style="list-style-type: none"> - Provide assessment rubric
5 th session	Discussion	<ul style="list-style-type: none"> - Shows video 2 about propaganda nowadays - Creates the necessary environment for a debate about the dangers and the limits of the use of war propaganda these days - Registers in the class board the main ideas achieved by students, creating a conceptual map 	<ul style="list-style-type: none"> - Watch video 2 - Present their opinions based on the knowledge they achieved, supported with historical sources - Write in their notebooks the final concept map as the result of their opinions and thoughts 	<ul style="list-style-type: none"> - Engage students in historical thinking during whole class discussion - Use a concept map to organise reasoning and argumentation
Assessment		Formative assessment based on <ul style="list-style-type: none"> - The class behaviour observation - The information integrated on the website - The quality of the oral presentation - Participation in the final discussion 		