Europeana Learning Scenario

Title

Anne Frank Diary

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Abstract

Keywords

Holocaust, Humans Rights, Anne Frank, reading, school library

Table of summary

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Subject	Literature/Mother Language, History, Citizenship and Library (books, literacies and inclusion)
Topic	The main topic is transdisciplinary and focuses on the Holocaust theme from the reading (whole or excerpts) of the book "Anne Frank Diary", complemented by the viewing of the documentary "#Anne Frank - parallel stories" - in order to defend the values of a democratic, free and inclusive society. It is essential that we do not forget the dangers that come from intolerance, hatred, xenophobia, racism, anti-Semitism and discrimination.
Age of students	11-15 years (2º e 3º ciclo)
Preparation time	2 hours of collaborative preparation between the school library teachers and the other teachers involved in the project, in order to define methodologies, learning scenarios and prepare resources to support the activity.
Teaching time	(5+2) 5 lessons of 50 minutes of curriculum areas in the classroom and 2 lessons of 50 minutes of autonomous work in the school library (research and use of ITC).
Online teaching material	**Digital Tools / apps** Digital tools / applications - Brainstorming and creation of conceptual maps which visually demonstrate the dimensions of the topic of study (Anne Frank and Holocaust), using

	digital tools. (www.mindomo.com) - Collecting and sharing information within the class groups, through the computer (Googledocs), or other means, as a support for collaborative work. (www.google.com) - Providing learning resources - www.wakelet.com - Construction of learning portfolios - www.wakelet.com - Building a timeline - www.smartdraw.com - Sharing reading comments and opinions - www.padlet.com - Reading recording- www.voki.com - Disclosing activities (blog) - www.wordpress.com **- Support material:** - Resources produced by the school library - - Documentary "#Anne Frank - parallel stories" - - Universal Declaration of Human Rights - Universal Declaration of the Rights of the Child -
Offline teaching material	- Copies of the book "Anne Frank - Documentary "Anne Frank - Parallel stories" -
Europeana resources used	Material related with Anne Frank Anne Frank Material related with the World War II Second World War Material related with the Concentration Camp of Auschwitz Auschwitz

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Integration into the curriculum

- This activity aims to develop a multidisciplinary project with the support of the school library that engages students and teachers in knowledge of the Holocaust and the horror that was sowed from the seed of hatred and prejudice, leading students, through the reading of the diary of a young girl contemporary with the Second World War and multiple research, to understand the value of respect for human rights and its imperative and permanent defense.

- This activity is developed in a multidisciplinary context and in the school library, promoting research, investigation and producing knowledge. It enhances collaborative work, oriented by the school library in

articulation with the curricula and the main skills from different subjects, as well as domains from Citizenship and areas from the students' profile at the end of compulsory education.

The school Library assures a permanent support to the activities.

Literature – Reading selected excerpts from "Anne Frank, Diary". It is recommended that students read the whole book previously.

History – Study of the II World War and the Holocaust

Citizenship – Human Rights

Library – Literacies (read/media and information)

Aim of the lesson

The aim is that the students recognize values of tolerance, equality and justice.

We hope that after this integrated and multifaceted approach and of the knowledge and values associated with it, the students will have a worldview that enables them to practice an active, integrative and multicultural citizenship that promotes human rights.

We also intend to promote collaborative work, group work and mentorship. The implementation of digital tools to learn and the development of essential literacy (reading, information, media)

Outcome of the lesson

Describe in 1-2 sentences what kind of outcome the lesson will have. This can be a tangible end-product or any other particular outcome.

1 – Development of an interdisciplinary project in class about the theme:" Holocaust" from reading of the book: "Anne Frank".

2 – Creation of a portfolio of resources about Holocaust, available to the community through the library's blog.

Trends

Collaborative Learning: a strong focus on group work.

Project-Based Learning: students get fact-based tasks, problems to solve and they work in groups. This kind of learning usually transcends traditional subjects.

Search & Learning: images and multimedia are more powerful than verbal stimuli.

Learning materials: shift from textbooks to web resources and open source books.

21st century skills

Critical and Creative Thinking- generate and apply new ideas and solutions in a creative innovative way, as result from interaction with others or personal reflection, applying them to different contexts and knowledge areas (analogic and digital), predicting and evaluating the impact of their decisions.

Reasoning and Problem Solving - Planning and conducting research; manage projects and taking decisions to solve problems; Develop processes leading to the construction of products and knowledge, using different resources.

Information and Communication - communicate and collaborate in a safe and proper manner, using different tools.

Interpersonal Relationship - Interact with others, recognize, express and manage relationships, establish goals and answer personal and social needs. Work in teams and use different means to communicate in presence and in a network.

Activities

Name of activity	Procedure	Time
Project Presentation	In Portuguese lessons the interdisciplinary project plan with the school library is presented both by this subject's teacher and the librarian.	20 minutes
Mobilization: **Book, trailer and visual aids** **Europeana**	Viewing the documentary trailer from "#Anne Frank, parallels stories". Looking at some photos in the site Europeana, followed by a short explanation about the operation and of the resources. Distribution of the book "Anne Frank's Diary". Reading three diary entries and broad discussion about Anne Frank's testimony and the war horror as well as the glow of the human spirit.	30 minutes
Workgroups:	Formation of groups of 4/5 students to work on the big study themes (Anne Frank and the Holocaust). Brainstorming and creation of conceptual maps that represent visually the several dimensions of this approach. Students use the digital tool: www.mindomo.com Each group creates a shared document in Google Docs, and records questions, reflections topics and necessary information.	50 minutes
Historical Contextualization	The History subject gives the necessary contextualization to the historical period from the 30s and 40s of the 20th century, identifying the phenomena and causes that led to the Holocaust and the second world war. The groups initiate the first publications of the historical timeline:www.smardraw.com	50 minutes
Literary and Biographical Exploration	In Portuguese lessons, students read and analyze parts of the book "Anne Frank's Diary" and record their reading using the digital tool:www.voki.com Groups share impressions and emotions about the book, identifying individual and collective actions that restrict human dignity and register them in the tool: www.padlet.com	100 minutes

Name of activity	Procedure	Time
Construction of a learning portefolio (library)	The librarian teacher guides the students in the creation of resource collections on the subject and presents guidelines on research methodology and information treatment, using the tool: https://thebig6.org

Using www.wakelet.com , each group, autonomously, creates their learning portfolio, with information, resources and tasks developed during the theme module, allowing consultation and monitoring between groups and by the teaching team involved. | 50 minutos |
| **Watching a documentary and Debate** | In a Citizenship lesson, students watch the documentary: "#Anne Frank, parallel stories" and, after that they debate about it. The conclusions are presented on the Padlet: www.padlet.com
Groups write Anne Frank's biography and include it in their portfolios: www.wakelet.com | 100 |
| **Publication and Disclosure (library)** | At the school library, students are guided by the librarian teacher on the publication of the results of the work they developed in the school's library blog: www.wordpress.com | |

Assessment

Assessment will be formative and continuous in all the intervening subjects, through an individual and collective reflection. It is up to the teaching team to collect the evaluation resulting from observation, interaction/quality of the learning portfolios and the correction of the written productions.

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

Student feedback

Students will share their opinion concerning the activity on a online collaborative tool such as Padlet.

Teacher's remarks

The teachers will register their remarks concerning this Learning Scenario by answer an online form. After it, the information collected will be processed and a post for the school website will be published.

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.