

# STRUCTURE OF THE FIRST DELIVERABLE

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*Computer Based Tools for Learning in a Multicultural Perspective*  
*14<sup>th</sup> – 17<sup>th</sup> September 2011 in Salamanca*

- 1- NATIONAL CURRICULA
- 2- COMPARATIVE STUDY OF NATIONAL HISTORY AND GEOGRAPHY TEXTBOOKS

# NATIONAL CURRICULA

- 1. CORPUS for documentation
- 2. Presentation and comparative analysis of the corpus

# CORPUS

- Systematic collection of national curricula of history and geography
- Recognition of national or regional plans of CLIL – EMILE teaching involving history and geography

# CORPUS

- The corpus documents are in their original or, as in the French case, in official English translation carried out by the Ministry responsible.
- Otherwise a summary in English is carried out by the partners.

# Presentation and comparative analysis of the National History and Geography Textbooks

- List of the textbooks examined
- Their characteristics for each country
- Their characteristics for each age level

# COMPARATIVE STUDY OF THE NATIONAL HISTORY AND GEOGRAPHY TEXTBOOKS - Poland

History textbooks: 4

Update Editions

Age target: 13/16 -17/18 - 18/19

## Graphics

Textbooks with many pictures, illustrations, photo and reproduction of work of art. The text is underlined by lexical highlighting.

The iconographic and cartographic framework is very enriched with captions, patterns of analysis following the text, chronologies and time lines.

# COMPARATIVE STUDY OF THE NATIONAL HISTORY AND GEOGRAPHY TEXTBOOKS - Poland

## Methodological and didactical framework

The text respects the topics of national curricula

The text is suitable for the age and the level of preparation. The exposition is clear and coherent with explanation of key concepts, causal links and specific lexicon.

The structure is linear and the style is narrative.

The sources are contextualised and described. Only few indications regarding historian's work.

The exercises are more or less tests of information.



# COMPARATIVE STUDY – Poland

## The public use of history

The connections with civic education are relevant

The European dimension of history is relevant.

National and world dimension are also present opening to the interculture dialogue. The local dimension are not highlighted.

Some national events are not emphasized and there are not elements of negationism or “silence strategies”

# COMPARATIVE STUDY – Poland

## Historiographical contents

The critical index of the contents and of the point of view are scarce.

The historical facts are inserted in time/space dimension.

Traditional use of the time order.

The diverse durations of events and phenomena are underlined.

The plurality of subjects and histories is respected. It is not same for gender difference.

The order and causality of events are unique.

Many types of sources and, in the last volume, also many historiographic texts.

The indications regarding the historian's work and research are scarce.

The past/present link is present.

Stereotypes are unused.

# COMPARATIVE STUDY – Germany

History textbook: 3 course of history – volumes 8  
Update editions

Age target: 12 years and following

Additional proposal: teacher's handbook, exercises and practical work, internet research, multimedial support, bibliography.

## Graphics

Textbooks have many pictures, illustrations, photos and reproductions of work of art.

The iconographic and cartographic framework is enriched with captions, patterns of analysis following the text, chronologies and time lines.

# COMPARATIVE STUDY – Germany

## Methodological and didactical framework

The text respects the topics of the national curricula.  
It is suitable for the age and the level of preparation. Clear exposition, coherent with the explanation of the key concepts and causal links.

Specific lexicon, also from other disciplines.

Clear abbreviations.

Linear structure and narrative style.

There are also other linguistic functions.

Contextualized and described sources.

Indications regarding the historian's work are present.

The exercises propose problems and transfer informations in order to demonstrate the student's ability.

# COMPARATIVE STUDY – Germany

## The public use of history

History has civil and social function and is connected with citizen education.

The European world and the national dimension are relevant in the same way. The other dimensions are different in each textbook.

Some national events are emphasized and in some cases the “strategy's silence” is present.

No elements of negationism or revisionism.

# COMPARATIVE STUDY – Germany

## Historiographical contents

The critical index of the contents is good and the plurality of histories, subjects and points of view are respected so as the gender difference.

The historical facts are inserted in time/space dimension and the time orders follow the diverse durations and processes of events and phenomena.

History is a “construction” and the facts are interpretable.

There are many and different types of source and historiographic texts. The indications regarding the historian's work and research are present.

Stereotypes are unused.

The past/present link is present.

# COMPARATIVE STUDY – France

## History and geography textbook: 3

Update editions

Age target: 12/13 years

### Graphics

The iconographic and cartographic framework is enriched with different types of maps, designs, illustrations, photos and reproductions of work of art.

The pictures and the documents are explained by captions, patterns of analysis following the text and time lines.

Chronologies are few.

The text is underlined by lexical and conceptual highlighting.

Two textbooks present textual links, frames and marginal notes.

# COMPARATIVE STUDY – France

## Methodological and didactical framework:

The text respects the topics of national curricula

It is suitable for the age and the level of preparation.

Clear exposition and coherent with explanation of key concepts. The discipline's lexicon is used in a correct way (no anachronisms / glossary support)

Linear structure and narrative style. Other linguistic functions are present.

The sources are contextualized.

The indications regarding the historical research are scarce.

Historiographic concepts are not explained.

The tests and exercises propose problems and transfer information in order to demonstrate the student's ability. Some tests prepare for state exams.

The geo-historical contents are connected with citizen education.



# COMPARATIVE STUDY – France

## The public use of history

Humanistic disciplines have a civic and social function.

The national and the European dimension are more relevant than world and local dimension. Few elements of interculture dialogue.

Some national events are emphasized.

There are not elements of revisionism or negationism but some problems are dealt through “silence strategy”

# COMPARATIVE STUDY – France

## Historiographical contents

The critical index of the contents and of the points of view is scarce.

The past/present links are few.

The plurality of histories, memories and subjectes is not much respected as well as gender difference.

The historical facts are inserted in time/space dimension.

The use of time order is traditional but the diverse durations of events and phenomena are underlined.

The order and causality of events are unique.

There are many types of sources.

The number of historiographic texts is limited.

There are not indications regarding the actual historiographic debates and trends.

Stereotypes are unused.

# COMPARATIVE STUDY – Italy

## History textbook: 4

Update editions

Age target: 11/13 – 14/19

### Graphics

The iconographic framework is constituted especially by pictures and photos generally with captions and patterns of analysis which give new informations regarding the text.

The presence of maps is relevant in the first grade school textbooks while in the other case the geographic indications are scarce.

Chronologies are very used and in few cases also time lines.

The text is underlined by highlighting regarding informations and dates. The boxes in depth knowledge are very numerous.

# COMPARATIVE STUDY – Italy

## Methodological and didactical framework

The text respects the topics of national curricula.

The linguistic structure is clear and suitable for the age level only for the high school textbooks.

In the other cases the vocabulary is very difficult and the key concepts are not explained especially the historiographic terms. Narrative style and linear structure with explanations of causal links.

The sources are contextualised even if some indications regarding the method of historian's work and research are not present.

The exercises focus especially on the contents of the textbook and include some specific test preparing for the state exams.

# COMPARATIVE STUDY – Italy

## The public use of history

In each textbook the national events and dimension are relevant even if also some European and world history facts and contexts are analysed.

In the highschool textbooks the local dimension is not relevant as well as the relations with civic educations are not explained enough.

There are not revisionism or “silence strategy” uses.  
The different memories are not respected.

# COMPARATIVE STUDY – Italy

## Historiographic contents

The critical index of the contents and of the points of view is scarce.

The plurality of subjects and histories is not emphasized.

There is some reference regarding women's history.

The historical facts are inserted in the time/space dimension with some window on the present.

The use of time order is traditional. The different durations of events and phenomena are underlined.

The order and causality of events is unique.

There are many types of sources and, only in the high school book, also historiographic texts.

The indications regarding historiographical trends and debates are scarce.

Political history is prevailing.

# COMPARATIVE STUDY – Austria

History textbook: 2

Age target: 14/15 years  
update editions

## General characteristics

The textbooks respect the topics of the national curricula and it clearly communicate the notion that history is mediated by its sources.

The textbooks include numerous glossaries which provide linguistic and conceptual clarification.

The images are strictly related to the historical narrative and support the learning process.

Temporal indications are related to their spatial context.

The textbooks combine national with European and world dimension.

The differences between the texts regarding the structure: one is innovative other shows in parts an accumulation of facts.

indicators	italy	france	germany	poland	austria
<b>GRAPHICS</b>	Iconographic framework, maps, time lines patterns boxes chronologies	Iconographic framework, maps, time lines patterns of analysis textual link	Iconographic framework, maps, chronologies time lines patterns	iconographic framework; maps, chronologies time lines patterns	pictures maps
<b>METH/DID</b>	curricular topics, linear structure, narrative style, glossary, contexted sources, mnemonic and exams test	curricular topics, linear structure, narrative style, key concepts glossary, contexted sources, ability and exams test, citizen education	curricular topics, linear structure, narrative style, key concepts glossary, contexted sources, ability test, historian's work indications	curricular topics, linear structure, narrative style key concepts glossary, contexted sources, mnemonic test	curricular topics, glossary, contexted sources




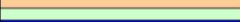


indicators	italy	france	germany	poland	austria
<b>PUBLIC USE OF HISTORY</b>	National events, european dimension and world history <b>No</b> revisionism or “strategy's silence”	civic education, european, and national dimension, <b>No</b> “strategy's silence” and negazionism	civic education, european, national and world dimension, “strategy's silence” <b>No</b> negazionism	civic education european, national and world dimension <b>No</b> negazionism or “strategy's silence”	National, european and world dimension
<b>HISTORIOGR. CONTENTS</b>	time/space dimension traditional time order, diverse duration, unique order historiogr. Texts, political history, <b>No</b> critical index and hist.indications	time/space dimension traditional time order, diverse duration, unique order many types of sources	time/space dimension traditional time order, diverse duration, gender difference and pluality of subjects critical index and hist.indications	time/space dimension traditional time order, diverse duration, plurality of subjects and histories, unique order <b>No</b> critical index and hist.indications	

# HISTORY TEXTBOOKS: ANALYSIS FACTSHEET

	<b>table of analysis</b>						
	TITLE	EDITOR	PUBLISHING LOCATION	YEAR OF EDITION	PAGES	NOTES:	
<b>g r a p h i c s</b>	PICTURES	presence of iconographic sources	presence of illustrations and designs	presence of photo	presence of reproduction of works of art	quality of pictures	quantity of pictures
	PICTURES AND TEXT	captions explaining the pictures	captions taking up the text	new informations regarding the text	links between pictures and text		
	MAPS	anthropic maps	geopolitic maps	thematic maps	topographic maps	graphic	map's dimensions
	SOURCES AND DOCUMENTS	presence of captions	patterns of analysis	author	new informations regarding the text	update	
	MAPS, GRAPHS, TABLES	presence of maps	presence of graphs and histograms	presence of tables	presence of patterns	chronologies	time lines
	HIGHLIGHTING, BOX, PATTERNS	lexical highlighting in the text	conceptual highlighting in the text	box in depth knowledge	frames and marginal notes	textual links	
<b>m e t h o d o l o g i c a l  a n d  d i d a c t i c a l  f r a m e w o r k</b>	LINGUISTIC STRUCTURE	suitability regarding the age and the level of preparation	clarity of exposition	time sequences	clarity's level of key concepts	narrative style	presence of other linguistic functions
	USE OF HISTOGRAPHIC LEXICON	use of necessary technicalities	presence of anachronisms	glossary	use of terminology from other disciplines	explanation of abbreviations	
	USE OF COGNITIVE MEDIATORS	the sources are contexted	presence of indications regarding historian's work	presence of indications regarding the method of historical research	explanation of histographic concepts	explanation of causal links	
	EVALUTATION OF THE TEXT IN ITS ENTIRITY	the text respects the topics of national curricula	links of other disciplines	references to proceding and following chapters	connections with citizens education	network structure	linear structure
	TESTS AND EXERCISES	the exercises regarding only the content as far as mnemonic knowledge	the tests and exercises propose problems and tranfer informations	the tests and exercises demonstrate the student's ability	presence of tests preparing for state exams		proposal of operative field research

P U B L I C  U S E S  O F  H I S T O R Y	HISTORICAL BASIC TRAINING	elements of civic and social function	national identity	intercultural dialogue	European dimension	World dimension	Local dimension
	POLITICAL USE OF HISTORY	presence of "silence strategies" regarding some events or problems	some events are dealt in incorrect way	elements of revisionism or negationism	some national events are emphasised	the different memories are respected	
H I S T O R I O G R A P H I C A L  C O N T E N T S  &  U P D A T E S	HISTORIOGRAPHIC UPDATES	critical index	respect for plurality of histories	respect for the gender difference	respect for the plurality of subjects	conservation of stereotypes	present and past link
	EPISTEMOLOGY STRUCTURE	respect for the temporal and spatial coordinates	the historical events are dealt like processes	respect for the traditional periodic orders	every phenomenon and event has its periodic order	the History has only one order and causality	the History offers a relative point of view
	HISTORICAL TOOLS	quantity of sources	presence of some types of sources	presence of historian's texts		indications about actual historiographic debates	informations about the principal historiographic trends

ADDITIONAL PROPOSALS	A TEACHER'S HANDBOOK	EXERCISES AND PRACTICAL WORK	A SMALL HISTORICAL ATLAS	INTERNET RESEARCH	CD OR MULTIMEDIA SUPPORTS	BIBLIOGRAPHY
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LEGEND		A LOT	
		ENOUGH	
		LITTLE	
		NONE	

# GEOGRAPHY TEXTBOOKS: ANALYSIS FACTSHEET

	table of analysis						
	TITLE	EDITOR	PUBLISHING LOCATION	YEAR OF PUBLICATION	PAGES	NOTES	
G R A P H I C S	PICTURES	presence of historical documents	presence of illustrations	dimensions of pictures	quality of pictures	presence of reproduction of works of art	presence of epoch photograph
	TYPE OF PHOTO	geographic, environmental and humanistic photo	photo documentation of details about a single phenomenon	photos of emotion effects	photos which inspire imagination	photos useless and banal	
	PICTURES AND THE TEXT	captions explaining pictures	captions which reproduce text	new information about the text			
	MAPS	physical maps	political maps	thematic maps	topographic maps	graphic	dimensional maps
	MAPS AND TEXT	captions explaining maps	legend of symbols	captions which reproduce the text	new information about the text	legend covering all the symbols present in a map	
	MAPS, GRAPHS, TABLES	presence of mental maps	presence of graphs	presence of diorama	presence of tables	presence of patterns	
S T R U C T U R E	THE LANGUAGE	suitability for age and level of preparation	use of specialised language	glossary	the geographic language is objective as the representations. Research for order in observed space.	common language; it invites the reader to participate actively	geographic language without common places
	THE LEXIC AND THE FORM	use of necessary technicalities	use of coordination	functional use of bold text	the logos are understandable especially in a foreign language		
	GEOGRAPHIC LANGUAGE	the iconic language offers knowledge tools and technical decodification by the observer	the graphic language connected to iconic language regarding graphic representation of observation	visiv language offering directions for investigations and interviews based on observer's abilities	"litterary" language: proposes of literary and scientific texts; travel reports; descriptive and narrative articles referring to territory places and country sade	numeric and mathematical "language" used for the comprehension of evolutive processes and for territorial uses	
	THE INDICATIONS	rispondence to indications		propose interdisciplinary links			
	TEXT EVALUATION IN ITS ENTIRITY	references to preceding and following chapters	connections to history	links to other disciplinaries	interdisciplinary links	it has a network structure	summery tables
	RESEARCH AND EXERCISES	the tests and exercises demonstrate the student's ability	the tests and exercises propose problems and transfer informations	the exercises regarding only the content as far as mnemonic knowledge			



# Multicultural Interdisciplinary Handbook

CONTENTS

PHYSICAL GEOGRAPHY		offers tools to individualise the physical features of an area			propose analysis of the life and cosmos's origins	
ELEMENTS OF CIVIC TRAINING	knowledge of italian, european and world territories	offers tools for understanding living and beeing in the world	contributes to the conservation of the national and local traditions	contributes to national and european citizenship education with the conservation of memory	contribute a powerful integration vehicule favoring multiethnic dialogue	
APPEL	stimulate curiosity	stimulate creativty	offer hands-on approach	form mental maps	propose problems and research topics	
THE PROCESSES	geography of absolute which fixes the stable events	pianification and analysis geography	geography of territorial processes and of social subjects	themes link to sustainable development		
THE TIME	elimination of natural and historical differences of the area	history: analysis of past	a historical evolutive point of view			
THE CHANGE	an area devoid of cultural influence	geography offers a syntetic picture. Immutability	analysis, discovery and valutation of culture dibversity			
THE SUBJECTS	riduced to a simple machines	geography without subjets analysed as "cultural component"	multiculturality logic			
THE MAP REPPRESENTAI ON	real rappresentation and functionality of planning	rappresentation functionality of the understanding of a single section of area	discovery of the potential of an area	enviromental, economic, social and cultural geography		
THE COUNTRYSIDE	offer a regional poin of view	countryside as a result of a unic process characteristic of that population	countryside as commonestate needing protection			
THE FIELD ANALYSIS	propose field analysis in reaserch for general laws	methodology of observation: visible indicators which are interpreted and related to other data	operative field research			
ADDITIONAL PROPOSALS	A SMALL ATLAS	A TEACHER'S HAND BOOK	EXERCISES AND PRATICAL WORK	INTERNET RESEARCH	CD OR MULTIMEDIAL SUPPORTS	

LEGENDA	A LOT	
	ENOUGH	
	LITTLE	
	NONE	

