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# Multicultural Interdisciplinary Handbook

## Tools for Learning History and Geography in a Multicultural Perspective



**Comenius Multilateral Project**

502461-2009-LLP-ES-COMENIUS-CM

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## Tools for Learning History and Geography in a Multicultural Perspective

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# Preamble

MIH project (Multicultural Interdisciplinary Handbook: tools for learning History and Geography in a multicultural perspective) is a Comenius Multilateral Project funded with support from the European Commission that has been developed from 2009 to 2011.

Conceived from the idea of educating lower and upper Secondary School pupils in a process of construction of a European identity by involving them in the culture of other countries, MIH project meets this need by providing new methodological and ICT tools that could help teachers and pupils to plunge deeper into both cultures and languages of another nations via their History and Geography, and opens the way to introduce a European perspective in History and Geography school *curricula* and classroom activities.

This Handbook is one of MIH most significant results. It should be considered a guide for teachers, intended for both in service and future teachers at the secondary level (lower and upper Secondary School in Europe). Its purpose is to contribute to the development of multicultural and interdisciplinary discussions related to epistemological and didactical issues in education, regarding how History and Geography are effectively taught among different countries of the European Union (Austria, France, Germany, Italy, Poland and Spain).

The Multicultural Interdisciplinary Handbook accompanies the teacher through:

- the epistemological and methodological approach to the teaching of History and Geography in a multicultural and interdisciplinary perspective, according to the results of the research carried out during the MIH project (Chapter 1.);

- the design and deployment of learning objects (Digital Modules), that allow, by using historical and geographical documents and contents, the construction of materials for individual learning and classroom activities (Chapter 2.);

- the comparative description, in terms of contents and didactical proposals, of a digital modules selection produced during the project (Chapter 3.);

In addition, the Multicultural Interdisciplinary Handbook provides to the teacher with suggestions, based on several criteria and strategies for the use of digital modules as learning materials, in order to integrate them into the curricular programmes (Chapter 4.) or used in a CLIL class (Chapter 5.).

Furthermore, Multicultural Interdisciplinary Handbook will be useful for teachers in order to let them analyse their contexts (Chapter 6.), to set an appropriate framework for the use in the classroom of the model proposed and by providing a wide range of tools to create their own learning objects and evaluate them with colleagues and with students in classroom (Annexes).

# Partner Institutions

Universidad de Salamanca (Spain)

Pädagogische Hochschule Tirol (Austria)

Hafelekar Unternehmensberatung Schober GmbH (Austria)

Institut Universitaire de Formation des Maîtres – Créteil (France)

Universität Augsburg (Germany)

Universität Siegen (Germany)

Università Ca' Foscari di Venezia (Italy)

Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania (Poland)

# Project Summary

# Acknowledgment

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# 1

# Introduction

Since the Treaty of Rome was signed in 1957, the growth of the European Economic Community created the conditions to foster a discussion on the need to build a European identity, which includes all Europeans beyond a common economic framework. However, throughout the years, at the signing of both Maastricht Treaty in 1992 and Lisbon Treaty in 2007, the European Union has seen how differences in cultures, languages, and History have made this task difficult. Sometimes we wonder whether, at the individual level, there is something like a *real* "European consciousness" and, if so, what such feeling may mean: is there a need to identify ourselves with a cultural entity or just to share a unified political status? Following Welsch's (Welsch, 1999) concept of multiculturality, it could be said that the European Union is a multicultural scenario where we can experience "the problems which different cultures have living together *within one society*". The challenge –he writes- relies in changing the traditional conception of cultures as autonomous spheres or islands to achieve a better coexistence and cooperation, overcoming classical cultural boundaries in a "transcultural" form and sketching a different picture of the relation between cultures. From a theoretical point of view we can agree with Welsch's approach on the concept of culture and his definition of Transculturality and we may be willing to take a step ahead of Interculturality and Multiculturality; from the practical point of view, we must be aware that, in everyday reality, the issue of coexistence between cultures evolves step by step by achieving partial goals, with the support and feedback provided by new educational and cultural actions.

Several projects at the European Union, within the framework of the Lifelong Learning Programme, for instance, were born under these premises and have successfully dealt with the Multiculturality/Interculturality approaches; they have also been focused usually on one specific dimension or aspect regarding Multiculturality/Interculturality and have proposed problems and challenges to be solved by social frame approaches, teaching approaches, CLIL approaches...

MIH project belongs to this kind of projects and its mission was to explore the diversity of both national History and national cultures building processes, as so as the different ways in which we are representing ourselves and other European countries, by learning History and Geography at school. If we accept, according to contemporary Hermeneutic paradigms, (for example White, 1987 and Ricoeur, 2004) the premise that a cultural identity is based on these three entities: facts (*reality*), memory (*sources, beliefs* and *ideas*) and communication (*cultural artefacts* and *historical narrative*), MIH project intends to explore and to work on the common past, *i.e.* the community of communication, by analysing *curricula* and textbooks of History and Geography in use in European secondary schools and by providing useful tools for teaching activities aimed to foster a multicultural dialogue in classroom. This will help teachers in order to let students being aware of the differences in terms of historical narrative (and hence, cultural perspectives) of the same historical facts when they are studied under the light of such differences present in History and Geography textbooks of the EU countries. As a consequence, students will increase their

critical thinking approach by acquiring consciousness of the European Union as a Multicultural entity.

The present chapter will present in detail the MIH project describing its main outcomes, the Digital Modules design and production processes (Section 2), the Teacher Training courses development (Section 3) and the Handbook for teachers' structure and objectives (Section 4), that are developed according to the perspective of the multicultural and interdisciplinary approach that has guided the project from its begin (Section 1). Finally, some conclusions will be drawn describing how the progress made along the project life could open new challenges to continue the educational purposes of MIH (Section 5).

## MIH PROJECT OVERVIEW

MIH project, conceived in 2008, stems from two main forces. On the one hand, in the early stages of the proposal development, the ratification of the Constitutional Treaty by member states had raised again the discussion with regard to the European identity, its meaning and value. On the other hand, the processes of school reform in different countries, focused on the main concepts of skills, competencies and abilities, undermined the traditional system of disciplinary teaching, pushing to a new alliance between History and Geography (as so as with other subjects like Literature, Philosophy, etc.), instead of keeping them separately to be learned by pupils. Acquiring skills and competencies is not possible by learning subjects separately. They must be studied and understood with their interdependencies. Multiculturality is also related to interdisciplinary approaches.

The political construction of Europe requires the definition of its borders and the strengthening of its legitimacy in the eyes of its citizens, issues that in national contexts are taken for granted because they are naturally transmitted at social level in the form of common traditions and memories (von Bogdandy, 2005). School possesses always a great role in the development of national consciousness and, historically, programs and textbooks of History and Geography have helped to shape national stereotypes and to create an attachment to their homeland.

The proposal for developing "European" materials for the teaching of History and Geography subjects was not guided by the assumption *a priori* of the existence of a common European History and culture. And neither it intended to contribute to its construction through a historical narrative to be used by teachers and pupils in the form of such a "European History and Geography textbook". The multiculturalism of MIH (the "M", in the acronym) should be understood as the need to move towards a "European approach" (in opposition to *single* national ones), with regard to teaching History and Geography at school, by sharing perspectives and memories specifically related to common European or national identity and to cultural construction processes and by creating a methodological framework in order to address these topics with students in classroom. The first objective, in fact, was to open with a discussion on how the European construction is presented in *curricula* and textbooks of different countries through (or beside) the national narratives, in the belief that, as a first step, this would be useful for a mutual understanding within the European area.

The Project started with a baseline study[1] exploring the state of the art of both national programmes and the most used secondary school textbooks dealing with History and

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[1] The complete documentation is available at http://www.mihproject.eu/workpackages/wp3.

Geography in partner countries, with the aim to find the common topics present in all the school *curricula* and, simultaneously, to cover the most significant events whose impact is still present in nowadays Europe.

This analysis revealed the existence of a substantial convergence of the different *curricula*, specifically focused on three main questions: firstly, on giving more space to the study of the Contemporary Age; secondly, on attributing to both Geography and History the task to investigate some common features closely, such as "migrations", for instance; thirdly, on opening up both historical and geographical approaches to other disciplines of the Social Sciences' area.

The baseline study on National Curricula and History and Geography Textbooks concluded with the choice of four topics that seemed to frame the issues considered essential by each partner: migrations, urbanization, conflicts and the building of Europe were the agreed topics. Researchers were now ready for the next stage, since they had previously stated both the workflow and technological structure for the design of a original learning object model, as so as the template for facilitating the development of these learning objects by researchers involved within the team (see chapter 2). This is useful not only to produce new teaching materials that will allow teachers to develop content related to selected topics, but also to open a window -in a real sense on the computer screen and figuratively in the imaginary of pupils- to that multicultural approach for learning History and Geography, as defined above. In fact, the "*multicultural*" tab in the learning object structure, with its dynamic contents, displays reports, comments, suggestions, ideas, etc., shared by teachers and students to other colleagues and users from different schools, contexts or countries. Users in this way enhance the study of each module, by promoting academic deepness and by fostering a community of communication dynamics with the shape of a blog to be fulfilled.

At this stage of the project development, the interdisciplinarity of MIH (the "I" in the acronym) is shown in different ways. Teachers and students approach interdisciplinarity by way of the acquisition of skills and competencies in History and Geography, not as subjects to be learned separately but with close relations between them and, additionally, with the rest of the subjects belonging to Social Sciences area. Besides, the interdisciplinary approach deals with the improvement of students' computer and languages skills. From the technological point of view, the use of ICT tools in classroom requires a basic knowledge of *new* technologies; from the communication point of view, interaction with contents and activities, as so as with the community itself at the inside of the *Multicultural* tab is the most suitable context to let CLIL methodology to become significant (see chapter 5).

One of the aims of MIH Project was the development of teacher training actions addressed to let them take the most of MIH tools and methodological benefits. Such training actions have been addressed to both in service and future teachers at the Secondary School, as direct target group of the project. A pilot training action was held in all partner institutions.

The Handbook you are reading (the "H" in the acronym) was conceived as a real guide and user manual for teachers who will use MIH products and was prepared simultaneously as a teaching tool and an integrated and consistent presentation of historical events offered from a multicultural point of view, completed by a methodological analysis and didactical tools addressed to provide teachers with suggestions and sample use contexts for their usage in classroom activities.

## MIH PROJECT OUTCOMES AT GLANCE

### Digital Modules design and production processes

Researchers involved during the project within the team produced 40 Digital Modules in original language; 37 of them have been also translated into English (see table below).

| | |
|---|---|
| Universität Augsburg (Germany) | The Revolutions of 1848 in Europe. [de] [en] |
| | The Revolutions of 1848 in Europe – The Social Question. [de] [en] |
| | Struggle for Freedom and Nation Building. [de] [en] |
| | Urbanization: Urban and Rural Development in the 19th Century. [de] [en] |
| | Urbanization in Europe in the 19th Century. [de] [en] |
| | Reign of Terror and Displacement 1939-1949. [de] [en] |
| | Propaganda in the First World War. [de] [en] |
| Università Ca' Foscari di Venezia (Italy) | Italian immigration to the United States from the Unification to the end of the First World War. [it] [en] |
| | 1848-'49 in Italy: people's war, war of armies. [it] [en] |
| | Moving in the XXIst century: immigration in Italy in the context of globalization. [it] [en] |
| | Euroregions. [it] [en] |
| Pädagogische Hochschule Tirol (Austria) | Overcrowding and temporary emigration of Tyrolean children. [de] [en] |
| | Vienna – population growth and urban expansion in the 19th Century. [de] [en] |
| | The Separation of South Tyrol from Austria and the Option Agreement as an example of Forced Migration in the 20th Century. [de] [en] |
| | Die befreiung von nationalsozialistischen konzentrationslagern am beispiel mauthausen. [de] |
| Université Paris-Est Créteil IUFM de l'académie de Créteil (France) | Propaganda in the First World war. [fr] [en] |
| | European Borders. [fr] [en] |
| | The Revolution of 1848. [fr] [en] |
| | European migrations to United States. [fr] [en] |
| | The transformations of towns at the end of the 19th century and the beginning of the 20th century. In the suburbs, the Zone. [fr] [en] |
| | The liberation of Nazi camps by the Allies. [fr] [en] |

| | |
|---|---|
| | Rome, the city. [fr] [en] |
| | The Paris building in the nineteenth century. [fr] |
| Universidad de Salamanca (Spain) | Propaganda in the First World War. [es] [en] |
| | External and internal European borders. [es] [en] |
| Universität Siegen (Germany) | Migration from Germany to the United States in the 19th century. [de] [en] |
| | Resentment, conflict, destruction. Strange Pictures of Poland and the consequences. [de] [en] |
| | Migration from Germany to the United States in the 19th century – the situation in the USA. [de] [en] |
| | Urbanization: Düsseldorf: The reorganization of the city after WWII. [de] [en] |
| | Industrial areas and development in Düsseldorf in the beginning of the 20th century. [de] [en] |
| | Migrant Workers in the 60s and 70s in the Federal Republic – "guest workers". [de] |
| | Political migrants from Germany during the period of National Socialism. The example of Thomas Mann. [de] [en] |
| Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania (Poland) | Nineteenth-century industrial cities. [pl] [en] |
| | Polish political emigration in the nineteenth Century. [pl] [en] |
| | Liberated prisoners of Nazi camps freed in 1945 and 1946. [pl] [en] |
| | The Spring of Nations and Europe of Nations. [pl] [en] |
| | German propaganda during Second World War. [pl] [en] |
| | The Spring of Nations (1848). [pl] [en] |
| | The development of Polish towns in the second half of the nineteenth century. [pl] [en] |
| | Immigration of the European population to the United States in the nineteenth century. [pl] [en] |

**Figure 1. Digital Modules Production**

Contents' selection was carried out following the four topics agreed, taking care to indicate for each module the curricular level (according to the national educational system of the country where the module was produced), the kind of sources proposed for the didactical activities and a sum of methodological suggestions for its use in classroom (*Presentation* tab).

The planning of the Digital Modules production involved researchers and teachers from each partner institution and from schools that participated in the project as associated

partners. It was an important opportunity for exchanging scientific knowledge and for sharing teaching practices, by overcoming language barriers and advancing the mutual knowledge of content and teaching practices.

A comparative analysis of topics treatment in the Digital Modules (see chapter 3) revealed unexpected similarities, like for instance in the choice of the most significant events describing each topic or in the use of common sources. Common objectives to all modules are also the promotion of active citizenship, at national and European level, and the discovery of an historical and geographical past in its relation with the present time. From the didactical point of view, particular attention is devoted to improve in the pupils the acquisition of conceptual tools in order to use properly sources and documents, and the strengthening of spatial-temporal skills.

There was a pilot phase for testing the Digital Modules, where 73 teachers implemented the Digital Modules in their classes with approximately 800 pupils; students agreed to fill in a questionnaire proving their feedback with these learning experiences. Most of teachers used both materials and activities for enhancing their lessons but they did not need to significantly modify their plans for adding these resources as a complement for the lessons. Even when the Digital Modules were used to extend learning experience with extra-curricular contents (e.g. European cities), the experience has been welcomed.

Teachers appreciated very much the multicultural perspectives and considered that the whole Digital Modules provided a highly interesting multicultural approach, since it was possible to show the differences between the historical narratives in different countries and contexts, especially by analyzing Digital Modules about the same topic coming from different learning scenarios. Sometimes the teacher decided to let students choose the Digital Modules they preferred and pupils were fascinated by the change of paradigm that relied on replacing the paper maps and textbooks with video clips and digital activities; they did also appreciate the use of digital contents and resources, as so as the different approaches that the use of such resources should allow.

**Teacher Training courses development**

One of the project tasks was the design and implementation of a training plan addressed to teachers. This was intended to prepare teachers in partner countries for using MIH methodology and products in classrooms. During the second year of the project, 73 teachers participated in a training course for then carrying out the pilot phase in classroom with pupils.

Each partner institution organized its own course in face-to-face or blended learning methodology, in order to introduce the goals and possibilities of MIH project results. Teachers knew the materials and contributed to define their use in the classroom according to the different school levels and curricular programmes (see tearcher and pupil questionnaries Annexes).

**Handbook for teachers**

MIH Handbook has been produced taking into consideration the lessons learned by analysing users' experiences with MIH products and didactical solutions.

**MIH: PLANS FOR THE FUTURE**

MIH project took its first steps in order to define a multicultural approach to learn History and Geography at school in Europa. Along with the printed version of the Handbbok, its main results are available in the project website together the documents that tell the project development along its two years life.

The cooperative work of the researchers' team produced useful exchanges of knowledge and competences between partners, and the establishment of a permanent and dynamic platform for mutual cross-fertilization helped the daily job. Now, with the achievement of these main results – scientific, didactical and human-, the team aims to continue after the project with the follow main guidelines:

1. Maintaining the website and the repository of multicultural Learning Objects. Teachers will be able to upload the Learning Objects built during their teaching activities by applying the methodology developed in MIH Handbook to an MIH collection within GRIAL-USAL institutional repository.

2. Using the social community, which has been created during the project to encourage teachers, students and researchers to continue the implementation of the project and the use of the materials produced, users will still contribute to explore the multicultural dimension that the project seeks. It is still active in Twitter, Facebook, Flickr, Slideshare and Linkedin.

3. Developing training courses for teachers. The pilot phase emphasized the main goals of the project, trying to explain the methodology behind the MIH project and to involve teachers in the digital modules production. The new task will be to design two training courses for teachers (a technical course devoted to the development of Digital Modules, and a methodological course with regard to "multicultural" didactic in History and Geography topics) to be submitted as training event for inclusion in the Comenius-Grundvig database.

4. Preparing new project valorisation proposals.

5. Continuing with an active dissemination activity that will be focused in particular on the use of the MIH social network sites in order to sow the seed for an active teaching and learning community.

**CONCLUSION**

According to the EU Lifelong Learning Programme Objectives, MIH project was devoted to involve pupils in contributing to the creation of a sense of European citizenship, by promoting a multicultural approach of education in European schools with the support of Information and Communication Technologies and CLIL methodologies. Along the project lifecycle, the researchers' team has carried out each task trying to involve pupils –by means of their teachers– and has made them aware of the diversity and richness of the multicultural environment in which they live. From this point of view, the project provided the essential ingredients to enable this EU goal. As a challenge for the near future, MIH team will continue to point on multiculturality as a key factor for developing new researching projects, academic proposals and training actions.

# 2

# Learning Object model and framework design for the Digital Modules production

Digital Modules design and development are the most innovative outcomes of the project both from a methodological and didactical point of views and from the technological solution adopted.

In the website (http://mihproject.eu/dissemination/digital-modules/) visitor can find 40 completed Digital Modules (DM) in original language version and 37 that include an English version. They are available as web-based contents (HTML) and standard-packages Learning Objects (SCORM – IMS) in order to use them in any Learning Management System (LMS) or Virtual Learning Environment (VLE) that fulfils the above mention specification. So, in the context of a subject or course, also for an open and free access, the DM are available for consulting them online in the project website and for downloading in the GRIAL Group repository (http://grialdspace.usal.es:443/handle/grial/118/). These educational contents represent an important contribution to the development of digital educational content. Six multilanguage and multimedia tutorials help teachers use the digital modules and prepare their own DM.

In this chapter, we talk about MIH Digitals Modules production process, from the definition of the learning object (LO) model to the creation of new Digital Modules.
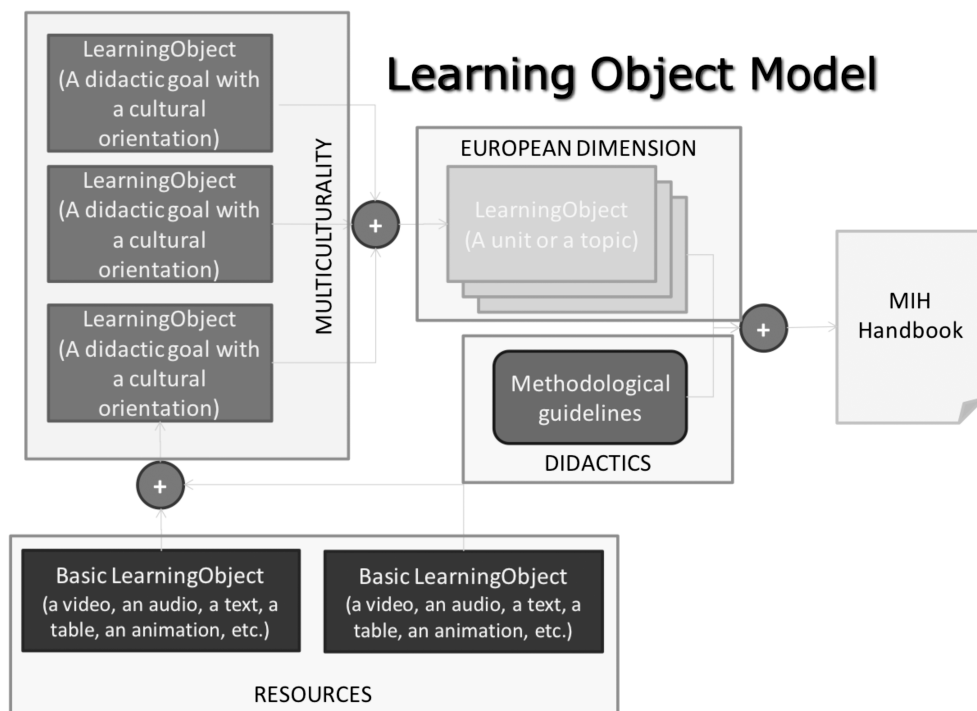
## LEARNING OBJECT MODEL

In order to develop the MIH Digital Modules, we have proposed a LO model based on the IEEE LOM (2002) with different granularity characteristic for the LO. This way, we have achieved a multilayer LO that will support the multicultural aspects of the digital contents.

There are different definitions of this concept (IEEE LOM, 2002; Polsani, 2003; Wiley, 2000; Moreno & Bailly-Baillière, 2002). In this LO model, we have worked with the definition given by (Morales et al., 2007) in order to build LO of greater granularity, following the IEEE LOM standard. This way, a LO is defined as "a unit with a learning objective, together with digital and independent capabilities containing one or a few related ideas and accessible through metadata to be reused in different contexts and platforms".

The Reusable Learning website (2004), sponsored by the U.S. National Science Foundation (NSF), defined granularity as "the size, decomposability and the extent to which a resource is intended to be used as part of a larger resource." (Reusable Learning, 2004). IEEE LOM standard presents four aggregations levels in order to describe the granularity of a LO (being 1 the smallest level of aggregation and 4 the largest level of granularity).

In this context, Morales et al. definition suggests a LO with an aggregation level 2 according to IEEE LOM standard (this means a collection of level 1 learning objects each of them with one or more level 1 learning objects).

**Figure 2. MIH Learning Object Model**

Figure 2 shows the MIH Learning Object Model proposal. In this model, the Digital Modules are LO that represent a unit of a topic discussed from different cultural point of views. This means that these LO are an aggregation of a set of more basic LO that represents a unit with only one didactic goal that will be developed from a specific cultural orientation. These LO are the aggregation of a set of elementary resources that will be packaged into LO without any didactic goal.

According to this, the simpler LO, without didactic charge, have an aggregation level 1 and they represent the basic resources, such as a table, a text, an animation, an audio or a video.

The next level, LO with only one didactic goal, introduces the multiculturality support in our model because it is possible to have the same topic presented from different cultural perspectives, each one in a different LO. This means an aggregation level 2 in the LO definition.

The more complex level, with an aggregation level 3, represents the joint of several LO regarding a specific topic that introduces multiculturalism in a European dimension. These LO will be the Digital Modules that will be used in the real classes.

## DIGITAL MODULES FRAMEWORK

Once we have defined the LO model, we may design a framework that allows the production of Digital Modules. Considering that each partner had to produce several Digital Modules, we have chosen to design a solid framework based on the LO model in order to provide quality digital contents. To understand which kind of materials we had to develop and how we should introduce and focus them, the framework design has not been only a template, we have provided a storyboard (http://grial4.usal.es/MIHobject/), a MIH Digital Module example composed of three basic resources: an image, a video and a text fragment.



**Figure 3. Teacher's view**

The structure of the Digital Module consists of several tabs. There is one tab for each resource of the LO (Figure 4), but also other tabs for common section that every DM has (About, Presentation, Activities, +Info and Multicultural). Each tab presents two views, one for the student role and other one for teacher role. The purpose of the teacher's view is to provide additional information to use the Digital Module effectively in class. This view complements the student's view and it is available to any user, regardless of how they plan to use the module, either as a receiver for the content or as a support to teaching. Figure 3 shows some sections belonging to teacher's view, these sections are surrounded by a blue dotted line and the text appears in italic style and blue colour.
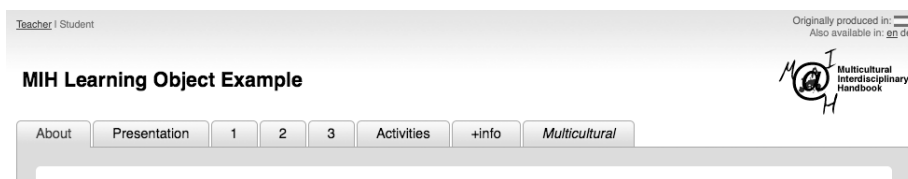


**Figure 4. Digital Module tabs**

Specifically, tabs on the Figure 3 example mean: the first left tab is a credits page (About Tab), within the identification of the subject, authors, license and corporative image, that is one of the sources of the module or a new one. Second tab is the presentation of the Digital Module (Presentation Tab), there are three sections to students, contents of the LO, curricular level and a short abstract. Other sections to teachers complete this information: objectives, methodological suggestions, skills, suggestions of activities, suggestions of evaluation and interdisciplinarity. After them, there are several tabs containing a resource each one (Tabs 1, 2 and 3 in the example). These resource tabs are engaged to provide teachers and/or students with resources that should be useful to improve the learning/teaching experience, the aim is not to substitute their textbooks or teachers' lessons. Digital Module offers some suggestions for activities (Activities Tab), both for students (self-evaluation) and for teachers in classroom. The last tab of the student's view is a more information section (+info Tab) provides teachers and students with more links and resources regarding the topics contained in the module. The Multiculturality page is the last tab of the Digital Module (Multicultural Tab). This tab is only shown in teacher's view. This page is automatically fed by way of interactive and social resources that we gave to a community of teachers that used these materials in their classrooms.

## DIGITAL MODULES PRODUCTION

Throughout the project, development work and production of the LO have been made from an automated and standardized template for collecting data that later was poured into a HTML container and packaged in SCORM. Each Digital Module has been produced in the native language of the authors. Later, both the structure and the contents have been translated into English or other languages of the project partners.
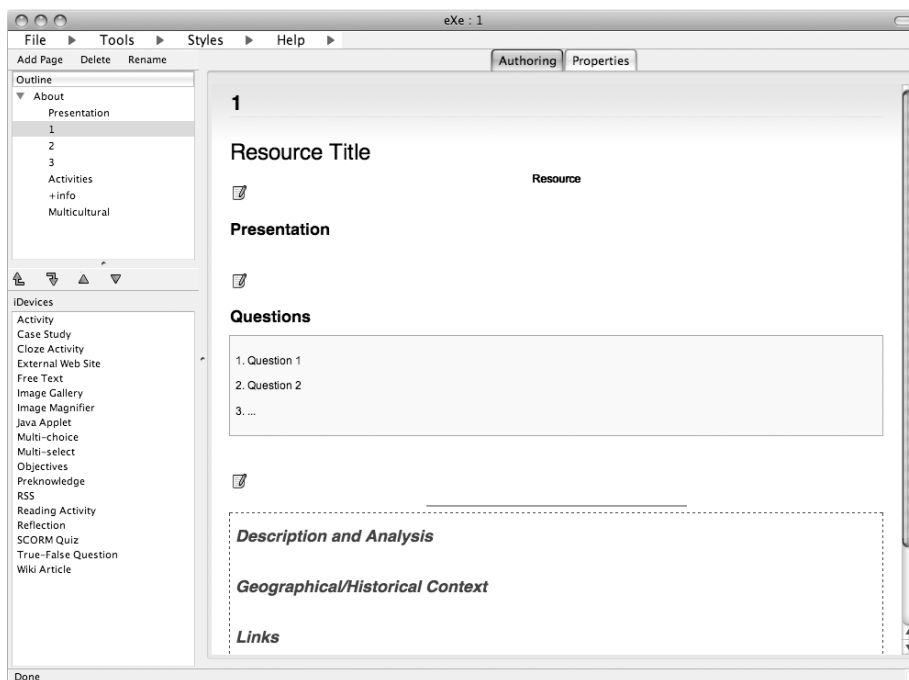
**Figure 5. eXeLearning template**

In order to continue producing materials autonomously after the end of the MIH project, we have developed a template that allows the creation of Digital Modules with the same appearance and structure as those produced in MIH (http://grialdspace.usal.es:443/bitstream/grial/174/1/template_eXeLearning.zip). We have chosen eXeLearning (http://exelearning.org/), a free and multiplatform program for building LO, to allow anyone to create new modules such as LO model defined in MIH. The provided template is composed of two files, the theme of eXeLearning, which allows the creation of LO with the same visual appearance of MIH, and a LO built with eXeLearning containing the basic structure of a Digital Module. Figure 5 shows an instance of eXeLearning with MIH theme and Digital Module structure. A project created from MIH template can be saved in several formats. By default, eXeLearning saves projects in .elp format that allows editing the project later. Other available formats are HTML, SCORM 1.2 or IMS. This feature increases the value of using this software, because of users can generate MIH contents without know nothing about standard-packages, Learning Objects or HTML language in order to create web-based contents.

One of the most important technical requirements, taken into consideration during production of the Digital Modules along the project, has been accessibility level of the developed digital contents. For this purpose we followed the guidelines outlined in Web Content Accessibility Guidelines (WCAG) 2.0 (W3C, 2008). We can underline providing an equivalent text for every non-text element, using the clearest and simplest language that will be appropriate for a site's content, using style sheets to control layout and presentation or clearly identifying the target of each link.

## TUTORIALS

Although MIH project has finished at November 2011, the project remains active and continues spreading the production of new contents by teachers. To support this activity we have developed several online video tutorials that explain, through audio and text, how producing and using the Digital Modules (http://mihproject.eu/dissemination/handbook/). These materials are licensed under a Creative Commons Attribution-NonCommercial-ShareAlike and can be viewed by anyone with Internet connection.
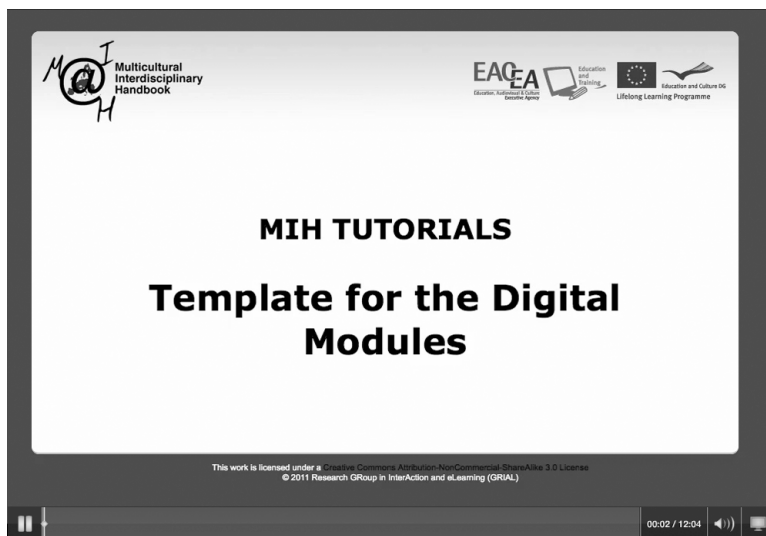


**Figure 6. Video tutorial "Template for the Digital Modules"**
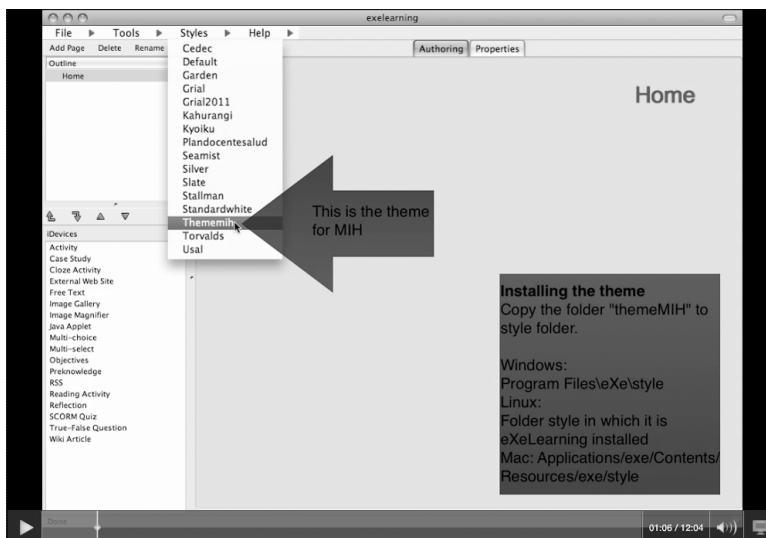


**Figure 7. Activation of the MIH theme in eXeLearning. Excerpt from the video tutorial "Template for the Digital Modules"**

We have prepared a total of six video tutorials each one available in three languages, English, Spanish and Italian:

- Storyboard of the Digital Modules. The storyboard video tutorial explains the structure of a module (http://grial4.usal.es/MIHtutorials/storyboard/).

- Template for the Digital Modules. Both the use of the eXeLearning template with Digital Module structure and the activation of the eXeLearning theme topics are explained in this tutorial (http://grial4.usal.es/MIHtutorials/template/). Figure 6 and Figure 7 show title page and a detail of this video tutorial.

- How to use Digital Modules. This video tutorial shows advices to use correctly the Digital Module (http://grial4.usal.es/MIHtutorials/digitalmodules/).

- Multicultural perspective of Digital Modules. It explains how the Multicultural tab of the Digital Modules works (http://grial4.usal.es/MIHtutorials/multicultural/).

- Use of Digital Modules in CLIL classes. This video aims helping teachers to use the Digital Modules as CLIL materials (http://grial4.usal.es/MIHtutorials/clil/).

- Methodology: Didactical criteria and teaching suggestions. Finally, this tutorial is focused on the methodology required to use the Digital Module in an educational context (http://grial4.usal.es/MIHtutorials/methodology/).
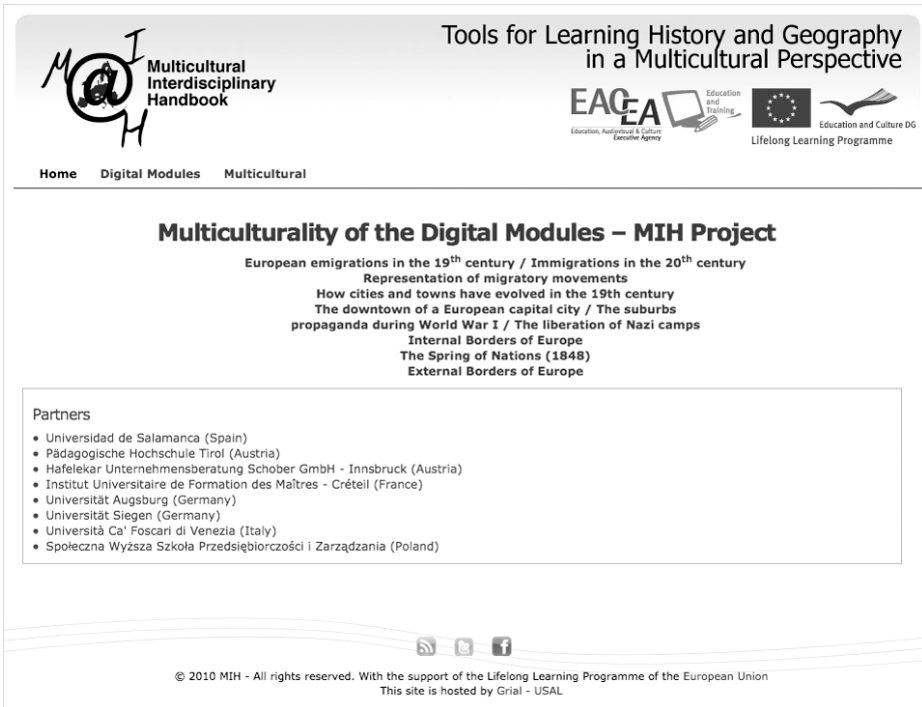
## MULTICULTURAL PERSPECTIVE OF DIGITAL MODULES

The multicultural perspective of the Digital Module allows any teacher to know how it is used in other countries or educational contexts. All produced Digital Modules during the project have a Multicultural Tab with dynamic content; this means that the information displayed in these tabs can change without having to reedit the Digital Module. These sections are fed from a live section with comments and suggestions about the use of the Digital Module in different contexts. Teachers from European Union or any other region can contribute to this live section.

We have created a blog based on WordPress (http://wordpress.org) in order to manage the live section (http://multiculturality.mihproject.eu). This blog groups all multicultural contributions performed by teachers from different countries who have used some Digital Module in their lectures. Each covered topic in the Digital Modules has a section in this blog, Figure 8.

The multicultural contributions are published in the blog like a new post, this requires write a title, the comment or suggestion and select the topic about which is the contribution. The information will automatically appear in the Digital Modules belonging to the selected topic as shown the Figure 9. Multicultural tab contains all relative contributions to the Digital Module sorted by date regardless of the language in which they are.

**Figure 8. Blog with multicultural aspects of the Digital Modules**



**Figure 9. Example of Multicultural tab**

# 3

# Digital Modules' Presentation: A comparison of the treatment of some topics

The selection of the four macro-themes (topics), as we discussed in the introduction of the Handbook, arises as a consequence of the requirements to find the topics that were present in all the school *curricula* of the partner countries and, simultaneously, cover the issues that have implemented the irreversible transformations whose impact is still present throughout the European continent. The aim was that the research team knew the way in which the historical-geographical disciplines, collective memory and public discourse in each country interprete these fundamental issues.

The national ministerial programs, and with them the textbooks, reflect the educational policies of the governments in office, but are also inevitably influenced by the cultural trends of the moment, and by the mass media influences that contribute to disseminate certain themes and issues rather than others. The linguistic transformation in this sense represents one of the most important signals of trends, but, unfortunately, very often at school, the study of foreign languages is limited to the use of the pure knowledge of phonetics and vocabulary.

The design of the Digital Modules - and their use in CLIL methodology - involving students in their country and shared by the other partner countries represents an important opportunity for exchange of scientific knowledge, practical teaching and methodological applications to share, to try to overcome language barriers and advancing the widespread mentality of the other country. The results revealed the different perspectives of treatment of selected topics, but also unexpected similarities, evident for example in the choice of some common sources, representing the size of the project truly intercultural experience. There remains no doubt the permanence of some simplifications and stereotypes concerning European phenomena as a whole and how to deal with the events of the history of other countries.

The common aspects, which have emerged, are mostly aimed at the promotion of active citizenship, in a national and European level, and aim to the discovery of an historical and geographical past enjoyed with this present, particularly through the acquisition of conceptual tools to use of sources and documents, and strengthening of spatial-temporal skills by students.

The sharing of methodologies and teaching practices seem to respond increasingly to the needs of an international community of students with very similar characteristics: young people who are united by the access to the Internet and social networking expresses behaviors, customs and mentality increasingly "global" that require that the education systems of the different countries adopt teaching methods, and communication languages increasingly homogeneous.

This is particularly evident in the design of the researching activities on the sources, the organization of the assessment tests and the definition of evaluation criteria. However, it remains a basic misunderstanding of the meaning given to the term "Module" and its extension: some overlap it with the entire topic, others are thinking in parts of the macro-theme. The differences between the different interpretations are based on the orientation of didactical and pedagogical literature of each country and the practice of classroom teaching, but, once this lexical obstacle is overcome,

it is possible understand from a content point of view, the overall organization of the knowledge transmitted and historical-geographical models underlie them.

It was decided to choose two topics-sample: one purely historical in nature and one that would lend itself to a historical-geographical. A key moment in European history, which was the *great political upheaval of 1848/49*, the first stage of the long process of constructing national identities, and the different and multiple *waves of migration between the nineteenth and twentieth centuries*, can meet the above criteria. Another motivation is made up of the irreversible consequences that these two phenomena have in building our present: the present crisis of the nation-state, on the one hand, and the enormous impact of migration flows from other countries on Europe's population, other. These are two phenomena that have given rise, especially in the twentieth century, an inseparable intertwining between national and supranational issues and political, economic and social factors, not only European, but worldwide. The transformation of national states in the sense of nationalism, since the late nineteenth century, brought with them a new aggressive colonial expansion, especially in the African continent, which resulted in a geo-political world, decided "at the table" by diplomacy of the great European powers. The imperialism of the late nineteenth century already represents the failure of the principles of self-determination proclaimed by the popular movements of the century and dramatically opens the great question of the world's division between the industrial powers and subordinate countries, from which migrations have their origin in the twentieth century.

## THE SPRINGTIME OF THE PEOPLES: REVOLUTIONARY MOVEMENTS AND NATIONAL ASPIRATIONS

Within the topic "the building of Europe" were developed eight modules covering the 1848/49, without any prior agreement between the partner countries' research teams: a clear sign that this historic moment has been considered by all a node conceptual and historiographical essential for the establishment of a European *koine*. All treatments agree in considering the European events of this period a very complex and heterogeneous phenomenon: time of nationalities' construction, civil and political liberal aspirations and revolutionary "spirit". Another analogy is that the movement has invested almost by contagion throughout Europe, taking different forms and manifestations, but with a fundamental common denominator: the demand for constitutional guarantees and greater political participation. It was therefore considered a crucial step of the long road towards the full realization of modern democratic systems. For this reason the argument is proposed and discussed in all educational programs, in conjunction with the civics or social studies.

If the perspectives from which the events have been observed are similar in all modules devoted to this theme, in the overall analysis of the phenomenon at European level, however, they differ in the weight given to the prevalence of either component "revolutionary ", depending on the political situation in different areas. In countries where national aspirations had not yet been realized in the construction of a unitary state such as

Poland, the emphasis is placed on the narrative aspirations for independence, while in the French case the emphasis is obviously on civilian claims, the requests for extension of the suffrage and the new issue of social equality. German seems to prevail in the struggle against the absolutist policy of the sovereign and against the privileges of nobility, as well as the emergence of the issue very much essential of the creation of a unitary state. Special case is the Italian situation, where all these factors are mixed together, resulting in very different political movements and trends that the presence in the peninsula of foreign rule and the rule of the Church, makes as antithetical in the understanding of the new unit was to be realized. All treatments show still the weight of the economic changes produced by industrialization on the movements and actions of the '48. The "social question" interacts with the battles for civil and political rights, forcing the poorest of the population to claim, even violently, more job security and better living conditions.

Another element common to all modules is regarding to the criteria for the selection of sources: documents, images, songs, literary or autobiographical writings are selected so as to bring the various points of view of the subjects in the field and raising issues that may have relevance with the present. The objectives are to encourage students to problematize what happened and to inspire in them a critical reflection devoid of many stereotypes grown in the past historiographical "nationalistic" guidelines. One of these regards, for example, the concepts of homeland and nation, for decades synonymous with historiographical traditions and conservative political positions, if not reactionary. Freeing these values from the political uses of history that has been made in the twentieth century, is to return to these ideals, often considered obsolete, the original meaning of the struggle for the conquest and defense of constitutional rights and participatory aspirations. In two 'revolutionary' years 1848 / '49, the love for their nation is mixed with libertarian, civil instances, genuine political commitment from citizens and ordinary people now claiming its own decision-making role through the courage of difficult individual choices and dramatic sacrifices. Of these "heroic" choices,  is proved by the many works of literature, art and music that are promoters of civil and political ideals telling stories, drawing symbols and myths that are common to the action and push millions of people. The readings of the proposals in the '48 modules go in the direction of a dutiful contextualization of the phenomena observed in their complexity, but also offer a "current" vision of the factors that fueled the "springtime of nations" emphasizing the aspects of this season more authentically "democratic".

## 1848 IN DIFFERENT DIDACTIC APPROACHES

In order to better highlight the different angles from which the theme "1848" was treated, the repertoire of sources and the key concepts that have been selected to be presented to students with the proposed guiding questions, we recommend to the teacher the analysis of the following modules.

| FRANCE | | |
|---|---|---|
| *The Revolution of 1848* | | |
| Contents | Curriculum level | Abstract |
| 1. An extract from Sentimental Education | 10th grade | "Two different events mark the framework of the short story of the |

| | | |
|---|---|---|
| written by Gustave Flaubert, 1869. [Text and PNG Image]<br>2. The Ballot Box or the Rifle, an engraving by M.L. Bosredon, April 1848, BNF. [PNG Image]<br>3. The Emancipation to the Reunion Island and the decree of the abolition of slavery in the French colonial empire. [PNG Image and Text]<br>4. Universal, Democratic and Social Republic: the Pact. [PNG Image] | (History):<br>Rights and nations in France and in Europe during the first half of the 19th century:<br>• 1848: political and social revolutions in France and in Europe.<br>• Slave trade and slavery abolitions and their enforcement. | Revolution of 1848: the joy of February and the unbelievable carnage of June. The winter fights that lasted three days gave rise to the July Monarchy. An unprecedented hope seized the working class, particularly in Paris. The hope did last despite provocations, crises and various difficulties until May. Then, the unavoidable bloody revolt of June took place: a fourday fight during which dreams fell apart…" (Maurizio Gribaudi, Michèle Riot-Sarcey, 1848 - the Forgotten Revolution, ed. La Découverte, Oct. 2008) |

**Figure 10. Digital Modules University of East Paris Créteil – IUFM (France)**

| POLAND | | |
|---|---|---|
| *The Spring of Nations and Europe of Nations* | | |
| Contents | Curriculum level | Abstract |
| 1. Poles – an enslaved nation. Manifesto of National Government of the Polish Republic of 22 February 1846. [Text]<br>2. Italians – a divided nation. Letter of Giuseppe Mazzini to Charles Albert – king of Sardinia. [Text]<br>3. The Austrian Empire – a country of many nations. Map of nationalities included in the Habsburg state. [PNG Image]<br>4. Summary of the Spring of Nations. "Tidying Europe" caricature from 1849. [JPG Image] | Third class of Compulsory Secondary Education, (History): "Origins of conspiracy and revolutionary movements in Europe, 1830-1848", "National uprisings in the territories of the former Republic of Poland", "The unification of Italy and Germany in the nineteenth century", 15-16 years, Poland. | The Spring of Nations is a sequence of events in European history. Within a few months of 1848 and 1849, almost in all countries of the continent there was violent and armed rising of people against the existing political and social order. Citizens of France demanded civil rights and equal access to power for representatives of all social classes. Italians and Germans, who lived in the politically divided countries, manifested the desire to unite and create a common, state. Hungarians, Czechs, Poles, and the Slavic nations of the Balkans, which lived under domination of the foreign dynasties, raised the weapon in the struggle for independence. The Spring of Nations, as no movement before it, claimed the right of peoples to self-determination, i.e. the possibility for each nation to have their own, |

| | | separate and free country. Although this idea was impracticable in the nineteenth century, the Spring of Nations highlighted the emerging problem of nationalism. It showed also the need to organize a new policy of coexistence of communities with different languages, cultures and religions within the framework of the European continent. The thoughts and ideas that emerged at that time are particularly important for us, because they also lie at the root of the European Union. |
|---|---|---|
| | *The Spring of Nations (1848)* | |
| Contents | Curriculum level | Abstract |
| 1. Horace Vernet's painting depicting the fighting near the Pantheon during the "June Days" in Paris in 1848. [JPG Image] <br> 2. Extract from the memoirs of Juliusz Falkowski titled Wspomnienia z roku 1848 i 1849 published in Poznan in 1879. [Text] <br> 3. Film dedicated to Józef Bem. [Video] | Class 2 of junior high school, history: Modern times, the nineteenth century. The Spring of Nations. The development of parliamentarism and the formation of nation states in Europe (15 years). | The Spring of Nations is a term used to describe a series of revolutionary and national upris-ings, which occurred in Europe from 1848 to 1849. The concept of "nations" refers to societies seeking to participate in the ruling, to social classes looking to improve their living conditions and to nationalities struggling for autonomy, independence or unification within one state. During the Spring of Nations three revolutionary trends were thus revealed: related to political, social or national system. Revolutionary explosions of 1848 - 1849 covered almost the whole of Europe. There were no instances of it in the United Kingdom of Great Britain and Ireland and in the Russian Empire. On the Iberian Peninsula only peasant revolts took place. Revolutionary movements in one country affected other nations. Information about events spread rapidly, leading to more uprisings. Many participants of the Spring of Nations were active in several countries. |

**Figure 11. Digital Modules Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania (Poland)**

| GERMANY | | |
|---|---|---|
| *Struggle for Freedom and Nation Building* | | |
| Contents | Curriculum level | Abstract |
| 1. A lithograph: "Die universelle demokratische und soziale Republik. Der Vertrag"; Frédéric Sorrieu. [PNG Image]<br>2. Johann Gottlieb Fichte (1808): "An die deutsche Nation"; Guiseppe Mazzini (1831): "Das Junge Italien". [Text]<br>3. Maps: Europe, Italy and Germany about 1815. [JPG Images] | Grade 8 Gymnasium/ Realschule: the Concept of Nation and Wars of Liberation, the Congress of Vienna: the Realignment of Europe and the German Confederation, Restoration, the Liberal and National Movement, the Revolution of 1848/49 in the Context the Occurrences in Bavaria.<br><br>Grade 8 Hauptschule: The National Unity.<br><br>• 1848: "Bottom-Up" Attempt at Unity.<br>• 1871: "Top-Down" Attempt at Unity – The German Empire. | Among the European states of the 19th century, Italy and Germany were among those who had not yet found to national unity in a modern sense. Even after the defeat of Napoleon and the joint military struggle against the French emperor, Germany was a territory composed of many smaller and bigger dominions, which was neither politically nor administratively or linguistically unified. Yet, after the Wars of Liberation of 1813, the creation of a unified Germany was the aim of the liberal bourgeoisie and of the students, who, however, failed in 1848 and 1849. This aim was finally fulfilled "bottom-up" in 1871 by the Prussian Ministerpräsident (Prime Minister), Otto von Bismarck.<br><br>After the Congress of Vienna, Italy remained sport of foreign powers, although Reichsitalien (Imperial Italy) had ultimately become history due to the fall of the Holy Roman Empire of the German Nation in 1806. The more foreign rulers and powers strove to control the fate of the Italian states, the more people were seized by the wish to free Italy from foreign rule, fragmentation and absolutism. The major role in this field was played by the publicist Giuseppe Mazzini and the movement Giovine Italia (Young Italy) he founded. |
| *The Revolutions of 1848 in Europe* | | |
| Contents | Curriculum level | Abstract |
| 1. A painting: Street Battle in the Rue Soufflot, painting by | Grade 8 Gymnasium/ Realschule: the | In the year 1848, upheavals against the prevailing political system or against the established social |

| | | |
|---|---|---|
| Horace Vernet, 1848 Lithograph: Street Battle by the Alexanderplatz in Berlin, 1848. [PNG and JPG Images]<br>2. A leaflet: Demands of the People of Baden, 1847 Alexis de Tocqueville, Recollections, 1850. [Text]<br>3. A map: "Geographical and Chronological Course of the Revolutions". Excerpt from: H.-G. Haupt/ D. Langewiesche, Die Revolution in Europe. [Text and JPG Image] | Concept of Nation and Wars of Liberation, the Congress of Vienna: the Realignment of Europe and the German Confederation, Restoration, the Liberal and National Movement, the Revolution of 1848/49 in the Context the Occurrences in Bavaria.<br><br>Grade 8 Hauptschule: The National Unity.<br><br>• 1848: "Bottom-Up" Attempt at Unity.<br>• 1871: "Top-Down" Attempt at Unity – The German Empire. | conditions were not a national, but a European phenomenon, which affected numerous countries and dynasties of Europe. Beginning with the February revolution in France, upheavals also took place in the states of the German Confederation, in the Habsburg Empire and in Poland. Nonetheless, there were different causes for each revolution, so that one cannot speak of one European revolution of 1848.<br><br>In France, it was the civic-democratic February revolution that ended the rule of the "Citizen King", Louis Philippe. It was caused, first and foremost, by the restriction of civic rights by means of the census suffrage and the social plight of workers, which led to an uprising and, finally, to the proclamation of the French Second Republic.<br><br>In the German states, the restoration and the surveillance system of Metternich could not, in the long run, suppress the wishes for freedom of opinion, more rights to political participation and the abolition of Kleinstaaterei, which had become overwhelming. Economic crises, unemployment and famine caused by crop failures in the years 1845-1847 contributed to the growing discontent. |

*The Revolutions of 1848 in Europe – The Social Question*

| Contents | Curriculum level | Abstract |
|---|---|---|
| 1. Alexander Schneer (1844): "Über die Not der Leinenarbeiter in Schlesien und die Mittel ihr abzuhelfen"; Jérôme-Adolphe Blanqui (1848): "Des classes ouvrières en France, pendant l´année 1848", Transl. W. Hausenstein. [Text] | Grade 8 Gymnasium/ Realschule: the Concept of Nation and Wars of Liberation, the Congress of Vienna: the Realignment of Europe and the German | The social problems and grievances accompanying the Industrial Revolution, that is, the transition from agricultural to urbanized industrial society, are referred to as the Social Question. In Germany, the beginning of this transition was registered in the early19th century. Long before this moment in history, acute penury among huge sections of the population had already emerged. |

| | | |
|---|---|---|
| 2. A text and a caricature: "Weaver's Riot and Redres". [Text and PNG Image]<br><br>3. A contemporary woodcut: "Das Ende der Revolution", A. Rethel. [PNG Images] | Confederation, Restoration, the Liberal and National Movement, the Revolution of 1848/49 in the Context the Occurrences in Bavaria.<br><br>Grade 8 Hauptschule: The National Unity.<br><br>• 1848: "Bottom-Up" Attempt at Unity.<br>• 1871: "Top-Down" Attempt at Unity – The German Empire. | This was caused by the growing population, the decline of the old crafts and the gradual emergence of factory industry. The importance of the riot of the Silesian weavers in 1844 consisted in the public attention it attracted. It can also be regarded as a crucial event during the preliminary stages of the revolution beginning in 1848.<br><br>The living and working conditions were also a main reason for the French workers to go again (after 1830) to the barricades in 1848. On June 24,1848, there was a riot of workers in a response to closing French National Workshops, which had provided work opportunities for the unemployed. |

**Figure 12. Digital Modules University of Augsburg (Germany)**

| ITALY | | |
|---|---|---|
| *1848/'49 in Italy: people's war, war of armies* | | |
| Contents | Curriculum level | Abstract |
| 1. A Divided Italy. [JPG Image]<br>2. The revolt breaks out in Palermo January 12th 1848. [JPG Image]<br>3. The Statute of the Kingdom of Sardinia, March 4th 1848. [Text]<br>4. Carlo Alberto's Proclamation to the Venetians (25 May 1848). [JPG Image]<br>5. Daniele Manin proclaiming the Venetian Republic. [JPG Image] | Upper secondary school diploma (upper secondary school specializing in a technical education).<br><br><br>4th and 5th year (17/18 years of age).<br><br><br>Ministry of Education curricula have the | Of the three revolutionary cycles, echoing through the U.S.A. and Europe following the Congress of Vienna, the last one definitely revealed the typical features of the Italian movement. These were a democratic demand for a Constitution, a yearning for national independence in order to free Italian territories from the "foreign" presence and build a new independent State, in which way was yet to be defined.<br><br>These two feelings have often blurred and blended: in some episodes the demands for equality are |

| 6. 18th March 1848: "The Five Days of Milan" begin. [JPG Image]<br>7. The Constitution of the Roman Republic, 3rd July 1849. [Text and JPG Image]<br>8. The defeat of Piedmont and the end of the war. [JPG Image] | Risorgimento as a topic to be covered at the end of fourth year, but in practice it is usually dealt with as part of the broader topic of the Italian Unification Process topic at the beginning of the fifth year. This way it can easily be linked to "post-unification" issues, such as the annexation of the Veneto (1866) and the occupation of Rome in 1870. | overwhelming, while in other cases the will and need to establish as soon as possible a State based on "freedom and independence" appears to prevail.<br><br>A number of thinkers, artists scholars, poets and musicians encouraged this wide movement in different ways: on one side, by fighting as volunteers in irregular armies. Others, in parallel, were indirectly helping the struggle by secretly canvassing and supporting the organisation from abroad.<br><br>The most important and active was with no doubt Giuseppe Mazzini. Victim of persecution in his own country, while living in different cities like Geneva, Marseille and London, he had restlessly plotted and attempted coups on absolute monarchies' kings. Ultimately, the goal he was to pursue so hard was the ideal of Italy as a Republic, united from north to south free from any kind of foreign domination. During the 1848/49 biennium, some temporary governments were instituted in many Italian cities, as a consequence of revolutionary uprising. They didn't just limit their action to a military defence, but they even passed real constitution, in order to ensure public order and enforce laws. |

**Figure 13. Digital Modules Università Ca' Foscari – Venezia (Italy)**

Of particular interest is the choice of the title of the modules, because the title is already meaningful and orients in the identification of selected events and the historical perspective that guides the choices of the teacher.

For a description of each module, target groups, contents and skills that helps, please refer to the presentation page of each module: http://mihproject.eu/dissemination/digital-modules/

## EUROPEAN MIGRATORY FLUXESS BETWEEN NINETEENTH AND TWENTIETH CENTURIES

Il The theme is particularly vivid and heard by all people in Europe, because migration is currently investing our continent have radically changed the demographic composition and

ethnicity of almost all countries, with important issues of integration, interaction, dialogue between cultures. The phenomenon is not new: in all periods of history, human communities have moved from their territories in search of more favorable conditions of life, but between the nineteenth and twentieth centuries these movements have taken on particularly intense quantitative dimensions and very very complex and sometimes contradictory qualitative forms. Certain areas of Europe, in fact, after having been countries of emigration during the first half of the nineteenth century, will soon become a destination for waves of immigration from other states where the process of industrialization had not yet started and therefore less job opportunities offered. It is the case, for example, in Germany of the rural populations, particularly those over the Elbe, which particularly affected the agricultural cycles of famine of the '30s / '40s, leave in great numbers their villages and make the long journey to the American mirage. The same change from birthplace to the host country was also recorded in France, where the industrialization process is slower to take off than Britain or Belgium, where an economy still persists so strongly linked to primary resources. From the second half of the nineteenth century, these countries will draw, however, a large amount of labor more or less specialized, first by the countries of southern Europe and later also from other continents.

The reasons that led to abandon their land and their homes were not, however, only economic or social in the nineteenth century, especially, but also in the first half of the twentieth century, the movement also had political reasons. The phenomenon is beginning to have some consistency at the outbreak of the first uprisings and "liberal" revolts in the aftermath of the European construction buoyancy established in Vienna. In the thirties, but especially after '48, there are many patriots and revolutionaries who abandon their land and moved elsewhere, in a more hospitable country, where they can continue to organize propaganda and political activity against the despotic power of illiberal rulers. It is the case of many Polish exiles who are forced to flee after the revolutions of 1830 and 1846 and many Italian patriots from France or Switzerland, and continue weaving the ranks of the anti-Habsburg conspiracy.

Here the two themes, the '48 and emigrations, meet and intersect, giving rise to the first conditions of polical refugee: a status that, in the twentieth century, will take much more extensive and dramatic proportions. During this century also another important phenomenon of migration policy appears: the exodus of thousands of people from their countries of origin to neighboring territories, due to the geopolitical changes that have occurred since the world wars.

The discussion of the issue carried out in the modules take into account all the facets of the phenomenon of large, medium and small-scale, composing a multi-faceted fresco of the subjects and the condition of those who leave their homeland to face a reality "other": from the intellectual, who lives his exile almost heroically, to the illiterate peasant, who often know the country of arrival in a condition even more humiliating than at home. In many of the interesting presentations developed in modules, you are, rightly, the clarification on several lexical meanings of the terms that indicate the status of migrant, immigrant, immigrant, illegal immigrant, refugee, refugees, focusing on the different reasons why people leave and the amount of abandonment's quantitative phenomena.

About the topic *Migrations* we recommend to the teacher the analysis of the following modules.

| FRANCE | | |
|---|---|---|
| *European migration to United States* | | |
| Contents | Curriculum level | Abstract |
| 1. An extract from Mary Antin's From Plotzk to Boston, an autobiographical story written in 1894 and published in 1899. [Text]<br>2. A colour engraving depicting a ship of immigrants arriving at New York, 1887. [JPG Images]<br>3. Where do immigrants to the US come from? [JPG Graphics] | 8th grade (history): "Europe and its expansion in the 19th century" | Between 1850 and 1930, the US greeted millions of migrants and its population increased from 23 to 130 million inhabitants. Most of those migrants were European. Thanks to these men and women who dreamt of a "promised land", the "new country" grew. |

**Figure 14. Digital Modules University of East Paris Créteil – IUFM (France)**

| POLAND | | |
|---|---|---|
| *Immigration of the European population to the United States in the nineteenth century* | | |
| Contents | Curriculum level | Abstract |
| 1. Extract from the report presents the position and existence of settlers. [Text]<br>2. Map showing the different immigrants living in United States. [PNG Image]<br>3. Pictures showing the functioning of the Polish community in the U.S. [JPG Images] | Class 2 junior high school history: Modern times, the nineteenth century (15 years). | Migration - permanent or temporary change of residence. Movement of population is a natural phenomenon and occurred in all historical periods. Increasing migration occurred in the nineteenth and early twentieth century and was primarily due to poor material situation at home (economic migration), or the political situation at home (political migration). The forms of migration can be divided into emigration - departure, immigration - arrival, refugee/exile - escape, evacuation - organized by the state in order to avoid the expected risk, repatriation - the return of citizens from a foreign territory, organized by their country, resettlement-resettlement of nationals within its borders, deportation - the forced resettlement of a person or a |

| | | group of people on the periphery of the country or outside its borders. |
|---|---|---|
| *Polish political emigration in the nineteenth century* | | |
| Contents | Curriculum level | Abstract |
| 1. Excerpt from the article "Political emigrants in Post-Vienna Europe". [Text]<br>2. Directions of Polish emigration in the nineteenth century. [JPG Image]<br>3. Polish emigrants 1830. [JPG Image]<br>4. Emigrants' artistic activities in the political service. [MP3 Audio] | 3th class of junior high school, (History): "Uprisings in the territories of the former Republic of Poland" (original title „Powstania narodowe na ziemiach dawnej Rzeczypospolitej")/ "Europe and the world in the nineteenth century" (original title „Europa i świat w XIX w.") (15-16 years), Poland. | The materials "Polish political emigration in the nineteenth century" may be used during investigation of subjects related to Polish history as well as political and social changes in Europe after the Congress of Vienna. It seems desirable to point out universal and everlasting character of the phenomenon of political exile and harassment of people, also today, because of their opinions and beliefs. The materials were arranged in such a way that the history of Polish immigrants (not only after uprisings) are presented against similar movements in Europe that resulted from anachronistic (comparing to the changes launched in Europe by the French Revolution) social and political order established by the Congress of Vienna. Special attention is paid to presentation of the political diversity of the environment of refugees, the perception of this movement among the societies of the continent, and the convergence of the goals of political exiles of various nationalities. In addition to the political objectives of their activities, the author tried to draw attention to some aspects of daily life in exile. Presenting the importance of artistic creations of emigrants, to propagate the objectives of the environment struggle among the international public opinion, was also considered an important issue. |

**Figure 15. Digital Modules Społeczna Wyższa Szkoła Przedsiębiorczości i Zarządzania (Poland)**

| ITALY | | |
| --- | --- | --- |
| *Italian imigration to the United States from the Unification to the end of the First World War* | | |
| Contents | Curriculum level | Abstract |
| 1. Prejudice against immigrates in Italy nowadays. [Text] <br> 2. Factors determining the late nineteenth century deportation process from Italy: memoirs and legal actions of the Jacini inquiry. [Text] <br> 3. Attraction factors and deceits: shipping companies advertising posters. [JPG Images] <br> 4. Italians on Ellis Island photographed by Lewis Hine. [JPG Image] <br> 5. Prejudices and stereotypes against Italians who emigrated to the USA: satiric sketches of "Judge" in 1903. [JPG Image] <br> 6. From bias to legal charge: death sentence against Sacco and Vanzetti. [Text] | Secondary school degree (Senior high school specializing in classical studies or technical education). <br><br> Fifth form (18 years). <br><br> History. | In all periods of history groups of men have moved from their territories in search of better living conditions, but of the century this phenomenon has assumed quantitative and spatial particularly dilated. The Italians were then between the protagonists of a real escape and, in countries of immigration, have become the subject of prejudice and false accusations, often the same day that reproduce themselves against foreigners who arrive in the peninsula in search of work. |
| *Man on the move in 19th Century: Emigration Italy and globalisation* | | |
| Contents | Curriculum level | Abstract |
| 1. Man on the move today. [Thematic world map displaying waves of population] <br> 2. Classification of migrations: waves of population characteristics. [Graph] <br> 3. Migrations toward Italy. [Thematic | Secondary school. <br><br> First two years of high school (15-16 year-old scholars). <br><br> Geography:"National directives on specific educational aims - concerning activities and subjects included in the educational | Space mobility is a constant in world and people history. Migration phenomena have become an important feature and took on a global character while they have extended their destinations over and over. In Italy we have experienced a sort of turnaround, comparing to a distant past and, after decades of intense emigration, this country has turned into a centre of attraction and |

| | | |
|---|---|---|
| European map displaying directions and quantity] <br> 4. Where do immigrates live and how many do they are? Regional analysis maps. [Mosaic maps and sequences of charts] <br> 5. Let us just think over the following words: to immigrate doesn't it mean to migrate? [An argumentative essay by Umberto Eco] <br> 6. International Migrant's Day. [Content of the Italian President's message] | curricula" - scheduled a study of demographic problems and of present and past big population waves. | call-up. <br><br> Although it is difficult to get exact information about it and to lock up such a complex phenomenon as migration into a straight plan, nowadays it is necessary to know its trends and enclose them in a global analysis circuit. It is therefore possible to determine and picture its main features (paying attention to the words, of course) with charts an maps e carte that help us to highlight those main features. <br><br> In this module, we will use tools like texts, charts, graphs and maps. These tools are helpful, indeed, to analyse and understand our territory and its economical and social phenomena liked to the territory itself. |

**Figure 16. Digital Modules Università Ca' Foscari – Venezia (Italy)**

| GERMANY | | |
|---|---|---|
| *Migration from Germany to the United States in the 19th century* | | |
| Contents | Curriculum level | Abstract |
| 1. Germany as a "country of emigrants". [PNG Image and Graphic] <br> 2. Motives of the emigrants. [Text] <br> 3. Arrival in the USA. [Text and PNG Image] | History classes (NRW): Gymnasium / Realschule / Gesamtschule. Gymnasium: Topic: Europe is changing, especially: "industrial revolution" = 7th or 8th grade. Realschule: Topic: Europe is changing, especially: "industrial revolution" = 8th or 9th grade. Gesamtschule: Topic: Europe is changing, especially: "industrial revolution" = 9th grade. | At the end of the 19th century Germany became an immigration destination country. Until that time people rather emigrated from it – mainly because of socio-economic reasons. In times of crisis, more and more people emigrated. During the 19th century there were three waves of emigration: a) the years after the 1848 revolution, b) 1865-1874/75 and c) in the 1880s: 1880-1894. The United States was the country most of the migrants wanted to go to. |

| Migration from Germany to the USA in the 19<sup>th</sup> century – the situation in the USA | | |
|---|---|---|

| Contents | Curriculum level | Abstract |
|---|---|---|
| 1. Settlement areas of German immigrants in the USA. [PNG Image]<br>2. How others see us: How were German immigrants perceived? [Text]<br>3. Self-images: How did the migrants perceive the situation – letters from America. [Text] | History classes (NRW): Gymnasium / Realschule / Gesamtschule. Gymnasium: Topic: Europe is changing, especially: "industrial revolution" = 7th or 8th grade. Realschule: Topic: Europe is changing, especially: "industrial revolution" = 8th or 9th grade. Gesamtschule: Topic: Europe is changing, especially: "industrial revolution" = 9th grade.<br><br>Another possibility to teach the DM is to teach it in the context of: 'What did people formerly know of each other and what do they know nowadays?' Then the focus should be on 'self-images' and on 'how others see us'. This is especially fruitful in order to compare it with contemporary migrations (e.g. DM 'Migrant labour in the 1960s and 1970s'). Gymnasium: 9th grade. Gesamtschule: 10th grade. Realschule: N/A. | The pupils learn something about the conditions in the USA with which migrants were confronted. They learn where German migrants settled, how they were perceived by Americans and how they experienced their own situation. |

**Figure 17. Digital Modules University of Siegen (Germany)**

| AUSTRIA | | |
|---|---|---|
| *The Overpopulation and Intermittent of Tyrolean Children* | | |
| Contents | Curriculum level | Abstract |
| 1. Who left the country and why this happened. [Text]<br>2. Where these young "emigrants" came from. [JPG Image]<br>3. Where they had to go to (Part 1). [JPG Image and Text]<br>4. Where they had to go to (Part 2). [JPG Images, Text and Video] | History/Social Studies and Geography and Economics:<br><br>Secondary 1/ 3rd Year (7th Grade) | In the 19th century, industrialisation was established in many European regions. Factories were built, new railway lines were constructed and a number of new posts were created. To a small degree in the western districts of Tyrol, a large part of the Tyrolean population lived from the proceeds of agriculture. In the agriculturally less productive areas of the Upper Inn Valley and the Upper Vintschgau (area on the upper reaches of the River Etsch), the inhabitants were in a terrible predicament. Many families were no longer able to feed their children. As a result, every spring thousands of boys and girls went on foot into Swabia, an agriculturally rich area around Lake Constance, where they sought work as farming assistants for the summer. They offered their labour on the child labour markets in Friedrichshafen and Ravensburg. Now an old man, a witness at the time, Adolf Thurnes, remembers his time as a Swabian child thus: "At the child labour market in Friedrichshafen, the children stood positioned between ropes; the farmer picked up whichever child he liked the look of, lifted him over the ropes and took him home with him".<br><br>In late autumn, the children returned home with the little money they had earned in their pockets. The migrations of the Swabian children ended around 1920 when the Austrian school authorities insisted on the observance of compulsory education. |
| *The separation of South Tyrol from Austria and the Option agreement as an example of Forced Migration in 20th century* | | |

| Contents | Curriculum level | Abstract |
|---|---|---|
| 1. The Background: The Separation of South Tyrol from Austria and the Inter-War Years. [JPG Image]<br>2. The South Tyrol Option Agreement as an example of Forced Migration in the 20th Century. Propaganda for leaving and staying – A comparison of two leaflets from 1939. [Text]<br>3. The South Tyrol Option Agreement as an example of Forced Migration in the 20th Century. A photograph tells of leaving. [PNG Image]<br>4. South Tyrol after 1945. [PNG Images] | General educational objectives of People and Society:<br><br>Development of tolerance towards others (e.g minorities).<br><br>4th year (8th grade) – particularly in the subjects of history, social studies and political education:<br><br>• "Students will be able to understand political and historical courses of action in the context of a particular period in time."<br>• "Students should be encouraged to deal with historical sources independently."<br>• "The learning of history should lead to a better understanding of contemporary phenomena."<br>• "Political education should enable students to decipher political manifestations."<br><br>From the subject Geography and Economics: 4th year (8th grade)<br><br>• The Diversity of Europe – Understanding landscape, culture, population and economy | These sections of this module are to show South Tyrol as an example of how internal borders have shifted in Europe as a result of the First World War, and which impacts the annexation of South Tyrol to Italy had.<br><br>Following the collapse of the Austro-Hungarian Monarchy at the end of the First World War, South Tyrol was separated from Austria and incorporated into Italy. In the following years the Italianisation of South Tyrol was begun by the fascist-dominated Italian government.<br><br>Under Hitler's Nazi regime, both Hitler and Mussolini decided to give the German-speaking population in South Tyrol a choice of resettlement to the Third Reich (South Tyrol Option Agreement). In total, 75,000 people resettled and most settled in North Tyrol (present-day Austria).<br><br>After 1945 the majority of people who had emigrated by choice returned to South Tyrol. The South Tyroleans were granted autonomy, although the implementation of this agreement took a very long time. In 1992 the level of self-government as envisaged in the agreement was implemented into Italian legislation in the form of an autonomy agreement. |

**Figure 18. Digital Modules Pedagogical University Tyrol (Austria)**

For a description of each module, target groups, contents and skills that helps, please refer to the presentation page of each module: http://mihproject.eu/dissemination/digital-modules/

# 4

# Methodology: didactic criteria and suggestions for in-class use

The construction of Digital Modules for teachers and pupils in Europe took place over a few documents which, at a time, seemed emblematic of the topics dealt with, both in a national and European perspective, and may be likely to carry, at the same time, a set of questions leading to reflective knowledge, a critical understanding of national and multicultural perspectives of the theme, particularly by comparison, and a distanced inquiry of the documents. Available in two versions, student and teacher, and in two languages, they are all built on the same principle which tends to give them a truly European dimension:

- a quick presentation states the topic and its inclusion in one of four issues of history or geography chosen, as well as the specific orientation of the file and the selection of the main documents according to the issues proposed, thus opening a question about the didactic and pedagogical qualification of the latter; at a national level, accuracy is given to the class level and to the enrolment in programs so as to be able to make a meaningful European comparison and to adapt the use of foreign files to each national curriculum;

- in the student version, each document, linked with other documents in the file, comes along with its source and a legend; it is presented so that every student, working with help from a teacher or by himself after downloading the file, can identify, date and locate, enter it in a corpus of knowledge being acquired, or discern the perspective of the point of view with regard to the documents he is used to work with in national textbooks. If necessary, a glossary provides definitions of the vocabulary that the student is not supposed to have or to throw light on the special meaning in which the terms are used. In the teacher version, the documents are, in addition to the above, accompanied by a description of a scientific presentation and an explanation of their historical or geographical context followed by an analysis to enable any teacher, not having a complete mastery of the topic, to be able to discuss it in the classroom in good conditions, while supporting the epistemological, historiographical and didactic set of questions, allowing him to include it in the course;

- each file has a "learning path" available, in the student version, as a set of questions for each document for students to understand and analyse the documents, a multiple-choice test on the entire file leading them to reconsider the documents in their relations with each other and to become aware of the knowledge gained from the analysis of the documents, and synthesis questions designed to reclaim this knowledge into a personal argumentative context; in the teacher version, where the answers are obviously given (allowing students

to work on their own, and to take self-assessment tests, among other things), the "learning path" specifies the notional and methodological objectives, the required skills, suggestions for evaluation, possible extensions and the interdisciplinary dimension of the file, so that teachers can easily integrate the files into their own programs and progression. The benefit here is to propose, over a documentation where the national character is more or less marked, an European convergence aimed at pooling approaches and, consequently the documentation itself, and therefore establishing common references on historical and geographical programmes, and even that of a specifically European History and Geography, enrolled in a multicultural interdisciplinary.

Based on these criteria, the proposed documents, although sometimes quite close to those found in national textbooks, differ sufficiently to introduce at the same time a specific methodology, or at least further than that used in the classroom, and a high degree of autonomy, either for the student or the teacher. This methodology tending to pool national points of view for sake of a certain multicultural European convergence is sufficiently self-explanatory collectively and within each file so that it is not necessary to dwell on more deeply. An important point, which runs through all the files, is yet remaining to throw some light with regard to the ambitions of this research and the same conditions of use of the files and, especially, it seems clearly to be a consensus the notion of document: why and how such piece of text, such map, such painting, engraving, photography are documents likely to produce, carry, transmit knowledge and to help form a critical mind in a double dimension both national and European? There was no question of developing this approach in each file, which would have greatly aggravated and led to redundancy, it is appropriate now to define, from a few examples from the files, the inherent to each document, so that they are always in mind during the use of each file.

A first observation is to start in the files (but it is not very different in textbooks) precisely because they are digital modules made from the same model and searchable through a single mediation of technology. These documents, whether made of a piece of text, reproduction of a single iconic source (a painting...), a reproducible source (an engraving, photograph...) or modular (a map, a chart…) are strictly equalized (text files and images, parts of files...), updated and prioritized: in reading on screen, apart from the effects of layout and display, there are not, virtually, any differences between the text bits (excerpts, paratexts, questions or navigation elements) or between images (thumbnails or full screen). A photograph of a Roman streetscape or the liberation of a concentration camp is formally similar to the reproduction of a cartoon from a newspaper; a map of migration in the nineteenth century or a street map, an excerpt from a novel is like an official poster for World War II. Text and objects reproduced, between which are established links and connections, relatively independent of their referents or what they are supposed to bear marks, despite the legend that is trying to restore them, despite the precision of the source, have lost specificity (material, dimension, scale, status, presentation...) in favour of a staged and hierarchical didactic or pedagogical enrolment, which performs certain aspects of their referent by the production of meaning and a specific report text image. Because of their specificity, the text documents will be addressed in the first instance, and in a second time, the graphic material.

## USE OF TEXT DOCUMENTS

Parallel to the understanding and analysis of passages guided by the set of questions, the aim of critical analysis, explanation and understanding, both in a semantic and formal level and in material terms, led at first and depending on the type of text (narrative, argumentative, informative, descriptive...), to reconsider the proposed extract in its construction, and possibly its argument, by identifying and analysing, as appropriate, the time of the narrative, the signs of utterance, the time markers, the logical connectives and lexical fields by the students.

A second phase is dedicated to the awareness by the pupils of the dimension of the document, by taking a few lines from any document (book, article, statement, etc.) according to an educational objective or intention. It is therefore necessary to make some argued hypothesis, either in the form of dialogue between teacher and students, either as a written exercise on what precedes, what follows, its place in the book, the memoir, the article from which it is drawn, to reflect beyond its possible membership and its place in the work of an artist, in a series, a newspaper... and to confront those hypothesis in the text as a whole, in the series, and in other articles of the periodical. These questions, prepared and supported by the presentation of documents in the files, can lead to further research carried out in class, or by the students on their own: biography of the author, context of production and reception of the work (criticism if it is a literary work, objections if it is a political text, letters to the editor if it is a newspaper, etc.), in his time, distribution, history of the receptions until today, possibly supported with quotations or pastiches.

In a third phase, the focus is on the material aspects of the document and the whole of which it is extracted. In the consultation as presented on the site, a part stands out on a grey background where the text is set in a sans-serif font continuously, even if it is spread over several successive parts (all the passages of the various files are available for reading in the same form regardless of the types of texts and their material of origin). Wherever possible, the comparison is made with the publication of which the extract is taken, from a historical perspective of it. Some examples from the different files, extracts from Jorge Semprun and Primo Levi *(DM La libération des camps nazis par les Alliés (1944-1945) – The liberation of Nazi camps by the Allies)*, Saul Friedländer (DM *Die Befreiung von nationalsozialistischen Konzentrationslagern am Beispiel Mauthausen)*, those of Albert Londres and Blaise Cendrars (DM *Montrer la guerre. La presse illustrée entre propagande et reportage photographique – Show the War. Illustrated Press – between propaganda and a photo report*), etc.., will illustrate the proposal that is obviously not aimed to be exhaustive. If we take as an example Blaise Cendrars's "La main coupée", published in 1946 from a few pages written in 1918, there are no less than ten editions available in the original language on the market or partially accessible on the Internet (all coverages cited are visible on the Internet), with the shifts that this entails, if we include the sound recording read by Jacques Bonnaffé and published by Gallimard in 2005, we find:

- "La main coupée", Paris, Denoël, 1946, In-16 (185 x 120), 328 p., original edition.

- "La main coupée", Paris, Le Club français du livre, 1953, In-8°, 337 p., coloured cover.

- "*L*'homme foudroyé, La main coupée"*, preface by Henry Miller, *Œuvres complètes* / Blaise Cendrars, Paris, Denoël, 1960, 554 p., 20 cm.

- *Œuvres complètes* / Blaise Cendrars. 10, *Réunissant les témoignages de Édouard Peisson*, Miriam Cendrars, Guy Tosi, Robert Doisneau, Paris, Le Club français du livre, 1970, 21 cm.

- "La main coupée", Paris, Gallimard, Collection Folio (paperback) 1974, 433 p., coloured cover, 18 cm, many other editions with different covers.

- "La main coupée" followed by "*La* main coupée" (1918) followed by "La femme et le soldat*"*, edited and annotated by Michèle Touret, Paris: Denoël, *Tout autour d'aujourd'hui*, 2002, 366 p., illustrations, cover illustrated 21 cm.

There is obviously no question of introducing students to all these editions, but it is possible to compare the first and back covers of two recent editions, one of the reprints of a paperback book (pages 26 and 266-267) and the 2002 edition Denoël (pages 14 and 175-176), size, colours, cover illustration, back cover text, typography, etc.:

- for the first cover: image of John VII Cortot, 1998 from photographs, and serif characters on the one hand; a photograph of Blaise Cendrars after amputation and sans-serif fonts on the other hand (see the role of Maximilien Vox at Denoël editions);

- for the back cover: a excerpt of the text followed by a quotation from Henry Miller in one, before the usual introductions (presentation of the collection, of the author and of the work), an extract the preface in the other.

The proposed extract in the file consists of two quotations separated a few lines in the document by […]. Therefore, it is not irrelevant, after students read the dedication to his son in 1944 and quotations, to locate the two excerpts while working on the interpretations and expectations created by the book's title or chapter: the first comes from the portrayal in a few pages of one of his comrades killed in action "Rossi (tué à Tilloloy)" (Rossi, killed in Tilloloy) the second one of the longest chapters of the book entitled *Faire un prisonnier (*Making a prisoner*)*. The location of the extracts in the body of the work, and if necessary, a followed reading or a preparation of the course, the exhaustive reading of relevant chapters, linked to the biography of the author, also raises questions about the status of the author from the text, his experience, his participation in the event he describes or is described, taking into account the lags between the time of the event and the time of writing (the draft 1918 and the book of 1946). Quite apart from the presentation and layout, as discussed in this example, the citation of texts by authors to make educational materials requires, in most cases, many adjustments, rewriting, cutting, etc. With students of this age, it is difficult to address rewritings, but in order to make a different approach according to the students' skills, it is possible to make students more sensitive to the status and nature of the document by suggesting small groups of students to search the extracts in the original and filling, at least partially, some of [...], to reflect on the pedagogical and didactic reasons for the cuts so that they will be able to provide a summary to the entire class. This exercise can be carried out for example with the extract from the text of *Memories* (*Erinnerungen*, available in paperback in *Folio Histoire* and translated by Dirk Forster in Karolinger Verlag) by Alexis de Tocqueville (DM D*ie Revolutionen in Europa von 1848* / The Revolutions of 1848 in Europe).

As appropriate, consulting the books and textbooks, newspapers, magazines... where the extract is taken will address the formatting and page text as well as the composition of the

text object: preface, style (fonts, boldness, dropped initial, paragraphs, margins...) paratexts (titles, footnotes of the page of the author or of a critical edition, glosses, elements in the margins, headings and footers...) and to compare it with the display of the presentation.

In an interdisciplinary and multicultural perspective, the research (with or without the study of the same extracts in different languages and translation choices that were made) continues with the study of the first and back cover, or even the same pages – not to mention the page breaks, reports of even pages and odd pages that are far from being indifferent in the different languages by identifying the French edition, which was the basis for the translation: "The Severed Hand", "La mano cortada", "La mano mozza"...

With the same objectives, the comparison of the extract of Albert Londres (DM *Montrer la guerre. La presse illustrée entre propagande et reportage photographique / Show the War. Illustrated Press – between propaganda and a photo report*) as a text file and of newspaper article open to other considerations on the layout of a column in the newspaper (compared itself to the current ones) and on the relationship between text and image on the title, lead articles, captions, etc.; that of propaganda posters and pamphlets of the First World War (DM *Propaganda en la Primera Guerra Mundial – Propaganda in World War 1*) concerning Germany invites and interesting look at the use of Fraktur and Roman fonts in the composition of propaganda texts and debate (see, eg *TYPO: Typographische Skissieren und Drucksachenentwerfen* released in 1938 by the German Labour Front) around *Schaftstiefelgrotesk*, renewed Gothic fonts (Bold *Deutschland*, *Deutschland*, *Tannenberg...*) which ends in the Third Reich by the decree of Joseph Goebbels in January 1940 on the composition of propaganda for foreign countries in roman typeface and Martin Bormann's flyer of January $3^{rd}$, 1941 addressed to the officers of the Nazi party prohibiting the Gothic fonts in the benefit of the Roman (see Alexandre Dumas de Rauly, Michel Wlassikoff, *Futura. Une gloire typographique*, Norma Editions, 2011). Next to be studied is the use of geometric grotesques by John Heartfield and more particularly *Futura*, designed by Paul Renner in the 1920s for his photomontages published in the *Arbeiter Illustrierte Zeitung*, as well as using artistic, cultural and political weight of typefaces, see for example current thinking of the cooperative of artists *Société Réaliste* (Ferenc Gróf and Jean-Baptiste Naudy) on typography, particularly their proposals on the *Futura Fraktur* (www.societerealiste.net, see also the catalog of the exposition of the *Société Réaliste, Empire, State, Building* held at J*eu de Paume* in Paris in 2011).

When the proposed documents on the files are themselves documents from textbooks, as Kursbuch Geschichte carried out under the direction of Karin Müller-Laschewski and Robert Rauh (MD *Die Revolutionen in Europa von 1848 – die soziale Frage – The Revolutions of 1848 in Europe – The Social Question*), or quotes from university textbooks like *Flugblatt der Revolution*: *eine Flugblattsammlung z. Geschichte d. Revolution von 1848/49 in Deutschland* led by Karl Obermann (DM *Die Revolutionen in Europa von 1848 – The Revolutions of 1848 in Europe*), the study will focus initially on the layout in the textbook, the link with other documents on the double page or in the chapter concerned, the comparison of questions in the file and in the original textbook and in the latter, the relationship between the text of the authors of the textbook and the textbook, particularly how the authors make reference to it; secondly, the comparison with a double page or a chapter of a similar foreign textbook will lead to identify similarities and differences in what is shared by a European school culture and what is specific to the country where the textbook was published.

Thus, supported on the analysis of documents from the set of questions proposed in the files, the detour allows on one hand to lead the students up to an awareness of multiple temporalities involved in any reading (time of the event, of the author, the reception, the contemporary reader, etc.) on the other hand, it allows to build, with the students, through a slow familiarisation, a critique culture of the document and open methodology of documentary use, taking into account its source (origin, history, distribution...) that nothing prevents consolidating by a regular practice by establishing editorial teams of four to five students:

- collective documentary research on an event at both national and European dimension, for example on one of the four themes of history and geography found in the files, and a supported building up of a corpus based on a problem;

- writing on one or two pages of an article for a newspaper, a science magazine, a short story, a chapter in a textbook, illustrated or not;

- layout with paratexts with a proposal of a digital version and a paper version.

Finally, to complete, we can focus on the rights attached to different texts and the conditions of their quotation.

## USE OF ICONOGRAPHIC DOCUMENTS

If the iconographic documents are addressed using the same principles, it is however, after some general remarks to distinguish them according to whether they are reproductions of unique works (paintings), fictional or documentary works, to multiple reproductions of graphic constructions (engraving, photography). As before, we will proceed with some examples from the files.

A first remark, already mentioned: all these documents are available with regard to the students on the screen as a JPEG (Joint Photographic Experts Group) (they have assumed constraint on the site but it can seem surprising for graphics), standard patented compression for still images from the years 1980-1990. Except in case of need related to a specific treatment of images by the students with a software for image processing, there is no need to go into the details of the compression and the losses due to coding or in those of different image formats (Bitmap, Tagged Image File Format, etc..), but simply to note that the digital picture, as equalized as a file, is by design very different from the paper picture, if only by the use of three colours (red, green, blue) and CMYK (cyan, magenta, yellow, black), the pixel and printed dot, etc. In a move actually quite close to that used in the texts, there should be there too, as far as possible, based on the legends contained in the files, a search for the source or at least its documented reproduction so as to address the shape, size, material or medium, and also the place of conservation, the rights attached thereto for reproduction, the method of consultation for a given image, it will never be useless to search and compare different reproductions or to compare the various texts that document, in different publications, the same image.

## MAPS AND GRAPHICS

Several major categories of maps are available in the files:

- topographic maps (DM *Rome the city, Übervölkerung und zeitweise Auswanderung von Tiroler Kindern –The Overpopulation and Intermittent Emigration of Tyrolean Children*…);

- maps areas (or chrographics: DM *European borders, Le euroregioni, Auswanderung aus Deutschland in die USA im 19. Jahrhundert – Die Bedingungen in den USA…*);

- symbol map (DM *Urbanisierung: Stadt-und Heimatentwicklung im 19. Jahrhundert);*

- maps tracks (DM *Die Abtrennung Südtirols von Österreich und die Option als ein Beispiel für erzwungene Migration im 20. Jahrhundert…*);

- maps in proportions (DM *Urbanisierung in Europa im 19. Jahrhundert*);

- flow maps (DM *European migrations to United States, Uomini in movimento nel XXI° secolo: l'immigrazione in Italia in un contesto di globalizzazione, Polska emigracja polityczna w XIX wieku, Wien -Bevölkerungsentwicklung und Stadterweiterung im 19. Jahrhundert)* and networks *(DM Rome the city, Rozwój miast na ziemiach polskich w II połowie XIX w…)*

Without necessarily going into detail, offering these maps, the files invite the students to explore with the graphic and communication qualities of different representations:

- choice of the base map or projection;

- type of organization of data (qualitative, ordered, quantitative); mobilized concepts and types of data relationships (differentiation, order, proportionality);

- components of the chart: location (point, line, area), visual variables (x y coordinates, size, value, grain, colour, orientation, shape), proprieties (quantitative, ordered, selective, associative, dissociative), data relations (proportionality, order, difference / similarity).

In a multidisciplinary perspective, depending on the level of students and their mathematical and statistical skills, the study can be deepened in the case of a transcript of quantitative data by the distinction between absolute quantities and relative quantities, and the possible comparisons they enable respectively, see eg *Der Luftverkehr in Deutschland* (DM *Urbanisierung in Europa im 19. Jahrhundert*) and "Language Groups in South Tyrol -2001 Census" (DM *Die Abtrennung Südtirols von Österreich und die Option als ein Beispiel für erzwungene Migration im 20. Jahrhundert*). This maps can be the basis for a study of a portion of the data discretisation (division into classes of three linguistic majorities: 55-70%, 70-80%, 80-90%, 90-100%), and, on the other hand, of the graphic transcription of discretised data. Although it is not specified in the source, the method of discretisation in classes of equal amplitude, except for the lower class brought into sharp relief, as lead to think about issues on the map, the majority phenomenon at the expense of the nuances, the score of the series in class from one standard deviation would have a different vision of the phenomenon. The choice of colours, highly selective, allows to separate the language areas, but also to make more visible the areas of Italian majority where the saturation of the second class (70-80%) is visually very close to the saturation of the latter classes for German and Ladin majority (90-100%).

Similarly, the questions in the files led to work on graphic representations (DM *Auswanderung aus Deutschland in die USA im 19. Jahrhundert, Die Abtrennung Südtirols von Österreich und die Option als ein Beispiel für erzwungene Migration im 20.*

*Jahrhundert, European Migration to the United States…*) focusing in particular on scales graphs of the x axis and on differences in perception that their variation may introduce.

The objective, based on the use of maps and charts proposed in the set of questions from the files, is to make students understand that a map or chart is also and above all communication materials and that one of the first questions, either the document is first-hand or re-used in a training package, is to ask the question of what communicative goals had the maker in mind. Attention, next to the elements of construction mentioned above, will therefore be on the source: private sources or public sources? From a statistical-based organization, a scientific book, a textbook…? It is a matter of showing that, regardless of their legitimacy, among others determined by its presence in a pedagogical sequence, a set of data and its graphics and mapping treatment are never just data but constructions made according to intentions that can be very diverse and that the use as a document has different intentions, diverting at least partially in another intentionality.

## PRESS DRAWINGS AND ENGRAVINGS

The files show a significant number of reproductions of press drawings and engravings. In addition to the consideration of two levels of reproducibility that is transforming them into an educational document, it should be considered their materiality and their original broadcast medium and perhaps, at first, to distinguish by detailed observation and record of signatures, drawings like those of Bernard L. Partridge or Bahr (DM *Propaganda im 1. Weltkrieg*) meant to be publised in newspapers or magazines, and the prints themselves (DM *1848-'49 in Italia: guerra di popolo, guerra di eserciti*) while paying attention to their technique, lithographs by Joseph Bayer, Adam Victor and Jean-Baptiste Arnout, ML Bosredon Frederick Sorrieu... (DM *Übervölkerung und zeitweise Auswanderung von Tiroler Kindern, The Revolution of 1848*), woodcuts by Jacques Adrien Lavieille from drawings by Bertall (DM *Buildings in Paris in the Nineteenth Century*), by Alfred Rethel (DM Revolutionen Die von Europa in 1848 -die soziale Frage / The Revolutions of 1848 in Europe -The Social Question), engraving, etching, etc. Without going into details of the techniques used, the files should early be presented to students along with reproductions of the distribution media of the time (prints, newspapers, magazines, etc.) to lead them to become aware of the distribution of images and the public access to it before the photograph or in the first decades after its invention, and before the processes such as gravure and rotogravure conquered the publishing market news, but also to appreciate the specific qualities of depictions.

## PAINTINGS

As so ordered the set of questions in the reproductions of paintings, including a comparison of the proposed document on the file and reproductions of other contemporary works on the same theme using the same technique or different techniques (see for example, question 2 from DM The Revolution of 1848 in the reproduction of oil painting by Alphonse Garreau), the analysis comprises at the same time content and referent (the event, allegory, symbolism…), materiality of the work represented (technique, support, dimensions), context of creation, presentation and reception (public or private commissions, presentation at the show, see about this criticism fairs downloadable from the Internet), and whenever possible history of the work, of the presentation of the collections to which it belonged and its reception since its first presentation to the public to this day. Like its predecessors, the proposal applies to all paintings in the files, supported in the following lines of an example,

the already cited painting of Alphonse Garreau that the set of questions in the file invites comparison with following works:

- Auguste-Francois Biard: "L'Abolition de l'esclavage dans les colonies françaises le 27 avril 1848"[2], held at Versailles;

- Nicolas-François Gosse, "Liberté, Égalité, Fraternité ou L'esclavage affranchi"[3] (Prefectural Museum l'Oise, Beauvais, see the criticism of this painting commissioned by the Department of Internal Affairs and presented in the fair in 1849 by F. Lagevenais, "The exhibition of 1849" in the *Revue des Deux Mondes*, 3, 1849, p. 566, downloadable from Internet)

The difference in size between the three works (Garreau: 127 x 107 cm; Biard: 260 x 392 cm; Gosse: 39 x 25 cm) leads to different assumptions about their destination given that they are certainly public orders. The comparison can then be continued at the sites of the Louvre and the Orsay Museum, where the collections are distributed with others from 1848, with the type "history painting" by taking a few examples in the salon of 1849 or in the salons that immediately preceded or followed; it may be accompanied by thoughts of Théophile Gautier on the evolution of history painting that appeared in "The exhibition of 1848" (*The Art Press*, 1848, downloaded from the website *Classics of Social Sciences*, University of Quebec at Chicoutimi, http://classiques.uqac.ca/):

What used to be called history painting is, so to speak, at least in the way intended by David, Guerin, Girodet, Gros, Meynier and celebrities of the Empire and the Restoration: a noble and serious subject treated in an epic manner and a ceremonial style, painted in a great size.

[...] The paintings in this size are an anachronism and nonsense, unless they are not made for a special place, and it would be much better to paint them on the very walls of the building to decorate, or in fresco or in an oil, or wax. Painting, we believe that it divides naturally into two: the monumental painting and easel painting, the first in charge of decorating buildings and national government, the temples of prayer and the temples of pleasure, the second to populate galleries and satisfy individual tastes: one closely related to architecture, should be directed to the composition, style, sober colour, to the broad and simple, and enlarge its proportions with those of the monument; the other, meant for displacement, does not need to exaggerate its frames. Medium and small sizes suit this better. Leave to it the fantasy, caprices, the finish of execution, the curiosity of detail; originality can be deployed freely: it is just a painting for a painting, art for art's sake. [4]

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[2] "Abolition of slavery in French colonies April 27, 1848"

[3] "Liberty, Equality, Fraternity or Slavery Freed"

[4] « Ce que l'on appelait jadis la peinture d'histoire n'existe pour ainsi dire plus, du moins à la manière dont l'entendaient David, Guérin, Girodet, Gros, Meynier et les célébrités de l'Empire et de la Restauration: un sujet noble et grave traité d'une façon épique dans un style d'apparat et, sous de grandes dimensions.

[…] Les tableaux de cette dimension sont un anachronisme et un non sens, à moins qu'ils ne soient faits pour une place spéciale, et encore vaudrait-il mieux les peindre sur la muraille même de l'édifice à décorer, soit à fresque, soit à l'huile, soit à la cire. La peinture, selon nous, se sépare naturellement en deux grandes divisions: la peinture monumentale et la peinture de chevalet; la première chargée d'orner les édifices nationaux et publics, les temples de la prière et les temples du plaisir; la seconde

The extract may be related to some twenty-five years later with Eisenwalzwerk by Adolph Menzel, kept at the Nationalgalerie in Berlin, which measures 158 x 254 cm (DM Urbanisierung in Europa im 19. Jahrhundert) with direct passage of the artist's studio to the museum in 1876 illustrates the role of large sizes in the second half of the Nineteenth Century.

Research conducted by students on the Internet about the proposed documents on the file may lead to observe and compare various hangings of the work, for example when presented in a fair and in public collections today. This is not the case in the painting by Alphonse Garreau, usually kept in the reserves of the Branly Museum after being in the collections of the National Museum of the Arts of Africa and Oceania, but research will show that among others the painting retains a certain relevance: we can, for example, encourage students to ask the question of presentation and hanging in the exhibition The Collections Pay Tribute to Overseas by the Branly Museum for the Year of Overseas (2011, http://www.quaibranly.fr/fr/programmation/2011-annee-des-outremer.html), by keeping in relation to the matrix-printing, "Am I not a Man and a Brother?" used also to represent the tribute of the collection to the Reunion Island, which, in some way relates to the question 3 under the document in the file.

For obvious reasons related to the readability of the document, the paintings are presented unframed. Students can then make assumptions about the frames and the their origin: the painter? the first owner? a collector? the museum acquired it – it never hurts to ask how a picture came into a museum: order, purchase, donation, spoils of war...?; even imagine a frame by asking the double question: why until modern times and especially contemporary, a painting is always framed? why in a textbook, in a site, in a representation postcard, in a poster, is it almost always presented unframed? The question is less innocent than it seems, one of the benefits of the process is to present a picture as needed cropped. For a painting like this, but the study may also be conducted with Adolph Menzel's *Eisenwalzwerk,* almost as widely replicated as this one, it becomes very relevant take a research with the students to establish a corpus of representations: textbooks, sites, dictionaries, works of historians, etc.. and to check from the framed work the relationship between height and width, to highlight areas of the work which are cropped, whether, in the caption, potential cropping is intended. Through this approach, which can be usefully carried out along with a study of colour rendering, and in a completely different note, the statement of rights attached to the reproduction, it is obviously a critical study of external and internal representation which is implemented with students, but also a critique of formal employment document in various publications, essential for the formation of the citizen with the information he receives. On these points, the analysis of Horace Vernet's B*arricades of Soufflot Street* of (DM *Wiosna Ludowa i narodziny Europy Narodowa – The Spring of Nations and birth of Europe of Nations*) is particularly interesting, the painting, almost always presented unframed and often cropped on the sides and sometimes focusing on the top to better highlight the action on the top of the barricade. A similar study of the cropping may be conducted using an Internet search on Adolph Menzel's *Eisenwalzwerk* or Carlo Stragliati's *Episodio delle*

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de peupler les galeries et de satisfaire les goûts individuels: l'une, intimement liée à l'architecture, doit viser à la composition, au style, à la couleur sobre, à l'exécution large et simple, et ses proportions s'agrandissent avec celles du monument; l'autre, destinée au déplacement, n'a pas besoin d'exagérer ses cadres. Des dimensions moyennes ou petites lui conviennent mieux. A elle la fantaisie, le caprice, le fini d'exécution, la curiosité du détail, le précieux ou le ragoût de la touche; l'originalité peut s'y déployer librement: c'est de la peinture pour la peinture, de l'art pour l'art. »

*Cinque Giornate di Milano in Piazza Sant'Alessandro* (1898. Preserved in the Museum of Risorgimento Milan: DM *1848-'49 in Italia: popolo di guerra, guerra di eserciti / 1848-'49 in Italy: a war of people, a war of Armies*) where the use of the symbol for purposes of illustrating texts often leads to an approach -most of the time, without mentioning it – to a detail of the work, cropped, more or less tight, of the two characters women and the flag. These studies obviously led to those uses, reuses (posters, books…) [for example by comparing the first cover books by Alberto Toscano, *Long live Italy, When the French Were Passionate About Italian Unity*, (Armand Colin, 2010) and *Donne del Risorgimento* (collectively, ed. Il Mulino 2011)], and past and current diversions of these works.

Going back to the painting by Horace Vernet, the comparison with other paintings of barricades of the 1848 revolutions, even if limited to paintings like those of Eugene Hagnauer, Tonny Johannot, Gabe Eugene, Joseph Felon... kept at the Carnavalet Museum for the events of February, of those of Tony Francis Berg (Musée Carnavalet), Ernest Meissonier (Louvre), etc.. for the events for June is particularly fruitful; comparison with the daguerreotypes of the barricades, including *Barricades of the Saint-Maur-Popincourt Street 25 and June 26, 1848* (Musée Carnavalet and the Musée d'Orsay) is used to trigger a double reflection in part on the history painting and the relationship between painting and photography to render the event; on the other hand, on the first attempts at photographic illustration of what would later be a newspaper report: the photographs, reproduced in the form of woodcuts standing (Plon Brothers Burners), published in *L'Illustration*, No. 279-280, vol. X, 1-July 8, 1848 and illustrated *Journées illustrées de la Révolution de 1848* [...] (Paris, Offices of the illustration, 1849).

In a slightly different approach, Théophile Alexandre Steinlen's *Landscape plants* (DM The building in Paris in the Nineteenth Century), oil painting on canvas in small format (27 x 41 cm) in the Orsay Museum, can be compared to other works by Steinlen kept in the same museum, *Cityscapes* (oil on cardboard, 57.5 x 39 cm oil on canvas, 33.5 x 41 cm), *View of the roofs* (oil on canvas, 27 x 41 cm) and the more so in the museum site (http://www.musee-orsay.fr/) provides a history of collections. Similarly, the use of the painting of Gerolamo Induno, *Garibaldi sul Gianicolo* (1849, oil on canvas, kept in the Museo del Risorgimento, Milano. (DM 1848-'49 *in Italia: guerra di popolo, guerra di eserciti / 1848-'49 in Italy: a war of people, a war of armies*) can not do without a study of the role of this work in the Garibaldian gesture painted by Gerolamo Induno and his role as official painter of the "Expédition des Mille." (Expedition of the Thousand).

## PHOTOGRAPHS

In the same way as other graphic material, the questions on photographic documents explore the status and materiality as a trace, while developing, with the students, the idea that the photographic document, result of complex processes, produces only the obvious and the truth, shows only the reality engendered by the look that you rest on it. Looking at the intersection of multiple temporalities, it is fundamentally ambivalent and uncertain. Again, some examples will support the process.

The proposal to study the photograph of Eric Schwab "Dysentérique mourant" (Dying Dysentery) -caption "Dysentérique mourant" on the contact sheet with two photographs - taken in April 1945 in Buchenwald and become a symbol of the suffering of the deportees in the Nazi camps, not in the usual presentation of positive, more or less cropped, which appears in many textbooks, but under the cover of the pecial issue of *Le Magazine de France* about the "Nazi crimes", published in May 1945, calls, through an Internet search,

to compare the cropping in the height of the photography, initially in square format, centred on the face with that published by the *Franc-Tireur on* Friday, April 27[th,] 1945, cropped in width in three columns to the front (illustration of the article "Last night at the Swiss border. French justice has taken delivery of Petain," with the caption: "Nightmare in a camp released… This living dead has not the strength to stand up to reach his food bowl". And Petain, fat and pink, Petain who sent him there, Petain is back with four cars, and the general attorney Mornet pity on his age..."[5] where the bowl, which had disappeared in *Le Magazine de France*, comes into its own militant force. This is also a print cropped in the same way that is used in postcards by resistant associations (*Association des Anciens Combattants de la Résistance, Fédération Nationale des Déportés et Internés, Résistants et Patriotes, Libération PTT, Comité parisien de liaison de la résistance contre la loi Duveau*) in 1952. The comparison can continue with the following documents in the file of the exhibition *La découverte des camps*, photographs by Eric Schwab, *Agence France Presse*, National Archives and National Museum of the Resistance in Champigny, downloadable from the Internet:

- "Buchenwald", full-page photograph published in the information service brochure of war crimes, vol. IV, Concentration Camps, (Office of French edition, November 13, 1945)

- "Living, moving her head, lifting one arm and fell back exhausted. This typhoid died ten minutes after our reporter had taken this shot" inside page of the magazine *Objectif*, along with other photographs of Eric Schwab

- "This is what the SS abuse, deprivation and disease could make in a man. This dysentery is about to die", *The truth about Buchenwald. Survivors testify*, p. 18, the cropped photograph is in the bottom of the page across the width underneath a text of Dr. J. Brau, clandestine president of the medical division of *Buchenwald*, named medical director of the camp by U.S. authorities.

- "A deportee who has no longer the strength to get up to eat his lunch," *Atrocités nazies*, p. 33.

The comparison of the various publications of Eric Schwab's photography, of the cropping, of the black and white prints more or less contrasted in sepia tones with softer nuances, of the differences in the photoengraving, in the layout, the reflection over the differential meaning that our current eyes produced by the sight of the variety of image processing and page layout, looks very different at the time of publication, are extended by the study of texts accompanying the images that force the interpretation and, indeed, change the perception that we have of the various frames and prints. The research will also show that at the time the photographs are not credited, and that many sites continue to expose them anonymously and without precision on the cropping, despite the exhibitions of recent years.

Finally, we can look to more recent uses and receptions of this photograph, for example in the article "*Grausame Zeiten. 'Mein Photo des Jahrhunderts': Popstar David Bowie über die Aufnahme 'Stirbt an Ruhr'*' published by the *Zeitmagazin*, No. 8, February 12th, 1998.

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5 "Hier soir, à la frontière suisse. La justice française a pris livraison de Pétain" (…) "Vision de cauchemar dans un camp libéré… Ce mort vivant n'a pas la force de se lever pour atteindre sa gamelle. Et Pétain, gras et rose, Pétain qui l'a envoyé là-bas, Pétain revient avec quatre automobiles, et le procureur général Mornet s'apitoie sur son grand âge… "

On another note, the photographs of the First World War (DM *Montrer la guerre. La presse illustrée entre propagande et reportage photographique – Show the war. The illustrated press between propaganda and photographic*), including photographs published of the Competition of Photographs of War launched by *Le Miroir* in March 1915 led to a four-question on:

- reportage photography, its relation to reality and its consequent ability to testify (see the set of questions on the search for authenticity of the prints and the superposition of print by contact and enlargement)

- snapshot, as the truth of the event certified by the film editing of the page;

- the complex relationship of amateur photography and professional photography, which conceals also the control of the distribution (see the text by Blaise Cendrars);

- aesthetics of ruins and more generally the aesthetics of war photography since these are significant bridges between the contemporary press news and picture rail of the galleries and museums, as well as success in the art expositions of documentary style (see for example the photographs of Josef Koudelka, Don MacCullin, Sebastião Salgado, Philip Blenkinsop... since many examples can be found to study with students on the Internet).

Through these few examples where the document, requested by the set of questions proposed in the files, is discussed as a specific expression of the photographic media, supported by other images and taken in the set of the interaction of the process (act, gesture, light quality and meaning that make it be a sign of fundamentally ambivalent reception), it is about, taken a critical distance, to show that photography "in itself is inherently uncertain and undecidable", that "the image does not produce any obvious fact, no truth and can not show what is the result of the look that you rest on it. The image waits for the visibility of the relationship that is developed between those who produce it and those who look at it. As an image, it shows nothing"[6] (Marie-José Mondzain, *L'image peut-elle tuer?* Paris, Bayard Editions, 2002, p. 37) that the photograph used as a document, that is to say, an image having undergone multiple treatments to be published in an pedagogical document on paper or digitally, is a medium between viewpoints that opens multiple temporalities: time stopped, removed from reality, from the referent, the trace produced by the operator and the process, the uncertainty index, the interval between the viewpoints of the operator and the reader, this at a glance informed on the understanding or explanation of a hierarchical past or present in the referential transparency.

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[6] "Par elle-même est fondamentalement indécise et indécidable", que "l'image ne produit aucune évidence, aucune vérité et ne peut montrer que ce que produit le regard que l'on porte sur elle. L'image attend sa visibilité de la relation qui s'instaure entre ceux qui la produisent et ceux qui la regardent. En tant qu'image, elle ne montre rien"

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# 5

# About the use of the DMs in CLIL classes

Do Coyle, one of the major experts in CLIL, stresses on the strong cognitive value of this approach. She says that learning contents in another language asks teachers to revisit the language, to model it such a way as to promote conceptualizing the learning. Following the traditional theories regarding learning languages, the input must be clear to the learners (Krashen, 1987) as well as their outputs must be comprehensible (Swain, 1985). This is possible only if both the meaning and its expression are understood.

In most of the EU countries, except for the regions characterized by bilingualism, usually CLIL classes are attended by pupils who started learning a second language quite late (between 8 and 11) and for few hours a week. Moreover, often the content teachers are not trained and depend on the expertise of their language colleagues. This situation is well known by the school staff, by the students and their families as well as by the policy makers. It is not by chance that both the Council of Europe and the European Commission have been promoting the CLIL since the 90s, when they realized that many kids having learnt at school a foreign language for eight years or more could hardly string a sentence together, as David Marsh says in an interview available on the web[7].

The low competence in foreign languages of the students starting a CLIL experience, and sometimes also of the teachers, combined with the insufficient number of language hours scheduled, obliges teachers to translate the content from the language 2 to the 1 and vice-versa, in spite of the prevalence of the communicative method of teaching language. In any case, it is not sure that the communicative method is recommended in the CLIL, as far as the contents to be taught are complex and far away from the life situations commonly used in language learning. The teachers' experiences clearly show that they always have to translate from L1 to L2 or vice-versa and explain punctually the different ways to express the meaning in the two languages. However, this practice provides two positive consequences: 1. the emerging of the meaning from its first intuitive phase to its full awareness, which is not always the case in one's own mother tongue, as the learner can "feel" the meaning even if he can't exactly express it; 2. the affirmation of the principle of interpretance (Eco, 1993), by which the natural language serves also as meta-language, so that it is possible to compare  the semantic system of the language 1 to the language 2's one.

This second point introduces another topic, which is the social and historical construction of the language and its cultural aspects. This is a very important issue, because, even if everybody agrees that in the CLIL the contents prevail over language learning, it is worth pointing out that the major experts in this field come from language studies and training and, mainly, from the training of English as foreign language teachers. On the other hand, it is to be stressed that the political impulsion given to the CLIL by the European authorities stemmed from the need to improve the language competences of the European citizens.

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[7]  http://www.youtube.com/watch?v=-Czdg8-6mJAhttp://www.youtube.com/watch?v=-Czdg8-6mJA retrieved 18.01.2012

As a consequence, the CLIL studies focus on language issues and take little notice of the cultural ones, as well as the materials available, except for those produced by the teachers by taking into account the needs of the their classes, tend to translate contents and exercises from the curricular L1 textbooks to L2 ones without adapting the approach to the different needs (Coonan & Marangon, 2006).

The state of the art of the CLIL in Europe indicates two points:

1.  English is the dominant language in CLIL experiences.

2.  The subjects involved are mathematics, sciences and social sciences.

The first point does not stun. Even if the European policies go to the opposite direction, by sustaining minorities languages and, in general, supporting the diffusion of all the languages spoken within the EU borders, the dominant position of English is undeniable. The second point has to be analyzed together with the first one. In fact, mathematics and sciences not only have their own symbolic language which limits the role of the verbal language in learning, but they also confirm the importance to study English because the international scientific literature is more and more published in this language. The same thing can be said for social sciences, economics and geography. On the contrary, it is much more difficult to deal with philosophy and history in a foreign language, so that it is quite frequent to use a mix of history, human geography, sociology and economics in CLIL, but impossible to find CLIL experiences involving the great topics of history and philosophy.

Starting from these preliminary remarks, the MIH project intended to provide materials that could motivate and support teachers in approaching these great topics, such as national histories, conflicts or migrations. The language skills targeted are, of course, reading and writing, even if the Digital Modules (DMs) include also audio-visual materials.

The DMs design matches the multiple literacies pedagogy as it is recommended in the European educational programmes. "It is pluriliteracy that is being marketed as a unifying capacity for European citizens in the 21st century. For example, the European Union is actively seeking to develop its citizen's plurilingual literacy practices and values. To do so, it emphasizes the role of school not simply in teaching languages to a certain level of proficiency, but also in recognizing and valuing the plurilingual language and literacy practices of students in their full range. The development of the European Language Portfolio (ELP) is one attempt to record and recognize these practices, regardless of whether they are learned or valued in school (Common European Framework of Reference for Languages 2002)" (García et al., 2006).

The MIH DM (García-Peñalvo et al., 2011), in fact, develops complex historical and geographical topics focusing particularly on the factors that contribute to the construction of the national identities within the school curricula.

Since the meaning depends on the social use of the language, regulated and coordinated, the DMs present all the sources in their original language. They also provide didactical materials addressing different targets (captions, descriptions, explanations and exercises for both teachers and students) and focusing on the contents, but not on the structures of the language. The role of the English as supporting language, a sort of *tertium comparationis*, is recognized as far as each DM is translated in English. But they are not conceived for learning English, as they do not include any English source; their English translation just

aims at sustaining other European languages, two of which, Polish and Italian, are not so popular in schools.

The use of the DMs entail the exercise of translation from a language to another, as the meaningful interpretation of the text makes the learners aware that the language forms are meaningful only because they are used and, because of their use, can be associated to a meaning. The expression "shoe laces" cannot be translated in the language spoken by people that completely ignore what shoes are (De Mauro, 1989).

In the same way, "Anschluss" cannot be translated just as "inclusion" if it refers to Austria in 1938, as well as the expression "Spring of Nations" has different meanings in Spain, Italy or Poland.

According to the above mentioned principles of the Multiliteracies Pedagogy, the DMs use different communication channels and strategies, in order to enable the learners evolve their language competences and foster the critical engagement necessary for them to design their social futures and achieve success through fulfilling employment (Cazden et al., 1996).

Maybe, it is not by chance that, in general, the evaluation given by the language teachers who tested the DM in their classes is not so positive as their human sciences colleagues.

## STATE OF THE ART OF THE CLIL IN EUROPE (2005-2010)

The CLIL (Content and language integrated learning) methodological approach seeks to foster the integrated learning of languages and other areas of curricular content. Since 1990 Community recommendations regarding education have been promoting "innovation in methods of foreign language training."[8] The recommendation 89/489/CEE refers in particular to the teaching in a foreign language for disciplines other than languages, providing bilingual teaching, and proposes improving the quality of training for language teachers. In the White Paper, published in the same year, the European Commission stated that: "...it could even be argued that secondary school pupils should study certain subjects in the first foreign language learned, as is the case in the European schools." The CLIL approach, in fact, was developed in the European schools created in the bilingual regions situated along the borders of France and Germany as a consequence of the agreements between the two countries after the World War II (WWII).

The most complete survey on the CLIL was published in 2006 by the Eurydice European Unit. This study was based on information contained in the national descriptions from the 30 of the Eurydice Network member countries and covers all levels of education corresponding to ISCED 0, 1, 2 and 3. It is most important finding was that, even if the

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[8] Lingua programme, Decision of the Council 89/489/CEE, 16.08.1995. Owing to its effectiveness and ability to motivate learners, CLIL is identified as a priority area in the Action plan for Language Learning and Linguistic Diversity (Section 1 1.2). The European Symposium on "The Changing European Classroom - the Potential of Plurilingual Education," held in March 2005 in cooperation with the Luxemburg Presidency recalled the need to ensure that pupils and students receive CLIL provision at different levels of school education. It was also emphasised that teachers should receive special training in CLIL.That same year, the EU published an in-depth study into how CLIL is taking place in schools throughout Europe. The EU has also supported many CLIL projects including the development of a European network for Content and Language Integrated Classrooms, EuroCLIC.

CLIL-based approach was part of the mainstream, it did not mean that it was widespread. The situation varied also accordingly to the presence in each country of regional or minority languages, but, in these cases, it is obvious that the CLIL did not aim at learning a foreign language but at assuring the knowledge of both the national and the local languages.

CLIL type provision in one or more foreign languages was introduced only in the beginning of the 90's, and it was offered to only a minority of students and in just few schools. In particular the Eurydice survey pointed out the issues listed below.

**Language vs. Discipline**

The way used to implement CLIL approach was not the same in each country: some school system tended to highlight the language dimension of learning while others focused on its subject-based component. Sometimes, even the term CLIL did not appear and was replaced by other expressions usually meaning "bilingual learning".

**Predominance of English**

In every country the target language was English, followed by French and German. One of the main goals of the European Commission promotion of linguistic diversity was, in some way, discounted by national policies and school practices. As a matter of fact only the three EU official languages, which had an important political and historical background, were used in CLIL approaches.

**Small scale**

The CLIL approach was not widely adopted, especially when it was not requested by the presence of minority or regional languages. Only few classes, usually in the big cities, were involved in this experience, which varied roughly from 3 to 15 % of the national school population depending on each country.

**Choice of the subject**

The analysis of the country contributions showed that, in general, national recommendations regarding CLIL tended to attach greater importance to the language proficiency than to the subject learning, so that there wasn't any national framework / curriculum for a special subject taught in a foreign language. The most frequently selected subjects were mathematics, the physical and natural sciences and the social sciences (economics, history & geography). This choice is easily understandable by considering the relevance of the symbolic language of the former and the multicultural perspective of the latter: scientific symbols can help the understanding of the concepts as well as multicultural approach can motivate pupils.

**Teachers' training**

As the approach was fairly novel, the study underlined the shortage of trained teacher and the need to develop training programmes. According to the survey, the training should also have helped teachers in developing in their pupils the ability to learn subjects in a language in which their level of proficiency was not that of native speakers.

**CLIL in MIH partner countries**

Five years passed from the Eurydice survey. Yet, the situation only partially evolved. In fact, even if the CLIL experience is widespread, only in few cases it has been structured in

a framework. Leaving aside the bilingual areas, like South Tyrol or Alsace, where it has been implemented many years ago and is regulated by bilateral agreements between States, the CLIL methodology, intended as learning content in a foreign language, depends mostly on school projects and local initiatives. It has been introduced only in the curricula of the European schools and International sections.

The survey of the CLIL implementation in schools was not among the goals of the MIH project; nevertheless the partners provided an overview of what is going on in this field in their own countries (Spain, Italy, Germany, Poland, France and Austria).

In **Austria** the greatest importance is given to the primary school curriculum (Austrian Primary School Curriculum), in which CLIL has been introduced for four years. Moreover, the teaching of foreign languages in primary schools was introduced in Austria in 1962 in defense of minority languages, even if it has spread only to the end of the 1998 with the prevalence of English. In secondary school CLIL can be used in different ways depending on the situations: it can be offered at the school level, at the class level, or even limited to one subject or discipline. As happens in other countries, CLIL is subject to the planning of the teachers, but it is not formalized due to the lack of trained teachers, of informal assessments and of non-stipulated qualifications.

In **France**, the European Union recommendations on youth mobility, in November 2008, gave impetus to a series of interventions by the Ministry of Education to increase international partnerships, policies of information, communication and, necessarily, linguistic policies. With Circular No. 2010-008 (1/29/2010) becomes stronger language teaching in high school, among other things by inserting a provision that encourages the opportunity to teach in a foreign language even non-linguistic disciplines (the French acronym is DNL). Other measures favor the practice of the language in authentic partnership and mobility projects.

In 1992 in **French Secondary School** (from 13 years onwards) there are European sections that, unlike what happened in other countries, can also be activated in technical and professional schools. Characteristic of these sections is to offer language training reinforced with stages abroad, as well as cultural and professional contacts through the use of CLIL. The website especially created by the French regarding language learning in the country. (Ministry of education, http://www.emilangues.education.fr gives all information).

In **Germany** bilingual schools were introduced in 1963 by the German – French Treaty of Cooperation that created the Lycées franco-allemands/Deutsch-französische Gymnasien. This experience is extremely important because is also at the origin of the reflection and the elaboration of the bilingual learning methodology. The increasing importance of English as international language engendered, since the 90s the creation of more and more English bilingual programmes, so that, in 2000, there were around 250 English bilingual programmes and only 84 French ones. These days, as documented by Dieter Wolff (2011), there are 500 English bilingual programmes, meanwhile other languages have been joined, as Spanish, Russian, Italian and Dutch. The most frequent subjects taught in a foreign language are geography, history, politics and biology.

Since Germany consists of 16 individual states, each one responsible for educational policy, it is not easy to give a comprehensive outline of what is going on with CLIL classes. Generally speaking, bilingual instruction starts at grade 7 or 8. For these first two years of the secondary schooling the pupils receive an intensive foreign language course (5

hours per week), but those who are about to join a CLIL class receive an extra 2 hours language tuition. As it happens in several other European countries, bilingual instruction is usually proposed in general education, even if recently it has been introduced also in Realschule.

In Italy, the recent reform of secondary school requires that each school can activate a CLIL course, both within the mandatory curriculum or as own educational offer, provided that this does not entail additional costs for administration[9]. This indication was followed, in early 2011, by a preliminary investigation directed to the entire teaching staff in secondary schools (14 - 19), which was called for a willingness to attend a language training course and get a certification level, (between B2 and C1), in order to teach their subject in a foreign language chosen between English, French, Spanish and German. The starting level to access the training should be at least B1.

According to this organization, for more than a decade, Italian Lower and Upper Secondary schools have been providing CLIL courses, either as ministerial offer either as school offer. The disciplines involved are the same as in other countries: life sciences, history and geography, economics. The languages vary depending on the skills of the teacher.

The development of European and international schools, in which language teaching is enhanced, and the recent agreements with France and Germany on the mutual recognition of the final exam at the end of the Upper Secondary School naturally have helped spread interest in bilingual education.

In **Poland** CLIL classes were inaugurated in the Upper Secondary Schools at the beginning of the 90's; the reform, in 1999, introduced them also in the Lower Secondary School. English, German, French, Spanish, Italian and Russian are, in this order, the most popular languages taught. The creation of German, French and Spanish classes is supported by the respective countries that signed bilateral agreements with the Polish Ministry of Education in order to offer to the students attending these classes the recognition of their final diplomas, so that they do not need to pass a language examination when applying a German, French or Spanish university. Both Spanish and French, but also German and Russian institutions made a big effort in training teachers able to teach their own disciplines in another language.

According to the regulation, all disciplines, except for Polish culture (Polish history, geography and literature) and foreign language, can be taught in another language. Usually mathematics, computer science, sciences, general history and geography are preferred. In years, a teacher training design has been developed, even if it does not yet exist a double degree which combines disciplines and foreign languages. It is interesting to notice that, thanks to the agreement with Germany, the university curriculum for students who intend to teach German includes history and geography deepen studies.

Like Germany, also **Spain** comprises many autonomous regions (17) plus the autonomous cities of Ceuta and Melilla, but in Spain the situation is complicated by the existence of regional linguistic minorities. This explains why bilingual programmes involving official

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[9] The text literally reads: "E' previsto l'insegnamento, in lingua straniera, di una disciplina non linguistica (CLIL) compresa nell'area delle attività e degli insegnamenti obbligatori per tutti gli studenti o nell'area degli insegnamenti attivabili dalle istituzioni scolastiche nei limiti del contingente di organico ad esse annualmente assegnato."

regional languages, namely Basque, Catalan, Galician and Valencian, have been implemented in mainstream schools since the 1980s. The expertise gathered after years of practice in bilingual communities has provided an excellent example for the design and the implementation of CLIL programmes focusing on foreign language.

In Spain too, English is the favorite language in CLIL experiences so that the Spanish Ministry of Education, Culture and Sports and the British Council have signed the 'MEC/ British Council Agreement', to implement *the Bilingual and Bicultural Project*. This project aims at raising English language levels of children in state schools by following an official bilingual and bicultural curriculum.

## CLIL PROS AND CONS

Even if, in these last years, CLIL is up to date, nevertheless problems related to bilingual learning must not be underestimated. In fact, there are pupils who resent learning other subjects through foreign languages, and families who worry about it. Sometimes it's difficult for language teachers to become content teachers and difficult for content teachers to teach in foreign language. Teachers struggle planning lessons and finding appropriate material, so that they consume a lot of time. Finally, as already it is said, there is a shortage of content teachers who are willing and able to teach in foreign language and only in few countries there are training programmes for them. Last but not least, there doesn't seem to be much guaranteed continuity so that, after a one year CLIL project pupils cannot continue the experience.

On the contrary, the supporters of the CLIL argue that it builds intercultural knowledge and understanding, develops intercultural communication skills, multilingual interests and attitudes as well as it improves language competence and oral communication skills. Moreover, it provides opportunities to study content through different perspectives, allows learners more contact with the target language, diversifies methods and forms of classroom practice and increases learners' motivation and confidence in both the language and the subject being taught.

It is not intended here to debate the two groups of subjects. It is clear that both are reflected in practice and the difficulties should not be hidden behind ideological enthusiasm, or of manner. However, if CLIL is not intended as an approach for which linguistic competence is a priority from the outset, but it favors the acquisition of information through learning of words, expressions and uses of language, then classes and teachers who are not particularly adept in the Language 2 may use this methodology.

In fact, leaving aside the dogma of the communicative approach and considering that the academic languages learning has structured in the students grammatical categories and created the need for translation, the upgrading of skills of reading comprehension and writing can be a good target for a CLIL class. Not counting the motivational, heuristic and cultural value that a research carried out on sources other than the usual has.

## CLIL AND MIH DIGITAL MODULES

The MIH Digital Modules were not designed with the specific aim of language teaching, however, given the variety of modules, which offer different levels of difficulty depending on the topic, the target and the cut, the teacher can find what suits his needs for a CLIL lesson. In fact, the modules designed for the Lower Secondary School level offer easiest contents and language levels, while the diversity of sources, including some oral source,

literary and artistic documents, legal texts, historical narratives offer very interesting insights.

It is not the purpose of this chapter to propose language exercises (comprehension tests, grammar exercises, guides to produce oral and written) supplied with the modules. Each teacher is perfectly able to do so according to his didactical needs. It is intended to suggest some possible uses.

In a survey conducted in 2005 on how the CLIL was translated into school practice, Philip Hood (2005) found that there were roughly four prevailing ways of addressing the teaching of non-linguistic matters in a foreign language:

1. Surface cross-curricular linking (linguistic approach).

2. Integrating language and re cycling/deepening content.

3. Integrating language and new content.

4. Immersion (content approach).

Moving from the first to the last, the focus shifts from language learning (MFL approach) to subject contents (Coyle, 2008).

Let's look at, for each of these teaching approaches, what opportunities offer some of the MIH Digital Modules.

**Surface cross-curricular linking**

This approach implies a linguistic design with some links with other curricular areas. The focus is definitely on the language more than on the contents. If we choose, for example, the Digital Module *Vienna – Population Dynamics and Urban Expansion in the 19th Century* (http://grial4.usal.es/MIH/vienna/)*,* that deals with the urban development of Wien, targeted to pupils attending Lower Secondary School, we find two pictures depicting the town, the first one, at the end of the XIX century and the second one nowadays (Figure 19 y Figure 20). A short presentation explains the differences between the two maps.



**Figure 19. Wien map 1**

**Figure 20. Wien map 2**

**Presentation**

"The section of the first map shows the inner part of the city of Vienna around 1800. The fortifications of the inner city, the adjacent unbuilt artificial slope outside the city walls (glacis) and the suburbs are all clearly visible. Coming from the west, the Danube and its canal can also be clearly seen.

Taken on the same scale in 2000, the satellite image on the right map shows the inner city and the surrounding districts (former suburbs). Parts of the formerly vacant land (glacis) have become parks or have been built upon. Vienna's river and the former branch of the Danube are heavily regulated."

A "prevalent linguistic approach" would suggest to work with the maps, by proposing sequences of questions and answers such as "Where is...?; What is...?; Show on the map…; How much...? Which details?" and so on. The short presentation offers some hints for developing vocabulary: "Inner part, fortification, adjacent, slope, suburbs, scale, surrounding districts, former branch, metropolitan area, grow in size, crown lands, above, below, left, right", that can be used in short conversations or for improving writing skills.

Several figurative sources can be used in this way, even if, of course, their meaning will be strongly diminished. The DM *Urbanization- Düsseldorf: the reorganization of the city after WWII*, for example, provides suitable materials that can be easily exploited for language learning.

The first picture clearly shows the damages of the bombing and the first phase of the reconstruction; in the second one the students can observe the new blocks built up after the WWII. According to the linguistic approach, the students can be asked to compare the two

pictures. This exercise will improve both their vocabulary and their skills in depicting cityscapes.

Actually, this part of the DM proposes some other considerations connected to traffic problems and pollution that bring far away from the context of the destructions caused by the war. Answering both the two questions "What problems can arise because of high volume of traffic and a densely built-up area?" and "What measures can be taken (by the state and the city) to reduce pollution?" demands a good linguistic level as far as it is no more matter to describe something but to argue an issue.



**Figure 21. The corner of Berliner Allee and Steinstraße in the late 1950s**



**Figure 22. Corneliusstraße before the introduction of trams**

**Integrating language and re cycling/deepening content**

This model integrates language and recycled content yet revisited in order to revise or deepen the subject. It could be an idea to develop the subject in the native language and,

then, revise it in Language 2 by using the translation proposed by the DM. Revising in a foreign language usually oblige everybody to pay more attention on the meaning of the words and this effort can improve the awareness of the pupils as far as the content is concerned.

The second source introduced by the DM *Vienna – Population Dynamics and Urban Expansion in the 19th Century* (http://grial4.usal.es/MIH/vienna/) is a map depicting migration fluxes to Vienna in the XIX century.
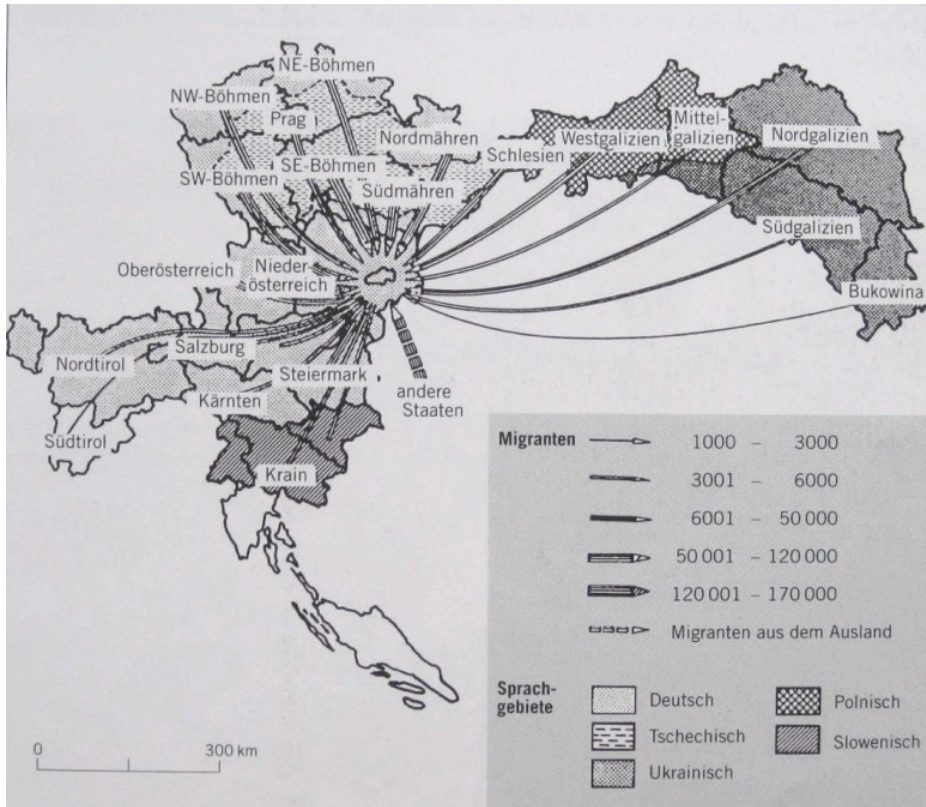


**Figure 23. Migration fluxes to Vienna in the XIX century**

In a German speaking CLIL class, it is possible to introduce the subject by using the original presentation, which is in German, and, as a translation exercise, to work with the English version of the same text.

Original German text:

> „Zu Beginn waren Menschen mit deutscher Sprache aus Böhmen, Mähren und die Sudetenländer die Hauptzuwanderer. Mit dem Bahnbau ab Mitte des 19. Jahrhunderts veränderte sich das und es erhöhte sich der Anteil der fremdsprachigen Migranten. Der wirtschaftliche Bedeutungsgewinn und der Bahnbau ließ die Residenzstadt nun auch zur wirtschaftlichen Metropole aufsteigen. Um die Wende vom 19. Zum 20. Jahrhundert war Wien der Schmelztiegel von verschiedensten ethnischen, aber auch religiösen Gruppen

(zum Beispiel Juden) geworden. Der Anteil der zugewanderten Bevölkerung, nach heutiger Sichtweise als „Bevölkerung mit Migrationshintergrund" betrug um 1890 an die 65%„.

English version:

"At the beginning, the main immigrants were German-speakers from Bohemia, Moravia and the Sudetenland. This changed with the construction of railway lines from the middle of the 19th century when the proportion of non-German speaking migrants increased. The economic rise in importance and the construction of the railway lines meant that the seat of power turned into an economic metropolis. Around the turn of the 20th century Vienna became a melting pot of different ethnic and religious groups (e.g. Jews). In 1890, 65% of the entire population was made up of what today would be called "people with a migration background". "

The teacher version proposes more information that can be used for an in-depth examination, in both languages, German and English.

"By expanding the railway network in the monarchy, the share of foreign migrants increased. These came from the agrarian and crowded regions of Bohemia and Moravia. They were employed as servants to the aristocracy and bourgeoisie and provided a significant contribution to the creation of the "fourth estate" – the industrial working class. In 1856 only 30% of Vienna's entire population had been born there and a further 18% became indigenous by naturalization. 47% of the population living in Vienna at that time came from the Austrian crown lands of the monarchy and only 6% came from abroad. Many small traders and craftsmen came from the provincial centers and market towns of the monarchy. The immigration also took place in a centrally organized empire in which the army and government officials – regardless of ethnicity – had the final say.

The settlement with Hungary reduced the immigrants' area of origin to the Austrian half of the empire. The settlement, known as the Austro-Hungarian Compromise, was a treaty signed by Austria and Hungary in 1867 on the constitutional relationship between the two parts of the Austro-Hungarian Monarchy. Under this agreement, the former empire of Austria was incorporated into the so-called Dual Monarchy (until 1918). At the end of the 19th century, many Jewish immigrants flowed into Vienna from the area of Galicia, which had been incorporated into the Austrian half of the Monarchy under the Compromise. Around 1900 almost two-thirds of Vienna's population was foreign."

This second text introduces news terms and more complicated structures that can be recycled by students in revising and telling contests. Some questions can help them in organizing their speech / paper, such as *Who were the "people with a migration background" in Vienna in 1890?"* or *"Who are the "people with a migration background" nowadays in Austria?"*.

**Integrating language and new content**

If the teacher wants to go on with the same module, he may deal with a relatively new topic, like "migrations in Vienna today", integrating vocabulary and language structures already known. In this case, the student has got part of the vocabulary and linguistic structures needed to tackle a new theme in specific content, but does not have the linguistic resources to speak of the general problem.

For example, the student has the following inputs:

1. "The number of people living in Vienna has begun to rise again since 1980. Just like in the 19th century, many people from other countries are coming to us. What has changed with regards to the immigrants' countries of origin compared to those in the past?"

The DM provides also a short suggestion that should be completed by the teacher:

"Recently many immigrants have come from Eastern European countries where unemployment levels are high. Many people from countries in North Africa and the Middle East even try to find work in Austria. People who are persecuted for religious or political reasons come to Austria as refugees."

2. "Are the motives for migration to Vienna the same as before?"

Suggestion:

"Just like in the past, many people come to Austria because of economic reasons. They hope to find employment and improve their living conditions."

The DM *1848- '49 in Italy: a war of people, a war of army* (http://grial4.usal.es/MIH/1848inItaly/en/resource5.html) is characteristic because of its narrative style, that provides a lot of information on the "Risorgimento" and the national point of view on the construction of the Italian identity. Its contents and language better fit an advanced class that can understand its complexity. It can be used in a CLIL class studying Italian also to introduce the sublanguage of the constitutional law. For example, the following excerpt of the Constitution of the Roman republic 3$^{rd}$ July 1849 is extremely interesting from both the linguistic and the historical points of view. In fact, it shows the main issues of the debate on the Republic and the Kingdom as well as on the role of the Roman Church in the XIX century. Its links with the principles of the French revolution are absolutely clear.

Another point in this text to be developed is the idea of "Italian nationality", whose principle has never changed in Italian law: only those born in the Republic from Italian parents are Italian citizen. A foreigner can ask for Italian citizenship after ten years.

> "PRINCIPI FONDAMENTALI
> 1. La sovranità è per diritto eterno nel popolo. Il popolo dello Stato Romano è costituito in repubblica democratica.
> 2. Il regime democratico ha per regola l'uguaglianza, la libertà, la fraternità. Non riconosce titoli di nobiltà, né privilegi di nascita o casta.
> 3. La Repubblica colle leggi e colle istituzioni promuove il miglioramento delle condizioni morali e materiali di tutti i cittadini.
> 4. La Repubblica riguarda tutti i popoli come fratelli: rispetta ogni nazionalità: propugna l'italiana.
> [...]
> 7. Dalla credenza religiosa non dipende l'esercizio dei diritti civili e politici.
> 8. Il Capo della Chiesa Cattolica avrà dalla Repubblica tutte le guarentigie necessarie per l'esercizio indipendente del potere spirituale.
> Titolo I. DEI DIRITTI E DEI DOVERI DE' CITTADINI
> Art. 1. – Sono cittadini della Repubblica:
> Gli originarii della Repubblica;
> Coloro che hanno acquistata la cittadinanza per effetto delle leggi precedenti;

Gli altri Italiani col domicilio di sei mesi;

Gli stranieri col domicilio di dieci anni;

I naturalizzati col decreto del potere legislativo."

Art. 3. – Le persone e le proprietà sono inviolabili.

[...]

Art. 5. – Le pene di morte e di confisca sono proscritte.

Art. 6. – Il domicilio è sacro: non è permesso penetrarvi che nei casi e modi determinati dalla legge.

Art. 7. – La manifestazione del pensiero è libera; la legge ne punisce l'abuso senza alcuna censura preventiva.

Art. 8. – L'insegnamento è libero. Le condizioni di moralità e capacità, per chi intende professarlo, sono determinate dalla legge.

[...]

Art. 11. – L'associazione senz'armi e senza scopo di delitto, è libera.

Titolo II. DELL'ORDINAMENTO POLITICO

Art. 15. – Ogni potere viene dal popolo. Si esercita dall'Assemblea, dal Consolato, dall'Ordine giudiziario.

Titolo III. DELL'ASSEMBLEA

Art.16. – L'Assemblea è costituita da Rappresentanti del popolo.

Art. 17. – Ogni cittadino che gode i diritti civili e politici a 21 anni è elettore, a 25 è eleggibile.

[...]

Art. 26. – I rappresentanti del popolo sono inviolabili per le opinioni emesse nell'Assemblea, restando interdetta qualunque inquisizione.

[...]

Art. 28. – Ciascun rappresentante del popolo riceve un indennizzo cui non può rinunciare.

Art. 29. – L'Assemblea ha il potere legislativo: decide della pace, della guerra e dei trattati.

Art. 30. – La proposta delle leggi appartiene ai rappresentanti e al Consolato.

[...]

Titolo VI. DEL POTERE GIUDIZIARIO

Art. 49. – I giudici nell'esercizio delle loro funzioni non dipendono da altro potere dello Stato.

Art. 50. - Nominati dai consoli ed in consiglio de' ministri sono inamovibili, non possono essere promossi, né traslocati che con proprio consenso, né sospesi, degradati, o destituiti se non dopo regolare procedura o sentenza.

[...]

Titolo VII. DELLA FORZA PUBBLICA

[...]

Art. 57. – L'esercito si forma per arruolamento volontario o nel modo che la legge determina.

Art. 58. – Nessuna truppa straniera può essere assoldata, né introdotta nel territorio della Repubblica, senza decreto dell'Assemblea.

Art. 59. – I generali sono nominati dall'Assemblea sopra proposta del Consolato.

[...]

Art. 61. – Nella guardia nazionale ogni grado è affidato per elezione.

Art. 62. – Alla guardia nazionale è affidato principalmente il mantenimento dell'ordine interno e della costituzione.

Translation:

FUNDAMENTAL PRINCIPLES
1. Sovereignty is in the people by eternal right. The people of the Roman State form a democratic republic.
2. The democratic regime has the principles of equality, liberty and fraternity. It does not recognise noble title or privilege of birth or caste.
3. The Republic through its laws and institutions promotes the betterment of the moral and material conditions of all citizens.
4. The Republic regards all peoples as brothers. It respects every nationality. It champions the Italian nation.
[...]
7. The exercise of civil and political rights do not depend on religious belief.
8. The Head of the Catholic Church will have all the guaranties necessary from the Republic for the independent exercise of spiritual power.
Chapter I. CONCERNING THE RIGHTS AND DUTIES OF THE CITIZENS
Art. 1. – They are citizens of the Republic:
Those born in the Republic;
Those who have acquired citizenship under prior existing laws;
Those other Italians with six months domicile;
Those foreigners with ten months domicile;
Those naturalised by decree of the legislative authority.
Art. 3. – Persons and property are inviolable.
[...]
Art. 5. – The penalties of death and confiscation are proscribed.
Art. 6. – The domicile is sacred: entry therein is not permitted except in those cases and in those ways determined by the law.
Art. 7. – There is free expression of opinion; the law will punish the abuse of this without any preventive censorship.
Art. 8. – Education is free of controls. For those who intend to teach, the conditions regarding morality and capacity are determined by law.
[...]
Art. 11. – There is freedom of association where this is unarmed and without the objective of committing a crime.
Chapter II CONCERNING POLITICAL ORGANISATION
Art. 15. – All power comes from the people. It is exercised in the Assemblies, the Consulate and in the Magistracy.
Chapter III. CONCERNING THE ASSEMBLY
Art. 16. – The Assembly is composed of Representatives of the populace.
Art. 17. – Every citizen who enjoys political rights at 21 years of age is an elector and at 25 is able for election.
[...]
Art. 26. – The representatives of the people may not be pursued for opinions expressed in the Assembly; any investigative enquiry whatever is forbidden.
[...]

Art. 28. – Each representative of the people will receive an indemnity , which he may not refuse.

Art. 29. – The Assembly has legislative powers: it decide on peace, on war and on treaties.

Art. 30. – The power to propose laws belongs to the assembly and to the Consulate.

[...]

Chapter VI. CONCERNING THE MAGISTRACY

Art. 49. – In the exercise of their function, the Judges do not depend upon other State powers.

Art. 50. - They are nominated by the Consuls and in the Council of Ministers: they may not be removed, nor promoted, nor transferred except with their consent; nor can they be suspended, demoted or removed from office except following proper procedure or sentence.

[...]

Chapter VII. CONCERNING THE FORCES OF ORDER

[...]

Art. 57. – The army will be recruited by voluntary enrolment or in the form determined by law.

Art. 58. – No foreign troops may be enrolled nor introduced into the territory of the Republic without decree by the Assembly.

Art. 59. – Generals are nominated by the Assembly on the basis of proposals by the Consulate.

[...]

Art. 61. – Every rank in the National Guard is awarded by election.

Art. 62. – The National Guard is principally entrusted with the maintenance of internal order and the Constitution.

**Full immersion**

There is not much to say about "full immersion" approach that necessarily depends on the motivation, language level and the students' response. We simply point out that the term "immersion" can be understood in its usual meaning as referring to the language, but it could also refer to the contents in any way.  In fact, one thing is to address a topic in a linguistic full immersion, known at least in part, or whose references are familiar to the student because they are part of their culture, while it is very different the approach to contents that are completely new.

The countries recently joined the EU, both for the linguistic distance from the areas of Anglo-Saxon and Romance languages, both for the isolation in which they were forced from their dependence on the Soviet bloc, are relatively less known in the schools, for example, in Spain or in Italy. In Germany and partly in France, countries whose destinies have historically crossed with those of Eastern European countries, the case is different, but, however, the difficulty of language teaching and their limited distribution at school greatly reduce the chances that the students have to know these cultures. The Poles Digital Modules, for this reason are unlikely to be used in their original language. For them, unfortunately, an almost exclusive use in the English version is expected, unless they can be enhanced in border areas or in areas with high presence of immigrants. For the purposes of a "full immersion" approach they are still very interesting, especially when they develop

topics of history and geography or present national sources that the textbooks in other countries ignore.

For example, Ignacy Baliński is not a known author in schools elsewhere. It's not exactly like talking about Gustave Flaubert or Primo Levi.

Ignacy Baliński, born in 1862, was a Polish writer, journalist and social activist. Before World War I he worked in the Prosecutor's Office of the Kingdom of Poland in Warsaw. At the same time he wrote articles for magazines and newspapers in Warsaw. In 1918 he became a Supreme Court judge and president of the Warsaw City Council. From 1922 to 1927 he was a senator from the National Democracy, but in 1939 he moved to UK. His "Extract from the memoirs" titled Wspomnienia o Warszawie, published in Warsaw only in 1987, is one of the sources of the DM "*The development of Polish towns in the second half of the nineteenth century*".

"Shopping and walking took place on most main streets, which were then Krakowskie Przedmieście and Nowy Świat, Marszałkowska from Jerozolimskie Avenue to Saski Garden, Wierzbowa and Czysta (Ossolińskich), Senatorska, crossed by the Theatre Square and to a lesser extent Miodowa and Bielańska. Commercial traffic, wholesale, especially concentrated in the vicinity of Nalewki Street, and secondary and tertiary in the vicinity of Żelazna Brama Street and Kercelego Square (...). The walking audience usually walked on the right side of Krakowskie Przedmieście Street and Nowy Świat from the Castle, but when entering Ujazdowskie Avenue near my old junior high school number four they moved to the left, leaving the right side. This happened always with firmness and precision of the Gulf Stream. Signs for shops had to be either in Russian or in two languages, Russian and Polish, or, finally, in one of the foreign ones - mostly French - in quotation marks. In general, any poster or placard outside the house - even such as "doctor", in Russian, "wracz" could not do without the Russian text, with the exception of the hourglass, as a notice of someone's death and burial was called, placed at the entrances of churches. In Vilnius and outside the Kingdom, in the former territories of the Republic and in the Suwalki region, the Polish language in all notices, even next to the text in Russian, was banned. (...) "

The proposed text is not particularly difficult in terms of language, offers an interesting cross-section of Warsaw in the Nineteenth century, cosmopolitan city, which undermines the stereotype of the isolated and impoverished post-war Poland. The text could be used for a reading-comprehension exercise, using the comprehension questions already available in the Digital Module.

- *Where did the wealthy citizens do their shopping and where did the wholesale take place?*
- *How the political situation of Poland did after the Third Partition affected everyday lives of the population in Warsaw?*
- *What were the shops in Warsaw like in the second half of the nineteenth century?*

Answers are given in the "teacher" section and can also be used directly by students to verify both their level of understanding with their level of reworking.

- Wealthy citizens did their shopping in stores located in the streets: Krakowskie Przedmieście, Nowy Świat, Marszałkowska from Jerozolimskie Avenue to Saski

Garden, Wierzbowa and Czysta (Ossolińskich), Senatorska, Miodowa and Bielańska. Wholesale trade concentrated in the vicinity of Nalewki Street.

• According to the treaty concluded by the partitioning powers (Russia, Austria and Prussia) during the congress in Vienna in May 1815, the lands of the former Duchy of Warsaw (with the exception of the departments of Poznan and Bydgoszcz) were attached to the Russian Empire. In December 1815, the Constitution of the Polish Kingdom signed by Alexander I (as a Polish king) was announced, which guaranteed the status of a separate state, its territory, the Polish central and local government, national parliament and the army, its own budget and monetary system, a separate educational system. The repression suffered by the Poles after the November Uprising and January Uprising, aimed at eradication of autonomy and assimilation of the Polish Kingdom to other provinces of the Russian Empire. After the fall of the January Uprising Russian authorities also acceded to the intensive Russification of Polish society. It was a process in which the Russian state aimed at denationalization of Poles by the gradual imposition of language, culture, art, religion and customs of the Russians. In 1867the rest of the autonomy of the Polish Kingdom, known as Przywiślański Country, was abolished. In the years 1869-1885, the total displacement of the Polish language of the school system followed, completed in 1885 by bringing it to the role of additional and optional language. The Polish language has been displaced even from shop signs - Ignacy Balinski wrote about it in his memoires.

• Shop-windows in Warsaw in the second half of the nineteenth century were not very large, only in the newly established stores they were higher. The shop displays were created to inform customers about the range of products of the store.

The French Digital Module "Rome, the city" (http://grial4.usal.es/MIH/rome/en/) (Figure 24) seems particularly suited to stimulate the reactions of the students, because, based on observing the source, ask them to combine it with the historical, geographical and cultural information they already have.
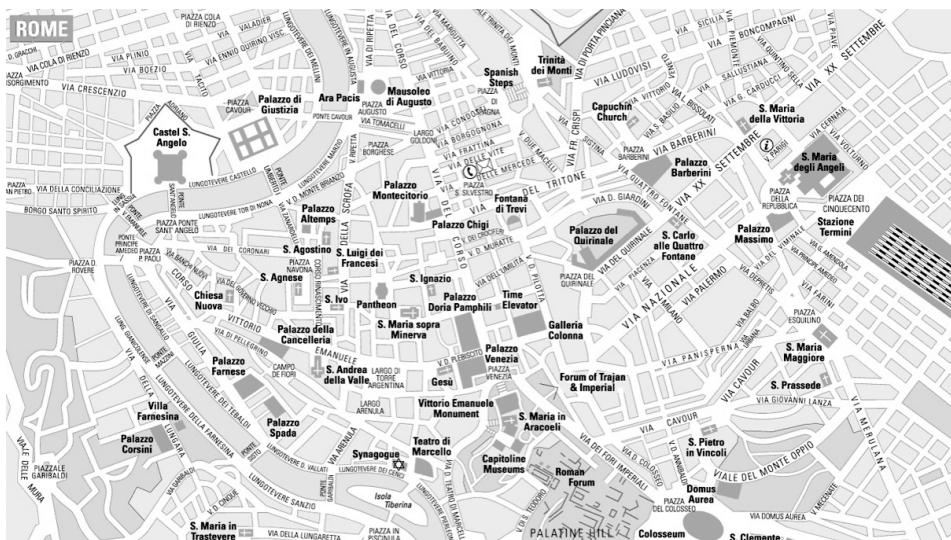


**Figure 24. Rome city map**

- «Sur cette carte du centre de Rome, que représentent les figurés marrons ? Parmi eux, repérez les édifices d'origine antique: où sont-ils concentrés? Que savez-vous du site originel de Rome qui soit observable sur cette carte ? Comment s'explique l'abondance des édifices religieux à Rome ?».
- «Observez le tracé, la forme et la disposition des rues. Sont-elles orientées vers un centre, vers plusieurs centres ou vers aucun? Forment-elles un tissu urbain homogène ou hétérogène? Leur agencement, plus ou moins serré, plus ou moins régulier, permet-il de repérer des quartiers ayant été construits à différentes époques: dans l'Antiquité, au Moyen-âge, à l'époque moderne ou contemporaine?».
- «Sur cette carte, combien de langues ont été utilisées pour rédiger les différentes inscriptions? Dans quelle langue sont exprimés les noms des rues et des places? Observez ces noms en vous demandant à quoi ils font référence? Y voyez-vous des allusions à différentes époques du passé, à des personnages historiques, à des lieux, à des faits, des idées, etc.?».

Translation:

- The Figure 24 is a map of central Rome that shows brown figures. What do they represent? Among them, try to find the old buildings. Where are they concentrated? What do you know about the observable elements of original site of Roma? What does it explain the numerous religious buildings in Roma?
- You may observe the form, width and layout of the streets. Are they directed toward a center, to multiple centers or to none? Do they form a homogeneous or heterogeneous urban network? Is the layout, more or less tight, more or less regular, a way to identify areas that have been built in different periods: antiquity, Middle Ages, modern or contemporary?
- On this map, how many languages were used to produce the different entries? In what language are expressed the names of streets and squares? What are the significations of those names? Do you see references to different eras of the past, historical figures, places, facts, ideas, etc.?

In this case the answers are given in the 'teacher' section too, and it allows the independent use of the Digital Module by the pupil.

- Les figurés marrons représentent les principaux édifices publics à caractère monumental qui sont accessibles aux touristes dans le centre de Rome. Leur création remonte à différentes époques et occupent différentes fonctions. Le «Palazzo del Quirinale» est le siège de la présidence de la République, la «tazione Termini» est la gare centrale. Les sites antiques parfois reconnaissables à la présence de ruines (en figuré grisé) ou à leurs noms grecs ou latins (Pantheon, Ara pacis, Coloseum, Domus aurea) sont principalement situés dans la boucle du Tibre. C'est à proximité du lieu de franchissement constitué par l'île tibérine que l'on remarque les fameuses collines du Palatin et du Capitole, recouvertes de ruines antiques car elles ont constitué le berceau romain. L'emplacement du colisée («colosseum») correspond approximativement au centre de la capitale romaine du 2e siècle après Jésus Christ. L'abondance des édifices religieux essentiellement catholiques (il y a 18 églises sur le plan), même si l'on

remarque l'existence d'une synagogue, s'explique bien évidemment par la quasi permanence, depuis l'antiquité romaine, de la résidence du Pape chrétien au Vatican, c'est-à-dire de l'autre côté du Tibre.

- La trame des rues ne semble pas focalisée par l'attraction d'un centre unique. Tout au plus remarque-t-on quelques focalisations vers les ponts du Vatican et du Castel Sant Angelo, vers la piazza del Poppolo (située hors cadre au nord), la piazza Esquilino, la piazza Venezia, la piazza del Colosseo et une certaine hétérogénéité de l'organisation des rues qui atteste de leur construction à différentes époques. Le quartier de la gare Termini et celui du Vatican montrent ainsi des rues parallèles assez larges qui signalent leur construction «hors les murs» au XIXème siècle. En revanche, à l'intérieur de la boucle du Tibre, se sont visiblement superposés plusieurs schémas de circulation entre le Moyen âge et l'époque contemporaine.

- La nomenclature de ce plan juxtapose des termes en italien, pour désigner surtout les rues, mais aussi en latin et en anglais pour certains monuments. L'analyse des noms des rues montrera qu'ils mêlent des références géographiques (piazza Venezia, via Milano, via Palermo, via Piemonte, via Sicilia), des références à la Patrie et au personnel politique qui a construit l'unité italienne (via Nazionale, piazza Repubblica, Cavour, Crispi, Vittorio Emanuele, Garibaldi) et des références historiques (piazza Risorgimento, Corso Rinascimento, via 20 Settembre), etc. Bref, c'est toute la mémoire nationale dont les lieux de la capitale assurent une commémoration permanente car les rues des villes d'Europe sont le livre ouvert de leur histoire.

Translation:

- The major public monuments that are accessible to tourists in central Rome are depicted in brown. They have been created at different times and dedicated to different functions. The Quirinale Palace is the seat of the Presidency of the Italian Republic, the station Termini is the central station. Ancient sites sometimes recognizable by the presence of ruins (in gray) or by Greek or Latin names (Pantheon, Ara Pacis, Colosseo, Domus Aurea) are mainly located in the loop of the Tiber. It is near the place of crossing by the Tiberina Island that we see the famous hills of the Palatine and the Capitol, covered with ancient ruins as they were the cradle of Roma. The location of the Coliseum is approximately the center of the Roman capital of the 2nd century AD. The abundance of religious buildings mostly Catholics (there are 18 churches on the plan although we note the existence of a synagogue) is obviously a consequence of the permanency, since Roman times, of the residence of the Christian Popes at the Vatican, that is to say the other side of the Tiber.

- The street grid does not seem to be focused by the attraction of a single center. At most we remark focused areas towards the bridges of Vatican and the Castel Sant Angelo, towards the Poppolo square (located off the north part), Esquilino Square, Venezia Square, Colosseo Square and some heterogeneity in the organization of streets indicating their construction at different times. The area around the station Termini and in Vatican shows parallel streets and wide enough to indicate they were built "out of the

walls" in the nineteenth century. However, inside the loop of the Tiber, there are visibly superimposed several patterns of movement between the Middle Ages and modern times.

- The nomenclature of this plan juxtaposes words in Italian, to describe particularly the streets but also in Latin and English for some monuments. Analysis of street names shows they mix geographical references (Venezia Square, Milano Street, Palermo Street, Piemonte Street, Sicilia Street), references to the Fatherland and politicians who constructed the unification of Italy (Nazionale, Repubblica, Cavour, Crispi, Vittorio Emanuele, Garibaldi) and historical references (Risorgimento Square, Rinascimento Walk, 20 September Street), etc. In short, the entire national memories whose places of the capital provide a permanent memorial are the open book of history as for all the streets of all European cities.

This quick overview does not pretend to be exhaustive. The teacher, taking these suggestions as a starting point, can choose from 40 Digital Modules available in the project website materials that he considers most appropriate to his didactical proposal.

# 6

# Case studies focused on the intercultural education in the field of History

More and more projects focusing on intercultural education appear in Poland. Unfortunately, they are rarely directly related to school curricula, concentrating rather on extracurricular classes. They also rarely use new technologies for educational purposes, basing on traditional though active forms of teaching.

Intercultural education in Poland most often focuses on getting to know new cultures (exotic cultures, e.g. from Africa or Asia), getting to know the culture and customs of national minorities living in Poland or learning about ethnic minorities that used to be present in the history of Poland.

Below is a list of examples that are representative for most types of materials available in Poland.

**EXAMPLE 1: INTERCULTURAL CLASSES WITHOUT THE USE OF ICT**

"Osadnictwo niemieckie na terenie Krotoszyna" ("German settlement in Krotoszyn") project is carried out by the School Complex in Benice.

The aim of the project is to get to know the everyday life of Germans: religion (religious communities – Protestants, evangelicals, Krotoszyn Evangelical Diocese), education, craft, trade (savings and loan institutions), industry, administration. The participation of Germans in important historical events. Famous Germans from Krotoszyn (Ulrike Hensche – a writer, Georg Huth – a lecturer, Otto Roquette – a poet).

Pupils and teachers have taken up the following activities:

- Preparing a guide concerning places related to the history of the German population in Krotoszyn (evangelical graveyard in Rawicka Street, St. Andrew Bobola Church – a former evangelical church, the Gałecki Palace – formerly owned by von Thurn und Taxis family, the building of the former German school in Rawicka Street). The guide was based on the following publications: *Krotoszyn*, a joint publication edited by Dionizy Kosiński, *Krotoszyn. Informator historyczny* (*Krotoszyn. A Historical Guide*) by H. Kasperska, *Krotoszyn.* Powstanie *miasta, jego rozwój historyczny i układ przestrzenny, materiały* (*Krotoszyn. The foundation of the town, its historical development and spatial arrangement, materials*) by Wł. Czarnecki.
- Maintenance work at the evangelical graveyard.
- Archiving – photographs of tombstones were taken and the information from the tombstones were rewritten in order to translate it from German to Polish and to find additional information in other sources.

## EXAMPLE 2: "ŚLADY PRZESZŁOŚCI" ("TRACES OF THE PAST") PROGRAMME – A PROGRAMME USING ON-LINE MATERIALS FOR TEACHERS

As part of "Ślady przeszłości" programme pupils look for forgotten monuments, interesting everyday items and fascinating stories. They take care of the discovered objects, places and accounts, so that the memory of them is not lost. Everything starts with the choice of the monument. Young people become "advocates" of the forgotten monuments, reminding other people of their significance and role. There are many different ideas how to popularise knowledge about the given place or object – pupils organise trips for their friends, prepare information folders, organise photography and art exhibitions, stage plays and even shoot films.

The programme is supported by additional on-line materials addressed to teachers. They include interesting articles, expert advice, examples of good practices and exercises that can be done by pupils.
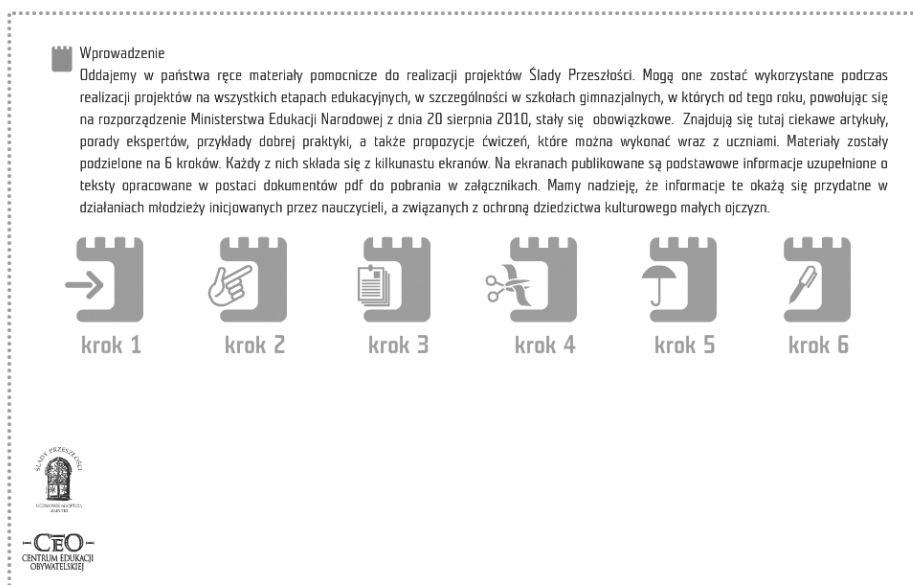


**Figure 25. http://www.ceo.org.pl/sites/beta.serwisceo.nq.pl/files/flash/kurs_slady/slady.swf**

## EXAMPLE 3: ONLINE MATERIALS ABOUT OTHER CULTURES ADDRESSED TO CHILDREN

http://www.miedzykulturowa.org.pl/cms/

The Foundation of International Education prepares classes for children, allowing them to get to know distant cultures. Unfortunately, most scenarios are addressed to children under 7. On the Foundation's website there are games that can be printed and then used by children.
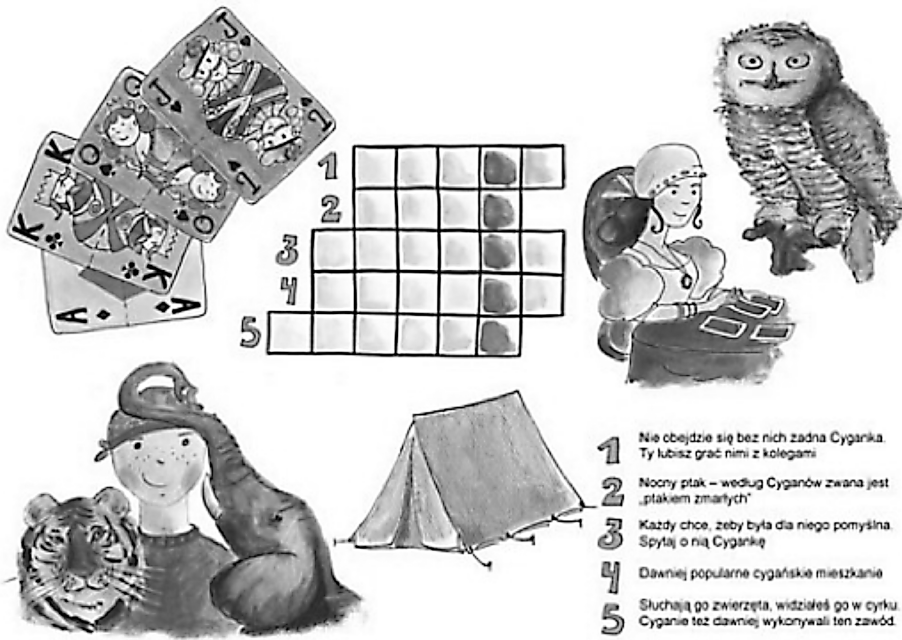
**Figure 26. A crossword concerning the Gypsy culture**
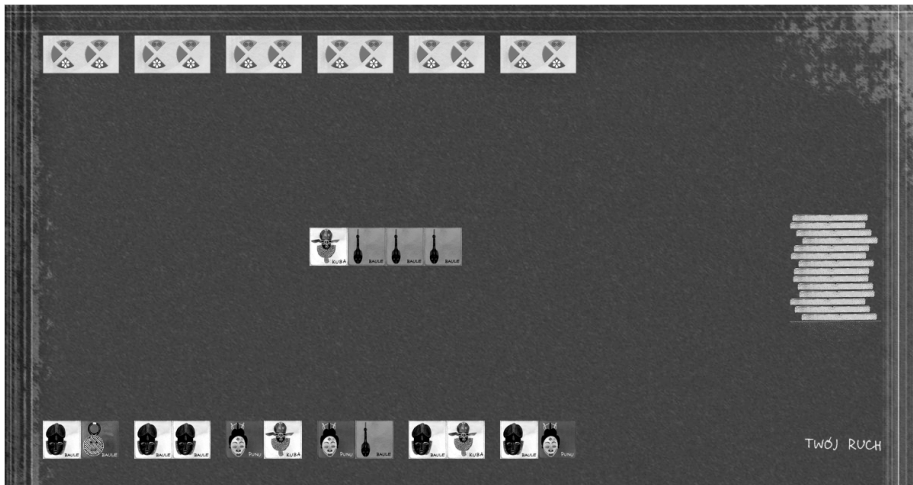


**Figure 27. Dominoes using American culture masks - the game rules can be downloaded from the website and the board can be printed, or you can play online.**
**http://www.miedzykulturowa.org.pl/cms/pl/domino.html**
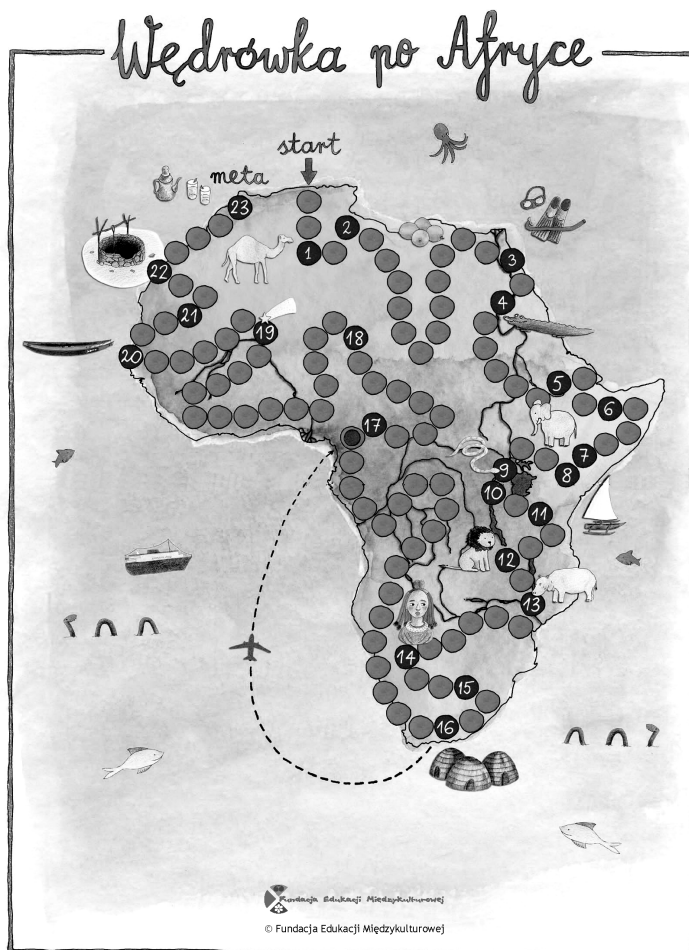
**Figure 28. Board games related to the knowledge about exotic cultures.**
**http://www.miedzykulturowa.org.pl/cms/pl/wedrowka-po-afryce.html**

## EXAMPLE 4: COMPREHENSIVE ONLINE MATERIALS CONCERNING ONE TOPIC

http://www.zydziwpolsce.edu.pl/ website offers comprehensive and diverse materials concerning the Jewish culture in Poland, which can be used in history lessons in lower secondary and secondary schools.

The website contains also didactic materials for pupils and teachers, life histories of historical figures (e.g. Anna Frank), films and comics related to the topic (http://www.zydziwpolsce.edu.pl/edukacja/materialy/materialy_poszukiwanie.pdf) but its most interesting element is an online lesson created by one of the American universities and adjusted to the Polish conditions, entitled "W obliczu zagłady. Ratujący, bierni świadkowie, sprawcy i pomocnicy" ("In the face of disaster. Rescuers, bystanders, perpetrators and helpers").

**Figure 29. http://dornsife.usc.edu/vhi/cms/wobliczuzaglady.php**

## EXAMPLE 5: BILATERAL CREATION OF INTERCULTURAL HISTORY TEXTBOOKS

Government initiative: in 2008 an attempt to design a Polish and German history textbook for lower secondary schools was made. Thirty Polish and German historians and educationalists were trying to agree on a common way of discussing history, not only the bilateral one, concerning the relations between the two nations, but also the world history. The aim of the initiative is to better understand neighbours. The activities were finished in 2010. The history textbook has not been prepared yet; only its subjects were agreed on and recommendations for authors were prepared. The first part of the history textbook written by both Polish and German historians will be published towards the end of 2011 and will concern antiquity and Middle Ages.

Regional initiative: The regions of Saxony and Lower Silesia created a common contemporary history textbook for secondary schools *Geschichte verstehen-Zukunft gestalten - Zrozumieć historię - kształtować przyszłość* (*To understand history – to shape the future*). The authors of the textbook are historians from the University of Wrocław: Małgorzata and Krzysztof Ruchniewicz, Tobias Weger from the Federal Institute for Culture and History of the Germans in Eastern Europe in Oldenburg and Kazimierz Wójcicki from the Institute of National Remembrance. The textbook concerns only the period between 1933 and 1949. It presents the way the two totalitarian states (Stalin's and Hitler's totalitarianism) functioned and their destructive effects on Germans and Poles, paying special attention to the issue of expulsions. The textbook consists of 19 units supplemented with source texts, historical maps, photographs and witness accounts of the

past events. Also a book for teachers containing lesson scenarios is being prepared and a documentary with the accounts of war survivors is being made.

Unfortunately, the textbook is available only in printed version in Polish and German.

One of the schools that has already used this unprecedented publication is Bracia Śniadeccy Secondary School in Zgorzelec. 'The textbook offers the pupils unique source texts, clear maps and a very accessible description of the events from 1933-1949,' says Dorota Szajkowska, a history teacher from the secondary school in Zgorzelec.
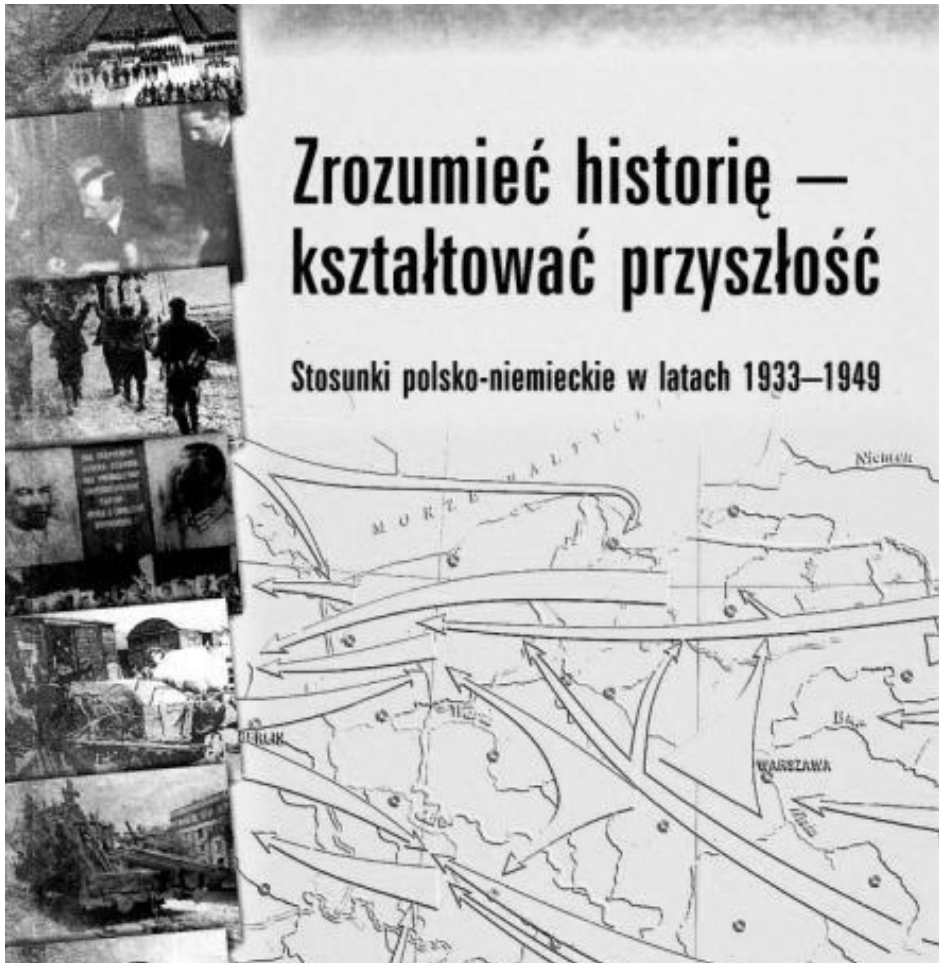


**Figure 30. Polish-German relations in the years 1933-1949**

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# Annexes

All information relative to the MIH project is available in the project website, http://mihproject.eu, and in the public repository, http://grialdspace.usal.es:443/handle/123456789/6.

**BASELINE STUDY**

http://mihproject.eu/workpackages/wp3/

**Comparative study: Analysis of National Curricula AND TEXTBOOKS of Geography and History**

Analysis of National Curricula of Geography and History
http://grialdspace.usal.es:443/bitstream/grial/179/1/4-W3a_Comparative_Study_History_and_Geography_National_Curricula.pdf

Comparative Survey of History Textbooks
http://grialdspace.usal.es:443/bitstream/grial/178/1/4-W3c_Comparative_Survey_of_History_Textbooks.pdf

Comparative Survey of Geography Textbooks
http://grialdspace.usal.es:443/bitstream/grial/180/1/4-W3b_Comparative_Survey_of_Geography_Textbooks.pdf

**CLIL guidelines**

CLIL in partner countries (PDF)
http://grialdspace.usal.es:443/bitstream/grial/177/1/CLIL_report.pdf

CLIL France (PDF) http://grialdspace.usal.es:443/bitstream/grial/177/5/CLIL_FR.pdf

CLIL Germany (PDF) http://grialdspace.usal.es:443/bitstream/grial/177/4/CLIL_DE.pdf

CLIL Italy (PDF) http://grialdspace.usal.es:443/bitstream/grial/177/6/CLIL_IT.pdf

CLIL Poland (PDF) http://grialdspace.usal.es:443/bitstream/grial/177/7/CLIL_PL.pdf

CLIL Spain (PDF) http://grialdspace.usal.es:443/bitstream/grial/177/8/CLIL_SP.pdf

CLIL Tirol (PDF) http://grialdspace.usal.es:443/bitstream/grial/177/3/CLIL_AT.pdf

Best practices: an example of CLIL module (PDF)
http://grialdspace.usal.es:443/bitstream/grial/177/2/CLIL_example.pdf

**DIGITAL MODULES PRODUCTION**

Storyboard of the Digital Modules http://grial4.usal.es/MIHobject/

Template eXeLearning for Digital Modules
http://grialdspace.usal.es:443/bitstream/grial/174/6/template_eXeLearning.zip

Digital Modules http://mihproject.eu/dissemination/digital-modules/

Pupil questionnaire http://grialdspace.usal.es:443/bitstream/grial/184/1/1-W8a_Pupil_Questionnaire_Pilot_Phase_Final.zip

Teacher questionnaire http://grialdspace.usal.es:443/bitstream/grial/184/6/1-W8b_Teacher_Questionnaire_Pilot_Phase_Final.zip

## TUTORIALS

Storyboard of the Digital Modules:

[en] http://grial4.usal.es/MIHtutorials/storyboard/

[es] http://grial4.usal.es/MIHtutorials/storyboard/es/

Template for the Digital Modules:

[en] http://grial4.usal.es/MIHtutorials/template/

[es] http://grial4.usal.es/MIHtutorials/template/es/

Multicultural perspective of Digital Modules:

[en] http://grial4.usal.es/MIHtutorials/multicultural/

[es] http://grial4.usal.es/MIHtutorials/multicultural/es/

[it] http://grial4.usal.es/MIHtutorials/multicultural/it/

## PUBLICATIONS

http://mihproject.eu/dissemination/publications/

## COMPUTER BASED TOOLS FOR LEARNING IN A MULTICULTURAL PERSPECTIVE

All information relative to the International Conference organized at the end of the proyect http://conference.mihproject.eu.

Keynotes http://www.livestream.com/grialusal.