Teacher Training Guide
How to use online tools to promote historical thinking?

The anatomist Felix Platter, seated at a table covered with surgical instruments in a room with two other men, below which are the figures of Hippocrates and Galen. Engraving, 1656 – Credit: Wellcome Collection. CC BY. Found via Europeana.

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Steven Stegers, Helen Snelson and Bridget Martin

Introduction

Welcome to this guide. It has been designed for teacher trainers to challenge and support teacher trainees or teacher colleagues to create, adapt and use eLearning Activities that promote historical thinking using the Historiana eLearning Environment and the Europeana Source Collections.

In this guide you can find practical information on how to set up a workshop, a set of ready to use teacher challenges to create eLearning activities based on specific aspects of historical thinking, background information about the organisations involved, and links to practice support materials that can be used during by teacher trainers.

The guide has been developed by people who have been part of the development of Historiana, and who have given workshops for teachers with Historiana themselves. The current version is an adaptation to the first guide and includes changes that are based on the lessons learned during the workshops given so far.[1]

Depending on how experienced you are as history teacher and trainer and on your familiarity with Europeana, EUROCLIO and Historiana, you may want to read the whole guide, or pick and choose parts. The list of contents will guide you to the sections that you need.

We hope you find this guide useful, and welcome any feedback.

EUROCLIO – European Association of History Educators
Riouwstraat 139, 2585 HP, The Hague
+31 70 3817836, secretariat@euroclio.eu
www.euroclio.eu

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[1] Workshops have been given in Amsterdam, Bristol, Gdansk, Groningen, Leeds, Donostia - San Sebastián, Tilburg, Utrecht and York.

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Background information

Who we are
EUROCLIO

EUROCLIO - European Association of History Educators is an umbrella association of more than seventy history, heritage, and citizenship educators' associations and other organisations active in the field. Founded in 1992, on the request of the Council of Europe, is has a clear mission.

EUROCLIO supports the development of responsible and innovative history, citizenship and heritage education by promoting critical thinking, multi-perspectivity, mutual respect, and the inclusion of controversial issues. The Association advocates a sound use of history and heritage education towards the building and deepening of democratic societies, connecting professionals across boundaries of communities, countries, ethnicities and religions. It seeks to enhance the quality of history and citizenship education through capacity building for educators and producing and implementing innovative teaching tools.

As part of this work, EUROCLIO has developed a Manifesto for High Quality History Education. It has 15 principles that define high-quality history education to promote multi-perspectivity, complexity and critical thinking. The manifesto can be found in the Additional Support materials

Europeana

Europeana works with thousands of European archives, libraries, museums and audio-visual collections to share cultural heritage for enjoyment, education and research. The Europeana Collections provides access to close to 60 million digitised items – books, music, artworks and more – with sophisticated search and filter tools to help you find what you're looking for. It also offers curated resources, such as virtual exhibitions, galleries, blogs and dedicated thematic collections on art, fashion, music, photography, World War I and more. Explore on www.europeana.eu.

Europeana Collections provides materials for the source collections and e-learning activities on Historiana, respectively the ones featured in this training kit.

Historiana

Historiana is an online resource for history educators in Europe and beyond. It offers free historical content, ready to use learning activities, and innovative digital tools made by and for history educators across Europe. Historiana's development is informed by the EUROCLIO manifesto and it seeks to provide material that is complex and multi-perspective in order to promote critical thinking.

The site is constantly being added to and updated. On it you will find material that is rich in subject knowledge. This can be particularly useful for trainee teachers and teachers moving to a new topic, who feel that their own subject knowledge needs improving before they can plan how to teach a topic. The historical content can also be used directly by students. There are also copyright free source collections, including from Europeana. These are chosen carefully to present a variety of perspectives and to engage students of all abilities. You will find blogs about existing online resources that can be adapted for use in the history classroom, and also blogs about different teaching strategies with ideas about how to use them.

In addition to the rich historical content, there is a teaching and learning section. Historical thinking, teaching methods and teaching challenges are explained and exemplified with learning activities. All learning activities are provided as Word documents, with a teachers' guide, so that you can adapt and change them for the needs of your own students.

Historiana has an eActivity Builder. The eActivity Builder has been designed to promote historical thinking and be easy to use. It is neither a resource that is just more up-to-the-minute than the same idea on paper, nor a resource for the technologically very confident teacher. It enables you to develop enquiry questions, to set up a sequence of learning using digital tools designed by other history teachers, and to get your students to respond to the question in a way that you can assess.

You can either build your own activities for students to use in class or at home by importing material from historiana.eu or elsewhere, or you can adapt and use e-activities already developed by others. A simple sign in process creates your eActivity Builder area where you can organise your own activities, save your favourite sources and keep lists of students. This can, of course, be in any language.

Our views
Essentials for high-quality history education
The items below are what we consider to be essential ingredients for high-quality history education. These statements can be used as a prompt to stimulate discussion about the nature of history teaching.

Evidence-based debate
In history lessons there is not one right answer. However, not all answers are equally valid. The crucial test for validity is evidence. Teachers and students should always evidence their assertions about the past and learn how to challenge and assess other people's assertions by examining the evidence base that supports them.

A variety of histories
Just as people today are diverse in their identity (often shaped by things such as gender, place of origin, family heritage, and so on), so history classrooms should reflect diverse pasts. History lessons should not just select from the pasts of the powerful and dominant groups. They should examine the experiences and perspectives of many people. The past is as diverse as the present.

An understanding that history and the past are not the same
The past can never be recreated in full. What remains of the past is fragmentary source material. The source material we have can be used to put together theories about the past – often called historical interpretations. In order to do this we need to be very aware of what source material has survived. Often the written source material, particularly for the further past, favours the experience of the powerful and dominant groups. Other source material, for example from archaeology and oral history may help to balance this distortion.

An awareness that the present affects the past
The same source material can be used as evidence in different ways. Our present concerns shape what we are interested in about the past and how we choose to interpret what we think happened in the past. Consequently, while the past we cannot retrieve may be a static thing, the history we build from it is constantly changing and being challenged and should be seen as complex.

Disciplinary concepts

History is a subject discipline with its own terminology and conceptual approach. Students should be able to learn how professional historians:

● use sources as evidence to develop interpretations,
● explain and assess change and continuity,
● explain and assess cause and consequence,
● describe and develop a sense of time and place
● develop historical enquiries to structure their learning journey
● communicate their thinking in a way that is accountable and can be verified

They should learn how to think conceptually in the manner of professional historians.

Knowledge beyond the textbook

A school textbook is simply another historical interpretation. Students need to know that their textbook is not the only source of knowledge or valid interpretation of the past they are studying.

Technology and education

Using digital technologies does not necessarily improve the quality of education. Here are some of the conditions that we believe help ensure that digital technologies are used in a way that it enhances the quality:

• The choice for the educational resources to be used for learning by students, should only be based on the added value for the education of the students, not whether it is digital or not.
• The use of digital educational resources should not be just "fun and games" but should help to students achieve their learning outcomes through motivating, engaging and meaningful history education.
• No learners should be excluded from learning because of the use of digital resources. All learners should be included and able to fully participate in the learning.
• The development of new educational resources, and training programmes should be informed by research findings.

Planning a workshop

You could take different approaches to developing a workshop for history teachers or teacher trainees using the Historiana eLearning Environment. You will want to construct your own specific course depending on the time that you have, the nature of your audience, and the context in which you are delivering the training.

Some of the workshops elements that you could include are:

1. Introducing the workshop.
2. Discussing technology in history education.
3. Explaining historical thinking.
4. Sharing teaching strategies for a particular concept or skill.
5. Presenting exemplar activities.
6. Demonstrating Historiana.
7. Planning an historical enquiry.
8. Setting a challenge for teachers.
9. Sharing and discussing the results.
10. Feedback to Europeana and Historiana.

We recommend generally following this order, though you may want to skip certain elements depending on your needs. For example, workshops of 90 minutes or less are unlikely to be sufficient for participants to complete a challenge but this component should certainly be included in longer sessions. It is also possible to treat some elements briefly and others in depth. We have provided ideas for 'short' and 'extended' versions of each element, though these are only suggestions. You are welcome to construct your own version of the element as appropriate to your context.

Below you can find some more information about each of these elements, including a description of the support materials that are available.

Workshop elements

1. Introducing the workshop

During the introduction, you can explain the purpose of the workshop with a clear set of aims. You can also provide background information about EUROCLIO, Europeana and Historiana (see slideshow for support materials).

Aims of this workshop

- To consider how technology can be used to advance the teaching and learning of history.
- To develop eLearning activities that promote students historical thinking using historical sources.
- To practice planning a historical enquiry.
- To contribute to the further adaptation of Historiana to the needs and wishes of history educators and their students.

Depending on the needs of yourself and the participants in the training, and the time available, you can add, remove, or adapt these aims.

2. Discussing technology in history education

As the focus of the workshops is on using digitised sources and online resources in history education, it may be useful to begin with some reflections on the use of technology for teaching history. You can find EUROCLIO's position on technology in history education above (p. 7) and a set of useful questions for reflection in the slideshow.

A short version: Highlight the importance of reflecting on the "Really important questions about the use of technology in education" (on slide) during lesson planning.

An extended version: Begin with a discussion, in groups and/or plenary, about what participants see as the advantages and disadvantages of using technology in history education. Discuss the "Really important questions about the use of technology in education" (on slide) and, as appropriate, link to advantages and disadvantages already identified by the group.

3. Explaining historical thinking

Because all of the teaching challenges focus on historical thinking, it is important that the participants have a good understanding of what historical thinking is. If the participants in your workshop are already very familiar with the concepts then you can, and probably should, skip this step. If they are not, there are several support materials that could be helpful:

- A model for historical thinking (van Boxtel and van Drie).
- A video by the Center for History and New Media at George Mason University introducing the concept of historical thinking (7:41 mins).
- A video interview of with historian Jim Grossman in which he gives his definition of historical thinking (2:03).
- Articles, books and websites that can be used to introduce historical thinking such as The Historical Thinking Project and Historical Thinking Matters.

A short version: Include slide with the model from van Boxtel and van Drie and discuss it briefly as a reminder of historical thinking concepts.

An extended version: Present one or both of the videos and discuss participant reactions. On slides or in a handout, provide participants with additional information on historical thinking such as the van Boxtel and van Drie model or content from relevant books and sites. It may be useful to brainstorm relevant activity types for a few different historical thinking concepts.

4. Sharing teaching strategies for a particular concept or skill.

While the workshops focus on using Historiana and technology in the classroom, we are always aiming to ensure that we are supporting teachers to identify and employ appropriate strategies to develop students' historical understanding and thinking skills. You may like to choose one particular concept or skill to focus on in your workshop, such as:

- Understanding chronology, time and place
- Taking historical perspectives
- Applying visual literacy skills
- Using specific source types (e.g. cartoons, maps, newspapers)
- Constructing historical arguments

See the challenges (p. 32) for additional topics and matching exemplar activities.

It would be useful to provide teachers with some research-based ideas on how to teach this concept or skill. These should, of course, be strategies that could be integrated effectively with online learning approaches. Choose an area of your own expertise and/or conduct some independent research to prepare this element.

> **A short version**: Prepare a few slides with information on the focus area, presenting participants with general guidelines or strategies for teaching this concept or skill.
>
> **An extended version:** Introduce the concept in depth with definition, research and reasons why it is important for students. Present a series of guidelines and strategies, providing interactive opportunities for participants to discuss and practice using them.

5. Presenting exemplar activities.

Before inviting participants to consider how they might create their own activities, it can be useful to present them with exemplars to model how eLearning Activities can be designed to foster student historical thinking. This also allows them to see some of the functionalities of the builder in a finished product.

Present one or two exemplar activities on the focus area of the workshop (the particular concept/skill). You may like to use one of the exemplars listed in the support materials, create an adapted version of one of these existing exemplars or make your own activity specific to your chosen focus area.

> **A short version**: Incorporate activity screenshots or click through an exemplar activity on the projected screen. Explain how it incorporates effective teaching strategies for this concept or skill.
>
> **An extended version:** Share the student link with participants and ask them to complete the activity individually or complete the activity as a group in plenary. Discuss how the activity incorporates effective teaching strategies for this concept or skill. Brainstorm ideas about how it could be integrated into a lesson or series of lessons and/or how the activity could be applied to other historical topics.

6. Demonstrating Historiana.

In order for the participants in the workshop to complete the challenge, they need to know what Historiana is, and how Historiana works in practice.
It would be good to explain at this point that:

Historiana is optimised for use on a desktop or laptop. The browser that works best is the latest version of Google Chrome. You can download this browser for free at google.com/chrome

Demonstrating Historiana can be done in different ways.

You can use the slides of the PowerPoint presentation (from the next section with support material). The comments on the slides are added to give an idea of what you could say. It would be useful to clarify for participants the different sections of Historiana including:

- Historical Content
- Teaching and Learning
- Search Sources
- E-Activity Builder
- MyHistoriana

You can give a demonstration of different steps yourself:

1. Creating an account.
2. Adding sources to MyHistoriana.
3. Creating an eLearning Activity.
4. Sharing an eLearning Activity with others.

You can show or share the links of the video tutorials:

1. Registering for a free account at Historiana (tinyurl.com/yctvweab).
2. Adding sources from the source collections to MyHistoriana (tinyurl.com/yd4qkykn).
3. Creating and saving an eLearning Activity (https://tinyurl.com/yd9976t2).
4. Sharing eLearning Activities with students and others (tinyurl.com/ybqy4al2).

A short version: Present ready-made slides about the different sections on Historiana to give an overview of the website and its uses.

An extended version: Visit the website and show participants what can be found in each of the different sections. Using your own demonstration or the tutorials, guide participants to register their own accounts and practice adding sources to MyHistoriana. Using your own demonstration or the tutorials, show participants how to create and share an eLearning Activity.

7. Planning an historical enquiry.

This element would be used to make very explicit the stages that an experienced history teacher uses to plan a lesson, or sequence of lessons. It would then be clear to trainees / colleagues, where the eActivity Builder fits into the planning.

Steps for designing a historical enquiry

1. **Define a learning outcome.**
   What is it exactly that you want your students to have learnt at the end?

2. **Decide how you will assess the learning outcome.**
   How will you check that the students have learnt what you hoped they would learn?

3. **Develop an enquiry question.**
   What question will help you to structure the students' learning to achieve the outcome you want?

4. **Decide which interactive building blocks to use in your eLearning activity.**
   Which historical content, knowledge concepts and discipline of history concepts are part of the enquiry? Which interactive building blocks will be most useful to help students learn the concepts?

5. **Decide how to structure the activity.**
   Decide on the order of the learning to achieve the outcome. Think where you need to add texts, tasks and questions.

6. **Select sources for your eLearning activity.**
   Well-chosen sources are vital to an enquiry. There are curated sets of sources available on Historiana. You can use these, search sources via the digital collections from Europeana, or upload your own sources.

7. **Save to MyHistoriana.**
   Once you created an eLearning Activity you can save it in your MyHistoriana. From here you share them with students, and edit them.

> **A short version**: Briefly explain each step using the slides.
>
> **An extended version:** Model the process either by going 'behind the scenes' of an exemplar activity showing how each step was done or by collaboratively following the steps to create a rough example activity in plenary with the participants.

8. Setting a challenge for teachers.

In this part of the workshop, teachers are challenged to create an eLearning activity that helps student to think and work historically.

There are six challenges in total. They focus on:
- Making enquiries about change and continuity.
- Making enquiries about causes and consequences.
- Analysing and evaluating sources as evidence to investigate enquiry questions.
- Developing a strong sense of chronology, period and place.
- Understanding that historical interpretations are formed in this way and that evidenced based debate is at the heart of the subject.
- Communicating like a historian in a variety of ways.

For each of these challenges the following support material is available:
- An **explanation of the challenge** and how it can be approached. Each of the six challenges given here are challenges that history teachers face when teaching their students.

- A **source collection** which has been put together so that you can give it to your trainees/ colleagues and challenge them to design their own eLearning activity using the builder and addressing the learning challenge.

- **A possible historical enquiry.** This enquiry question can be given to start trainees/ colleagues' thinking, but there are many alternatives possible and trainees/ colleagues will want to be creative.

- **An exemplar eLearning activity.** You can use this exemplar to model how the eActivity Builder could be used to tackle a specific aspect of thinking historically.

You can find these materials in the section with support material in the next section of this guide.

Will you choose the challenge or will the participants?
Both options are possible. Choosing for the participants and letting them work on the same challenge may help to give focus to the workshop and will make the sharing of the end results by the participants more meaningful. Leaving the choice to the participants themselves may be more motivating for them and will result in a wider variety of applications.

Will you ask the participants to work alone, in pairs or in small groups? Or will you leave the choice to the participants themselves?
If there is no time to share the eLearning activities that will be created, it might be better to insist that the challenge should be done in pairs or in small groups. Also if not all the participants have access to a computer or laptop, working in groups may help to solve this issue. If you do want to do the sharing and discussing of the results between groups instead of in plenary, make sure you have an even number of groups.

Will you provide some or all of the support materials?
Depending on your needs and those of the participants in the training, and the time available, you can give some or all of these materials. The most challenging version would be to give only the explanation of the challenge, and the source collection. The possible historical enquiry question and/or the exemplar eLearning question can be given as additional support material.

NB If you decide to choose to share the exemplar eLearning activity as support material, it should be clear to the participants that they should look at the way the activity is set up, and think how this can be applied to other historical topics. Here are instructions that you can use to introduce the challenge

1. Register or log in at historiana.eu (see tutorial at tinyurl.com/yctvweab).

2. Go to the historical content section and find the source collection that is given to you and add the sources from this collection to your MyHistoriana space (see tutorial at tinyurl.com/yd4qkykn).

3. Go the eActivity Builder, create the eLearning activity using the sources from the collection, and save the activity (see tutorial at tinyurl.com/yd9976t2).

4. Share the eLearning activity with the others (see tutorial at tinyurl.com/ybqy4al2).

Note: It is important to clarify how much time the participants have to work on their challenge, and let them know how they will be sharing (see next section).

> **A short version:** Prepare dummy accounts before the session with the relevant sources already saved to MyHistoriana. Ask participants to make a simple three-part activity with: Text (introduction and instructions), Tool (Analyse, Sort, or Prioritise), Question.
>
> **An extended version:** Provide the most participant-led version of the challenge activity: allow participants to select their own challenge, develop their own enquiry questions, and give them few or no parameters about the length and complexity of the task. Allow plenty of time for them to work through each step of the planning process.

9. Sharing and discussing the results.

Knowing that there will be an opportunity to present the eLearning Activity that they create can motivate the participants to do the challenge. The sharing and discussing of the results can be done between groups, in plenary, or online. Here are some suggested questions to stimulate discussion about the activities they have created:

- What are students going to learn by doing this e-activity?
- How will you know that students have learnt what you hoped they would learn as a result of completing the e-activity?
- How would you persuade a reluctant colleague that the e-activity is worth using with students?
- How could this e-activity be adapted for use with other classes and with other historical topics?

To make it easy for the participants to see each other's eLearning Activities, it would help if the participants know how to share their eLearning Activities with others. There is a tutorial that shows how to do this.

> **A short version:** Participants share their activity with others online by sending the link.
>
> **An extended version:** Ask participants (or collaborating groups) to pair up and send their activity to one another as 'students'. They complete the other participant/group's activity and offer feedback, commenting on aspects they particularly liked and any suggestions for improvement. In plenary, groups share their reflections on the activities created and consider the discussion questions above.

10.   Feedback to Europeana and Historiana.

Because by now, the participants will be familiar with Europeana and Historiana, they will have an informed opinion about what can be improved. Let them know that their feedback is very important to us because we depend on it to make informed decisions about what to develop next.

Where next?

EUROCLIO exists for its members and historiana.eu is being developed by and for history educators. Europeana is constantly seeking to improve its website in order to enable users to access the vast range of material for easily. Please get involved by giving feedback!

Please give feedback

We would love to hear your views about:

- How likely is that you will recommend Europeana Collections to your peers? (on the scale 1-10, 10 being the highest)
- What would make you more likely to use Historiana?
- Did you find things on the sites that could be improved? If so, how?
- If you were in charge of the sites and had an unlimited budget, what else would you develop on the site?
- What other topics would you like to see in Europeana source collections on Historiana?
- What other e-learning activity tools should we develop if possible?
- What online tools do you know that could be used as inspiration to further develop Historiana? Please explain why.

An online feedback form for participants to complete is located at:
https://tinyurl.com/y6a9mla3

A short version: Provide participants with the link to the online feedback form to be completed individually.

An extended version: Lead a discussion using the questions on the slide to gain the group's feedback. Take notes during the discussion to ensure the feedback is captured. If time permits, you could also ask participants to complete the online form for more detailed feedback on the workshop itself and ideas for development.

Support material

This section of the guide lists all the support material that is available for use in the context of teacher training. The materials that are available include video tutorials, PowerPoint presentations, Source Collections, Exemplar eLearning Activities, the EUROCLIO Manifesto and reading suggestions.

Video tutorials

- Registering a free account at Historiana (tinyurl.com/yctvweab).
- Adding sources from the source collections to MyHistoriana (tinyurl.com/yd4qkykn).
- Creating and saving an eLearning Activity (https://tinyurl.com/yd9976t2).
- Sharing eLearning Activities with students and others (tinyurl.com/ybqy4al2).

PowerPoint Slides: Main Presentation

This PowerPoint presentation is designed for teacher trainers to be used during the workshop. Not all the slides will match your needs and those of the participants in your workshop. Just delete the slides that you don't need and edit those remaining to suit your context. The PowerPoint can be downloaded at https://tinyurl.com/y5hl2jre.

Slide 1

Workshop

Making historical thinking explicit to students using online tools

Historiana EUROCLIO weblic

Slide 2

Aims of the workshop

- To consider how technology can be used to advance the teaching and learning of history.
- To develop eLearning activities that promote students historical thinking using historical sources.
- To practice planning a historical enquiry.
- To contribute to the further adaptation of Historiana to the needs and wishes of history educators and their students.

These are possible aims of the workshop and give an idea of what the focus of an workshop that makes use of the Historiana eLearning environment and Europeana sources can be.

Slide 3
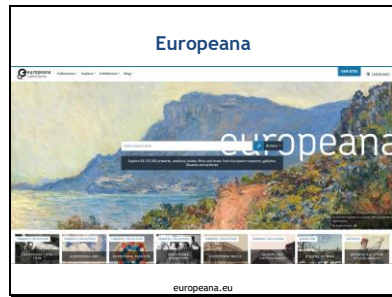
The sources that are used in the teacher training package, including all the source collections and eLearning activities are all coming from the Europeana Collections. Europeana works with thousands of European archives, libraries, museums and audio-visual collections to share cultural heritage for enjoyment, education and research. The Europeana Collections provides access to over 50 million digitised items – books, music, artworks and more – with sophisticated search and filter tools to help you find what you're looking for. It also offers curated resources, such as virtual exhibitions, galleries, blogs and dedicated thematic collections on art, fashion, music, photography, World War I and more. You can explore these on www.europeana.eu.

Slide 4

These questions can be used as a prompt to trigger reflection and debate about the use of technology in education. In the teaching training guide you can find more a position paper on the use of education and technology which you might find useful if you want address this in more depth.

Slide 5
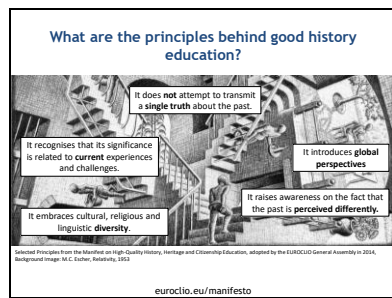
The EUROCLIO manifesto can be used as a prompt to trigger debate and reflection on what good history education is. Spending some time to reflect on what the principles of good history education, and agreeing on some of those, can help to evaluate at the end of the workshop how far the developed learning activities are meeting these criteria. The EUROCLIO manifesto is available in several languages. All language versions are available at https://euroclio.eu/manifesto.

Slide 6
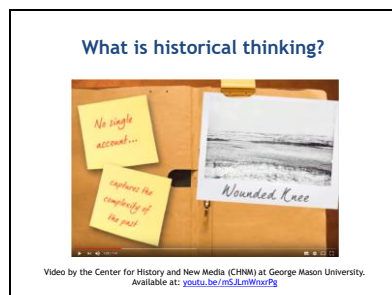
This 7:41 minute video is designed to introduce historical thinking to those who are not yet familiar with the concept at all. The video is created in the United States, which is also reflected in the choice of examples. The video can be seen at https://www.youtube.com/watch?v=mSJLmWnxrPg
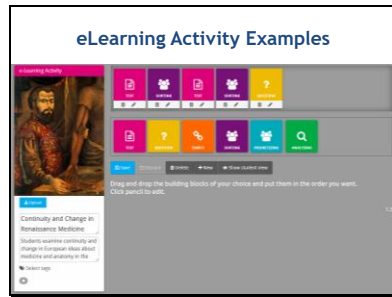
Slide 7
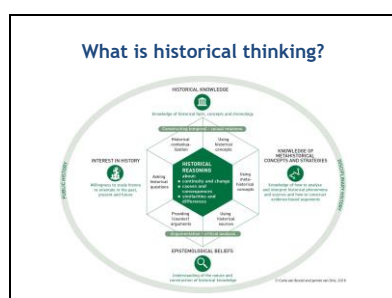
This model by Carla van Boxtel and Janet van Drie can be used as inspiration to think of additional challenges related to historical thinking, to help (trainee) teachers choose an aspect of historical thinking that they would like to work on, or to remind those who need it, what historical thinking is.
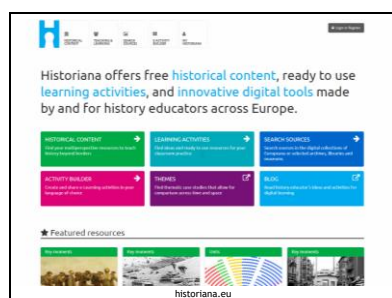
Note: Here you may include slides relating to Element 4: Sharing teaching strategies for a particular concept or skill. These will vary according to your focus area. Example slides can be found in a separate PowerPoint presentation below.
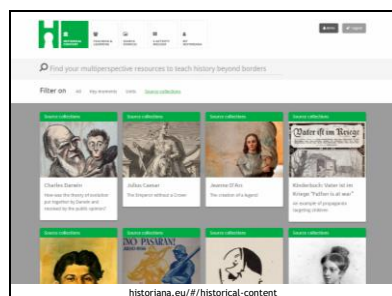
| Slide 8 | | This slide can be used to introduce the exemplar activity/ies that relate to the teaching strategies you focus on in your workshop. |

| Slide 9 | | This is the home page of Historiana. Historiana is a webapplication that is developed by EUROCLIO – European Association of History Educators and Webtic with the support of Europeana and the European Union. Historiana would not be possible without the efforts and generous contributions of historians and educators from Europe and beyond. |

| Slide 10 | | In the historical content section you can find historical narratives and historical sources collections. In this workshop, you will make most use of the sources collections, because these sources can be easily added to your own sources and used for the creation of eLearning Activities. |

Slide 11
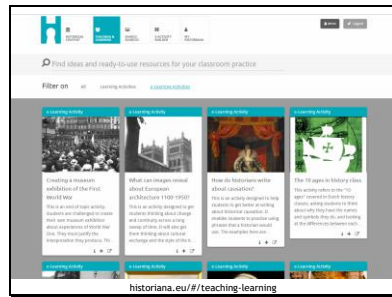
In the teaching and learning section, you can find ready to use Learning Activities and eLearning Activities. Both types of Activities have student materials and teacher materials. The difference is that the eLearning Activities are created on Historiana and always have at least a part that should be done online. You can create a copy of the published eLearning Activities by clicking on the "add" button. The advantage of doing this is that you can then edit the eLearning Activity yourself, and share your version of the eLearning Activity with your students.

Slide 12
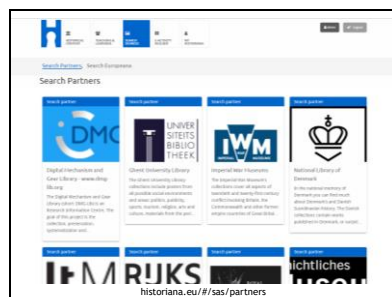
In the "Search Sources" section of Historiana you can directly search the digital collections from several cultural heritage organisation from across Europe. The sources that you find here you can add to your own collections.

Slide 13
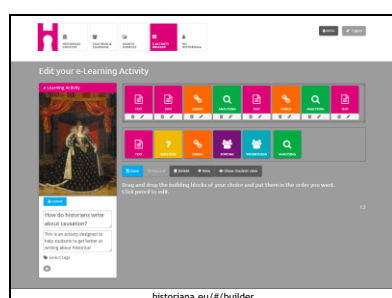
In the e-Activity Builder you can create your own eLearning Activities by adding interactive building blocks in the order of your choice. Each building block has its own functionality, of which more complex ones are all related to certain aspects of historical thinking (such as prioritizing, sorting and analysing). More building blocks will be added in the future.

Slide 14

All the eLearning Activities that you added or created you can find in the MyHistoriana section. This is also the place where you can share eLearning Activities with your students and with others. Under "MyShares" you find an overview of all the eLearning Activities that you shared in the past.

Slide 15

This slide and the following slide can be used to make explicit how a typical design process of an eLearning Activity looks like.

Slide 16

Slide 17

Your challenge: Design an eLearning activity that helps students

- Making enquiries about change and continuity.
- Making enquiries about causes and consequences.
- Analysing and evaluating sources as evidence to investigate enquiry questions.
- Developing a strong sense of chronology, period and place.
- Understanding that historical interpretations are formed in this way and that evidenced based debate is at the heart of the subject.
- Communicating like a historian in a variety of ways.

This slide implies that the (trainee) teachers who participate in your workshop can choose their own challenge. If you prefer to make this decision yourself, you can replace the

Slide 18

Instructions for the challenge

- Register or log in at historiana.eu (see tutorial at tinyurl.com/yctvweab).

- Go to the historical content section and find the source collection that is given to you and add the sources from this collection to your MyHistoriana space (see tutorial at tinyurl.com/yd4qkykn).

- Go the eActivity Builder, create the eLearning activity using the sources from the collection, and save the activity (see tutorial at tinyurl.com/yd9976t2).

- Share the eLearning activity with the others (see tutorial at tinyurl.com/ybqy4al2).

Slide 19

Sharing the eLearning Activities.

'Japanese market scene: vendors are shown selling combs and hair ornaments, sandals, cloth, rice-paste cakes and wigs. Colour woodcut by Shigenobu, 1865.' by Shigenobu. Credit: Wellcome Collection. CC BY. Found via Europeana

Knowing that there will be an opportunity to present the eLearning Activity that they create can motivate the participants to do the challenge. The sharing and discussing of the results can be done between groups, in plenary, or online.

Here are some suggested questions to stimulate discussion:

- What are students going to learn by doing this e-activity?
- How will you know that students have learnt what you hoped they would learn as a result of completing the e-activity?
- How would you persuade a reluctant colleague that the e-

activity is worth using with students?
- How could this e-activity be adapted for use with other classes and with other historical topics?

There is a tutorial on how to share eLearning Activities with others (tinyurl.com/ybqy4al2). If you click on a shareable link that is created to share with others, you can add a copy of the eLearning Activity to your own work environment.

Slide 20

Help EUROCLIO and Europeana improve

EUROCLIO exists for its members and Historiana is being developed by and for history educators. Europeana is constantly seeking to improve its website in order to enable users to access the vast range of material for easily.

Therefore we welcome feedback.

Here it might be good to emphasise that Historiana is develop by history educators for history educators. EUROCLIO, Webtic and Europeana are committed to continue to make Historiana better, but needs input from teachers on which direction it should go.

Slide 21

We would love to hear your views about:

- How likely is that you will recommend Europeana Collections to your peers? (on the scale 1-10, 10 being the highest)
- What would make you more likely to use Historiana?
- Did you find things on the sites that could be improved? If so, how?
- If you were in charge of the sites and had an unlimited budget, what else would you develop on the site?
- What other topics would you like to see in Europeana source collections on Historiana?
- What other e-learning activity tools should we develop if possible?
- What online tools do you know that could be used as inspiration to further develop Historiana? Please explain why.

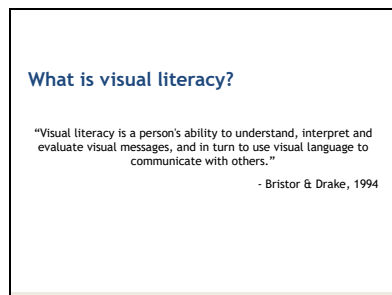Share your views via our online survey: https://tinyurl.com/y6a9mla3
or email us at: inbox@historiana.eu

The emails that go to historiana.eu are redirected to EUROCLIO staff. They will make sure that you get a response. Thank you very much for your help in advance!

PowerPoint Slides: Sharing teaching strategies for a particular concept or skill
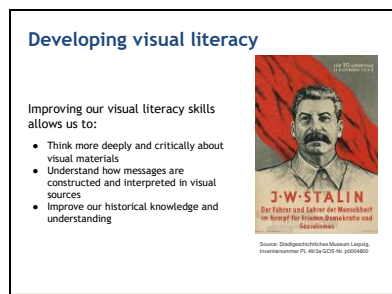
These PowerPoint slides provide examples of the type of content you might include when sharing teaching strategies for a particular concept or skill. They relate to visual literacy and the analysis of photographs. Adapt any relevant slides to your topic and copy them into the main presentation after the 'Explaining Historical Thinking' section. The PowerPoint can be downloaded at https://tinyurl.com/y3s3jrl4.

Slide 1

What is visual literacy?

"Visual literacy is a person's ability to understand, interpret and evaluate visual messages, and in turn to use visual language to communicate with others."

- Bristor & Drake, 1994

Provide an expert definition of the concept/skill.

Slide 2

Developing visual literacy

Improving our visual literacy skills allows us to:

- Think more deeply and critically about visual materials
- Understand how messages are constructed and interpreted in visual sources
- Improve our historical knowledge and understanding

J·W·STALIN

Source: Stadtgeschichtliches Museum Leipzig, Inventarnummer PL 49/3a GOS-Nr. p0004800

Explain the importance and value of this concept and skill in relation to teaching and learning in history.

Example explanation: We all use visual literacy on a daily basis, often without even thinking about it. Interpreting the meaning and often the purpose of a source at a surface level comes easily to many of us. Developing visual literacy skills are important, however, for allowing us to think more deeply and critically about all visual materials with which we engage. This also allows us to break down the process of interpretation and understand how and why messages are constructed in visual sources. For our purposes, it is also important as a way of deepening our historical knowledge and understanding.

Slide 3

Main questions:

- What is shown in the image?
- What is the message or purpose of the image? How is this communicated?
- What can we learn from this image?

The following slides provide examples of the types of (research-based) guidelines and strategies you might present for your topic and explanations you might provide.

These are the main questions to consider when working with an image. They may seem simple but often finding the answers can be quite complex. It is important to present students with an overall question or questions to answer when working with an image to help them in answering the final question here. What do you want your students to draw conclusions about?

Slide 4

Work from the surface to the depths

- Consider: what attracts your attention?
  - What attracts the viewer's attention and why?
  - What do you think the creator wants the viewer to focus on?
- Look at the details in the image to 'read deeply'
- Ask questions about the image as you 'read'

Source: The German Army on the Western Front, 1914-1918: German official photographer, 1917, Imperial War Museum, Q 48454

A useful way to approach the analysis of visual sources is to start at the surface with what jumps out at you but don't stop there - guide students to look at the details of the image and read it deeply. Consider position, shape, colour, symbols. It can be useful to ask yourself questions about the image as you go. This is an image taken by an official German war photographer somewhere near the Western Front in WWI. My focus in using this image might be to have students consider what messages the photographer was trying to convey. A good place to start is with what attracts your attention in the image. What do you notice first in this image and why? What do you think this suggests the main message of the photographer might be? Look more deeply now. What details do you notice? What questions does this raise for you? What other messages might the photographer be trying to convey with these?

Slide 5

Describe and Interpret

Example:

The men on the right wear very decorative clothing **(description)** so they are probably wealthy **(interpretation)**.

Source: The Wellcome Collection via Europeana, V0018138.

As students analyse an image it is important that they make a clear connection between what exactly they see and what they interpret this to mean. This is useful in helping students to:
- avoid making false assumptions
- justify their interpretations
- understand how meaning is constructed in visual sources

An easy way to do this is to ask students to describe things that they see in the image and then explain what they interpret this to mean. This process can be very simple as shown in the example. In this source we see William Harvey demonstrating his theory of circulation of the blood before Charles I.

Slide 6

Consider different perspectives

There are three perspectives to consider with historical visual sources:
- The creator's perspective
- The contemporary viewer's perspective
- The present-day viewer's perspective

Each have different, valid and important interpretations

Source: 1862, The Wellcome Library, V0011243

When working with historical visual sources, we should consider three different perspectives. These are the perspectives of the creator, the contemporary viewer (from the time) and the present-day viewer. Of course, these perspectives cannot always be known for sure, but we can make an effort to use our contextual knowledge and analysis of the image to draw reasonable conclusions about what these perspectives may have been.

What message do we think the creator was trying to convey? Why?
How do we think contemporary viewers might have responded to this image? Why?
How do we interpret this image in the present day? Why?

This source, for instance, was

created in 1862 in response to Darwin's theory of evolution. The creator and contemporary viewer were, of course, engaging with this source in an era where these ideas radical (we can see that this is a satirical and inaccurate portrayal of the theory) whereas the present viewer's interpretation of the source will be influenced by the knowledge that this theory is now widely accepted by the scientific community.

Slide 7

Using contextual knowledge and captions

This depends on your learning goals!

Making meaning from historical sources means using contextual knowledge and considering provenance

BUT

You may wish to introduce captions AFTER an initial analysis

Source: Wikicommons, https://theconversation.com/i-will-stand-with-you-finally-an-apology-to-peter-norman-10107

Of course, in order to make meaning and develop historical understanding from an image students will need to consider where the image came from, who it was created by, when it was created and what the context of the image was. Are there symbols or people in the image that they need context to understand? Contextual knowledge is essential for considering contemporary perspectives. Your own teaching, of course, provides much of the contextual information and captions can also be a good source of this information. However, depending on your learning goals, you should consider when and how to use information provided in captions. There are a few reasons for this: sometimes captions can contain misleading information or can shape a student's interpretation before they've had time to consider the image without outside influence. Introducing contextual information later can also help to show students just how important context is.

Slide 8

Question Types for Anlaysing Historical Photographs

Source:	Context:	Corroborate/Think Deeply:
(a) Name the photo's date, title, and creator	(a) What do you see in the photo, (details, people, action, surroundings, etc.)	(a) How does it relate to other photos, evidence?
(b) Guess: what type of person might have taken this picture and for what purpose?	(b) What you think is happening in the photograph?	(b) Which others agree? Disagree?
(c) Guess: was it personal or published, candid or posed, amateur or professional?	(c) Consider how this image serves as a record of XXX	(c) Why might other photos support/refute this one?
	(d) What is the overall message?	(d) What else do I need to know?

Cory Callahan, 'Analyzing Historical Photographs to Promote Civic Competence,' *Social Studies Research and Practice* 8, no. 1 (2013): 77-88.

Using Sam Wineburg's 'heuristics' for reading like an expert historian as a basis, Callahan suggests these question types for analysing historical photographs.

Historical thinking model

Carla van Boxtel and Jannet van Drie (2016)

© Carla van Boxtel and Jannet van Drie, 2016
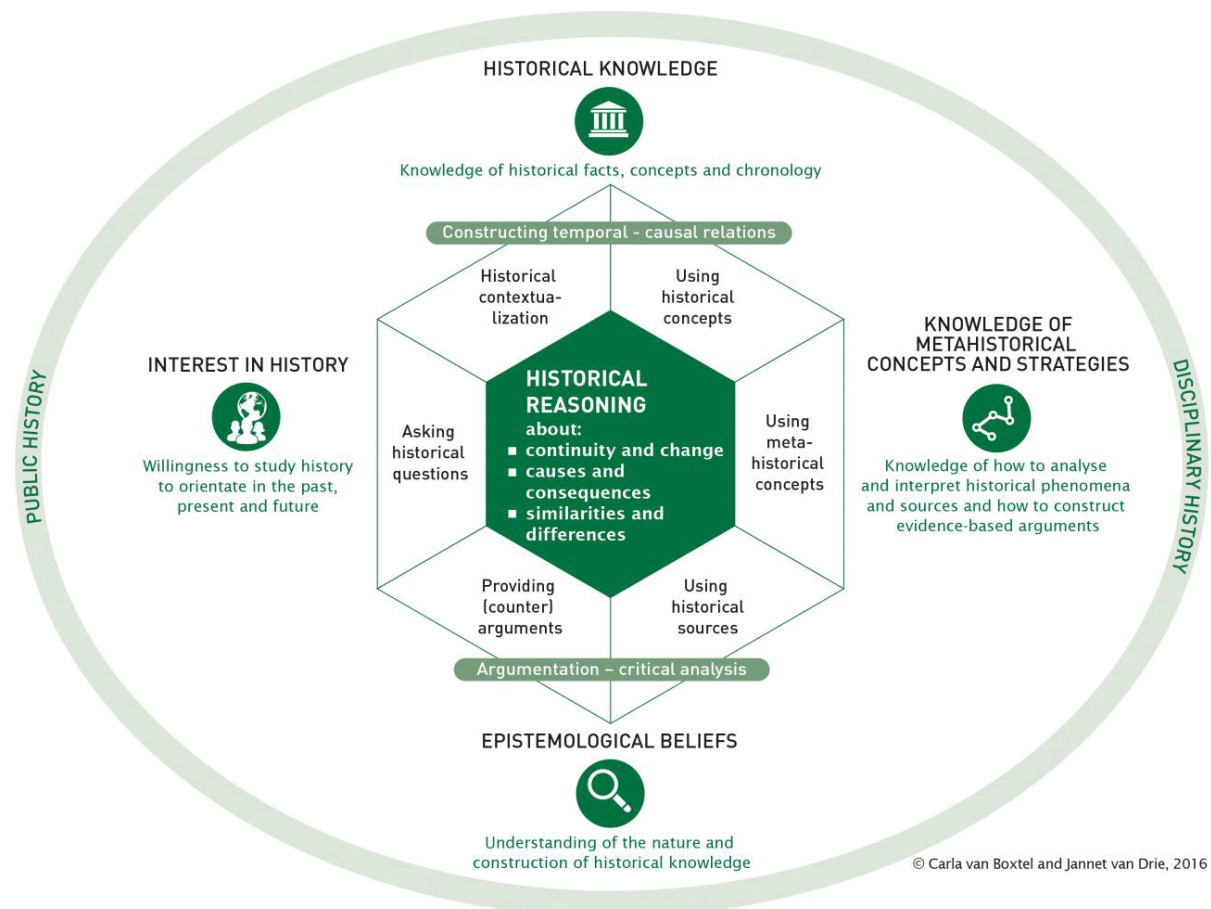
Learner Challenges

Challenge 1: Change over time

Description of the challenge

Your challenge is to make an eLearning activity that enables students to explore an aspect of the **concept of change.** It may focus on the nature of change that occurred, or the scope of a change, or the extent of change that occurred, or how people have perceived a change, or the factors that shaped change.

Source collection

Source collections

Changes over time: water, bridges, and transport
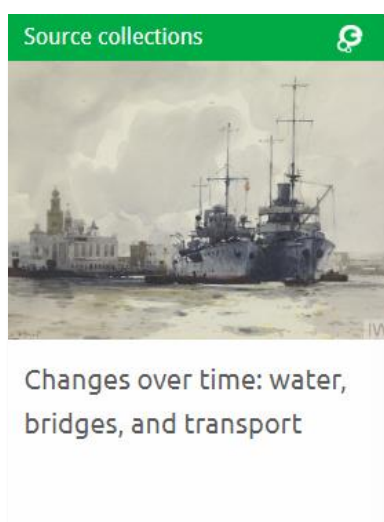
Water transport and bridges from 17th-20th centuries.

In many ways there is remarkable degree of continuity within this topic. For example, trade using waterways is a strong element of continuity. There is also change, for example in the technology and engineering used in water-related transport and in the size and location of major ports. Did water ways change in their level of importance related to other transport: locally? Regionally? Globally?

Link to this source collection:

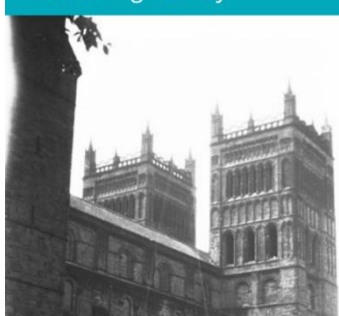https://historiana.eu/#/historical-content/source-collections/changes-over-time-water-bridges-and-transport

Possible enquiry question

How can we best describe the change and continuity in people's use of waterways from the 17th to 20th centuries?

Ready-made exemplar eActivity on change over time

e-Learning Activity

What can images reveal about European architecture 1100-1950?

This is an activity designed to get students thinking about change and continuity across a long sweep of time. It will also get them thinking about cultural exchange and the…

This eLearning Activity focusses on Architectural styles 1100-1950. It is designed to provoke discussion and raise questions about changes in architectural style and cultural interchange across time and place. The eActivity Builder is used so that students can easily move and group a range of images of architectural styles from across time. Students are likely to group architectural styles together that come from a similar period. They should notice the influences of similar styles across the time period. However, some of the time periods are quite spread out and there are overlaps of different styles. There are also some unusual aspects e.g. the 19thC British return of 'gothic' (this also happened in Germany and other countries). Also the influence of clearly non-European styles, for example in Venice and British India. You can use an activity like this to get your students thinking about cultural interchange. It should raise as many questions as it answers. These questions can be answered in follow-up work.

To copy this eLearning Activity, login or register at historiana.eu and then click the Add to MyHistoriana button, that you see after clicking on this link: hi.st/DA

Challenge 2: Causation and consequence

Description of the challenge

Your challenge is to make an eLearning activity that enables students to explore **cause or consequence**. It could focus on identifying causes and categorising them. They could be categorised as underlying conditions and shorter-term causes. Alternatively, causes could be categorised by themes, such as social, economic and political causes. The eLearning activity could help students to write about causes to explain how they inter-relate. It could help students to identify consequences, how they are connected and to explain the diversity of their impact.

Source collection

Source collections

The human impact of World War One

The consequences of World War One for international relations, national politics and societies are often studies in history lessons. The human cost of the First World War features less often. Yet, millions of people lived until their deaths with the terrible impact of war. Their families and friends were also impacted.

Link to this source collection:
https://historiana.eu/#/historical-content/source-collections/the-human-impact-of-world-war-one

Enquiry question

What were the consequences of surviving with terrible wounds from the First World War?

Ready-made exemplar eActivity on causation

e-Learning Activity

How did a World War break out in 1914?

This is an end of topic activity. It is designed for students who have studied the causes of the First World War. To complete it, they must describe and explain the conn…

i + ⌐

The exemplar eLearning activity focuses upon the *causes of World War One*. The question 'How did a World War break out in 1914?' is complex and much debated. The eActivity Builder is used here to help students think about preparing an answer to this question by prioritising the causes. It assumes that they have studied World War One and that this is an end of topic activity. Students are introduced to the topic and then they move images around and resize them. Following this they draft phrases to explain their thinking. The 'dual-coding' (seeing images alongside connected text) should help them to relate and connect the causes so that they can write a more nuanced and complex answer to the question.

To copy this eLearning Activity, login or register at historiana.eu and then click the Add to MyHistoriana button, that you see after clicking on this link:
hi.st/C~

Further reading

You can find a selection of sources concerning the reintegration of men into society after World War One here:
https://www.europeana.eu/portal/en/exhibitions/seven-men-one-leg/. Living with disability and deformity was one of the human consequences of the First World War. The consequences for the individuals and society were profound.

Challenge 3: Chronology, sense of period and place

Description of the challenge

Your challenge is to make an eLearning activity that enables students to be confident in their **chronological understanding**. It could be an eLearning activity that involves sequencing events accurately, with scaled spaces between events. It could enable students to develop their sense of understanding about what it was like to live at a particular time and in a particular place. It could enable students to feel confident about using the language historians use to describe time, such as the names of time periods.

Source collection

Source collections

European emigration to the United States in the late 19th century

19th century emigration from Europe to the USA. It is important for contemporary students to learn that millions of Europeans have been migrants. At the same time, this learning needs to happen with a sense of period to avoid the mistaken idea that the present today is identical to the past. This is a source collection of images from Europe and the USA. By studying it students should be able to gain a sense of the period. They could put the images in chronological order and then study each image in turn in order to write words and phrases to describe the threats and opportunities of the time and the hopes and fears that people seem to have had. They could then review these words and phrases to design questions for further research.

Link to this source collection: https://historiana.eu/#/historical-content/source-collections/european-emigration-to-the-united-states-in-the-late-19th-century

Enquiry question

How can we best describe the period of 19th century European emigration to the USA?

Further reading

The virtual exhibition *"Leaving Europe: A new life in America"* tells the story of European emigration to the United States during the 19th and 20th centuries. The exhibition, which is jointly curated by the Digital Public Library of America (DPLA) and Europeana, is available here: https://www.europeana.eu/portal/en/exhibitions/leaving-europe. In the exhibition there is information about the homeland of migrating groups, the motivation and aspirations of the migrants, the departure and arrival, life in America, and contact with homelands.

Ready-made exemplar eActivity on sense of period

e-Learning Activity

What can a painting reveal about 16th century life in northern Europe?

This is an activity designed to promote a sense of period and to get students asking questions about societal assumptions. It uses the painting: 'The Fight Between Carn...

The exemplar eLearning activity focuses upon **analysing a Bruegel picture to develop sense of period and place**. The analysis of visual sources tool is used so that students can spend time carefully looking for examples of human activity in a work of art. This then leads to class discussion and this, combined with close observation, develops students' chronological understanding. The close observation of sources if a key skill. This Bruegel is rich in detail and should give students ideas about town life in northern Europe in the mid-16th century. For example, men and women are trading, everyone wears modest clothes, disabled people are part of society, worship is part of the scene not shut in the church, there is much street playing – not just being played by children. Using a picture in this way before embarking on a topic can help students to develop a sense of period and place that is vital to secure chronological understanding.

To copy this eLearning Activity, login or register at historiana.eu and then click the Add to MyHistoriana button, that you see after clicking on this link: hi.st/C.

Challenge 4: Writing like a historian

Description of the challenge

Your challenge is to make an eLearning activity that helps students to **improve their ability to express themselves historically.** It might be supporting the language that they use to describe and analyse a concept or to connect ideas. It might be helping them to add evidence to their assertions in paragraphs. It might be about writing detailed narrative reflecting diversity of experience.

Source collection

Expressions of power and status by European royalty

'Expressions of power and status by European royalty'. There are many assertions that can be made about the way European royals have chosen to express their power and authority. For example, "Male monarchs have often chosen to connect themselves to military strength." Or "Rulers have often projected the impression of great wealth in their images." Or "Rulers of (semi-) democracies have tended to downplay the distance between themselves and the people they rule." Whatever the assertion, students need support to learn to write precise and accurate evidence to support them. Students could use this source collection by using the portraits as evidence for a set of assertions. This would model to them one aspect of historical writing.

Link to this source collection: https://historiana.eu/#/historical-content/source-collections/expressions-of-power-and-status-by-european-royalty

Enquiry question

How can we use portraits to provide specific evidence to substantiate assertions about royal power?

Ready-made exemplar eActivity on writing like a historian

e-Learning Activity

How do historians write about causation?

This is an activity designed to help students to get better at writing about historical causation. It enables students to practise using phrases that a historian would use. The ex-…

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hi.st/C6

The exemplar eLearning activity focuses upon: and uses the work of Jim Carroll. He has researched the way historians use language to describe and explain and analyse. You can read his ideas on the language of cause and consequence here: https://jcarrollhistory.com/. Jim Carroll argues that we need to give students chance to practise using history specific phrases. This activity takes portraits of a couple of European monarchs from Europeana. Students do some swift internet research and then annotate the portraits. They are given phrases that they must use in their annotations. Students should then submit the completed activity to their teacher so that the teacher can assess the success of their use of historical language.

To copy this eLearning Activity, login or register at historiana.eu and then click the Add to MyHistoriana button, that you see after clicking on this link:

Challenge 5: Using sources as evidence

Description of the challenge

Your challenge is to make an eLearning activity that helps students to improve their ability to **use sources as evidence.** The activity might help students to identify the tone, emphasis and provenance of a source, and to analyse it content and argument in order to make decisions about its utility for a particular enquiry.

Source collection

Women in the First World War

The *role of women in World War One'.* The diversity of roles that women undertook in World War One was surprising to people at the time and still surprises students today. The collection gives students an excellent opportunity to practise their skills with using sources as evidence to explore a historical enquiry question. Academic historians work with the content and provenance of sources in order to use them as evidence in their research work. They usually turn to source material after first reading about the context. In the classroom, teachers often use sources rather differently. Via a well-chosen source-collection, students can get some initial ideas about a topic and from those ideas they can develop sub-questions for further research to answer the enquiry question given to them by their teacher.

Link to this source collection: https://historiana.eu/#/historical-content/source-collections/women-in-the-first-world-war

Enquiry question

How diverse were the roles of women in World War One?

Ready-made exemplar eActivity on using sources as evidence

How useful is this ring for understanding fashions in England in the 15th century?

This is an activity designed to get students thinking about the utility of a source as evidence for a specific historical question. This version is made for demo and other images,...

i + ⌇

The exemplar eLearning activity focuses upon how historians assess the utility of a source. It takes a 15th object from the Europeana collection. Students have to look carefully at the object and annotate the picture of it with what they can see. They then read some historical context and consider how useful the source is for learning about fashion in 15th century England.

To copy this eLearning Activity, login or register at historiana.eu and then click the Add to MyHistoriana button, that you see after clicking on this link: hi.st/C-

Challenge 6: Assessing interpretations

Description of the challenge

Your challenge is to make an eLearning activity that helps students to improve their ability to evaluate historical interpretations. This could include identifying perspectives and provenance and using subject knowledge to consider how convincing the argument of the interpretation is. It could also include understanding that surviving sources can provide evidence that is fragmentary, and/or contradictory.

Source collection

Source collections

Different views on Napoleon Bonaparte

From triumphant genius to caged rat
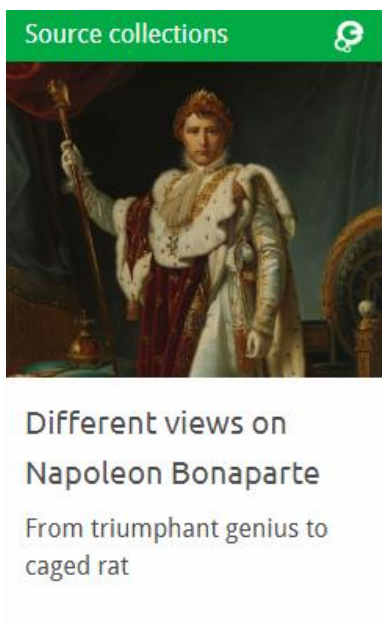
Interpretations of Napoleon. Napoleon was and remains one of the most controversial figures in European history. As such, he is an excellent subject with which to help students to grasp the idea that people and events from the past are always up for evidence-based debate. That is, that people have different perspectives resulting in different interpretations. Historians often arrive at different interpretations even when they use the same evidence-base.

Link to this source collection:

https://historiana.eu/#/historical-content/source-collections/different-views-on-napoleon

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Enquiry question

'Why does the surviving source material make it unsurprising that historians have many different interpretations of Napoleon?'

Ready-made exemplar eActivity on historical interpretations

e-Learning Activity

Creating a museum exhibition of the First World War

This is an end of topic activity. Students are challenged to create their own museum exhibition about experiences of World War One. They must justify the interpretation the…

i   +   ⌃

The exemplar eLearning activity focuses upon getting students to think about how a museum exhibition is constructed. They use the topic of 'experiences of World War One' to think about how they could make a valid interpretation of the past using images. They should be able to understand that sources to make interpretations are selected with audience and purpose in mind. Museum exhibitions (just like books, documentaries and so on) are not the past, but historical interpretations of the past. Students need to learn to critique their construction and to understand that evidence-based debate in history leads to many valid interpretations of the past.

To copy this eLearning Activity, login or register at historiana.eu and then click the Add to MyHistoriana button, that you see after clicking on this link: hi.st/C_

Source collections

These and other source collections can be found in the Historical Content section of Historiana. Filter on *source collections* to see all collections. Use the search bar to search for specific collections.

Source collections

Changes over time: water, bridges, and transport

Related to:
Change over time

Source collections

European emigration to the United States in the late 19th century

Related to:
Chronology, sense of period and place

Source collections

Different views on Napoleon Bonaparte

From triumphant genius to caged rat

Related to:
Assessing interpretations

Source collections

Expressions of power and status by European royalty

Related to:
Writing like a historian

Source collections

Women in the First World War

Related to:
Using sources as evidence

Source collections

The human impact of World War One

Related to:
Causation and consequence

Source collections

Orientalist Art

Colonial visions of the "(Near) East"

Related to:
Writing like a historian

Source collections

Key moments in the First World War

How the war changed local realities, international relations and law, warfare and technology.

Related to:
Using sources as evidence

Source collections

The Plague

Artist impressions of the plague over time.

Related to:
Chronology, sense of period and place

Source collections

Schisms within Christianity

Key events and players in history of Schisms within Christianity from 300 to the 17th century.

Related to:
Change over time

Source collections

Catherine the Great

Challenge 6: Assessing interpretations

Related to:
Assessing interpretations

Source collections

Post War Europe

Changing borders, hardships, and reconstruction in the years immediately following the Second World War

Related to:
Causation and consequence

Source collections

Contemporaries view of Napoleon

Related to:
Writing like a historian

Source collections

Key moments in the Napoleonic Wars

The rise and fall of an Emperor

Related to:
Chronology, sense of period and place

Source collections

Medicine and Anatomy

Renaissance Medical Research and Practice

Related to:
Change over time

Source collections

Napoleon and his legacy

Related to:
Assessing interpretations

Source collections

Railways and Connectivity

Related to:
Change over time

Source collections

The Last Supper

The Last Supper and its changes during the Renaissance
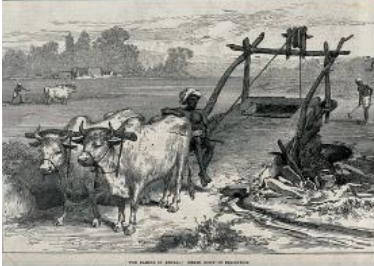
Related to:
Chronology, sense of period and place

Women Working

Related to:
Using sources as evidence

Energy in the pre-industrial world

Pushing the Malthusian ceiling

Related to:
Change over time

The Subterranean Forest

Origins and early usages of fossil fuels

Related to:
Change over time

The Age of Synergies

Technological innovations in the late nineteenth century.

Related to:
Change over time

Precursors of the Renaissance

Related to:
Change over time

Colonial Contributions to WWI

Related to:
Using sources as evidence

Exemplar eLearning Activities

We created several ready to use eLearning Activities. These can be used as they are or adapted. They give teachers an idea of how a finished product look like, help them to find out how Historiana works in practice, and can be used to challenge others or yourself to improve them.

You can get a copy of any of these eLearning Activities by going to historiana.eu, registering or logging in, clicking on the link and choosing *Add to MyHistoriana*. Once you have done this, you can find the eLearning Activity that you added in your MyHistoriana section. Now you can make edits, and share your own version of this eLearning Activities with your students or others.

Below you can some examples of eLearning Activities that make use of Europeana Collections. These and other eLearning Activities are freely available in the Teaching and Learning section of Historiana. Filter on *eLearning Activities* to see all these activities. Use the search bar to search for specific activities.

e-Learning Activity

What can images reveal about European architecture 1100-1950?

This is an activity designed to get students thinking about change and continuity across a long sweep of time. It will also get them thinking about cultural exchange and the…

i + ↗

Link to add: hi.st/DA
Related to:
Using sources as evidence

e-Learning Activity

How do historians write about causation?

This is an activity designed to help students to get better at writing about historical causation. It enables students to practise using phrases that a historian would use. The ex-…

i + ↗

Link to add: hi.st/C6
Related to:
Writing like a historian

e-Learning Activity

How did a World War break out in 1914?

This is an end of topic activity. It is designed for students who have studied the causes of the First World War. To complete it, they must describe and explain the conn…

i + ↗

Link to add: hi.st/C~
Related to:
Causation and consequence

Creating a museum exhibition of the First World War

This is an end of topic activity. Students are challenged to create their own museum exhibition about experiences of World War One. They must justify the interpretation the…

i + ⌁

Link to add: hi.st/C_
Related to:
Assessing interpretations

What can a painting reveal about 16th century life in northern Europe?

This is an activity designed to promote a sense of period and to get students asking questions about societal assumptions. It uses the painting: 'The Fight Between Carn…

i + ⌁

Link to add: hi.st/C.
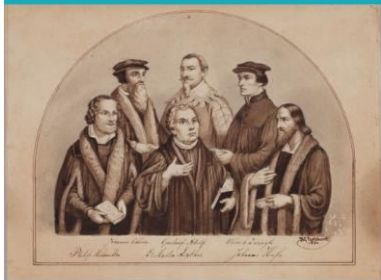Related to: Chronological understanding

How useful is this ring for understanding fashions in England in the 15th century?

This is an activity designed to get students thinking about the utility of a source as evidence for a specific historical question. This version is made for demo and other images,…

i + ⌁

Link to add: hi.st/C-
Related to:
Using sources as evidence

Context to the 16th Century Reformation

This is a short activity for the start of the topic of the Reformation. It simply introduces students to the idea that schism in the Christian Church was not invented in the 16th Century.

i + ⌁

Link to add: hi.st/DZ
Related to:
Change over time

What can sources reveal about Europe 1945-47?

This is an activity to introduce students to some of the consequences of World War Two for the people of Europe. It will help students understand the impact of World War Two on the continent…

i + ⌁

Link to add: hi.st/DX
Related to:
Using sources as evidence

Plague in Europe

This activity is designed to be an introduction to the study of the impact of the plague on Europe. It develops students' sense of period.

i + ⌁

Link to add: hi.st/Df
Related to: Chronology, sense of period and place

e-Learning Activity

Writing good historical narratives

Writing good historical narrative is hard. This e-activity is designed to support students to write rich historical description.

i + ☐

Link to add: hi.st/Do
Related to:
Writing like a historian

e-Learning Activity

How have Europeans used water since 1700?

This activity prepares students for a class discussion that will develop their sense of period and enable them to engage with the historical concept of change. Students often find it hard to imagi…

i + ☐

Link to add: hi.st/Dn
Related to: Using sources as evidence

e-Learning Activity

Why did Europeans migrate to the USA?

Migration is a controversial topic in Europe today. Recent years have seen many people coming to Europe with the hope of a better life. At the end of the 19th Century Europeans were leaving for a…

i + ☐

Link to add: hi.st/Dm
Related to: Causation and consequence

e-Learning Activity

What were the effects of gas on soldiers in the First World War?

This activity uses a famous painting from 1919 as a source of evidence for the enquiry. Students analyse the source and then set it in context in order to give an answer to the enquiry question.

i + ☐

Link to add: hi.st/Db
Related to:
Using sources as evidence

e-Learning Activity

Why are there so many interpretations of Catherine the Great of Russia?

This is a huge question, but students can find one answer to it by looking at portraits of Catherine. This activity would make a useful starter to a study of Catherine and her period.

i + ☐

Link to add: hi.st/Da
Related to:
Assessing interpretations

e-Learning Activity

How Napoleon Changed Our World

Students reason about historical significance and consequence to plan an episode in a documentary series about how Napoleon changed our world.

i + ☐

Link to add: hi.st/F5
Related to:
Cause and Consequence

Key moments in the Napoleonic Wars

Students make decisions about historical significance and practice writing like a historian.

What did people think of Napoleon during his time?

Students compare and contrast contemporary perspectives on Napoleon and explore reasons for the differences between them.

The Last Supper in Renaissance Art

Students compare and contrast artistic depictions of the Last Supper from the Renaissance period.

Link to add: hi.st/F6
Related to:
Assessing Historical Significance

Link to add: hi.st/F7
Related to:
Historical Perspective-taking

Link to add: hi.st/F8
Related to:
Change and Continuity

The Impact of Railways

Students investigate the various impacts of railways over time and evaluate their significance.

Continuity and Change in Renaissance Medicine

Students examine continuity and change in European ideas about medicine and anatomy in the Renaissance period.

Different Experiences of WWI

Students explore some less familiar experiences and perspectives on the First World War.

Link to add: hi.st/F9
Related to:
Assessing Historical Significance

Link to add: hi.st/F-
Related to:
Change and Continuity

hi.st/GK
Related to: Historical Perspective-taking

EUROCLIO Manifesto

In 2013, EUROCLIO published its *Manifesto on High Quality History, Heritage and Citizenship Education*. The Manifesto was unanimously adopted by the EUROCLIO General Assembly in 2014. The Manifesto can be used as a prompt to stimulate discussion about what is considered quality education. Below you can find the original text of the Manifesto in English. Translations into other languages are available at euroclio.eu/manifesto/.

Original text
Manifesto on High Quality History, Heritage and Citizenship Education.
15 Principles for the recognition of the distinctive contribution of history to the development of young people

Preventing the Misuses of the Past
Complexity – Multiperspectivity – Critical Thinking

Principle 1
High quality history, heritage and citizenship education does not attempt to transmit a single truth about the past. However it aims to approach the historical truth as near as possible based on solid facts and qualified evidence and by striving towards objectivity. It creates an understanding that historical narratives are multi layered and interpretations, and it stimulates the willingness to question these narratives and think critically.

Principle 2
High quality history, heritage and citizenship education deconstructs historical myths and stereotypes by putting the traditional 'mirror of pride and pain' into perspective, thereby supporting educators and students to question their own logic and cultural idioms. This traditional pattern is created around the suffering of the nation on one hand and the national pride on the other hand, neglecting to tell about the harm done to others and the histories of those areas which did not connect to the nation's narratives.

Principle 3
High quality history, heritage and citizenship education raises awareness on the fact that the past is perceived differently according to a person's social, generational and sexual background as well as belonging to ethnic, linguistic and religious communities, and diverging world-views in society. It encourages an acceptance that people and events must be appraised in the context of their values and time.

Principle 4
High quality history, heritage and citizenship education addresses sensitive and controversial topics in history in a responsible way to undermine the impact of one-sided, biased, and politicised views of the past and to bring into being its complex and multidimensional nature. This implies avoiding emotive, subjective and hostile language and promoting the use of impartial concepts, without nevertheless white-washing and sanitising problematic historical narratives to get a rosy picture of the past.

Principle 5
High quality history, heritage and citizenship education promotes long-term reconciliation in divided societies by developing empathy skills and the ability to disagree about interpretations of the past without resorting to hatred and violence.

Promoting an Inclusive Approach to the Study of the Past
Diversity – Dialogue – Equality

Principle 6
High quality history, heritage and citizenship education recognises that its significance is related to current experiences and challenges and therefore aims to help students understanding the world they live in and to support their orientation for the future. This means in particular the conviction that the study of the past is instrumental in the development of political and civic awareness, thus bridging history and citizenship as two school subjects that are mutually relevant.

Principle 7
High quality history, heritage and citizenship education introduces global perspectives and encompasses the multiple dimensions of the study of the past - political, social, economic, cultural and environmental. It includes the study of key events but also long-term developments and addresses major themes such as everyday life, nature, gender, human rights and migration.

Principle 8
High quality history, heritage and citizenship education addresses a manifold of human values, beliefs, attitudes and dispositions, such as democracy, tolerance, respect for human rights, mutual understanding, social cohesion, solidarity, freedom, courage, equal opportunities, and responsibility, but also love and friendship. However, it also tackles negative concepts such as stereotyping, prejudice, bias, xenophobia, racism, violence and hate, because they are also part of the spectrum of human behaviours and need to be reflected upon.

Principle 9
High quality history, heritage and citizenship education embraces cultural, religious and linguistic diversity as a way to foster social cohesion and inclusion and contribute to intercultural and interreligious dialogue

Principle 10
High quality history, heritage and citizenship education uses the "history around us" as a powerful way to convey a vivid understanding of the past, and embraces heritage as a unique access to this past through its tangible and intangible legacies.

Advancing Educational Innovation
Engagement – Competences– Autonomy

Principle 11
High quality history, heritage and citizenship education is based on competences, including cognitive (knowledge), functional (application of knowledge), personal (behaviour) and ethical (principles guiding behaviour) components. This implies giving equal importance to the acquisition of context-appropriate knowledge, skills and attitudes, beliefs, dispositions and values.

Principle 12
High quality history, heritage and citizenship education contributes to develop key competences[2] such as social and civic competences, cultural awareness and expression, learning to learn, digital competence, sense of initiative and entrepreneurship. It also gives transversal competences such as critical thinking, creativity, problem solving and decision taking.

Principle 13
High quality history, heritage and citizenship education develops fundamental thinking skills and concepts: chronological understanding, historical significance, primary source evidence, interpretation, cause and consequence, change and continuity, comparison and contrast, empathy, fact and opinion, bias and objectivity. It also addresses substantive concepts such as slavery, constitution, socialism or depression.

Principle 14
High quality history, heritage and citizenship education develops the ability to understand and analyze issues and events; the ability for gathering, organising, investigating and assessing sources in a logical and coherent way, leading to

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[2] Defined in the European Reference Framework of 2006
http://ec.europa.eu/dgs/education_culture/publ/pdf/lllearning/keycomp_en.pdf

conclusions and generating ideas. It also helps acquire a talent for clear expression by putting forward ideas and arguments in a concise manner.

Principle 15
High quality history, heritage and citizenship education includes pedagogical and assessment strategies that enhance independent learning, motivation and engagement, foster a sense of responsibility, a passion for active involvement, an urge to take initiative, and stimulate communication and cooperation. It emphasises the development of curiosity, autonomy, open- and international mindedness, a spirit of inquiry and the abilities to think independently and to resist manipulation.

Additional resources

Finding and selecting sources
- Europeana Collections. Link: https://www.europeana.eu/portal/en
- European History Primary Sources. Link: http://primary-sources.eui.eu/
- Digital Public Library of America. Link: https://dp.la/primary-source-sets

Explaining historical thinking
Articles
- Van Boxtel, C., & Van Drie, J. (2018). Historical Reasoning: Conceptualizations and Educational Applications. In S. A. Metzger & L. M. Harris (Eds.), International Handbook of History Teaching and Learning. : Wiley & Blackwell.

Books
- Davies, I (ed.) 'Debates in History Teaching', Routledge; 2nd edition (16 Feb. 2017)
- Seixas P. and Morton, T (2012). The Big Six Historical Thinking Concepts. Nelson College Indigenous.
- Wineburg, S., Martin, D., & Monte-Sano, C. (2011). Reading like a historian: Teaching literacy in middle and high school history classrooms. New York: Teachers College Press.

Videos
- What is historical thinking. Video clips by TeachingHistory.org (7:41 minutes). Link: https://www.youtube.com/watch?v=mSJLmWnxrPg.
- What is historical thinking? Video clip by Intelligent Channel with historian Jim Grossman (2:03). Link: https://www.youtube.com/watch?v=i71veYOUHiw.

Websites
- The Historical Thinking Project – Promoting critical historical literacy for the 21st century. Link: http://historicalthinking.ca/.
- Standards in Historical Thinking – Public History Initiative | National Center for History in the Schools. Link: https://phi.history.ucla.edu/nchs/historical-thinking-standards/.
- What skills should you have when you leave a history class? Link: https://www.historians.org/teaching-and-learning/teaching-resources-for-historians/teaching-and-learning-in-the-digital-age/the-history-of-the-americas/the-conquest-of-mexico/for-teachers/setting-up-the-project/historical-thinking-skills.

Purpose of teaching history

- Council of Europe website for History Teaching: Link:
  https://www.coe.int/en/web/history-teaching
- Schools History Project. Core Principles. Link:
  http://www.schoolshistoryproject.co.uk/about-shp/principles/
- EUROCLIO Manifesto on High Quality History, Heritage and Citizenship
  Education: 15 principles for the recognition of the distinctive contribution of
  history to the development of young people. Link:
  https://euroclio.eu/manifesto/