



The Creative School



# Open Educational Resources

## *Photos as Memories Of the Past*

Topic: History

Age Group: 7-11, 11-14, 14-18 years old



Erasmus+

## Authors

Maddalena Nicoletti, Svenja Pokorny, Pier Giacomo Sola

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The Creative School open educational resources include the following learning modules, here listed according to subject matters and age of the target students:

	 7-11	 11-14	 14-18
 Art History		Let Them Live Again	Let Them Live Again
 Citizenship and Philosophy	Ethical Dilemmas	Ethical Dilemmas	Ethical Dilemmas
 Environment, Natural Sciences	Biodiversity and Visual Arts	Biodiversity and Visual Arts	
 Facilitation	Online learning through object based learning	Online learning through object based learning	Online learning through object based learning
 Geography	Urban walks	Urban walks	
 History			How did young people live?
	Photos as memories of the past	Photos as memories of the past	Photos as memories of the past
 STEAM			Critical thinking on climate change
	#Empowering YouthVoices	#Empowering YouthVoices	#Empowering YouthVoices
		Hungry Algorithms	Hungry Algorithms
 Teachers Training	Europeana as a learning tool	Europeana as a learning tool	Europeana as a learning tool
	Practical approaches to teaching with objects	Practical approaches to teaching with objects	Practical approaches to teaching with objects

*The Creative School* project develops learning modules for children and schoolteachers, promoting self-directed learning, critical and visual thinking skills by using cultural heritage content made available by the partner organisations. The present output has developed a set of training materials focusing on the development of thinking skills through engagement with cultural heritage.

More and more children and young people need to develop higher level thinking skills in order to find solutions to social, emotional and economic problems, both personally and in the context of the wider world. They are encouraged to be creative, innovative, enterprising and adaptable, with the motivation, confidence and skills to use creative and critical thinking purposefully.

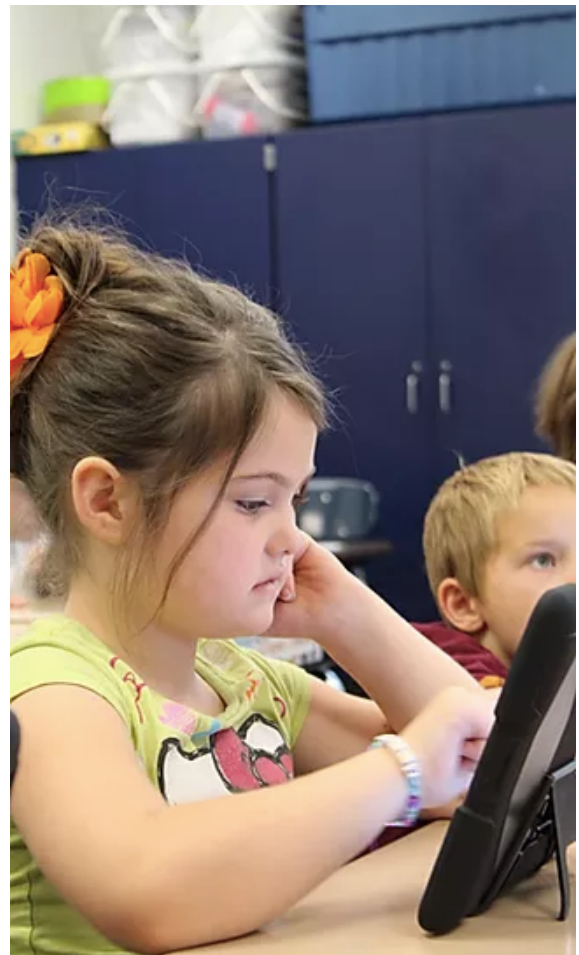
The main beneficiaries of the project include primary and secondary school teachers, who, through engaging with the project will become equipped with the skills necessary to facilitate pedagogical strategies for creativity and critical thinking. Children and young people involved as participants in the Creative School project will develop the skills required to respond to the challenges offered by the Creative School curriculum.

We hope this material will bring a new dimension to your work and inspire you to use it for fostering creative and critical thinking among young people. The selected topics have been chosen together with teachers and educators coming from Austria, Croatia, Finland, France, Ireland, Italy and the United Kingdom through focus groups and surveys.

Each material is accompanied by key learning points as well as several interesting facts or pieces of information, which are intended to be used to provoke further discussion. The most appropriate age group is also indicated.

Wherever possible we have included a short interactive activity that can be carried out with students or a series of suggested questions to ask, in order to introduce the topics of each learning module. Should you wish to explore certain topics or themes further, each material includes a link to other related ones. When available, a general list of additional educational resources related to the topics is also provided.

The material and accompanying text are designed as standalone educational aids. In this respect, the resource is intended to provide an overall framework from which you can pick and choose the issues most relevant to your activities. The module can be used within any country any context as it deals with issues, which are cross-border and universal.








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For more information about *The Creative School* project, please visit:

<https://www.creative-school.eu/>

## Photos as Memories of the Past

Topic:	 History
Age range:	 7-11  11-14  14-18
	The workshop can be run with different age groups. Examples suitable for each group are proposed, however the teacher can create other exercise, according to the characteristics of the students.
Time:	 3-5 meetings of 30-45 minutes each, plus homework
Materials and tools:	Photos of family or local history, comparing urban and social lifestyles in different times.
Learning objectives:	Encourage children to: <ul style="list-style-type: none"><li>• think in a creative and critical way about the concepts of intergenerational learning;</li><li>• increase knowledge of local history;</li><li>• analyse social changes in the use of urban areas;</li><li>• collect and scan old pictures of their families and access digital collections of historical pictures.</li></ul>

### Instructions for teachers – how to stimulate interest in the past?

Students are requested to work in groups, so that they can discuss and agree the common solutions, and think at family stories that can be supported by photographic images. The usual method of working with stories is to first listen / watching the story told by each member of the group and then starting the discussion among the participants. The teacher / educator may also interrupt the story, engage in a dialogue and later on continue with the story. Students ask questions based on the story and choose (or the teacher can also propose) which issues are to be discussed. The teacher introduces and encourages students to ask questions with phrases like “*What do you want to know about the story? What is particularly interesting to you?*”. The discussion and the use of educational materials depend on the context and dynamics of the group.

The general principle is to start from something familiar to the students’ experience, something clear to them. The dialogue continues from the concrete towards the abstract.

The *workshop* presenting creative solutions to enabling participants to process their own family photographic collection as a means to gain insight into social and historical background through the use of images. The project is centred on three main issues:

- Understanding the relevance of family and community memory, and its relation to photographs: the history of family and private history, community and family remembering, genealogical research, family documents as sources of historical and local history research, the role of private photographs in politics and arts;

- Developing interview techniques, storytelling about pictures, genealogy, oral history, the importance of other sources from interviews, ethical and legal practice of archiving and publishing personal documents;
- Preserving family and local history photographs: handling of private photos in family archives, private and public collections (storage, filing, digitalisation, preservation).

The workshop wants to show that the preservation of family memories is not confined to oral and written forms, (like private correspondence, diary, and memoirs). Photographs record family memories and yet the same time lend to the telling of oral histories for future generations. Private photographs serve as an important source of material for local historical research.

### Description of the workshops

In the following pages, some workshops are presented, originally prepared for the objectives of the Creative School project with the participation of the students of IsArt Liceo Artistico F. Arcangeli of Bologna (Italy).

About 5 meetings have been organised among the students: in the first the overall project was presented, together with some sample models. Then the students have been requested to create some groups to discuss some possible ideas for developing a common project, assigning tasks within each group. In the following meetings the students have been invited to present to the teachers and their schoolfellows the progress of their activity, receiving hints and suggestions for improving the quality of their work.

Finally all the groups have presented the final outputs to the whole class.

Each group was free to choose the method and the technical tools for developing its ideas. The different techniques used consist of creating cartoons using PowerPoint Animations, or graphic stories generated by generated by Canva, as well creating a website or filming a video.

## Bologna Railway Station



Short graphic novel, showing the different use of the railway station in wartime.

## The Parks in Bologna



A small ant drives the readers in a visit across some key parks of the city.

## Life in the countryside around Bologna



The life in a countryside town close to Bologna, comparing the pictures taken by a local photographers in the 1930's.

## Around Bologna



A travel across the history of Bologna, its arcades, streets, transports, towers, water streams, etc. These workshops consist of stimulating the children to ask their parents and relatives to talk about stories of the town they are living in, collecting pictures with family photographs or accessing digital collections of images presenting the life in old times.

The teachers can start the activity in the classroom, asking the children to present some interesting stories they have heard from their parents. The teacher can also show some digital collections of old pictures of the town available on the Internet, and ask the children if they are able to identify the buildings, monuments, parks that are present in the photographs. E.g., the following collections have been proposed to the students attending the workshop in Bologna:

[https://collezioni.genusbononiae.it/products/categorie\\_con\\_scheda/category:32](https://collezioni.genusbononiae.it/products/categorie_con_scheda/category:32)

<http://fondazione.cinetecadibologna.it/archivi-non-film/archiviofotografico/sezionebologna>

<https://imediacities.hpc.cineca.it/app/catalog>

Younger children can simply create a story focusing on the part of their town they have selected (the railway station, the parks and green areas, a square in the town centre), while the elder ones can work in small groups to collect information about the evolution of the town, comparing pictures of buildings and monuments in ancient and modern times.

## How did you amuse yourself?



Video interviews showing the differences how teen-agers amuse themselves in the twenty-first century and how their parents had fun when they were youngsters.

The video is available in Italian, with English subtitles at: <https://youtu.be/IBI8KWAsACs>

The students are invited to ask their parents how they were used to spend their time and amuse themselves when they were teen-agers, and compare the different habits. They can work in small groups, interviewing their parents and collecting information, as well as pictures and videos, of the town as it was when their parents were teen-agers. Each group should organise the different roles necessary to complete the task (designing the story, managing the interviews, editing the video, collecting the historical documents, etc.), and create the script presenting the story.





14-18

## Bologna: A City That Changes

A website page showing places of interests, theatres, museums, cinemas, shops of the city. It can be accessed at:

[https://www.creative-school.eu/educational-materials/A\\_City\\_That\\_Changes/Bologna\\_A\\_City\\_That\\_Changes\\_EN.htm](https://www.creative-school.eu/educational-materials/A_City_That_Changes/Bologna_A_City_That_Changes_EN.htm) (English version)

[https://www.creative-school.eu/educational-materials/A\\_City\\_That\\_Changes/Bologna\\_A\\_City\\_That\\_Changes\\_IT.htm](https://www.creative-school.eu/educational-materials/A_City_That_Changes/Bologna_A_City_That_Changes_IT.htm) (Italian version)

Same concept as the previous workshop, however here the students are requested to animate the presentation in a more creative way, creating a document with a higher level of interaction with the user and richer of information about the history of the town.