



The Creative School



Open Educational Resources

How did young people live?

Topic: History
Age Group: 14-18 years old



Erasmus+

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Images

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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/>

How did young people live?

| | |
|----------------------|--|
| Topic: |  History |
| Age range: |  14-18 |
| Time: |  110-245 minutes |
| Materials and tools: | Instructions for teachers Links to curated digital archive collections on Finna and Europeana Worksheet for students |
| Learning objectives: | Encourage children to: <ul style="list-style-type: none">• empathize and use imagination• understand how historical context influences people's lives• evolve text skills• evolve multi-literacy skills• evolve knowledge of different sources and their use |
| Success criteria: | By the end of the learning activity students will be able to: <ul style="list-style-type: none">• understand that young people's lives have differed at different times• know how to search and use digital material |
| Keywords: | historical empathy; digital archives; critical thinking; creative thinking |

Description of the learning activity

How young people lived? learning activity looks at the lives of young people in different eras or alternatively in a particular era. Behind the activity is the idea of historical empathy: in the learning activity, the student browses pictures of young people in different times, chooses one of the persons in the pictures for his/her alter ego and studies the historical context. The student writes a letter on behalf of his/her alter ego describing his/her life. We encourage them to use their imagination in addition to factual source material.

For the purpose of carrying out the assignment, we have made collections of pictures in Finna and Europeana digital archives. The collections include images of Finnish and European young people at different times during the period 1920-1990. If desired, the teacher can define the assignment to a specific era. The teacher can also search for more images or assign the task to students. Other digital archives, textbooks or other literature can also be used.

This learning activity can also be adapted to any period of history and to any country. In this case the teacher can search for appropriate images from Europeana or other digital archives. The learning activity can also be adapted to explore how young people live or lived in different cultures.



Instructions for teachers

These instructions have been designed to give you an outline of a learning activity you can use online or in classroom. You are very welcome to adjust the model to your own needs.

Timings below are made for a short version and longer version of the activity. In longer version, the activity can be split into several days and more time can be devoted to each action. Timings are suggestions and they can be adapted to meet the needs of the class.

Timings (short version)

| Time | Activity | Resource |
|---------------|--|---------------------------------|
| 20 minutes | Introduction to historical sources | |
| 20 minutes | Introduction to concept of youth and discussion | See this document |
| 10 minutes | Instructions for students | See this document and worksheet |
| 40-60 minutes | Assignment: Pen pals. During lesson or homework. - Choosing the alter ego - Exploring the historical context - Writing a letter to pen pal | Worksheet |
| 20 minutes | Wrap-up discussion | See this document |

Timings (longer version)

| Time | Activity | Resource |
|-------------|--|---------------------------------|
| 30 minutes | Introduction to historical sources | |
| 30 minutes | Introduction to concept of youth and discussion | See this document |
| 20 mins | Instructions for students | See this document and worksheet |
| 135 minutes | Assignment: Pen pals. During lesson or homework. - Choosing the alter ego - Exploring the historical context - Writing a letter to pen pal | Worksheet |
| 30 minutes | Wrap-up discussion | See this document |

How to prepare and facilitate the learning activity

The learning activity includes

- teacher's introduction to historical sources: what they are and how they are used.
- teacher's introduction to concept of youth and discussion
- "Pen pals" assignment carried out in pairs or in groups, in which students utilise digital cultural heritage and archive materials and produces text in letter form
- Wrap up discussion

When preparing for this learning activity we encourage the teacher to devote some time to investigate the period of history they are addressing in the activity. This will be useful in the introductory discussion and in guiding the students in the assignment.

For the purpose of carrying out the assignment, we have made collections of images in Finna and Europeana digital archives. The collections include images of Finnish and European young people at different times during the period 1920-1990. If desired, the teacher can define the assignment to a specific era and or other than 1920-1990. The teacher can also search for more images or assign the task to students.

Introduction to historical sources: what they are and how to use them

The implementation of the learning activity begins with an introduction to historical sources and their use in this activity. For inspiration see Background information for historical empathy and textual skills.

Digital archives and how to use them

- Finna, <https://finna.fi>
 - Finna.fi is a search service that collects material from hundreds of Finnish organisations under one roof. Using versatile search functions, you can easily access millions of items, free of charge.
 - Finna.fi includes material that is available online in a variety of formats. You can also search for information from library and archive material that has not been digitised or with limited access.
 - Search tips for Finna, <https://finna.fi/Content/help>
- Europeana, <https://www.europeana.eu/en>
 - Europeana works with thousands of European archives, libraries and museums to share cultural heritage for enjoyment, education and research. This website gives you access to millions of books, music, artworks and more – with sophisticated search and filter tools to help you find what you're looking for.
 - Search tips for Europeana, <https://www.europeana.eu/en/help/search-tips>

Introduction to concept of youth and discussion

The learning activity continues with a teacher-led discussion on the concept of youth, youngster or teenager. Discuss what the lives of young people have been like in general or during a certain era you want to deal with (e.g. wartime, reconstruction period, 1960-1970s, etc.). Ask the students to think:

- What do we mean when we talk about young people, youth, youngsters or teenagers?

- What do we know about what life has been like for young people at different times?
- What factors affected what life was like for young people?
- Did young people go to school? Did they work?
- What did they do on their free time?
- What kind of social relationships did they have?
- What have parents or other older relatives told us about their own youth?

Inspirational material for discussion about concept of youth

- Video: How Has Life Changed For Teenagers Over The Last Century? Note that the video is American, so not everything applies to European countries.
<https://www.youtube.com/watch?v=t9mQnjvYagA&t=603s>
- House of European History, Restless Youth Exhibition,
<https://historia-europa.ep.eu/en/restless-youth>

Assignment for students

Pen pals can come from different eras, for example, a young person living in Helsinki during the World War writes to a young person who lives in Berlin in 1975. This depends on what era(s) you are addressing in your classes. Teacher can also assign the task of creating an alter ego to a group of 2-4 students, who will then create the profile together, and have another group as their pen pals. Below are the instructions for students. They can also be found on the worksheet teacher can hand out to students.

Pen pals (instructions for students)

You are about to step into the shoes of a young person who lived in a different era! You will need to examine digital archives, your history textbook and other available source material, but most importantly you can use your imagination.

Begin with choosing your own alter ego.

STEP 1: Who's your alter ego?

Your teacher has introduced you to digital archives such as Finna and Europeana. Below you can find link to collections of pictures in those archives. Browse through the photos of young people in different eras. You can also search for more images with keywords such as "young people" OR youth OR youngster / "girl" OR "boy".

Searching tips in Europeana: <https://www.europeana.eu/en/help/search-tips>

Searching tips in Finna: <https://finna.fi/Content/help?lng=en-gb>

Choose from the photos a young person about your age who seems interesting to you.

He/she will be your alter ego on this assignment (https://en.wikipedia.org/wiki/Alter_ego 9).

Young people 1920-1945

<https://finna.fi/List/957906>

<https://www.europeana.eu/en/set/1688>

Young people 1945-1970

<https://finna.fi/List/957885>

<https://www.europeana.eu/en/set/1690>

Young people 1970-1990

<https://finna.fi/List/957882>

<https://www.europeana.eu/en/set/1693>

Take a close look at the image and person you selected. Read all the information available about the picture. Think about why and in what situation the picture was taken.

Based on the picture itself and all the additional information and metadata define and write down on your worksheet some basic information about your alter ego:

- Person's name and age
- Time when the picture was taken
- Location
- What kind of family and/or related party a person has

You will probably not find all this information from the archive. In this case you can use your imagination and invent the missing information.

STEP 2: Exploring the historical context

Take a closer look at images in the collections and other source materials from the same era as your alter ego image was taken. Consider what kind of era it has been and how it has affected the life of your alter ego. You will not find all this information from the archives or other sources. In this case feel free to use your imagination and invent the missing information. But keep in mind the historical context!

- What does your history textbook say about the era?
- What has society been like then?
- Has something historically significant happened in your alter ego's youth that would have affected his life?
- Has your alter ego gone to school? Has he worked?
- What has he/she done in his free time if they had one?
- What kind of dreams does he/she has for life and future?

STEP 3: Write a letter to your pen pal

Imagine yourself in your alter ego's shoes and write a letter to your pen pal as "him/her." In the letter, introduce yourself and tell about things like your family, home, ordinary day, future dreams, your school, friends, or maybe your favourite literature or music. In addition to text, you can attach pictures or drawings in your letter. If you attach pictures uploaded from Finna or Europeana to, remember to check the permissions of the image. Many images can be used, but their photographer and the right-holder of the images must be named.

<https://creativecommons.org/licenses/>

Exchange letters with your pen pal (in class or by email). Be sure to also enter your own (real) name in the letter. Read your pen pals letter.

Next, your teacher will lead a wrap-up discussion about the process.

Wrap-up discussion

After completing the assignment lead a discussion about the process with the whole class.

- What observations students made about young people's lives at different times?
- What things are different and what are the same compared to present time and students own life?
- What factors in the historical context influence differences?
- What was possible to find out through digital archive sources, what was not?
- How did students use their imagination in creating their alter ego and writing the letters?
- What kind of feelings did the assignment evoke?

Background information about historical empathy and textual skills

This learning activity is inspired by the Espoo City Museum KAMU's Espoo Civil War project, in which the museum carried out archive pedagogy workshops in cooperation with high school students. The workshops resulted in digital stories and blog posts made by students that utilised open archive materials online.

The theme of historical empathy was raised in a discussion with primary and high school teachers in spring 2020 at the presentation of the Creative School Erasmus+ project.

Ideas of historical empathy and textual skills are presented from the view point of Finnish school system and curriculum.

Historical Empathy

Historical empathy refers to a student's ability to put himself in the role and position of a person of the past in a historical context. The aim is to try to understand the actions, thoughts, emotions, experiences and solutions of people from the past from their own starting points. When practicing historical empathy, you can also try to understand how the events and phenomena of that period affected the life of a person or group of people.

Students can take on the role of a real or fictional person in the simulation or produce, for example, diary, letters, newspaper articles or even drama from a person's point of view.

History's textual skills

History's textual skills refer to the student's ability to read and interpret different sources of history and to produce text specific to the subjects. Sources include all different written sources (texts, images, statistics, sounds, videos) as well as oral sources, buildings and objects, for example. When reading and interpreting the source, the student first pays attention to the purpose of the source, the objectives of the author and the historical context in which the source was created. Secondly, the student pays attention to the substance of the source, i.e. what the source tells us. Source criticism is part of the source's reading skills, in which the student assesses the reliability and purpose of the source.

History's textual skills also include the ability to produce information about the past through their interpretation. As when reading, the student can express his/her understanding and interpretation written in text, images, statistics, sounds and videos.



Managing the text skills of history strengthens the student's multi-literacy skills. A way for history to read and interpret sources gives the ability to assess the reliability of information even in today's world. The students understand text skills by managing the processes of historical knowledge formation and, by doing so, history research.

Students can practice the text skills of history by reading and interpreting different, different levels and types of historical sources and by producing historical data in different forms. History's text skills can be broken down in reading (purpose, purpose, source criticism more broadly, investing in a historical context, what the source tells you) and producing.

Source: National Board of Education, Lops support material (in Finnish)

https://www.oph.fi/sites/default/files/documents/historian_tukimateriaali_lops.pdf

Worksheets

Pen pals (instructions for students)

You are about to step into the shoes of a young person who lived in a different era! You will need to examine digital archives, your history textbook and other available source material, but most importantly you can use your imagination.

Begin with choosing your own alter ego.

STEP 1: Who's your alter ego?

Your teacher has introduced you to digital archives such as Finna and Europeana. Below you can find links to collections of pictures in those archives. Browse through the photos of young people in different eras. You can also search for more images with keywords such as "young people" OR youth OR youngster / "girl" OR "boy".

Choose from the photos a young person about your age who seems interesting to you. He/she will be your alter ego (https://en.wikipedia.org/wiki/Alter_ego).

Young people 1920-1945

<https://finna.fi/List/957906>

<https://www.europeana.eu/en/set/1688>

Young people 1945-1970

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<https://www.europeana.eu/en/set/1693>

Searching tips in Europeana: <https://www.europeana.eu/en/help/search-tips>

Searching tips in Finna: <https://finna.fi/Content/help?lng=en-gb>

You will probably not find all this information from the archive. In this case you can use your imagination to invent the missing information.

Basic information about your alter ego

Person's name and age:

Time when the picture was taken:

Location:

What kind of family the person has:

STEP 2: Exploring the historical context

Take a closer look at images in the collections and other source materials from the same era as your alter ego image was taken. Consider what kind of era it has been and how it has affected the life of your alter ego. You will not find all this information from the archives or other sources. In this case feel free to use your imagination and invent the missing information. But keep in mind the historical context!

Exploring the historical context

What does your history textbook (or other sources you have used in class) say about the era?

- What has society like then?
- Has something historically significant happened in your alter ego's youth that would have affected his life?

Has your alter ego gone to school? Has he worked?

What has he/she done in his free time if they had one?

What kind of dreams does he/she have for life and future?



STEP 3: Write a letter to your pen pal

Imagine yourself in your alter ego's shoes and write a letter to your pen pal as "him/her." In the letter, introduce yourself and tell about things like your family, home, ordinary day, future dreams, your school, friends, or maybe your favourite literature or music. In addition to text, you can attach pictures or drawings in your letter. If you attach pictures uploaded from Finna or Europeana to, remember to check the permissions of the image. Many images can be used, but their photographer and the right-holder of the images must be named. <https://creativecommons.org/licenses/>

Exchange letters with your pen pal (in class or by email). Be sure to also enter your own (real) name in the letter. Read your pen pals letter.

Next, your teacher will lead a wrap-up discussion about the process.



Suggestions for further activities

Ideas for applications

- Digital story: students compile a digital story about the life of their alter ego. They can use pictures, images of objects or places, archival material, music, video.
- Dramatized encounter with pen pals, for example a classroom activity in which students could act as their alter egos maybe in some dramatized scenarios
- A visit to a museum or a lecture/introduction given by a museum professional, for example, about the life of a certain era in the area
- The student may also be tasked with looking at digital archives together with his/her parents or grandparents (or other older person) from the time they were young. Digital archives are used here as the inspiration for the conversation. They can compare a parent's or grandparent's experiences with images and discuss what it was like to be young in the past and what it's like now. The student writes a story/essay about the youth of his/her parents or grandparents compared to his/her own life. The student can take as a more specific theme, for example, leisure/hobbies, dressing, friend relationships, etc.