

Bloque II

Visitamos o museo *A Casa da Historia Europea*



Etapa: de 15 a 18 anos



Nivel de dificultade: medio



4 socios



Temporalización: 8 sesións



Etiquetas: desinformación, propaganda, falsificación, bulos, historia

Descrición da actividade:

O alumnado realiza unha visita virtual ó museo *A Casa da Historia Europea* e traballa en equipos internacionais para crear narracións e podcasts. Inspirárase en bulos e falsificacións que ocorreron ó longo da historia e que coñecerá durante a visita.

Obxectivos: (3 máximo)

1. Entender que a desinformación existiu sempre
2. Analizar falsificacións deliberadas en diferentes campos (ciencia, política, relixión, etc)
3. Organizar unha historia e gravala diferenciando os feitos da ficción

Competencias clave e temas transversais:

- Comunicación lingüística
- Competencia dixital
- Competencias sociais e cívicas
- Competencia en conciencia e expresións culturais
- Educación para os medios de comunicación
- Educación do consumidor (e usuario)

Contidos curriculares:

- Análise e síntese da información

- Comprensión e creación de textos orais e escritos de diverso tipo.
- Interpretación da historia europea e intercambio de ideas

Aspectos inclusivos:

O alumnado aprende sobre a historia de Europa desde perspectivas transnacionais e expresa opinións de maneira creativa e aberta; reforza a dimensión europea e sensibilízase coa diversidade cultural que enriquece a aprendizaxe.

Produtos/ resultados esperados:

- Historias colaborativas
- Podcasts

DESENVOLVEMENTO DA ACTIVIDADE



Preparación

Paso 1: Cada docente socio crea un perfil para cada alumno/a en TwinSpace.



Titorial: [Como invitar os alumnos ó TwinSpace](#)

Paso 2: Introducción ó tema

Un dos docentes crea unha páxina no TwinSpace co título *What is a fake?* (Que é falsificar?) e publica nela unha actividade para romper o xeo. O alumnado responde no TwinBoard que se creou nesa páxina á pregunta *¿Falsificou algo algunha vez?* Tamén define a palabra “fake” (falsificar) nunha ferramenta como Jamboard ou similar que se inserta nesa mesma páxina.



Titorial: [Como crear unha páxina de actividades e un TwinBoard en TwinSpace](#)



Titorial: [Como insertar ferramentas 2.0 nunha páxina do TwinSpace](#)



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1. What is a fake?



Have you ever faked anything? Have you ever bought a fake item?

Add item

My phone number

I gave a false number



My father's signature

I needed it to get a pass



A bag

I bought a D&G bag



Homework

I copied homework



My age

to use social media



My nationality

To play a game



My age

To play a game



My phone number

I don't like it when they ask it



A T-Shirt

Brands are very expensive



A pair of trainers

They look the same and they are cheaper



My maths homework

I didn't have time to finish



My parents' signature

I forgot to ask them and I needed it to go on a field trip



Hi!

Are you ready for the next activity?

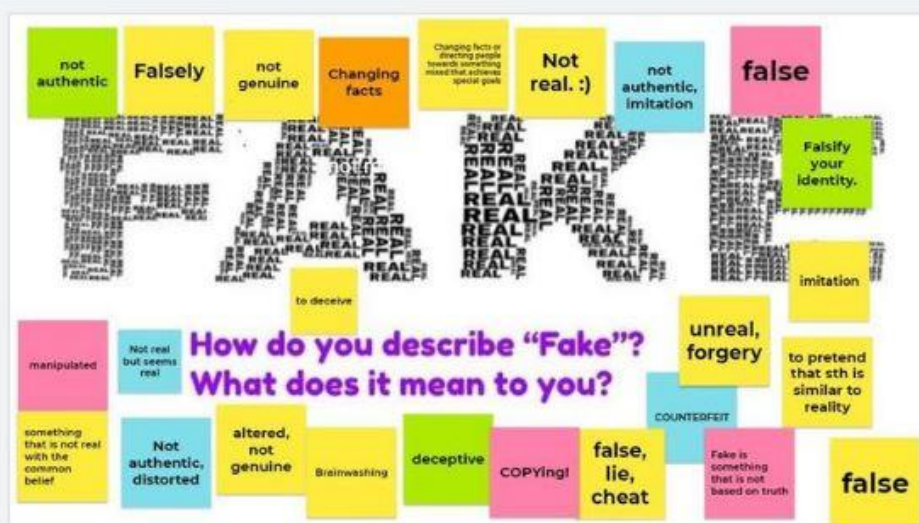
WHAT IS A FAKE?

1. Have you ever faked, falsified, forged or pirated anything?

Let's share it on the TwinBoard.

2. How would you define "a fake"?

Let's share it on this Jamboard



Paso 3: Falsificar non é nada novo

Os docentes invitan o alumnado á exhibición virtual [Fake for Real](#) da [Casa da Historia Europea](#) que ten como obxectivo sensibilizar acerca da diversidade das perspectivas e as interpretacións da historia de Europa. Esta visita virtual ó museo completárase en equipos internacionais. O alumnado visualizará diferentes vídeos que corresponden a diferentes etapas da historia de Europa e que amosan que falsificar non é nada novo. Tras o visionado dos vídeos, o alumnado creará un titular para definir a etapa que corresponde ós seus respectivos equipos internacionais.

Paso 4: Organizar a tarefa en equipos internacionais

Un docente engade nesta páxina unha táboa para crear os equipos internacionais. Na táboa inclúense os temas a elixir, o enlace ós vídeos de cada etapa histórica e a distribución do alumnado. Os docentes socios dinamizan os equipos e distribúen o alumnado en equipos respectando ata onde poden chegar os seus intereses e habilidades nos temas propostos: Bulos e falsificacións relixiosas da Europa medieval; falsificacións científicas do século XIX; a imprenta e a liberdade de expresión;

falsificacións patrióticas e teorías da conspiración; o lado bo das mentiras en tempos de guerra e as falsificacións artísticas; manipulación da memoria e falsificacións éticas.

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TwinSpace 3

2. Fake is not something new

HOUSE OF EUROPEAN HISTORY: A VIRTUAL VISIT TO THIS MUSEUM

The exhibition presents falsifications throughout history, describing the specific historical circumstances that explain how they were created, the interests and motivations behind them, their impact and how they were ultimately exposed. The aim of the exhibition is to show that fakes have a long tradition in history and do not only belong to our current era.

Therefore, we will also reflect on how to build up resilience against the attempts to deceive and mislead us.

Virtual Tour Human attempts to modify, improve or deny reality.

INTERNATIONAL VIRTUAL TOUR

The visit will be held in international teams and each of the teams will deal with a different era. Which historical event would you like to visit? Join a team!

INTERNATIONAL TEAMS						
TEACHER FACILITATOR						
Rita & Alena	Gertraud & Goitz	Idolo & Kasia	Kristina & Lur	Wergis & Sedko	Stephan & Goitz	Aizen & Inés
TOPICS						
ANTQUITY AND THE MEDIEVAL TIMES: Ruling and Praying	SCIENTIFIC FORGERIES in the XIX century	THE INVENTION OF THE PRINTED PRESS	NATION BUILDING ERA: 18th-19th centuries	XX century: WWII	Manipulating memory	Other fakes
MATERIAL: VIDEO						
VIDEO	VIDEO	VIDEO	VIDEO	VIDEO	VIDEO	VIDEO
Religious and Power	Understanding the world from new maps and world to discoveries	Censorship Free speech at danger	Unite and divide Patriotic fakes	Legitimate fake and an art forger who became a national hero	An order to erase someone's existence from history. State propoganda.	Fake fur Faux food
STUDENTS: JOIN A TEAM						
Ana M Naia Ainara	Irati Oier Aroa	Ion Valerie Ekain	Marta Martha Victorio	Mia Yasser Noa	Irene Mohamed Stephan	Nekane Olatz Efe

Paso 5: Suxerir un titular

Un docente crea un muro colaborativo con Wakelet ou similar e engádeo á mesma páxina *Fakeisnotsomething new* na que se segue traballando; explícase que o alumnado vai sintetizar o seu tema cun titular e compartilo no muro dentro da columna do seu equipo internacional.

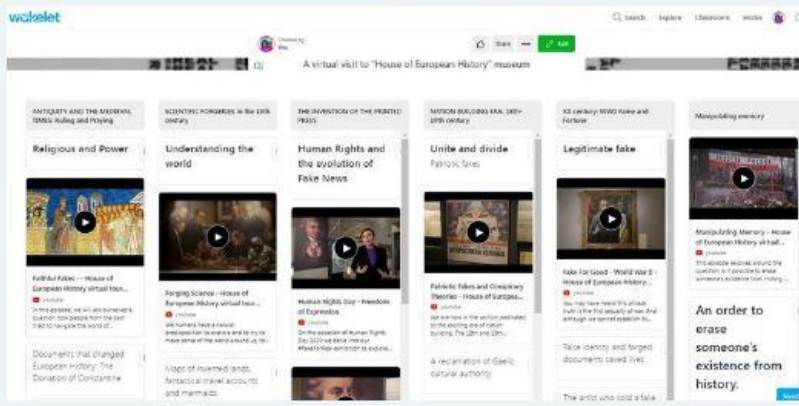
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Now that you have joined an international team...

Your task will be to...



1. Suggest a headline in this [collaborative collection](#).
- 2.a Choose a headline and start a story that could have happened in your historical period (use the forum thread for your team). Your partners will finish the story. Use "REPLY" to start a new story.
- 2.b Follow the story started by a partner. Use "QUOTE" to continue the thread your partners have started.
3. Add an image of a representative artifact (you have already learned how to find images that are not copyrighted)
4. In national pairs, record a podcast with one of the stories.

Forum threads-This could have happened

[Add item](#)

Paso 6: Narracións colaborativas

Un docente crea un foro no TwinSpace no que abre os fíos de comunicación para que cada equipo internacional narre historias relacionadas co seu tema en modo colaborativo; inclúe as explicacións da actividade e inserta os enlaces a cada fío no TwinBoard para facilitar a accesibilidade. Dentro do seu equipo internacional, cada

alumno pode empezar unha historia que puidese pasar nesa época, ou continuar unha das historias que empezou un membro do equipo.



Tutorial: [Como crear un foro en TwinSpace](#)

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Forum threads-This could have happened

[Add item](#)

<p>ANTIQUITY AND THE MEDIEVAL TIMES: Ruling and Praying</p> <p>In your team's forum thread: Create a narrative that summarise your historical era. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.</p> <ul style="list-style-type: none">- Who is the main character?- Where does it happen?- Why does it happen?- Which is the problem?- And the resolution? <p>Link</p>	<p>SCIENTIFIC FORGERIES in the 19th century</p> <p>In your team's forum thread: Create a narrative that summarise your historical era. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.</p> <ul style="list-style-type: none">- Who is the main character?- Where does it happen?- Why does it happen?- Which is the problem?- And the resolution? <p>Link</p>	<p>THE INVENTION OF THE PRINTED PRESS</p> <p>In your team's forum thread: Create a narrative that summarise your historical era. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.</p> <ul style="list-style-type: none">- Who is the main character?- Where does it happen?- Why does it happen?- Which is the problem?- And the resolution? <p>Link</p>
<p>NATION BUILDING ERA: 18th-19th century</p> <p>In your team's forum thread: Create a narrative that summarise your historical era. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.</p>	<p>XX century: WWII Fame and Fortune</p> <p>In your team's forum thread: Create a narrative that summarise your historical era. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.</p>	<p>Manipulating memory</p> <p>In your team's forum thread: Create a narrative that summarise your historical era. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow.</p>

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This could have happened

This is your team's forum thread: Create a narrative that summarise your historical era. These five components are: the characters, the setting, the plot, the conflict, and the resolution. These essential elements keep the story running smoothly and allow the action to develop in a logical way that the reader can follow. - Who is the main character? - Where does it happen? - Why does it happen? - Which is the problem? - And the resolution?

Other fakes

Are you forging brands with an illegitimate purpose? Or do you offer products because you are concerned with ethical purposes?

Manipulating memory

Are you someone who was erased from history by those in power?

XX century: WWII Fame and Fortune

Are you an art forge that will become a hero?

NATION BUILDING ERA: 18th-19th century

Do you have a new conspiracy theory?

THE INVENTION OF THE PRINTED PRESS

What did you print? Which were the consequences?

SCIENTIFIC FORGERIES in the 19th century

Have you discovered a new map and they don't believe you? Or is it that you found new species? A new creature?

ANTIQUITY AND THE MEDIEVAL TIMES: Ruling and Praying

Is it the story of a Pope? Is it the story of an antiquity?

Paso 7: Produto final

Finalmente, o alumnado agrupado en parellas de equipos nacionais elixe unha das historias creadas en colaboración polos equipos internacionais e grávaas para crear un podcast sobre unha das épocas históricas. Para editar os audios pódese utilizar Audacity ou unha ferramenta similar.

Paso 8: Difusión

Os podcast publícanse nunha páxina pública do TwinSpace. Tamén se poden publicar na páxina web do centro escolar e invitar a outros alumnos e á comunidade educativa a escoitar as gravacións. Dependendo da idade, o alumnado pode debuxar a historia

que escoitou ou crear un cómic. Se o centro dispón de radio, pódense emitir os podcasts nos programas.



Ferramentas do TwinSpace / ferramentas 2.0 externas:

- [Como crear unha páxina de actividades e un TwinBoard en TwinSpace](#)
- [Como insertar ferramentas 2.0 nunha páxina do TwinSpace](#)
- [Como crear un foro no TwinSpace](#)



Outras ferramentas:

- Exhibición virtual [Fakefor Real](#) do museo [A Casa da Historia Europea](#) (Rede de [amizade eTwinning](#))
- Muro en [Wakelet](#) ou similar
- [Audacity](#) ou similar