Set II

Visitamos el museo *La Casa de la Historia Europea*

A tour of the *House of European History* museum

Ages: 15 – 18 years old

Difficulty: intermediate

4 partners

Duration: 8 sessions

Tags: disinformation, propaganda, fake news, misleading information and frauds, history

DESCRIPTION OF THE ACTIVITY:

Students take a virtual tour of *The House of European History* museum and work in international teams to create narratives and podcasts. During their visit, they will learn about and be inspired by historical frauds and falsifications.

OBJECTIVES:

1. To understand that disinformation has always existed
2. To analyze deliberate frauds and falsifications in different fields (science, politics, religion, etc.)
3. To organize a story and record it, differentiating fact from fiction

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Linguistic competence
- Digital competence
- Social and civic competences
- Cultural awareness and expression competences
- Media education
- Consumer (and user) education

CURRICULAR CONTENT:

- Analysis and synthesis of data
- Comprehension and creation of spoken and written texts of various kinds
- Interpreting European history and exchanging ideas

INCLUSIVITY:

Students learn about European history from transnational perspectives and express opinions creatively and openly. This reinforces the idea of community and a European dimension, raising cultural diversity awareness, which will eventually enrich learning.

EXPECTED FINAL PRODUCTS / RESULTS:

- Collaborative stories
- Podcasts

CARRYING OUT THE ACTIVITY

Preparation

Step 1: The participating teachers create a profile for each student in the TwinSpace.

 Tutorial: *How to invite students to TwinSpace*

Step 2: Introduction to the topic

One of the teachers creates a TwinSpace page entitled '*What is a fake*?' and posts an icebreaker activity. On the page's previously created TwinBoard, students answer the question '*Have you ever falsified anything?'* On the same page, the term "fake" is also defined using an embedded Jamboard or a similar tool.

 Tutorial: *How to create an activity page and a TwinBoard on TwinSpace*

 Tutorial: *How to insert a 2.0 Toolkit to a TwinSpace page*

TwinSpace1

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!

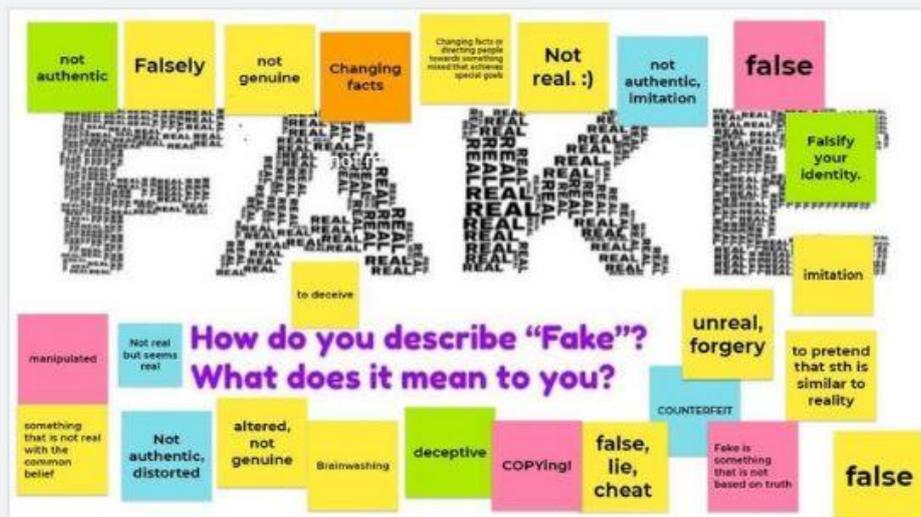Are you ready for the next activity?

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

Step 3: Fakes are nothing new

In order to raise awareness regarding how diverse the perspectives and interpretations of European history are, teachers invite students to the *Fake for Real* virtual exhibition at The House of European History. This virtual tour of the museum will be carried out in international teams. Students will watch different videos that deal with different moments in European history and that show that falsifying is nothing new. After watching the videos, students will create headlines to define the historical moment that corresponds to their respective international teams.

Step 4: Organizing the task in international teams

One of the teachers adds a table to this page to create the international teams. The table includes the topics to choose from, links to the videos of each historical era and the student grouping. The participating teachers distribute the students into teams, encouraging their participation and keeping students' interests and abilities in mind for the proposed topics: religious fraud and falsifications in medieval Europe; 19th century scientific frauds; the press and freedom of expression; patriotic scams and conspiracy theories; the 'positive' side of wartime lies and artistic forgeries; tampering with memory and ethical counterfeit.

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 attemps 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 & Alana	Gertrud & Goiz	Idoia & Kaia	Kristina & Lur	Nargis & Sadra	Stefania & Goiz	Aron & Inés
TOPICS						
ANTIQUITY 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 propaganda.	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

Step 5: Suggesting a headline

One of the teachers creates a collaborative board with Wakelet or a similar tool and adds it to the same '*Faking is nothing new*' page that is still being developed. Students are told that they are going to synthesize their topic with a headline and share it on the board within their international team's column.
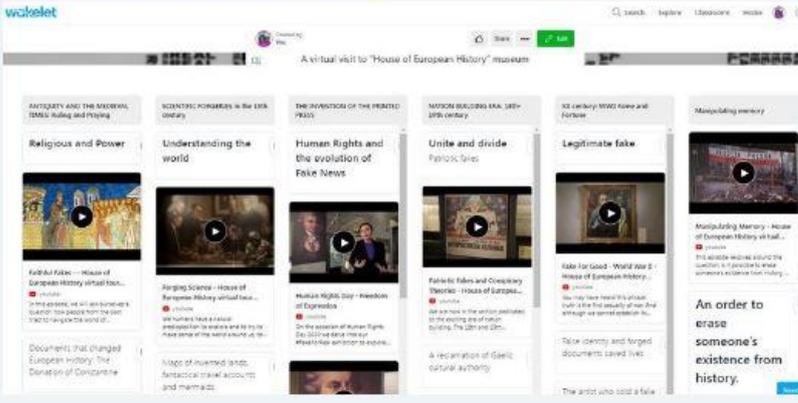
TwinSpace 4
TwinSpace4

Step 6: Collaborative narratives

One of the teachers creates a forum in the TwinSpace and starts a discussion thread so that each international team can work together and narrate stories related to their topic. Explanations of the activity and a link to each thread in the TwinBoard will be included for easy accessibility. Within their international team, each student can start a story that could have happened at the given time, or add to one of the stories that a member of the team has started.

Tutorial: *How to create a forum on TwinSpace*

TwinSpace 5

TwinSpace 5

Forum threads-This could have happened

Add item

ANTIQUITY AND THE MEDIEVAL TIMES: Ruling and Praying
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.
- Who is the main character?
- Where does it happen?
- Why does it happen?
- Which is the problem?
- And the resolution?
Link

SCIENTIFIC FORGERIES in the 19th century
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.
- Who is the main character?
- Where does it happen?
- Why does it happen?
- Which is the problem?
- And the resolution?
Link

THE INVENTION OF THE PRINTED PRESS
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.
- Who is the main character?
- Where does it happen?
- Why does it happen?
- Which is the problem?
- And the resolution?
Link

NATION BUILDING ERA: 18th-19th century
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

XX century: WWII Fame and Fortune
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

Manipulating memory
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

TwinSpace 6

TwinSpace 6

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 forgering 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?

Step 7: Final Product

Finally, students pair up with partners from other national teams and choose one of the stories jointly created in the international teams to record them for a podcast about one of the historical eras. Audacity or another similar tool can be used for editing.

Step 8: Dissemination

The podcasts are published on a public TwinSpace page, as well as on the school's website, so that other students and members of the educational community can be invited to listen to the recordings. Depending on their ages, students can also illustrate

the story they have heard or create a comic. If the school has a radio, podcasts can be aired during the radio programs.

TWINSPACE TOOLKIT / 2.0 EXTERNAL TOOLS:

- *How to create an activity page and a TwinBoard on TwinSpace*
- *How to insert a 2.0 Toolkit on a TwinSpace page*
- *How to create a Forum on TwinSpace*

Other tools:

- Virtual *Fake for Real* tour of the House of European History museum (part of Friends of eTwinning)
- Wakelet board (or a similar tool)
- Audacity or a similar tool