

in europe
history caught in the act



vpro



EuroClio

Inspiring History and Citizenship Educators

About the Project

Dutch Broadcasting Company VPRO x EuroClio – European Association of History Educators

In 2007: VPRO launches 'In Europe', a documentary series on the modern history of Europe, presented by Dutch best-selling author Geert Mak



What happens next: History teachers across The Netherlands use the documentary to develop their lessons on European history in their classrooms



And in 2019: VPRO re-launches 'In Europe – History Caught in the Act', inspired by the needs of history teachers, decides to develop educational resources based on the documentary and joins forces with EuroClio

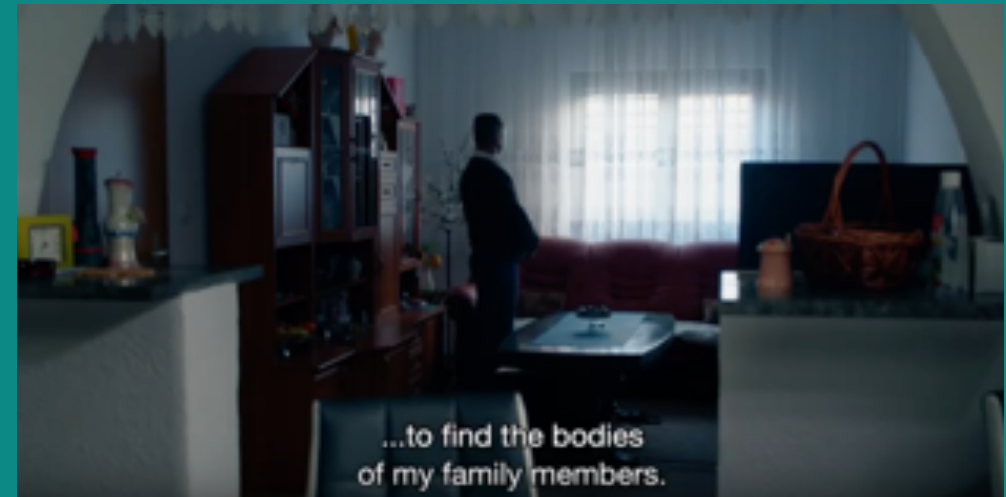
[In Europe Schools: An Overview](#)

[Introducing In Europe Schools](#)



How does it work?

1. Register via [this form](#)
2. Pick one of the Education Kits:
 - Difficult History
 - Migration
 - Climate Change
 - Gender Equality
3. You will be matched to another school from Europe, working on the same theme
4. Start working and keep your partner school posted on your progress
5. Make use of the following Tutorials:
 - Research
 - Extended Research
 - Interviewing
 - Filming
 - Editing
 - Uploading
 - @Home
6. Done with the documentaries? Upload to YouTube or any other platform provided
7. Discuss the final product with your partner school and compare the results



Tutorials

Tools for students

[Research](#)

[Extended Research](#)

[Interviewing](#)

[Filming](#)

[Editing](#)

[@Home](#)

[In Europe Schools YouTube Channel](#)

Interviewer

Your functions are:

- To ask the guest or main character the interview questions.
- To prepare the interview/questionnaire on the basis of the researcher's information.
- In consultation with the group, to choose a form of interview that suits the type of documentary chosen (see tutorial).
- To maintain close contact with the cameraman/woman and the editor.
- To speak to the guest in advance and tell the camera and editor what the interview is about.



Responsibilities:

- Making a questionnaire that fits in with the research.
- Responsible for good contact with the guest.
- Responsible for good cooperation with the cameraman.
- After the editing, inform the guests about which parts of the interview are in the film.

"A good interviewer will watch the interviewing tutorial -- and read the steps for interviewing -- He/she will also share main findings with the group."



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The Bosnian War (as part of the Yugoslav Wars)

| | |
|--------------------------------|--|
| What happened? | |
| Who & Who? | |
| When/Where? | |
| Why did it happen? (causes) | |
| How did it end? (consequences) | |

- a) Comparing territories before/after the war
- i) Give or show the maps of different periods (annex 4) (at least before/after the war). Students will have to comment on the development of these territories in pairs. The last task (explain the reasons...) could be kept for higher level students. You can give the students these guidelines:
 - 1) Write a paragraph comparing the developments in these territories using the following guidelines:
 - (a) Similarities and differences, you can see in both maps
 - (b) Description of the current territorial organisation of Bosnia-Herzegovina (states, boundaries, etc.)
 - (c) Explain the reasons for the division of the territory

Difficult History

How do we deal with a Difficult Past?

Learning Objectives:

- To become aware of local and global cases of difficult histories, analyzing their causes and consequences and the changes or continuities between the past and the present;
- To tell stories connected to students' own difficult histories from different perspectives, based on the main question of this module.

[Education Kit](#)

[Starter Clip](#)



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Migration

With many different views, but no internal borders, how should we deal with migration?

Learning Objectives:

- To acquire knowledge about migration;
- To recognize repeated patterns in migration;
- To learn to see and evaluate different perspectives;
- To develop a fact-based view on migration;
- To present and explain their solution with rationale arguments;
- To actively participate in the public debate on migration.

[Education Kit](#)
[Starter Clip](#)



Climate Change

With many different views and proposals, but no real public agreements, how should we deal with Climate Change?

FAKE NEWS AND SCIENTIFIC NEWS ABOUT CLIMATE CHANGE

Choose which of the statements of each pair is the scientific news, like in the example below:

| FAKE NEWS OR SCIENTIFIC NEWS? | |
|--|---|
| Globally about 1% of coral is dying out each year | ✓ Corals are resilient to bleaching |
| Volcanoes emit more CO ₂ than humans/! | Humans emit 100 times more CO ₂ than volcanoes |
| 500 scientist refute the consensus about climate change | 97% of climate experts agree that humans are causing global warming |
| The natural cycle adds and removes CO ₂ to keep a balance; humans add extra CO ₂ without removing any. | Human CO ₂ is a tiny % of CO ₂ emissions |
| Polar bear numbers are increasing | Polar bears are in danger of extinction as well as many other species |
| There is increasing evidence that hurricanes are getting stronger due to global warming | Hurricanes aren't linked to global warming |
| The last decade 2010-2019 was the hottest on record | The last decade the planet is cooling |
| Renewable energy is too expensive | Adding all of the costs associated with burning fossil (air pollution and health effects) they are significantly more expensive than renewable energy sources |
| The 20 warmest years on record all occurred in the past 22 years | The 20 warmest years on record occurred around the last 500 years |
| Human CO ₂ emissions are the most important source of greenhouse gas emission nowadays | Humans CO ₂ emissions are too insignificant to affect global climate |
| Most man-made emissions of CO ₂ come from burning fossil fuel | Most man-made emissions of CO ₂ come from agriculture use |
| Since the industrial revolution began in about 1750 CO ₂ levels have risen 30%. | Since the industrial revolution began in about 1750 CO ₂ levels have risen more than 30%. |
| Glaciers are growing in both Poles | Glaciers are retreating, and that becomes a serious problem for millions who rely on glaciers for water |
| Extreme weather events are more frequent and worse by global warming | Extreme weather isn't caused by global warming |
| Climate change doesn't affect animals and plants / | Vegetation and land animals are suffering from climate changes as habitats change faster than species can adapt |
| CO ₂ presents a danger to public health and welfare | CO ₂ is not a pollutant |

Learning Objectives:

- To recognize climate changes characteristics, and different way of dealing with it in past and present;
- To develop knowledge about policies and the extreme weather events happened during the last decades;
- To identify and evaluate different perspectives, solutions to the issue;
- To present and explain a proposal for dealing with climate change, based on the research question;
- To make a connection between climate change and their personal. life

Gender Equality

How should we deal with gender inequality?

Learning Objectives:

- To acquire knowledge about gender (in-) equality in the past and present;
- To learn to recognize gender (in-) equality in the past and present;
- To learn to see and evaluate different perspectives;
- To develop well-considered views on gender (in-) equality;
- To present and explain a proposal with rationale arguments;
- To make a connection between gender (in-) equality in society and private life.



Learning Outcomes

- Approaching the teaching and learning of modern European history from a transnational perspective, encouraging multiperspectivity
- Encouraging international cooperation and networking between teachers and pupils
- Developing hands-on research skills and experience in conducting interviews and documentary making
- Learning how to film, edit and produce a documentary
- Contributing to students' overall development of media literacy



Timeline

Now

- Have a look at students' documentaries on [Difficult History](#) and [Migration](#)
- Completion of pilot phase
- Launch of new @Home Tutorial: A tool kit on how to work on the project online, from a distance when physical interaction with partner schools or interviewees is not possible.

September and October 2020

New round of school matchings and introduction of new Education Kits:

- Climate Change
- Gender Equality

