

Teaching History for Disabled Students through Digitalized Gamification Tools (Lesson plans)





Co-funded by
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Teaching History for Disabled Students through Digitalized Gamification Tools

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PROJECT RESULT 2

Lesson plans

(for internal use)



Create by project consortium

2022



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History lesson plans:

1) The Civil Rights in the USA (1865-1992) (Turkey)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: The Civil Rights in the USA (1865-1992)
Subject : History Duration: 20 – 40 min Age: all
Objectives : Students will understand the events and key figures of the Civil Rights Movement in the United States from 1865 to 1992 Students will develop critical thinking and problem-solving skills through the use of audio-based game-based learning Students will practice descriptive language and communication skills as they work collaboratively with their peers
Outcomes : Student (depending on the degree and type of disability): <ul style="list-style-type: none">- reacts to the graphics presented in the lesson- can assign a graphic to a name or event- is able to build a simple statement on a given topic- is able to build a statement on a given topic and supplement it with source materials
Materials: Audio recordings of speeches and interviews with key figures of the Civil Rights Movement (e.g. Martin Luther King Jr., Malcolm X, Rosa Parks) Audio recordings of historical events related to the Civil Rights Movement (e.g. Montgomery Bus Boycott, Civil Rights Act of 1964) Game board or map of the United States, with different locations identified by Braille labels Game pieces, such as small plastic figures or rings, to represent different characters or groups (e.g. activists, politicians, segregationists) Writing materials (e.g. Braille writer, note-taking device)
Web Resources : https://www.history.com/topics/black-history/civil-rights-movement https://www.britannica.com/event/American-civil-rights-movement https://www.youtube.com/watch?v=URxwe6LPvkM https://www.youtube.com/watch?v=_IB0i6bJljw https://www.youtube.com/watch?v=9ppTiyxFSs0



Activities:

Pre- Lesson Activities

- a) - Brief characteristics of earlier historical epochs in the context of society, science, knowledge and technology
- b) Activating students by asking questions or presenting prepared graphics

Lesson Activities

- 1) Begin by reviewing the basic history of the Civil Rights Movement in the United States using a combination of audio recordings and descriptive language.
- 2) Divide the class into groups of 3-4 students. Each group will receive a game board or map of the United States and game pieces to represent different characters or groups.
- 3) Introduce the game by explaining that each group will be taking on the role of a different group or individual involved in the Civil Rights Movement, and competing against the other groups to complete certain objectives. The game will be played in rounds, and each round will represent a different year or key event in the movement.
- 4) At the start of each round, each group will listen to an audio recording of a historical event related to the Civil Rights Movement. The group must then use descriptive language to discuss and strategize how they will respond to the event and how it will affect their objectives.
- 5) After each group has made their decisions, the teacher will act as the "narrator" of the game and describe the outcome of each event and how it affects the different groups' objectives.
- 6) At the end of each round, students will use descriptive language to reflect on their decisions and how it affected their progress in the movement.
- 7) The game continues for several rounds, until it reaches the final event of the Civil Rights Movement.
- 8) Finally, each group will present a short oral presentation on their group or individual's role in the Civil Rights Movement and how the movement affected them.

Post-Lesson Activity

- a) - The student can deepen the acquired knowledge
- b) The student may consult the teacher

Assessment

Observe the student during the game, and use the observations for formative assessment. Participants will complete a reflection paper on their experience in the game and what they have learned.

The final presentations will be graded on content, language use, and presentation skills.



2) Mid-Tudor Crises (1536-1569) (Unknow)

3) World War I (Romania)

History for students with disabilities using digital games
LESSON PLAN
Theme: First World War
Discipline: History Duration: 50 minutes/lesson Age: for students 12 years or older;
Objectives : 1. To locate on a map, the main front lines of the First WW 2. To identify the main member of the Entente alliance and the Central Powers and the main battles,
Outcomes: To know general ideas about the First World War; To express an opinion about the behavior and political decisions of some involved states ; To use different resources to select, organize, understand the information about the I World War.
Materials: Historical maps, atlas, worksheets, mind mapping, audio-video presentation, interactive whiteboard, game-based learning platforms, used as educational technology (Kahoot, Learning App)
Surse: https://www.youtube.com/watch?v=24i4ncHuf6A https://www.youtube.com/watch?v=VNs7tdO_Ho0 https://www.youtube.com/watch?v=-GsolnXOiBg&t=247s https://www.youtube.com/watch?v=soFhWkxSZAY https://www.theworldwar.org/interactive-map (interactive global WW I map) https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW1/index.html (World War I Visual History)
Pre-lesson activities: - the interviewee's chair - ice breaker game (mim) - Presentation 1 The teacher presents the main causes that will lead to the outbreak of the First World War https://www.youtube.com/watch?v=24i4ncHuf6A Suggested questions to discuss with students after watching the film: - Why did the assassination of a crown prince started a world war? - Could the war have been avoided? What was the role of each combatant in starting the war?



Suggested activity- Watch the video carefully and complete a mind mapping with the causes of the WWI. (appendix 1 - Causes-first-world-war-mind-mapping)

Formative assessment – part 1

<https://learningapps.org/watch?v=p8catbrsk23>

- Presentation 2

<https://www.youtube.com/watch?v=-GsolnXOiBg&t=247s> (min 1:07 – 4:04)

the teacher presents the succession of the events during the for 4 years of the War.

(Each teacher can choose the events according to the children's interests)

https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW1/index.html ([World War I Visual History](#))

Suggestions for topics to discuss with students after watching the film:

- the main alliances; - the main battles of the war; - the entry of the USA into the war and the change in the balance of forces;

Suggested activities:

Play the game of localization and associations (Alliances map) or Look carefully at the map and create a mind mapping with the alliances that have been formed in WWI

<https://learningapps.org/watch?v=pg9js2u4523>

Localization on an interactive global WW I map. (<https://www.theworldwar.org/interactive-map>)

Formative assessment – part 2.

Game of association of the countries with the corresponding alliance.

<https://learningapps.org/watch?v=pgn2v8ict23>

Game of association of the main battles with the corresponding fronts.

<https://learningapps.org/watch?v=p0cgq61sc23>

- Presentation 3:

The teacher talks about the consequences of the IWW , the peace treaties and the changes they brought to the world

<https://www.youtube.com/watch?v=soFhWkxSZAY>

Suggestions for questions to discuss with students after watching the film:

- how did the Entente manage to win the war? - what happened with the winning countries? -

What were the consequences for the losing countries?

Formative assessment – part 3.

Suggestion

<https://create.kahoot.it/share/first-world-war/0cba3c2a-3c9d-44f0-8fff-89ebf276c162>

Post lesson activity/Homework

Students were asked to imagine another ending to the First World War and present it.

Summative assessment

Timeline WWI association game.

<https://learningapps.org/watch?v=pn5dwtv4j23>

4) World War II (Romania)



History for students with disabilities using digital games

LESSON PLAN

Theme: World War II

Discipline: History

Duration: 50 minutes/ 2 lessons

Age: for students 12 years or older;

Objective :

1. To identify the causes and the effects of the Second World War listening to historical recordings and debating them .
2. To identify alliances and the main events that took place during the Second World War.
3. Argue arguments for and against the expansion of Germany, signaling the negative effects on the whole world.

Tracked results:

The students will use different resources and tools to obtain, select, organize, understand the data about the Second War World.

Effects of the Second World War (Cold War, Communist and Democratic States, UN, Holocaust)

Materials:

Historical maps, atlas, worksheets, mind mapping, audio-video presentation, world map, colored glasses with the flags of the states involved, interactive whiteboard, game-based learning platforms, used as educational technology (Kahoot, Learning App)

Sources:

<https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/10599/Causes%20of%20WWII.pdf>
pitch.com/public/98998288-ada4-4a82-ac84-9164c2eccbd7

<https://www.youtube.com/watch?v=-pxfDu98VcQ>

<https://www.youtube.com/watch?v=DNV8enpVwok>

<https://youtu.be/HUqy-OQvVtl>

<https://historicalmapchart.net/europe-world-war-2.html> (interactive global WW II map)

https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

(World War II Visual History)

Lesson 1

Pre-lesson activities:

- movement games - small army training
- placement of state symbols on the world map

- Presentation 1

The teacher briefly presents the situation of Germany and the USA at the end of the First World War, as well as some of the situations that led to the outbreak of WW II

<https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/10599/Causes%20of%20WWII.pdf>

<https://www.youtube.com/watch?v=-pxfDu98VcQ>

Suggestions for questions to discuss with students after watching the film:

- Would there have been a war if France had been more lenient with Germany?

How did Hitler's rise to power influence the outbreak of World War II?

Formative assessment – part 1 <https://learningapps.org/watch?v=piojfrpij23>

- Presentation 2

Introduction: The teacher talks to the students about the sequence of events from the beginning of WW II to the entry of the USA into the war.

Link <https://youtu.be/HUqy-OQvVtl> (start - 1.36)

(Each teacher can choose the events according to the children's interests)

https://www.abmc.gov/sites/default/files/interactive/interactive_files/WW2/index.html

(WW II Visual History)



Suggestions for questions to discuss with students after watching the film:

- what were the territories conquered by Germany until 1941? ; - how did Germany's attack on the USSR influence the course of the war? ; - Was the entry of the USA into the war a necessary event?

Suggested activities:

Students can watch a presentation (mind mapping) with the main leaders of the alliances and the countries they belong to, listen to their voices.

pitch.com/public/98998288-ada4-4a82-ac84-9164c2eccbd7

Localization on an interactive global WW II map.

<https://historicalmapchart.net/europe-world-war-2.html>

Game of association of the countries with the corresponding alliance.

<https://learningapps.org/watch?v=pxn0sr8nc23>

Choose the correct answer – two main events of WWII

<https://learningapps.org/watch?v=pjwfffy9j23>

- Presentation 3 . Introduction: The campaigns that led to the defeat of Germany are briefly presented

<https://youtu.be/HUqy-OQvVtl> (1.37 - end)

Suggestions for topics to discuss with students after watching the film:

- the important battles fought between 1942-1945; - The Holocaust; - the defeat of Germany; - the appearance of the atomic bomb: - the entry into a new military era;

Lesson 2 / Suggested activities:

1. The students are divided into teams, the class is set up like a war room, with the tables united in the center, a large format map of the world. and game pieces with the flags of the combatants and the name of the military units.

The students will recreate the unfolding of one of the great campaigns of the war arguing in key points in favor of other possible decisions and trying to offer possible alternatives to the unfolding of the war.

2. Board Game

https://drive.google.com/file/d/1hUYCL6ZXRd9XkNC75_R1d2UvnA44zh8Y/view?usp=sharing

Assessment

<https://leonardglobal.weebly.com/interactive-world-war-ii-map.html> (click on the map to follow the unfolding of the events)

<https://create.kahoot.it/share/world-war-ii/2526e319-c026-4863-804d-b64b1f704db3>

Post-lesson activity/Homework?

- Students are asked to choose a country and study the measures taken to recover from the war, using any informational resources available

Summative assessment <https://learningapps.org/display?v=pvho1iov523>

5) Cold War (Macedonia)

Teaching History for Disabled Students through Digitalize Gratification Tools



LESSON PLAN

Topic: **COLD WAR**

Subject : History

Duration: 1 hour

Age: 11-15 years

Objectives :

- Understand the causes and timeline of the Cold War.
- Recognize the core conflict between Communism and Democracy/Capitalism.
- Critique how concern for Communism affected life in the United State

Outcomes :

Gaining knowledge about cold war

Materials:

Power point presentation

Audio materials for visual impaired and students with dyslexia

Tactile pictures for visual impaired, (tactile) maps

Videos with sign language for hearing impaired students

Simple content and color pages for ineffectual disabled

Prepare 3D printed materials

Web Resources :

<https://www.teachingexpertise.com/classroom-ideas/cold-war-activities-for-middle-school/>

<https://mi01000971.schoolwires.net/cms/lib/MI01000971/Centricity/Domain/264/Cold%20War%20Intro%20WH%2014%20PPT--2017--MAIN.pdf>

https://www.youtube.com/watch?v=C_FFIV3Iepg&t=16s - COLD WAR on English sign language

<https://cults3d.com/en/tags/cold%20war> - free 3D samples for „Cold war,,

Activities:

Pre - Lesson Activities

Start the lesson with verbal introduction about „Cold war,, and with this video:

<https://www.youtube.com/watch?v=wbl0ILaANnc>

After the video ask students the following questions:

How was the Cold War already being fought with respect to economics and knowledge? How would you best describe the message that Truman was trying to send the Soviets? What motivated this message? How was the idea of containment challenged by the Soviets?

Lesson Activities

Divide the school classroom into 2 sides. Then, read off different public policies of both the United States and the Soviet Union, as well as achievements and leaders. Have student walk to the side of the classroom to see what students think each side did/said!



Divide students in small groups and play game with them, students will need to create "history cards" for important persons and situation during „Cold war,„. Card will have one picture (without too many details) and short text (also made in Braille if you have visual impaired students in classroom). Each group will share their card with the class and hang them up to reinforce the information!

Post-Lesson Activity

Finish the lesson with dramatization of a „Cold war,„ Each student will receive one role, and they will act short drama related to what happen during „Cold war,„

Assessment

Draw a picture with captions that accurately summarizes the major period/event.

Draw a comic strip that accurately summarizes the major events from the period. Use captions to explain your illustrations if necessary.

Take a traditional quiz to show mastery of that particular event.

https://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/3290/v2_Cold%20War%20Assessments.pdf

6) Industry Revolution (Netherland, Poland)

Teaching History for Disabled Students with Digitalised Gamification Tools		
LESSON PLAN		
Topic: The Industrial Revolution (18th & 19th Century)		
Subject :	Time of citizens and steam engines Industrialisation Time or 19th century 1800 – 1900	The industrial revolution and the rise of emancipation movements
	<ul style="list-style-type: none"> ● The Newest Era: the nineteenth century ● The French and the industrial revolution (1789 - 1914) 	<ul style="list-style-type: none"> ● The first railway 1839 ● Resistance against child labour 19th century ● Vincent van Gogh 1853-1890
Duration: > 10 lessons		
Age: 10-12 years of age		
Objectives : Students will learn about the Industrial Revolution and its impact on society through interactive games and activities.		
Sources In addition to the existing sources, new types of sources of historical knowledge became available in the 19th century: civil registry, mass press and audiovisual media. Political developments		



In the eighteenth century, the ruling order everywhere in Western Europe still rests on the sovereign leadership of the monarch. Many people in Western Europe no longer accept that. As citizens they want to bear responsibility for the government, to consult and decide as equals.

Protests by citizens against the power of the monarch lead to the French Revolution in France. The new French rulers are trying to spread their power and their ideas in Europe by force. The French armies are defeated and sovereign kingship is restored in many European countries. In 1813 the Netherlands becomes independent again and comes under the leadership of a king who holds political power.

Around 1850, in many Western European countries, power shifted to the citizens. In 1848 the Netherlands gets a new constitution that better protects people's rights and transfers power from the monarch to an elected parliament.

European countries are expanding their influence in other continents. From the last quarter of the 19th century, states no longer strive to control trade through a number of trading posts, but also want to control large areas in their entirety. Each part of the world works this out in its own way. The Netherlands also exploits colonies, of which the East Indies is the largest.

Despite the economic interests served by it, slavery was abolished in the course of the 19th century.

Economic developments

Initially, the steam engine was the most important source of power for industry. After the steam engine, the combustion engine and electricity become the suppliers of energy. Now the development of cars, airplanes and an electricity grid is also becoming possible.

Industrial production is outcompeting (home) industry in all kinds of industries. Craft production is being replaced by mass production that is centralised in factories. Specialised industrial areas are created in certain industries, with large sales areas, resulting in a strong increase in goods traffic.

The landscape of urban and rural areas is changing due to population growth and technological development. In the industrial areas, the environment is polluted.

The invention of fertilizer is important for the development of agriculture. In Europe, the cultivation of grain is largely replaced by potatoes. In principle, this means that sufficient affordable food remains available for the fast-growing population.

Societal developments

The European population grew strongly in the 19th century. Improvements in food production and the improvement of medical knowledge play a role in this.

Due to the industrial revolution, many rural inhabitants in Europe are moving to the cities. Millions of Europeans also emigrate to America, Australia and South Africa. This is how European culture spreads to other parts of the world.

Initially, there were many unemployed people. As a result, wages for workers remain low. Social laws are missing for the time being. This leads to exploitation and poor working, living and living conditions for working-class families. In the long run, protests arise against this in wide circles.

Workers form unions. The living conditions of the workers gradually improved from then on.



Around 1900, a protest movement arose in Western Europe among women from the higher social classes against the ideology of the separate spheres between men and women, which prevented women from developing fully in society.

Citizens value good education, both for their own children, as well as for the lower social classes in society. The industrialised society demands more and more skilled workers. There will be compulsory education for everyone and secondary education for the better off. When prosperity increases, primary education becomes practically accessible to everyone.

By regulating working hours, people gradually get more free time. This creates more room for relaxation and personal development. Wherever people engage in joint activities, associations are set up.

Outcomes : Understanding the origin of the way our world is looking nowadays. Understanding that man is also still dependent of his natural and social / economical environment.

Materials Needed:

"Industrial Revolution" board game (can be created by the teacher or purchased online)

"Industrial Revolution" worksheets (can include puzzles, matching exercises, and fill-in-the-blank questions)

Industrial Revolution-themed flashcards (can include pictures and key terms related to the Industrial Revolution)

Computers or tablets with internet access

A Video Remote Interpreting (VRI) service if the teacher of deaf pupils is not fluent in American Sign Language(ASL)

Web Resources :

<https://www.history.com/topics/industrial-revolution/industrial-revolution>

<https://education.nationalgeographic.org/resource/industrial-revolution-and-technology>

<https://www.britannica.com/event/Industrial-Revolution>

<https://www.investopedia.com/terms/i/industrial-revolution.asp>

<https://www.bl.uk/georgian-britain/articles/the-industrial-revolution>

<https://www.khanacademy.org/humanities/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution>

<https://www.youtube.com/watch?v=zjK7PWmRRyg>

Activities (for one lesson as an example):

I. Introduction (10 minutes)

Begin the class by setting the stage for the Industrial Revolution and its significance in history.

Introduce the concept of gamification and how it will be used to help students learn about the topic.

Give an overview of the activities that will be completed throughout the lesson.

II. Game Activity: "Industrial Revolution" Board Game (30 minutes)

Divide the class into groups of 2-3 students.



Provide each group with a copy of the "Industrial Revolution" board game and instructions on how to play.

Allow students to play the game for 20-25 minutes, pausing to answer questions and discuss key concepts as needed.

After the game is finished, debrief with the class and discuss any important takeaways from the activity.

III. Worksheet Activity: "Industrial Revolution" Puzzles (25 minutes)

Provide each student with a worksheet containing various puzzles related to the Industrial Revolution.

Allow students to work independently or in pairs to complete the puzzles.

Encourage them to use the flashcards or internet resources to help them if needed.

After the worksheets are completed, go over the answers as a class.

IV. Video Activity: (20 minutes)

Show students an online video that provides an overview of the Industrial Revolution and its impact on society.

Provide deaf students with a worksheet to fill in while watching the video and make sure they have access to American Sign Language(ASL) interpreted subtitles.

After the video is finished, go over the worksheet with the class.

V. Conclusion and Homework (5 minutes)

Summarise the key concepts learned during the lesson and encourage students to explore the topic further on their own.

Assign homework related to the Industrial Revolution, such as writing a short research paper or creating a presentation on a specific aspect of the Industrial Revolution.

Assessment:

Participation in the class activities will be used to assess students' understanding of the Industrial Revolution.

The worksheet activity and homework assignment can also be used as an assessment.

With the above lesson plan, the students will learn about the Industrial Revolution in an interactive and engaging way, using various games and activities such as board game, worksheets, flashcards and videos to understand the topic better. The worksheet activity and homework assignment will be a way to assess the student understanding of the topic covered in class.

Please also note that, I would also recommend getting feedback from the students and adjust the lesson plan accordingly, as all students have different learning styles and pace, so that the lesson can be made more beneficial to them.



Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: <i>Industry Revolution</i>
Subject: <i>History</i> Duration: 20 - 40 min Age: all
Objectives: Understanding the causes that led to changes in production: technology development, science and knowledge development. Getting to know the names of people related to the topic in question Presentation of the course of changes in Europe and in the world Effects of the industrial revolution for Europe and the world Learning the vocabulary related to the topic
Outcomes: Student (depending on the degree and type of disability): <ul style="list-style-type: none">- reacts to the graphics presented in the lesson- can assign a graphic to a name or device- is able to build a simple statement on a given topic- is able to build a statement on a given topic and supplement it with source materials
Materials: Multimedia presentation, historical maps, internet graphics, websites.
Web Resources: https://www.britannica.com/summary/Industrial-Revolution-Key-Facts (EN) https://kottke.org/18/07/maps-of-the-spread-of-the-agricultural-industrial-revolutions (EN) https://www.researchgate.net/figure/Industrial-revolutions-in-human-history-The-first-industrial-revolution-used-water-and_fig5_348351406 (EN) https://en.wikipedia.org/wiki/Industrial_Revolution (EN) https://pl.wikipedia.org/wiki/Rewolucja_przemys%C5%82owa (PL) https://www.techpedia.pl/big.php?no=39234.jpg (PL)
Activities: Pre- Lesson Activities: a. Brief characteristics of earlier historical epochs in the context of knowledge and technology



- b. Activating students by asking questions or presenting prepared graphics

Lesson Activities:

- a. Explanation of the term "industrial revolution"
- b. Description of individual industries (light and heavy industry)
- c. Famous figures associated with the "Industrial Revolution"
- d. Consequences for Europe and the World
- e. Related concepts related to the topic

Post-Lesson Activity:

- a. The student can deepen the acquired knowledge
- b. The student may consult the teacher

Assessment:

Level 0 (severe intellectual disability or neurological disease): pass / fail

Level 1 (moderate intellectual disability or mental illness): pass / fail

Level 2 (mild intellectual disability or mental illness): country's rating scale

Level 4 (mild, moderate or severe physical disability, no intellectual disability or neurological disease): country rating scale

Author's proposal - requires refinement. Teachers working with people with disabilities have experience in assessment.

7) French revolution (Italy, Turkey)

Teaching History for Disabled Students through Digitalize Gratification Tools

LESSON PLAN

Topic: *Fransız Devrimi*

Subject : History

Duration: 2 Hour

Age: 11-15 years

Objectives :

- Have knowledge about the concepts that emerged as a result of the French Revolution.
- Understand the relationship between human rights and the French Revolution.

Outcomes :

Gaining knowledge about the Life of Jesus and the Birth of Christianity

**Materials:**

Canva presentation
Audio materials for visual impaired and students with dyslexia
Simple content and color pages for ineffectual disabled

Web Resources

<https://historiana.eu/narratives/the-european-experience-revolutions-and-civil-wars-1/read>

https://www.europeana.eu/en/item/2051908/data_euscreenXL_ina_CAB88029295

<https://www.khanacademy.org/humanities/world-history/1600s-1800s/french-revolution-tutorial/v/french-revolution-part-1>

<https://schoolhistory.co.uk/games/the-french-revolution-walk-the-plank-game/>

<http://www.historyguide.org/intellect/lecture11a.html>

<https://www.youtube.com/watch?v=wXsZbkt0yqo>

Activities:**Pre - Lesson Activities**

The questions prepared in Kahoot are directed to the students and it is ensured that the students have fun and increase their interest in the lesson. By giving the first, second and third prizes initial rewarding will be completed.

Lesson Activities

1. Students who want to read Marie Antoinette's letter to her mother (1-2) are given a letter to read and an analysis is made at the end of the semester. Students who read the letter are awarded a badge.
2. The class is divided into 4 groups and each group is given a title. The 1st Episode of the French Revolution in Khan Academy is shown to the class and each group is asked to fill in the reasons for the revolution in the presentation. Badges are awarded to all groups.
3. The French Revolution and its general processes are explained to the students with a powerpoint presentation.
4. William Wordsworth's poem The Prelude is read. Groups are asked to make posters to depict the events and emotions in the poem. Badges are issued for each banner.
5. Lady Gaga- French Revolution is played with the song.
6. Those who receive the most badges are applauded by the class.

Post-Lesson Activity

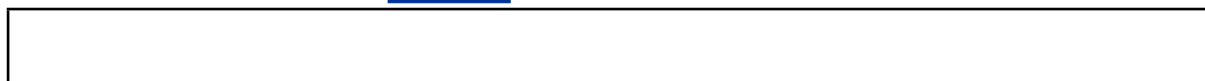
Students are given a course grade related to the subject.

Puzzles are distributed to students.

Students are given information about novels-stories about the French Revolution in literature and it is recommended to read at least one of them.

Assessment

Kahoot pre-test-final test



Teaching History for Disabled Students through Digitalize Gamification Tools

LESSON PLAN

Topic: The French Revolution

Subject: History

Duration: 2 Hour

Age: 11-15 years

Objectives:

- Have knowledge about the concepts that emerged as a result of the French Revolution.
- Understand the relationship between human rights and the French Revolution.

Outcomes:

- Gaining knowledge about the Life of Jesus and the Birth of Christianity

Materials:

- Canva presentation
- Audio materials for visual impaired and students with dyslexia
- Simple content and color pages for ineffectual disabled

Web Resources

<https://historiana.eu/narratives/the-european-experience-revolutions-and-civil-wars-1/read>

https://www.europeana.eu/en/item/2051908/data_euscreenXL_ina_CAB88029295

<https://www.khanacademy.org/humanities/world-history/1600s-1800s/french-revolution-tutorial/v/french-revolution-part-1>

<http://www.historyguide.org/intellect/lecture11a.html>

<https://www.youtube.com/watch?v=wXsZbkt0ygo>

Activities:

Pre - Lesson Activities

The questions prepared in Kahoot are directed to the students and it is ensured that the students have fun and increase their interest in the lesson. By giving the first, second and third prizes initial rewarding will be completed.

Lesson Activities

- 1) Students who want to read Marie Antoinette's letter to her mother (1-2) are given a letter to read and an analysis is made at the end of the semester. Students who read the letter are awarded a badge.
- 2) The class is divided into 4 groups and each group is given a title. The 1st Episode of the French Revolution in Khan Academy is shown to the class and each group is asked to fill in the reasons for the revolution in the presentation. Badges are awarded to all groups.



THE TRANSCRIPTION;

In this video we're going to talk about the French Revolution. And what makes this especially significant is that not only is this independence from a monarchy-controlled empire, like in the American independence, this is an actual overthrowing of a monarchy. A monarchy that controls a major world power. Depending on how you view it, the American Revolution came first and kind of put out the principles of self-governance and why do we need kings and all of that. But the French Revolution was the first time that those type of principles really took foot in Europe and really overthrew a monarchy. So just to understand kind of the environment in which this began, let's talk about what France was like in 1789. Which most people kind of view as the beginning of the Revolution. One, France was poor. Now, you wouldn't think that France was poor, if you looked at Louis XVI, who was king of France. If you looked at Louis XVI, and the clothes he wore. If you looked at Marie-Antoinette, his wife, they don't look poor. They lived in the palace of Versailles, which is ginormous. It's this massive palace, it would compare to the greatest palaces in the world. They were living a lavish lifestyle. Just in case you want to know where this is, this is what's now almost a suburb of Paris. But at the time it was a village 20 or 30 kilometers away from Paris. So they don't seem to be poor. But the the actual government of France is poor. And when I say poor, they're in debt. They've just had two major military adventures. One was the American Revolution. They played a major part in supporting the revolutionaries. Because they wanted to stick it to their enemy, Great Britain. They wanted their empire to shrink a little bit. So France sent significant military help and resources. And you could imagine, that's not a cheap thing when you're doing it across the Atlantic Ocean. And even before the American Revolution, the Seven Years' War that ended in 1763, this really drained the amount of wealth that the French government had. And for those of you who are more American history focused, the Seven Years' War is really the same thing as the French and Indian War. The French and Indian War was the North American theater of the Seven Years' War. But the Seven Years' War is the more general term. Because there was also a conflict going on in Europe simultaneously. The French and Indian War and it was just part of that conflict. And the Seven Years' actually engulfed most of the powers of Europe at the time. So France had participated in this, ended in 1763, you had the American Revolution. Both of these really just drained the amount of funds that the government itself had. At the same time, the French people were starving. There was a generalized famine at the time. They weren't producing enough grain, people couldn't get their bread to eat. So you can imagine, when people are starving they're not happy. And to kind of add insult to injury, you would see your royals living like this. But even worse than the royals, who you don't see every day, you saw your nobility. Who is roughly a little over 1.5% of the population. But you saw the nobility really, really, living it up. And the nobility, just so you know, these are people with fancy titles who inherit land and wealth from generation to generation. They don't dress too differently from the king. And they essentially live in smaller versions of the palace of Versailles. And if you're a peasant, you work on their fields, do all the work, you send them some of your crops and they pay no taxes. So from your point of view, and it's not hard to understand why you would think this, these are essentially kind of parasites who are completely ignoring the fact that you are starving and you're paying all of the taxes. You can imagine people weren't too happy about that. And then to top it all off, you had all of these philosophers hanging around talking about the Enlightenment. And this is kind of the whole movement where people, and authors, and poets, and philosophers, are starting to realize that, gee, maybe we don't need kings. Maybe we don't need priests to tell us what it means to be good or bad. Maybe people could essentially rule themselves all of a sudden. And obviously, the biggest proof of the Enlightenment was the American Revolution. That was kind of the first example of people rising up and saying, we don't need these kings anymore. We want to govern ourselves. For the people, by the people. So you also had kind of this philosophical movement going around. Now if you ask me my opinion of what the biggest thing was, actually hungry. And, this is kind of more from the intellectual point of view. People said, oh there's Enlightenment movement here.



So this is the state of France. They had a financial crisis. So a meeting was called, kind of an emergency meeting, of the major groups of France to try to resolve some of these problems. It's a fiscal crisis, people are starving, what do you do? So they called the Convocation of the Estates-General. Let me write that down. Which was a meeting of the three estates of France. Now what are the three estates of France? You can really just view them as the three major social classes of France. The First Estate was the clergy. The Second Estate is the nobility. And then the Third Estate is everyone else. And this gives you a sense of how skewed the power structure was. Because people kind of grouped the power as OK, these are the three groups and maybe they can vote against each other. But this was only 0.5% of the population, this is 1.5% of the population, this was 98% of the population. But these people had equal weight with these guys. But these people had the burden of most of the taxes. These are the people who are doing all the work, producing all of France's wealth, dying in the wars. But these guys, despite their small population, have more weight than everybody else. So you had the Convocation of the Estates-General, where representatives of these three estates met at the Palace of Versailles to essentially figure out what to do about this fiscal crisis. Now obviously, these people right here, the Third Estate, they were angry. They were like look, we've taken the burden on ourselves for much of the recent history of France. We're tired of you guys getting away with not paying taxes and just kind of leeching off of us. They were afraid that even more of the tax burden was going to be put on them. And the nobility, or the king, or the clergy, that they wouldn't have to make sacrifices. So they came in already angry. And so they really wanted to meet in one big room together. Because they actually had roughly 600 representatives. Which only the king at the last minute agreed to. Before, it was only going to be equal numbers of them. These guys had 300 roughly. These guys had 300 as well. These guys were able to say, hey we're 98% of the population, maybe we should have at least 600 representative. But even there, they wanted to meet in the same room. And essentially try to make it so it's one representative, one vote. But obviously these other estates, the clergy and the nobility, said no, let's each vote as estates. And at the end of the day, these guys lost. So they were essentially forced to kind of organize independently as a Third Estate. So that made them even angrier. So they met at an assembly hall and said, if these guys are going to ignore us, not only are we going to be in this room and start organizing ourselves. But we're not going to call this the Convocation of the Estates-General. We're going to declare that we are the National Assembly of France. That we represent the people. We are essentially going to become the parliamentary body of France. Instead of just being this emergency Convocation of the Estates-General. And they actually got some sympathy from some elements of the clergy and some elements of the nobility. Now obviously, Louis XVI was not amused by this whole turn of events. Here he was, he was an absolute monarch, which means that he held pretty much all of the power to do whatever he saw was fit. And all of a sudden you had this group of upstarts taking advantage of this emergency situation where he can't continue to buy as many silk robes as he was before. They're taking advantage of the situation to declare a National Assembly of France. To declare somehow that I'm not an absolute monarch. That my power is going to be taken by this assembly. So he wasn't happy. So when they took a break, he locked the door of the assembly room. So they couldn't get in. And he said, oh I think there needs to be some repairs in that room. Maybe you all can assemble later. And that was kind of his way of saying no. If you're declaring you're the National Assembly of France, I'm not going to even let you assemble. I'm not even going to let you get in the room. So that clearly didn't do a lot to make these guys, or in particular these guys, any happier. People are hungry. These people are living lavishly. They've already been not allowed to vote in one room together. When they vote in their own room, and declare themselves as representatives of the people of France, which they really are, the king locks the room, doesn't let them go in. So they go to an indoor tennis court in Versailles. This is a picture of it right here. This is an indoor tennis court. And that gives you an idea of how lavish Versailles was, that it had an indoor tennis court in the late 1700s. And they proclaimed the Tennis Court Oath. Where they proclaimed, not are we only the National Assembly of France, but even more than that, we all pledge to not stop until we create a constitution of France. So they went from being a National



Assembly to essentially morphing into a constituent assembly. We're going to create a constitution. And they had sympathy from some elements of the clergy and the nobility. So eventually Louis XVI, he kind of saw the writing on the wall. The people are angry. And every time he tries to mess with them, they only get angrier. And they only go to even more extreme measures. So just to kind of make it seem like he's going along, he says, OK that's cool, guys. Whatever you all want to do. Yeah, maybe I'm open to it, we are in an emergency. And maybe it is unreasonable, I have been a little bit unreasonable. So he lets them be, he lets them assemble again. But while that's happening, people start to notice that troops are converging on Paris. And they're obviously being sent there by the king. And not only are they just any troops, a lot of the actual troops, even though they are French troops, there under the authority of France's military. They're actually foreign troops. So, if you think about it, these would be the ideal types of troops to put down any type of insurgency, or any type of rebellion. Or even better, to go in and dissolve the National Assembly. So people start getting a little bit paranoid, you can imagine. Now on top of that, Louis XVI's main financial adviser, Necker, Jacques Necker He was sympathetic to the Third Estate, to the plight of the Third Estate. And he said hey, Mr. King, I think it's reasonable for you to essentially budget your expenses a little bit better. And maybe a little bit less of a lavish lifestyle. Considering the state of the government's budget. And the state of the people of France, they're starving. Why don't you do that a little bit? But Louis XVI, instead of taking his advice, he fired him. He fired the financial adviser. So taken together, troops are converging on Paris, you have this Tennis Court Oath, Louis XVI has fired his adviser, people are going hungry. They're genuinely going hungry. People in Paris said, the king is going to try to suppress us again, this is no good. And especially if he does it with troops, we have to arm ourselves. So they stormed the Bastille. This right here is a picture of the Bastille. And this is most famous, when you when you first learn about it, or maybe this is the first time you're learning about it. They put political prisoners there and they freed the political prisoners. But in reality, there were only seven prisoners in the Bastille. So it's not like thousands and thousands of political prisoners were being held there and there were freed. The real value of the Bastille to the revolutionaries, we could say, is that there were weapons there. There was a major arms cache there. And so by storming the Bastille and getting the weapons, they all of a sudden could essentially fend off any type of threat that the troops would have. But this is also kind of the very beginning of the real chaos of the French Revolution. And as we're going to see over the next several years, the chaos only gets worse and worse. It's almost on a lot of levels a lot worse than the American Revolution. Because what actually happened in the cities and what fellow Frenchman started doing to do each other was really on many levels barbaric. And you actually saw it here for the first time, where the governor of the Bastille, the guy who was in charge of it, he had the standoff between the troops. And he eventually called for a ceasefire. Because he's like, oh there's too much bloodshed. But once the revolutionaries got to him, they stabbed them, they cut his head off, and they put it on a pike. Then they went back to the mayor of Paris, they shot him. So clearly, things were really getting out of hand. But most people associate the storming of the Bastille as kind of the landmark event of the French Revolution. Even today, people celebrate Bastille Day. And that is July 14, 1789. So just to give you a sense of how quickly all of this happened, the Convocation of the Estates-General, that was in May. The Tennis Court Oath was in June. And then in July, you have the storming of the Bastille. And then in August, just to kind of complete the idea that we are definitely in a revolutionary period. The National Assembly, that started off at the tennis courts with the Third Estate, they declared their equivalent of the Declaration of Independence. They declared their Declaration of the Rights of Man and of the Citizen. Which was essentially their version of the Declaration of Independence. And it essentially put everything into question of what is life, liberty, and the pursuit of happiness? I'm using words from the American Revolution. But this was their Declaration of Independence. It wasn't a constitution, it was just a statement of the things that they think need to govern any type of constitution or country. Or the ideas that any country should be based on. So I'm going to leave you there. We've really now started the French Revolution. And now, you're going to see that over the next several years, it's only going to get



bloodier and bloodier and even more complex. And when everything is said and done, it's actually not going to end that well in terms of giving people liberty.

- 3) The French Revolution and its general processes are explained to the students.
- 4) William Wordsworth's poem The Prelude is read. Groups are asked to make posters to depict the events and emotions in the poem. Badges are issued for each banner.
- 5) Lady Gaga- French Revolution is played with the song.
- 6) Those who receive the most badges are applauded by the class.

Post-Lesson Activity

- Students are given a course grade related to the subject.
- Puzzles are distributed to students.
- Students are given information about novels-stories about the French Revolution in literature and it is recommended to read at least one of them.

Assessment

- Kahoot pre-test-final test

- 8) The Life of Jesus and the Birth of Christianity (Macedonia)

Teaching History for Disabled Students through Digitalize Gratification Tools
LESSON PLAN
Topic: <i>The Life of Jesus and the Birth of Christianity</i>
Subject : History Duration: 1 hour Age: 11-15 years
Objectives : <ul style="list-style-type: none"> ● Define lesson vocabulary. ● Discuss Jesus's importance to Christianity. ● Tell what a parable is and find the lesson the parable is trying to teach.
Outcomes : Gaining knowledge about the Life of Jesus and the Birth of Christianity
Materials:



Power point presentation
Audio materials for visual impaired and students with dyslexia
Tactile pictures for visual impaired
Videos with sign language for hearing impaired students
Simple content and color pages for ineffectual disabled
Prepare 3D printed materials

Web Resources :

<https://teach.educeri.com/lesson/946/>

<https://www.lambeth.gov.uk/sites/default/files/sce-lambeth-christianity-unit-1.pdf>

<https://www.youtube.com/watch?v=JyVXlvdTF20>

<https://nsms6thgradesocialstudies.weebly.com/birth-of-christianity.html>

<https://nsms6thgradesocialstudies.weebly.com/birth-of-christianity.html> - sign language

Activities:

Pre - Lesson Activities

Create a KWL (K=What we think we Know, W = What we Want to know, L = What we Learned) chart on a large sheet of paper, poster board, or even a SmartBOARD to begin the lesson. Ask students what they know about the origin and teachings of Christianity and fill in the K section of the chart. Ask students what they want to know about the origin and teachings of Christianity and fill in the W section of the chart. Have students read text about Christianity individually or as a whole group. Ask students various questions to ensure they have at least a basic understanding of what they have read: Examples - Who was Jesus of Nazareth? Christianity began as an offshoot of what religion? Who made Christianity legal for all people in the Roman Empire?

Lesson Activities

Tell pupils the story of the birth of Jesus up to the journey to Bethlehem, showing illustrations from the book. What do families collect to prepare for the birth of a baby? What made it different in the story for Mary to do these things? Talk about the feelings of characters in the story so far – add Mary, Joseph & donkey characters to display. Write labels for the display explaining the characters' feelings. Explain how people use Advent calendars to count the days up to Christmas Day and that this helps people to remember Mary waiting for her baby to be born. Make pictures to go behind doors of a class Advent Calendar.

Post-Lesson Activity

Role-play or hot seat parts of the story - e.g. Mary and Joseph looking for a place to stay, the shepherds and their reaction to the angels, the part played by characters e.g. the innkeeper. Explore feelings of characters in the story.

Assessment

Give to the students worksheets or make a short quiz with them.

<https://www.liveworksheets.com/ol1274755dm>

<https://kidskonnnect.com/religion/jesus-christ/>



<https://www.liveworksheets.com/cx858666vg>

9) The Life of Muhammad and the Birth of Islam (Macedonia)

Teaching History for Disabled Students through Digitalize Gratification Tools
LESSON PLAN
Topic: The Life of Muhammad and the Birth of Islam
Subject : History Duration: 1 hour Age: 11-15 years
Objectives : 1. Students will identify, analyze, understand and be able to explain what is known about the story of Muhammad. 2. Students will identify, understand and be able to explain what tradition says about the role Muhammad played as the prophet of Islam and how he is seen today.
Outcomes : Gaining knowledge about the Life of Muhammad and the Birth of Islam
Materials: Power point presentation Audio materials for visual impaired and students with dyslexia Tactile pictures for visual impaired, Videos with sign language for hearing impaired students Simple content and color pages for ineffectual disabled Prepare 3D printed materials
Web Resources : https://www.twinkl.co.uk/resource/prophet-muhammad-and-the-revelation-of-the-quran-activity-pack-t2-re-715 https://www.upf.tv/wp-content/uploads/sites/196/2018/02/Muhammad-Legacy_LessonPlansComplete.pdf http://www.pbs.org/empires/islam/lesson1.html https://study.com/academy/lesson/history-of-islam-lesson-for-kids.html https://play.google.com/store/apps/details?id=com.bigitec.muslimtales&hl=en&gl=US



<https://theislamicpost.com/islamic-educational-games/>

<https://wordwall.net/en-us/community/islamic-game>

Activities:

Pre - Lesson Activities

Students make desk research about Muhammad and Islam, and writing a short texts (half of them who was Muhammad and the other half what is Islam? After they finished this activity, they are presenting their texts.

Lesson Activities

Teacher is starting the main part of the class with presentation about Muhammad and Islam. After this they are playing Islamic Quiz Game & Quran Quiz thought ordinary application that will allow students an opportunity to dispose of fatigue and gain some Islamic information while playing. This quiz will make revenue in finding out about religion.

Post-Lesson Activity

Students will need to describe one Islamic tradition, they will read the content in front of the class and the class will need to define about which traditions students is reading.

Assessment

Draw a cartoon that includes something related to Islam and Muhammad.

10) The First Crusade: 1095-1099 (France, Turkey, Syria, Palestine, Israel) (Romania)

Teaching History for Disabled Students through Digitalized Gamification Tools

LESSON PLAN

Topic: The First Crusade

Subject : History

Duration: 50 minutes

Age: for students aged 12 and above. Dyslexia.¹

Objectives :

1. Students will be briefed on some of the conditions, leaders, locations, and events of the First Crusade.
2. The students will place information about the First Crusade in the temporal and geographical context.
3. The students will comment on the new data, correctly using the terms *crusade*, *knight*, *Byzantium*, *Islam*.

¹ The lesson plans will be adapted to the requirements of the curriculum in each country, as well as to each disability;

**Outcomes :**

The students will use different resources and tools to obtain, select, organize, understand the data about the First Crusade, combining knowledge from different domains: history, geography, art, IT.

Materials:

historical map "The Crusades", video projector/interactive whiteboard, laptop with Internet connection, tablet/smartphone for each student, PowerPoint "The First Crusade"

Sources>

Popescu, Petru Demetru (1998) *Istoria medieval a lumii pentru toți copiii*, București, Coresi.
Rotundu, Elvira. Tomescu-Stachie, Carmen (2002) *Istorie : manual pentru clasa a V-a*, - București : Corint Logistic,
Riley-Smith, Jonathan () *The First Crusade and the Idea of Crusading*, Continuum., London (reprint after the 1903 edition)
*** (2012) *Chronicles of the First Crusade 1096–1099, Edited and with an Introduction by Christopher Tyerman*, Penguin Books

Web

<https://www.youtube.com/watch?v=jiakD6Pm9eE>
<https://www.youtube.com/watch?v=Hls5B2U7US0&t=305s>
<https://www.youtube.com/watch?v=aAodRUPN7IE>
https://www.youtube.com/watch?v=pl5_idvxm18
<https://www.youtube.com/watch?v=UdzsMEHUBrQ>
<https://www.metmuseum.org/exhibitions/listings/2016/jerusalem>

Pre- Lesson Activities

Using a game, students will recreate the timeline of the events that led to the First Crusade, establishing the importance of Jerusalem for the Christian and Muslim religions, as well as the political, economic and demographic conditions.

- Presentation 1 -Intro: Link (0.00 to 4.38) <https://www.youtube.com/watch?v=jiakD6Pm9eE>

The teacher uses the link above to presents the main causes of the First Crusade.

Suggested set of questions to be discussed by the students afterwards:

Why did Alexios Comnen ask for help? What did Pope Urban II propose at Clermont? Why do you think so many people were interested in goig to free Jerusalem?

- Presentation 2 / Link (4.39 to 10.20) <https://www.youtube.com/watch?v=jiakD6Pm9eE>

Suggested set of questions to be discussed by the students afterwards:

What category of people were the first to start on the way to Jerusalem? How did they manage?

Where did the noble crusaders meet? How did Emperor Alexios receive them? Were there any difficulties in commanding this army of knights?

Presentation 3/ Link (10.20 to end) <https://www.youtube.com/watch?v=jiakD6Pm9eE>

Sugested questions:

What difficulties did the crusaders encounter on their way to Jerusalem? Which were the most important battles?

When and in what condition did the crusader reach Jerusalem? What were the consequences of the First Crusade?

Knowledge fixing**Timeline**

<https://docs.google.com/document/d/1qU4kaGCV4uBY1uK4PSWtInj9p2Ow6Pr/edit?usp=sharing&oid=102609977859348887545&rtpof=true&sd=true>

Power point

https://docs.google.com/presentation/d/1SdtvDMNmIblzbtNMBsDAEEed6O_XDmAkH/edit?usp=sharing&oid=102609977859348887545&rtpof=true&sd=true



Post-Lesson Activity

Role playing game - Explaining that a child the same age as the students may have accompanied the Crusade as a page and later –a squire or young knight, they may be encouraged to choose an event or leader and write a letter about this. For students with dyslexia it may be remarked that at that time nobles were often using monks to write their letters and the help of another student may be asked to organize a short role playing situation, with the young knight dictating his letter.

Assessment

<https://learningapps.org/display?v=pn47ozn4j23>

<https://learningapps.org/display?v=pak09uggj23>

https://kahoot.it/challenge/05044434?challenge-id=b212d787-6c6d-432e-8ead-bae2a9f3788a_1677446729022

11)

Teaching History for Disabled Students with Digitalised Gamification Tools

LESSON PLAN

Topic: The Aztec civilisation

Subject : History

Duration: 2 lessons

Age: 10-14 years of age

Objectives : To enable students to understand how the Aztec Empire came into being, developed and why it collapsed.

Source and content

The **Aztecs** were a Mesoamerican culture that flourished in central Mexico from 1300 to 1521. The Aztec people lived in city-states, some of which joined to form alliances, political confederations, or empires. The Aztec Empire was a confederation of three city-states established in 1427. They acquired the name “the Mexica”.

From the 13th century, the Valley of Mexico was the heart of dense population and the rise of numerous city-states. The empire extended its reach by a combination of trade and military conquest. It was never a true territorial empire controlling a territory by large military garrisons in conquered provinces, but rather dominated its client city-states primarily by installing friendly rulers in conquered territories, by constructing marriage alliances between the ruling dynasties, and by extending an imperial ideology to its client city-states. Client city-states paid taxes, not tribute to the Aztec emperor, in an economic strategy making communication and trade between outlying city-states dependent on the imperial center.



Key to the rise of Aztecs was the agricultural system that made it possible to feed the population. Chinampas, small, artificial islands created above the waterline, were one feature of the system. Recordkeeping was important to tracking tributes. The Aztecs also had the 365-day solar calendar (although it was invented by the Egyptians 2000 earlier).

The empire reached its maximal extent in 1519, just prior to the arrival of a small group of Spanish conquistadors led by Hernán Cortés. Cortés allied with city-states opposed to the Mexica. After the fall of The Aztec Empire on 13 August 1521 and the capture of the emperor Cuauhtémoc, the Spanish founded Mexico City on the ruins of Tenochtitlan, the biggest city-state of the Empire. From there, they proceeded with the process of conquest and incorporation of Mesoamerican peoples into the Spanish Empire. With the destruction of the superstructure of the Aztec Empire in 1521, the Spanish used the city-states on which the Aztec Empire had been built, to rule the indigenous populations via their local nobles. Those nobles pledged loyalty to the Spanish crown and converted, at least nominally, to Christianity, and, in return, were recognized as nobles by the Spanish crown. Nobles acted as intermediaries to convey taxes and mobilize labour for their new overlords, facilitating the establishment of Spanish colonial rule.

Aztec culture and history is primarily known through archaeological evidence found in excavations such as that of the Templo Mayor in Mexico City; from indigenous writings; from eyewitness accounts by Spanish conquistadors such as Cortés and Bernal Díaz del Castillo; and especially from 16th- and 17th-century descriptions of Aztec culture and history written by Spanish clergymen and literate Aztecs in the Spanish or Nahuatl (native Aztec) language, such as the bilingual (Spanish and Nahuatl), twelve-volume Florentine Codex created by the Franciscan friar Bernardino de Sahagún, in collaboration with indigenous Aztec informants. At its height, Aztec culture had rich and complex philosophical, mythological, and religious traditions, as well as achieving remarkable architectural and artistic accomplishments.

Key terms:

Alliance: noun, people or groups united for a specific purpose.

Archaeologist: noun, person who studies artefacts and lifestyles of ancient cultures.

Bloodletting: noun, practice of removing blood to prevent illness or disease.

Calendar: noun, system for organizing and planning events on a yearly basis

Chinampa: noun, artificial islands created above the waterline

city-state: noun, independent political state consisting of a single city and sometimes surrounding territory.

Codex: noun, manuscript book that may contain religious texts or records

Conquest: noun, victory.

Conquistador: noun, Spanish explorer or conqueror of Latin America in the 16th century.

Homeland: noun, a person's native country or region.

Sacrifice: noun, destruction or surrender of something as way of honoring or showing thanks.

Solar: adjective, having to do with the sun.

Tribute: noun, recommendation or compliment given in gratitude.

<https://education.nationalgeographic.org/resource/aztec-civilization/>



<https://en.wikipedia.org/wiki/Aztecs>

https://www.worldhistory.org/Aztec_Civilization/

Outcomes : Understanding the origin of the Aztec Empire, its development and reasons for its collapse.

Materials Needed:

"The Aztec Empire" board game (can be created by the teacher)

The Aztec Empire-themed flashcards with key terms (can include pictures and key terms related to the Industrial Revolution)

Computers or tablets with internet access

A Video Remote Interpreting (VRI) service if the teacher of deaf pupils is not fluent in American Sign Language(ASL)

Web Resources :

<https://www.history.com/topics/industrial-revolution/industrial-revolution>

<https://education.nationalgeographic.org/resource/industrial-revolution-and-technology>

<https://www.britannica.com/event/Industrial-Revolution>

<https://www.investopedia.com/terms/i/industrial-revolution.asp>

<https://www.bl.uk/georgian-britain/articles/the-industrial-revolution>

<https://www.khanacademy.org/humanities/big-history-project/acceleration/bhp-acceleration/a/the-industrial-revolution>

<https://www.youtube.com/watch?v=zjK7PWmRRyg>

Activities (for one lesson as an example):

I. Introduction (10 minutes)

Begin the class by setting the stage for the Aztec Empire and its significance in history.

Introduce the concept of gamification and how it will be used to help students learn about the topic.

Give an overview of the activities that will be completed throughout the lesson.

II. Game Activity: "The Aztec Empire" Board Game (20 minutes)

Divide the class into groups of 2-3 students.



Provide each group with a copy of the "Aztec Empire" board game and instructions on how to play.

Allow students to play the game for 15 minutes, pausing to answer questions and discuss key concepts as needed.

After the game is finished, debrief with the class and discuss any important takeaways from the activity.

III. Worksheet Activity: "The Aztec Empire timeline" Puzzles (25 minutes)

Provide each student with a worksheet containing the dates and a mixed selection of the events below:

- 1100 – 1200 The Valley of Mexico is first settled by migrating tribes (Chichimecs, Tepanecs, Mexica and Acolhua).
- 1345 Traditional date for the founding of the Aztec capital of Tenochtitlan on Lake Texcoco.
- c. 1345 – 1521 The Aztec civilization flourishes in Mesoamerica.
- c. 1427 The Sun Stone depicting the ages of the five suns of Aztec mythology is carved and set up at Tenochtitlan.
- 1428 The Triple Alliance is formed between Tenochtitlan, Texcoco and Tlacopan.
- 1440 – 1469 Motecuhzoma I reigns as leader of the Aztec Empire.
- 1502 – 1520 Motecuhzoma II reigns as leader of the Aztec Empire.
- 30 Jun 1520 Death of Aztec ruler Motecuhzoma II.
- 7 Jul 1520 Hernán Cortés defeats a large Aztec army at Otumba.
- 13 Aug 1521 The Aztec capital of Tenochtitlan falls into the hands of Spanish forces led by Hernán Cortés.

Allow students to work independently or in pairs to complete the puzzles.

Encourage them to use the flashcards or internet resources to help them if needed.

After the worksheets are completed, go over the answers as a class.

IV. Video Activity: (20 minutes)

Show students an online video that provides an overview of the Aztec Civilisation and its impact on world

history.(e.g. https://www.worldhistory.org/Aztec_Civilization/). Stop the video and explain the key moments.

Provide deaf students with a worksheet to fill in while watching the video and make sure they have access to American Sign Language(ASL) interpreted subtitles.

After the video is finished, go over the content of the video with the class.

V. Conclusion and Homework (5 minutes)

Summarise the key concepts learned during the lesson and encourage students to explore the topic further on their own.



Assign homework related to the Aztec Empire, such as writing a short research paper or creating a presentation on a specific aspect of the topic.

Assessment:

Participation in the class activities will be used to assess students' understanding of the origins, development and reasons for the collapse of the Aztec Empire.

The worksheet activity and homework assignment can also be used as an assessment.

With the above lesson plan, the students will learn an interactive and engaging way, using various games and activities such as board game, worksheets, flashcards and videos to understand the topic better. The worksheet activity and homework assignment will be a way to assess the student understanding of the topic covered in class.

Please also note that, I would also recommend getting feedback from the students and adjust the lesson plan accordingly, as all students have different learning styles and pace, so that the lesson can be made more beneficial to them.

Each of your students may have a different degree of disability, and different needs. When working with deaf students, use video materials with subtitles and/or sign language. Use audio materials when working with visually impaired or blind students. Try to create materials in Braille as well. When working with dyslexic students, use materials with large text and a friendly format. When working with an autistic child, keep in touch with his parents, they can help identify the learners' needs. When working with children with other cognitive limitations, adapt the information to their processing capabilities. Familiarize yourself with the principles of Universal Design for Learning (UDL; <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>), apply them in your lessons.

12) The Rise and Fall of the Aztec Civilization (Poland)

13) The Black Death (Bubonic Plague) Devastates Europe (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools
Lesson plan
Topic: The Black Death (Bubonic Plague) Devastates Europe
Subject : History
Duration: 20 – 40 min.
Age: all
Objectives:
<i>Getting to know the causes and effects of the epidemic that led to the destruction of the population in Europe. Getting to know the names of people related to the discussed topic. Learning vocabulary related to the topic.</i>



Outcomes :

Student (depending on the degree and type of disability):

- reacts to the graphics presented in the lesson
- can assign a graphic to a name, device or facts and situations
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials:

Multimedia presentation, historical maps, internet graphics, websites.

Web Resources:

- <https://www.britannica.com/event/Black-Death> (EN)
- <https://www.history.com/topics/middle-ages/black-death> (EN)
- <https://www.nationalgeographic.com/science/article/the-plague> (EN)
- <http://hosted.lib.uiowa.edu/histmed/plague/> (EN)
- https://www.worldhistory.org/Black_Death/ (EN)
- <https://www.youtube.com/watch?v=m5q-PIN3KSE> (EN)
- <https://www.youtube.com/watch?v=mhH0Sf2Yor8> (EN)
- <https://www.youtube.com/watch?v=Qw2OBCfXsEo> (EN)

Activities:

Pe- Lesson Activities:

- a) Brief characteristics of earlier historical epochs in the context of knowledge and technology
- b) Activating students by asking questions or presenting prepared graphics

Lesson Activities:

- 1) *Historical background*
- 2) *Causes of the epidemic*
- 3) *The course of the epidemic in the world*
- 4) *The course of the epidemic in Europe*
- 5) *Consequences and relapses of the epidemic*
- 6) *The importance of health education and hygiene.*

Post-Lesson Activity:

- a) The student can deepen the acquired knowledge
- b) The student may consult the teacher

Assessment

Level 0 (severe intellectual disability or neurological disease): pass / fail

Level 1 (moderate intellectual disability or mental illness): pass / fail

Level 2 (mild intellectual disability or mental illness): country's rating scale

Level 4 (mild, moderate or severe physical disability, no intellectual disability or neurological disease): country rating scale



Author's proposal - requires refinement. Teachers working with people with disabilities have experience in assessment.

14) The Renaissance (Italy. Netherlands)

Teaching history for disabled students through digitized gratification tools
LESSON PLAN
Theme: <i>The Italian Renaissance</i>
Subject : History Duration: 2 hours (2 lessons of 50 minutes each) Age: 15-16 years Disability: mild intellectual disability
Objectives: -Get information from the text. -Establish links with the historical framework of reference. -Recognize the specific characteristics of the historical era and historical figures. -Identify significant works and monuments of the historical period dealt with. -Recognize in history the roots of contemporaneity and of the moral and material culture of our time. -Recognize the characteristics of the cultural movement and meaningful terms. -acquire knowledge of the political and social changes of the period studied. -Select and sort information.
Strategies <ul style="list-style-type: none">• avoid excessively raised tone of the voice, which deforms the joint;• expose your thoughts in a clear and orderly way, carefully choosing the vocabulary;• be available to reformulate messages;• during the explanation, resort to the use of maps;• resort to the use of timelines;
Materials: <ul style="list-style-type: none">• Interactive board/Smart board• textbook• Brief summary https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:e91fe6e0-7122-3d81-8c3d-5c3cb977c087• Maps https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1bc581a1-1e6f-3736-a82e-4e214a585eeb



- [Timeline](#)
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:32276070-cab1-34c5-8289-d7164b9ce9d8>
- Smartphone
- Video

Results

At the end of lesson, the student will:

- acquire knowledge of the political-institutional, socio-economic and cultural period of the European Renaissance;
- Be able to make a chronological timeline of the events tackled;
- Be able to use language tools (language properties, correct specific lexicon) suitable to express, in a clear and effective way, political, institutional, cultural, and religious concepts.

Activity:

Pre-didactic activity

Watch the video *Humanism, The Renaissance and The invention of printing*: a useful tool to introduce the concepts of study. <https://youtu.be/OtqaxWnTZDk>

Use the PowerPoint *Humanism and Renaissance* as a tool for a first approach to the study of the subject.

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:1f0445e7-0e4a-3AE8-835E-347E86BFEE7>

Didactic activity

We will move on to the reading of the paragraphs dedicated to Humanism and the Renaissance, paying particular attention to the sharp contrast between the medieval culture and the discoveries and progress made in this flourishing period.

Post-class activities

- Custom Audits

<https://wordwall.net/play/51925/930/735>

<https://learningapps.org/display?v=pr6p7ekkk23>

Evaluation

<https://learningapps.org/display?v=pser916rk23>

Teaching History for Disabled Students with
Digitalised Gamification Tools

LESSON PLAN

Topic: The New Age



<p>Subject : The Renaissance (15th & 16th Century) The age of discoverers and reformers (1500-1600) Renaissance period or 16th century (1500 – 1600)</p>	<ul style="list-style-type: none"> • changing human and world view of the Renaissance and the beginning of a new scientific interest • the beginning of the European overseas expansion • the Reformation and the split in the Christian Church (• the Revolt and the emergence of an independent Dutch state)
<p>The time of regents and monarchs (1600-1700)</p>	<ul style="list-style-type: none"> • the emergence of merchant capitalism and the beginning of the world economy • civil administration and urban culture • the pursuit of absolute power by monarchs • the scientific revolution
<p>Duration: > 10 lessons Age: 9-11</p>	
<p>Objectives : Understanding the development of humanity from mythical and religious thinking to man and world reflection. With also the start of modern science, the overseas discoveries, the beginning of world trade and economy, further state and city organisation. All as the next development to our time.</p>	
<p>Outcomes : Laying foundations for the awareness how to deal with life, society and the world.</p>	
<p>New Age</p> <p><i>Sources of the New Age</i></p> <ul style="list-style-type: none"> · Many written and printed sources have been preserved from the New Age. In addition, there are all kinds of buildings and objects from that time. Archaeological finds are of relatively less importance here. <p>Habitation, landscape and nature</p> <ul style="list-style-type: none"> · The Netherlands has a large urban density. Yet most people live in rural areas. The towns are connected by unpaved country roads. The Netherlands is rich in waterways. The cities are often more accessible by water than by land. · Landscape and nature in the Netherlands are changing due to diking, reclamation, peat and wood extraction, agriculture and hunting. · The voyages of discovery that lead to contacts between continents influence nature in different parts of the world. <p><i>Economy</i></p> <ul style="list-style-type: none"> · Due to their location and the traditional familiarity with shipping, the coastal areas of the Netherlands are developing into a European center of trade and industry. There is a large density of cities. New living and trading areas are opened up by the Portuguese and Spanish, the Dutch and the English on their voyages of discovery to Africa, Asia and America. The indigenous population often falls prey to slavery. 	
<p>Materials:</p> <p>Pictures and videos of Renaissance art and architecture A map of West-Europe in the 15^h and 16th century Game cards with information about Renaissance figures and events A game board Game pieces (such as small figurines or pawns)</p>	
<p>Web Resources : https://www.history.com/topics/renaissance/renaissance</p>	



<https://www.britannica.com/event/Renaissance/The-High-Renaissance>

<https://artincontext.org/renaissance-facts/>

<https://www.livescience.com/55230-renaissance.html>

<https://www.ducksters.com/history/renaissance.php>

<https://www.youtube.com/watch?v=Om1jvUzVAtE>



Activities:

Pre-Lesson Preparation:

Print and cut out game cards with information about Renaissance figures and events

Create a game board with spaces representing different cities in Italy, such as Florence, Rome, and Venice.

Gather pictures and videos of Renaissance art and architecture to show to the students.

Lesson Outline:

Introduction: Begin the lesson by giving a brief overview of the Italian Renaissance and why it is important. Show pictures and videos of Renaissance art and architecture to give the students a sense of the period.

Game Time: Divide the class into groups of 2-4 students. Distribute game cards and game pieces to each group. The goal of the game is for the groups to move their game pieces around the game board by correctly answering questions about Renaissance figures and events.

Question and Answer: One student from each group will take turns coming to the front of the class to draw a game card. The student must then answer the question on the card correctly in order to move their game piece. If they answer correctly, they can move their piece to the next space on the game board. If they do not answer correctly, the next student from the group can try.



Group discussion: After all the groups have finished, have a group discussion about what they learned from the game. Encourage the students to share their findings and insights on key figures and events of the Italian Renaissance.

Conclusion: Summarize what the class learned about the Italian Renaissance and the key figures and events that shaped this period of history. Encourage the students to find further information about the Renaissance and its impact on the world.

Assessment:

The game cards and board will serve as formative assessment, allowing the teacher to understand what students know, and where they may need more help.

The group discussion will provide further information on students understanding.

A written test or project can be given as summative assessment, allowing the teacher to evaluate students understanding of the material covered in the lesson.

Adaptation for deaf students:

Game cards, and Game board could be illustrated with images to help deaf students understand the content.

Class discussion could be signed or interpreted to facilitate participation of deaf students.

Videos and Pictures will be captioned or signed to make the content accessible to deaf students.

This lesson plan uses gamification to make learning about the Italian Renaissance fun and interactive for the students. It is designed to be engaging, interactive and inclusive for deaf students, with modifications made to the materials and teaching strategies to ensure that the content is accessible to all students.

15) The Boston Tea Party: American Colonists Protest New British Taxes by Throwing Tea in Boston Harbour: 12/16/1773 (Romania)

Teaching History for Disabled Students through Digitalized Gamification Tools

LESSON PLAN

Topic: THE BOSTON TEA PARTY

Subject : History

Duration: 50 + 50 minutes/2 lessons

Age: for students aged 12 and above

Objectives :

1. The students will get basic knowledge about some of the causes, participants, location and consequences of the Boston Tea Party
2. The students will place information about the Boston Tea Party in the temporal and geographical context
3. The students will research and create the scenario, costumes and stage for a short play about Boston Tea Party .

Outcomes :

The students will use different resources and tools to obtain, select, creatively use the data about the Boston Tea Party, combining knowledge from different domains: history, cartography , design , art, IT.



They will make opinions regarding the consequences of the studied events.
<p>Materials: historical documents about "The Boston Tea Party", video projector/interactive whiteboard, laptop with Internet connection, tablet/smartphone for each student (with screen reader apps activated for students with visual impairment/dyslexia), Power Point presentation</p>
<p>Pre- Lesson Activities The teacher will organize the students into teams according to their interests and aptitude : Team 1 – Writers, Team 2 - map makers Team 3 – costume designers Team 4– actors For the main characters , ther other students will participate as secondary characters .</p> <p>Activities Using all the resources at their disposition, on line and school library , each team will find information about the Boston Tea Party and use it to achieve their goals . Team 1 – Writers – identify the participants and events , and write lines that expresses the feelings and idea of those who took part at the Boston Tea Party , on both sides (the governor , the admiral, the captains at the ships, the sons of Liberty) Team 2 - map makers – will search and find historical documents about the Boston Port at 1773, and organize them in a simple map, showing the placement of the events and movement of main characters . Team 3 – costume designers - will research the appropriate costume for the main and secondary characters . Team 4– actors – will cooperate with the other teams to build their characters and play their roles .</p>
<p>Lesson 2 Role playing game - The students will present the short play they created about the Boston Tea Party Points stars will be awarded for originality and level of commitment.</p>
<p>Assessment Game https://learningapps.org/watch?v=pnrokpstv23 https://kahoot.it/challenge/05996309?challenge-id=b212d787-6c6d-432e-8ead-bae2a9f3788a_1677443670081 Power point https://tiny.pl/w6tsz</p>

16) The American Revolution: 1775-1783 (Romania)

Teaching History for Disabled Students through Digitalized Gamification Tools

LESSON PLAN

Topic: The American Revolution



Subject : History Duration: 50 minutes/lesson Age: for students aged 12 and above
Objectives : <ol style="list-style-type: none">1. The students will get basic knowledge with some of the causes, participants, locations and events of the American Revolution.2. The students will place information about the American Revolution in the temporal and geographical context3. The students will comment on the relation human decision/action – consequence correctly using specific vocabulary - colony, homeland, independence.
Outcomes : <p>The students will use different resources and tools to obtain, select, organize, understand the data about the American Revolution, combining knowledge from different domains: history, geography, art, IT.</p> <p>They will formulate opinions regarding the consequences of the studied events.</p>
Materials: <p>historical map "The American Revolution", video projector/interactive whiteboard, laptop with Internet connection, tablet/smartphone for each student (with screen reader apps activated for students with visual impairment/dyslexia), -PowerPoint presentation "The American Revolution"</p>
Sources: <p>Bibliography: Stan, Magda (2018) Istorie – manual pentru clasa a VI-a, București, Editura Didactică și Pedagogică Popescu, Petru Demetru (1998) Istoria modernă a lumii pentru toți copiii, București, Coresi. Tucker, Spencer, editor. - Title: (2021) American Revolution: the essential reference guide Santa Barbara, California : ABC-CLIO, Allison , Robert J. (2015) The American Revolution : a very short.—Revised edition. New York, Oxford University Press</p>
Web resources : <p>https://www.ducksters.com/history/colonial_america/timeline.php https://www.youtube.com/watch?v=diOTAe-sNa4 https://www.nps.gov/subjects/americanrevolution/timeline.htm Mental map https://docs.google.com/document/d/1AfdcSI5hazuMDqKxztq2iSTdjfR34hNx/edit?usp=sharing&oid=102609977859348887545&rtpof=true&sd=true</p>
Pre- Lesson Activities <p>Using a game, the significant events leading up to the American Revolution will be to create a timeline: Game https://learningapps.org/display?v=p81up42ac23 - Presentation 1 Intro: The teacher introduces the contexts that determine the American Revolution, places and times mentioned in the videoclip. Link (0.00 to 3.50) https://www.youtube.com/watch?v=diOTAe-sNa4 Suggested set of questions to be discussed by the students afterwards:</p>



Why did the British Parliament adopt new taxes for the 13 American Colonies? How did the colonists respond? What were the main grievances of the colonists?

- Presentation 2 / Link (3.51 to 8.00)

<https://www.youtube.com/watch?v=diOTAe-sNa4>

Suggested set of questions to be discussed by the students afterwards:

What decisions did the second Colonial Congress take? What were the most important battles of the American War of Independence? How did the war end? What did the Treaty of Versailles say?

The teacher presents and discusses the events the military and diplomatic of the American Revolution

- Presentation 3 Link (8.01 to end) - <https://www.youtube.com/watch?v=diOTAe-sNa4>

Guided by the teacher and using web resources the students identify the main consequences of the American revolution

Power point

<https://docs.google.com/presentation/d/1nOgbLoQEAK58W1dElKNnJztGhUTYc9XQ/edit#slide=id.p1>

Post-Lesson Activity

Role playing game - The students will form teams by drawing lots into 2 groups – Terra and the Proxima colony. They will discuss and create a scenario where military conflict can be avoided without neglecting the interests of either side.

To better involve students with visual impairment or dyslexia, use the newest technologies you have access to, looking for demo or trial options for the newest text to speech apps.

Prizes will be awarded for originality and argumentation

Assessment

Game

https://kahoot.it/challenge/06519176?challenge-id=b212d787-6c6d-432e-8ead-bae2a9f3788a_1677359745466

17) The Napoleonic Wars: 1799-1815 (France, Europe) (Netherland, Turkey)

Teaching History for Disabled Students through Digitalized Gamification Tools

LESSON PLAN

Topic: The Napoleonic Wars: 1799-1815 (France, Europe)

Note:

Game-based learning helps student to be actively engaged in the class and by using American Sign Language as medium of instruction it improves their ASL as well. The game can be adjusted based on the level of the students and availability of materials and time.

Subject : History

Duration: 20 – 40 min

Age: all

Objectives :



Students will understand the causes, events, and consequences of the Napoleonic Wars
Students will develop critical thinking and problem-solving skills through the use of game-based learning
Students will practice using American Sign Language (ASL) to communicate and work collaboratively with their peers

Outcomes :

Student (depending on the degree and type of disability):

- reacts to the graphics presented in the lesson
- can assign a graphic to a name or event
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials:

Maps of Europe (1 per group of 4-5 students)
Game pieces (e.g. small toy soldiers, flags) to represent different countries and their armies
Deck of cards with historical events related to the Napoleonic Wars (e.g. "Battle of Austerlitz," "Treaty of Tilsit")
Pen and paper for each student

Web Resources :

Activities:

Pe- Lesson Activities

- c) - Brief characteristics of earlier historical epochs in the context of society, science, knowledge and technology
- d) Activating students by asking questions or presenting prepared graphics

Lesson Activities

Begin by reviewing the basic history of the Napoleonic Wars using a combination of visual aids, such as pictures and maps, as well as ASL.

Divide the class into groups of 4-5 students. Each group will receive a map of Europe and game pieces to represent different countries and their armies.

Introduce the game by explaining that each group will be taking on the role of a different European country and competing against the other groups to control the most territory at the end of the war. The game will be played in rounds, and each round will represent a different year of the war. At the start of each round, each group will draw a card with a historical event related to the Napoleonic Wars. The group must then use ASL to discuss and strategize how they will respond to the event and how it will affect their country's armies.

After each group has made their decisions, the teacher will act as the "narrator" of the game and announce the outcome of each event and how it affects the different countries' territories.

At the end of each round, students will use ASL to reflect on their decisions and how it affected their country's progress in the war.

The game continues for several rounds, until it reaches the final event: Napoleon's defeat at Waterloo, and end of the war.

Finally, each group will present a short ASL presentation on their country's role in the war and how the war affected their country.



Post-Lesson Activity

- c) - The student can deepen the acquired knowledge
- d) The student may consult the teacher

Assessment

Observe the student during the game, and use the observations for formative assessment. Participants will complete a reflection paper on their experience in the game and what they have learned.

The final presentations in ASL will be graded on content, language use, and presentation skills.

18) The American Civil War: 1860-1865 (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools

LESSON PLAN

Topic: *The Civil War in the US*

Subject: *History*

Duration: *45 min*

Age: *12-14*

Objectives:

Understanding the causes that led to the Civil War and its consequences.

Presentation of the course of changes in the world

Learning the vocabulary related to the topic

Source and content

The historical context

The **history of the United States** covers the history of European colonization of North America from the early 17th century until the incorporation of the Thirteen Colonies into the United States after the Civil War.



In the late 16th century, England (British Empire), Kingdom of France, Spanish Empire, and the Dutch Republic launched major colonization programs in North America. Successful colonies were established within several decades.

European settlers came from a variety of social and religious groups, including adventurers, farmers, indentured servants, tradesmen, and a very few from the aristocracy. Over time, non-British colonies East of the Mississippi River were taken over by the British colonies and most of the inhabitants were assimilated. In Nova Scotia, however, the British expelled the French Acadians, and many relocated to Louisiana. Some of the colonies developed legalized systems of slavery, centered largely around the Atlantic slave trade.

The reasons for the Civil War

The **American Civil War** (April 12, 1861 – May 26, 1865) was a civil war in the United States. It was fought between the Union ("the North") and the Confederacy ("the South"), the latter formed by states that had seceded. The central cause of the war was the dispute over whether slavery would be permitted to expand into the western territories, leading to more slave states, or be prevented from doing so, which was widely believed would place slavery on a course of ultimate extinction.

Decades of political controversy over slavery were brought to a head by the victory in the 1860 U.S. presidential election of Abraham Lincoln, who opposed slavery's expansion into the western territories. An initial seven southern slave states responded to Lincoln's victory by seceding from the United States and, in February 1861, forming the Confederacy. The Confederacy seized U.S. forts and other federal assets within their borders. Led by Confederate President Jefferson Davis, the Confederacy asserted control over about a third of the U.S. population in eleven of the 34 U.S. states that then existed. Four years of intense combat, mostly in the South, ensued.

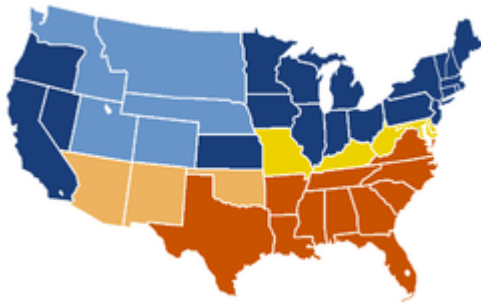
The main events

During 1861–1862 the Union made significant permanent gains—though the conflict was inconclusive. The abolition of slavery became a war goal on January 1, 1863, when Abraham Lincoln issued the Emancipation Proclamation, which declared all slaves in states in rebellion to be free, applying to more than 3.5 million of the 4 million enslaved people in the country.

On April 14, 1865, President Lincoln [was shot](#) by [John Wilkes Booth](#), a Confederate sympathizer. Lincoln died early the next morning. Lincoln's vice president, [Andrew Johnson](#), was sworn in as president and continues the fight.

On May 13, 1865, the last land battle of the war was fought at the [Battle of Palmito Ranch](#) in Texas. The Confederates lost it, losing hope for victory.

It is assumed that the war ended with the May 26 1865 surrender of the [Department of the Trans-Mississippi](#) but the [conclusion of the American Civil War](#) lacks a clear and precise historical end date. The legal end of the war was signed by President Andrew Johnson on August the 20th 1866.



Picture 1 The Union vs. the Confederacy.

■ Union states

■ Union territories not permitting slavery

■ Border Union states, permitting slavery

■ Confederate states

■ Union territories that permitted slavery (claimed by Confederacy) at the start of the war, but where slavery was outlawed by the U.S. in 1862

The consequences of the Civil War:

The Civil War confirmed the single political entity of the United States, led to freedom for more than four million enslaved Americans, established a more powerful and centralized federal government, and laid the foundation for America's emergence as a world power in the 20th century

<https://study.com/learn/lesson/effects-of-the-civil-war-in-america.html>

https://en.wikipedia.org/wiki/American_Civil_War

https://en.wikipedia.org/wiki/Colonial_history_of_the_United_States

Outcomes:

Student (depending on the degree and type of disability):

- reacts to the graphics and video presented in the lesson
- can assign a graphic to a name or abbreviation
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials:



Internet access to graphics/videos, websites

Card game (printed and cut out – one set per 4 students)

Web Resources:

<https://study.com/learn/lesson/effects-of-the-civil-war-in-america.html>

https://en.wikipedia.org/wiki/American_Civil_War

https://en.wikipedia.org/wiki/Colonial_history_of_the_United_States

<https://www.britannica.com/event/American-Civil-War>

Activities:

Pre - Lesson Activities:

- a. Brief characteristics of earlier historical epochs in the context of the Civil War
- b. Activating students by asking questions or presenting prepared graphics (the US territory divided by the attitude to slavery)

Lesson Activities:

- a. Introduction – **Speaking Activity:** (20 minutes)

Discuss the term slavery with students. Talk about the situation of slaves and conditions they lived in.

Explain why it was important to abolish slavery.

- b. Video Activity (10 minutes)

Show students an online video that provides an overview of the Civil War and its consequences. (e.g. <https://study.com/learn/lesson/effects-of-the-civil-war-in-america.html>). Stop the video and explain the key moments.

Provide deaf students with a worksheet to fill in while watching the video and make sure they have access to American Sign Language(ASL) interpreted subtitles.

After the video is finished, go over the content of the video with the class.

- c. **Game Activity:** "The Civil War" reconstruction card game (15 minutes)



Questions on the game cards:

Divide the class into groups of 4 students.

Provide each group with a copy of the game cards and instructions on how to play (3 students draw cards in turn and answer questions. One student is the game master with answer sheet, if the answer is correct the student keeps the card. If the answer is incorrect the student gives all the cards they have back to the game master, the winner is the student with the largest number of cards).

Allow students to play the game for 10 minutes, pausing to answer questions and discuss key concepts as needed.

After the game is finished, debrief with the class and discuss any important takeaways from the activity.

1. Why did the Civil War begin?
2. What is slavery?
3. Where did slaves work?
4. Where did slaves come from?
5. Why did Abraham Lincoln die?
6. When did Abraham Lincoln die (year)?
7. When did the Civil War legally end?
8. What happened after the Civil War?
9. What were the soldiers from the north called?
10. What were the soldiers from the South called?
11. Who was the President of the Confederates?
12. Who was the President of the Union?
13. Who won the Civil War?
14. Who lost the Civil War?
15. What happened after Abraham Lincoln died?

Answer sheet:

1. Why did the Civil War begin? To abolish slavery
2. What is slavery? Having to work hard without pay or appreciation
3. Where did slaves work? In plantations, as servants, in transport and industry
4. Where did slaves come from? Africa
5. Why did Abraham Lincoln die? Because he was assassinated
6. When did Abraham Lincoln die (year)? 1865
7. When did the Civil War legally end? 1866
8. What happened after the Civil War? Slavery was abolished
9. What were the soldiers from the north called? The Unionists
10. What were the soldiers from the South called? The Confederates
11. Who was the President of the Confederates? Jefferson Davis
12. Who was the President of the Union? Abraham Lincoln
13. Who won the Civil War? The Unionists
14. Who lost the Civil War? The Confederates
15. What happened after Abraham Lincoln died? A new president was elected and the war continued



Post - Lesson Activity:

Question and answer session – What else would you like to know about the Civil War?

Assessment:

Participation in the class activities will be used to assess students' understanding of the origins, development and reasons for the collapse of the Aztec Empire.

The worksheet activity and homework assignment can also be used as an assessment.

With the above lesson plan, the students will learn an interactive and engaging way, using various games and activities such as board game, worksheets, flashcards and videos to understand the topic better. The worksheet activity and homework assignment will be a way to assess the student understanding of the topic covered in class.

Please also note that, I would also recommend getting feedback from the students and adjust the lesson plan accordingly, as all students have different learning styles and pace, so that the lesson can be made more beneficial to them.

Each of your students may have a different degree of disability, and different needs. When working with deaf students, use video materials with subtitles and/or sign language. Use audio materials when working with visually impaired or blind students. Try to create materials in Braille as well. When working with dyslexic students, use materials with large text and a friendly format. When working with an autistic child, keep in touch with his parents, they can help identify the learners' needs. When working with children with other cognitive limitations, adapt the information to their processing capabilities. Familiarize yourself with the principles of Universal Design for Learning (UDL; <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>), apply them in your lessons.

19) The Suffrage Movement: Women Fight For the Right to Vote: 1893-1928 (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: <i>The Suffrage Movement: Women Fight For the Right to Vote: 1893-1928</i>
Subject: <i>History</i> Duration: <i>20 - 40 min</i> Age: <i>all</i>

**Objectives:**

Social inequalities and the situation of women in earlier eras
Understanding the causes that led to social changes
Getting to know the names of people related to the topic in question
Presentation of the fight for women's rights in Europe and in the world
Effects of the "social revolution" for Europe and the world
Learning the vocabulary related to the topic

Outcomes:

Student (depending on the degree and type of disability):

- reacts to the graphics presented in the lesson
- can assign a graphic to a name or event
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials:

Multimedia presentation, historical maps, internet graphics, websites.

Web Resources:

<https://www.britannica.com/topic/woman-suffrage> (EN)
<https://www.history.com/topics/womens-history/the-fight-for-womens-suffrage> (EN)
https://en.wikipedia.org/wiki/Women%27s_suffrage (EN)
<https://kids.nationalgeographic.com/history/article/womens-suffrage-movement> (EN)
<https://www.archives.gov/education/lessons/woman-suffrage> (EN)

Activities:**Pre- Lesson Activities:**

- a. Brief characteristics of earlier historical epochs in the context of knowledge and technology
- b. Activating students by asking questions or presenting prepared graphics

Lesson Activities:

- a. The situation of women in the world
- b. The idea of equality
- c. Feminism
- d. Emancipation
- e. Suffragism
- f. Famous figures of the suffragette movement



- g. Calendar
- h. Effects of social changes

Post-Lesson Activity:

- a. The student can deepen the acquired knowledge
- b. The student may consult the teacher

Assessment:

Level 0 (severe intellectual disability or neurological disease): pass / fail

Level 1 (moderate intellectual disability or mental illness): pass / fail

Level 2 (mild intellectual disability or mental illness): country's rating scale

Level 4 (mild, moderate or severe physical disability, no intellectual disability or neurological disease):
country rating scale

Author's proposal - requires refinement. Teachers working with people with disabilities have experience in assessment.

20) The Russian Revolution: 1917-1922 (Macedonia)

Teaching History for Disabled Students through Digitalize Gratification Tools
LESSON PLAN
Topic: The Russian Revolution: 1917-1922
Subject : History Duration: 1 hour Age: 11-15 years
Objectives : Students will identify, understand and be able to explain the October Revolution in Soviet Russia. Students will identify, understand and be able to explain how Lenin and the Bolsheviks took control of Petrograd and Moscow. Students will identify, understand and be able to explain Lenin's basic plan for creating a socialist plan and then analyze whether that plan was successful by the time Lenin died in 1924.
Outcomes : Gaining knowledge about Russian Revolution: 1917-1922
Materials:



Power point presentation
Audio materials for visual impaired and students with dyslexia
Tactile pictures for visual impaired, (tactile) maps
Videos with sign language for hearing impaired students
Simple content and color pages for ineffectual disabled
Prepare 3D printed materials

Web Resources :

<https://study.com/academy/lesson/the-russian-revolution-timeline-causes-effects.html>
<https://www.sfponline.org/uploads/91/10.3%20CL%20Russian%20Revolution%20Causes.pdf>
<https://www.pinterest.com/pin/290763719664249530/>
<https://www.britannica.com/event/Russian-Revolution>
<https://www.youtube.com/watch?v=KOK1TMSyKcM>

Activities:

Pre - Lesson Activities

Warm up activities, ask students Essential Questions

- Who was Vladimir Lenin?
- What was Lenin's philosophy on socialism and the revolution?
- How did Lenin come to power in Russia? What was his role in the events of the October Revolution?
- What reforms did Lenin institute during his reign (1917-1924)?

Lesson Activities

- Lecture / PPT – Russia under Lenin
- Video – Lenin: Revolutionary
- Independent Activity – Students read the articles and sources on Lenin and the October Revolution.
- Suggestion: Have the students read some of these articles and sources for homework
- Suggestion: AP/Advanced students should read Trotsky's History of the Russian Revolution.
- Group Activity – Socratic Seminar: Discussion on Lenin's philosophy for revolution and his role in the October Revolution of 1917.

Post-Lesson Activity

Assessment – Essay: Explain in detail the October Revolution of 1917, how Lenin and the Bolsheviks took control of Petrograd and what Lenin's basic plan was for creating a socialist state in the early days of the Bolshevik revolution.

Assessment



Give to the student link with couple of news paper articles. Activity: Take a look at these newspaper headlines. From these headlines, what do you predict happens after the October Revolution in 1917 and Vladimir Lenin takes control in Russia? Write a 1-2 sentences on you own sheet of paper.

21) The United Nations Is Formed: 1945-1946 (Europe, N. & S. America, Asia, Africa, Australia)
(Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: <i>The United Nations (UN)</i>
Subject: <i>History</i>
Duration: <i>45 min</i>
Age: <i>12-14</i>
Objectives: Understanding the causes that led to the creation of the UN its development and aims. Presentation of the course of changes in Europe and in the world Learning the vocabulary related to the topic
Source and content The United Nations (or the UN), particularly informally also referred to as the United Nations Organisation (or the UNO) is the world's largest and most recognised international organization. At its founding, the UN had 51 member states. Today it has 193; almost all of the world's sovereign states. The UN is headquartered on international territory in New York City, and has other main offices in Geneva, Nairobi, Vienna, and The Hague (home to the International Court of Justice).



The purpose

It is an intergovernmental organization whose stated purposes are to develop friendly relations amongst nations, achieve international co-operation, and be a centre for harmonizing the actions of nations. Other objectives include maintaining international peace and security, protecting human rights, delivering humanitarian aid, promoting sustainable development and upholding international law.

- Origin

The UN was established after World War II with the aim of preventing future world wars. On 25 April 1945, 50 nations met in San Francisco for a conference and started drafting the UN Charter, which was adopted on 25 June 1945 and took effect on 24 October 1945, when the UN began operations.

The organization's mission to preserve world peace was complicated in its early decades due to the Cold War between the United States and Soviet Union and their respective allies. Its missions have consisted primarily of unarmed military observers and lightly armed troops with primarily monitoring, reporting and confidence-building roles. UN membership grew significantly following widespread decolonization in the 1960s. Since then, 80 former colonies have gained independence, including 11 trust territories that had been monitored by the Trusteeship Council. After the end of the Cold War, the UN shifted and expanded its field operations, undertaking a wide variety of complex tasks. E.g. The UN negotiated an end to the [Salvadoran Civil War](#), launched a successful [peacekeeping mission in Namibia](#), and oversaw democratic elections in post-[apartheid](#) South Africa and post-[Khmer Rouge](#) Cambodia. In 1991, the UN authorized a [US-led coalition](#) that repulsed Iraq's [invasion of Kuwait](#)

The Millennium Summit was held in 2000 to discuss the UN's role in the 21st century. The three-day meeting was the largest gathering of world leaders in history, and it culminated in the adoption by all member states of the Millennium Development Goals (or MDGs), a commitment to achieve international development in areas such as poverty reduction, gender equality and public health. Progress towards these goals, which were to be met by 2015, was ultimately uneven. The 2005 World Summit reaffirmed the UN's focus on promoting development, peacekeeping, human rights and global security. The Sustainable Development Goals (or SDGs) were launched in 2015 to succeed the Millennium Development Goals.



The UN flag:



The UN emblem:

https://en.wikipedia.org/wiki/United_Nations



<https://www.un.org/en/>

Outcomes:

Student (depending on the degree and type of disability):

- reacts to the graphics and video presented in the lesson
- can assign a graphic to a name or abbreviation
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials:

Internet access to graphics/videos, websites

Card memory game (printed and cut out – one set per 2 students)

Web Resources:

https://en.wikipedia.org/wiki/United_Nations

<https://www.un.org/en/>

<https://www.britannica.com/topic/United-Nations>

Activities:

Pe - Lesson Activities:

- b. Brief characteristics of earlier historical epochs in the context of wartime
- c. Activating students by asking questions or presenting prepared graphics (flag, emblem)

Lesson Activities:

1. Introduction - **Video Activity:** (20 minutes)



Show students an online video that provides an overview of the UN and its impact on world history.(e.g. <https://www.youtube.com/watch?v=PUZ5tmyJSnc>). Stop the video and explain the key moments.

Provide deaf students with a worksheet to fill in while watching the video and make sure they have access to American Sign Language(ASL) interpreted subtitles.

After the video is finished, go over the content of the video with the class.

2. **Game Activity:** "The UN" card memory game (20 minutes)

Info on the game cards:

UN (United Nations)

UNO (United Nations Organisation)

UN was established in 1945

UN aimed at peacekeeping

UN flag is (use graphics)

UN emblem is (use graphics)

There are 193 countries in the UN

Nowadays UN aims at poverty reduction

Nowadays UN aims at gender equality

Nowadays UN aims at public health

Nowadays UN aims at sustainable development

Nowadays UN aims at global security

Nowadays UN aims at human rights

Divide the class into groups of 2-3 students.

Provide each group with a copy of the "The UN" card memory game and instructions on how to play.

Allow students to play the game for 15 minutes, pausing to answer questions and discuss key concepts as needed.

After the game is finished, debrief with the class and discuss any important takeaways from the activity.



Post - Lesson Activity:

Question and answer session – What else would you like to know about the UN?

Assessment:

Participation in the class activities will be used to assess students' understanding of the origins, development and reasons for the collapse of the Aztec Empire.

The worksheet activity and homework assignment can also be used as an assessment.

With the above lesson plan, the students will learn an interactive and engaging way, using various games and activities such as board game, worksheets, flashcards and videos to understand the topic better. The worksheet activity and homework assignment will be a way to assess the student understanding of the topic covered in class.

Please also note that, I would also recommend getting feedback from the students and adjust the lesson plan accordingly, as all students have different learning styles and pace, so that the lesson can be made more beneficial to them.

Each of your students may have a different degree of disability, and different needs. When working with deaf students, use video materials with subtitles and/or sign language. Use audio materials when working with visually impaired or blind students. Try to create materials in Braille as well. When working with dyslexic students, use materials with large text and a friendly format. When working with an autistic child, keep in touch with his parents, they can help identify the learners' needs. When working with children with other cognitive limitations, adapt the information to their processing capabilities. Familiarize yourself with the principles of Universal Design for Learning (UDL; <https://teaching.cornell.edu/teaching-resources/designing-your-course/universal-design-learning>), apply them in your lessons.

22) The Digital Revolution: The Invention of the Digital Electric Computer (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: <i>The Digital Revolution: The Invention of the Digital Electric Computer</i>



Subject: *History*

Duration: 20 -40 min

Age: all

Objectives:

Understanding the causes that led to the development of technology, the development of science and knowledge.

Presentation of the course of changes in Europe and in the world

Learning the vocabulary related to the topic

Outcomes:

Student (depending on the degree and type of disability):

- reacts to the graphics presented in the lesson
- can assign a graphic to a name or device
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials:

Multimedia presentation, internet graphics, websites

Web Resources:

https://en.wikipedia.org/wiki/Digital_Revolution

<https://www.techopedia.com/definition/23371/digital-revolution>

<https://www.britannica.com/event/Digital-Revolution>

<https://www.britannica.com/topic/The-Fourth-Industrial-Revolution-2119734#ref1255185>

https://pl.wikipedia.org/wiki/Rewolucja_cyfrowa

Activities:

Pe - Lesson Activities:

- c. Brief characteristics of earlier historical epochs in the context of knowledge and technology
- d. Activating students by asking questions or presenting prepared graphics

Lesson Activities:

1. Introduction - a reminder of the news about the industrial revolution
2. Electronic components and microprocessors
3. The first computers and peripherals
4. Industry automation
5. Digital photography
6. Digital books



7. Electronic banking
8. Artificial intelligence

Post - Lesson Activity:

- a) The student can deepen the acquired knowledge
- b) The student may consult the teacher

Assessment:

Level 0 (severe intellectual disability or neurological disease): pass / fail

Level 1 (moderate intellectual disability or mental illness): pass / fail

Level 2 (mild intellectual disability or mental illness): country's rating scale

Level 4 (mild, moderate or severe physical disability, no intellectual disability or neurological disease): country rating scale

Author's proposal - requires refinement. Teachers working with people with disabilities have experience in assessment.

~~23) The Vietnam War: 1955-1975 (Vietnam, Cambodia, Laos) (Unknow)~~

24) Soviet Union Launches Sputnik, First Man-Made Satellite: 10/4/1957 - Russia (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools
Lesson plan
Topic: Soviet Union Launches Sputnik, First Man-Made Satellite: 10/4/1957 (Soviet Union/Russia)
Subject : History Duration: 20 – 40 min. Age: all
Objectives: Learning about the causes and consequences of the conquest of space by superpowers (USA and the Soviet Union). Learning about the development of science and technology and the use for political purposes.
Outcomes : Student (depending on the degree and type of disability): - reacts to the graphics presented in the lesson - can assign a graphic to a name, device or facts and situations - is able to build a simple statement on a given topic - is able to build a statement on a given topic and supplement it with source materials
Materials: Multimedia presentation, historical maps, internet graphics, websites.



Web Resources:
Activities: Pre- Lesson Activities: <ul style="list-style-type: none">c) Brief characteristics of earlier historical epochs in the context of knowledge and technologyd) Activating students by asking questions or presenting prepared graphics Lesson Activities: <ul style="list-style-type: none">1) Situation in the world after the end of World War II2) Two powers – USA and Soviet Union3) Development of science and technology4) The launch of the first Soviet artificial satellite into space5) Conquest of space - rivalry between the USA and the USSR6) Development of spaceflight programs and colonization of other planets Post-Lesson Activity: <ul style="list-style-type: none">c) The student can deepen the acquired knowledged) The student may consult the teacher
Assessment Level 0 (severe intellectual disability or neurological disease): pass / fail Level 1 (moderate intellectual disability or mental illness): pass / fail Level 2 (mild intellectual disability or mental illness): country's rating scale Level 4 (mild, moderate or severe physical disability, no intellectual disability or neurological disease): country rating scale Author's proposal - requires refinement. Teachers working with people with disabilities have experience in assessment.

25) Yuri Gagarin Becomes the First Man in Space: 1961 (Russia) (Macedonia)

Teaching History for Disabled Students through Digitalize Gratification Tools
LESSON PLAN
Topic: Yuri Gagarin Becomes the First Man in Space: 1961 (Russia)
Subject : History Duration: 1 hour



Age: 11-15 years

Objectives :

Research and present a historical figure in Space Exploration.
Discuss diversity within space travel.
Identify potential reasons why people want to travel to space.
Describe how different types of engineers each contribute to space travel.
Give examples of what the future may hold for space travel.

Outcomes :

Gaining knowledge about Yuri Gagarin Becomes the First Man in Space: 1961 (Russia)

Materials:

Power point presentation
Audio materials for visual impaired and students with dyslexia
Tactile pictures for visual impaired, (tactile) maps
Videos with sign language for hearing impaired students
Simple content and color pages for ineffectual disabled
Prepare 3D printed materials

Web Resources :

<https://www.twinkl.com/teaching-wiki/the-first-man-in-space>
<https://www.rfi.fr/en/science-and-technology/20210415-a-lesson-for-mankind-60-years-on-from-yuri-gagarin-s-first-space-flight>
https://www.nasa.gov/mission_pages/shuttle/sts1/gagarin_anniversary.html
<https://en.islcollective.com/video-lessons/yuri-gagarin-became-the-first-human-in-space>
<https://www.space.com/16159-first-man-in-space.html>
<https://www.twinkl.co.uk/search?q=yuri+gagarin>

Activities:

Pre - Lesson Activities

Ask students the following questions:

- The title of this poster is *The Space Race*. Think about the word 'race'. Who/what do we normally associate with that word? (*Athletes, runners, horses, cars, greyhounds*). What are they doing? (*Competing, trying to win/to be first/the fastest*). What do you think the people in *The Space Race* poster are doing? (*Competing to be the first to achieve something related to space*).
- What are they trying to **achieve** (*successfully reach/attain a goal/objective*)? (*To be fastest/best/first/greatest/superior*)
- What do we call those involved in a race? (*Competitors, contestants*); What do we call those watching a race? (*Spectators*)



- When someone is fastest/first in a race, what do we call that person? (*Winner, champion, victor*). A winner is someone who *has won* the race. How do you think that person feels? (*Someone who has won feels* ... *joyful, proud, victorious, triumphant, jubilant, etc.*)
- What term is used for someone who nearly wins? (*Runner-up*)
- Explore other words associated with 'race'. (e.g. *lead(er), runner-up, pack, overtake, head start, lightning speed, neck and neck, sprint, finish line, dead heat, false start, drop back, starting block, under starter's orders, etc.*)

Lesson Activities

Organise students in pairs. Each child turns to recount to their partner a time when they were involved in a race, either as a competitor or as a spectator. Encourage the students to use between three and five complete sentences.

Pair talking tasks: Word play

Organise students to complete the tasks below in pairs, groups or as a whole class, as appropriate.

- How many words can you think of that rhyme with 'race'? (e.g. *race, face, lace, brace, grace, chase, place, trace, case, base, etc.*) Each partner in turn contributes a word. The winning pair is the pair that generates most rhyming words. Draw students's attention to the fact that sometimes the sound is represented with a 'c' and sometimes with an 's'.
- How many words can we make using some of the letters in the word 'race'? (e.g. *ear, ace, car, are, arc, era*)
- What other meanings are there for the word 'race'? (*A group of people who share similar characteristics, e.g. physical, cultural, language, history. Human race – all of the living humans on Earth; we are all members of the human race*)
- Can you think of idioms containing the word 'race'? (e.g. *a race against time* – *to try to accomplish something in a very short time*; *one horse race* – *where one of the competitors is vastly superior and most likely to win*; *slow and steady wins the race* – *if you work slowly and methodically you are more likely to succeed than if you rush* – from Aesop's *The Tortoise and the Hare fable*)

Pair/Group talking task (Oral recount): Space race sequence

Ask students to look closely at the images on the poster. Decide together, as a class, on the sequence of events in the space race. Number the images about the space race in sequence – which picture comes first, next, then, after, etc.

Organise students in pairs or groups. Within their pairs or groups, students must prepare to recount the story of the space race to someone who doesn't know about it in just four or five sentences. Encourage the students to combine some of the images into one complex sentence (e.g. *Not only was the Soviet Union the first country in the world to launch an animal into space successfully, they also succeeded in putting the first human, Yuri Gagarin into space as well as the first woman*). Pairs or groups then present their recounts to another group, class, or teacher.

Post-Lesson Activity

To be or not to be an astronaut

Spotlight the image of the astronauts who landed on the moon. Play this video clip about their trip:

<https://www.youtube.com/watch?v=CbTaDOuSePk>



Ask the students, would you like to be an astronaut?

Assessment

Storytelling about what life on the moon would be like if we lived there, how it would be different from life here on Earth, and how humans and animals might have to adapt to survive. Generate a whole-class discussion on this.

26) U.S. President John F. Kennedy Is assassinated in Dallas, Texas: 11/22/1963 (US) (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools

LESSON PLAN

Topic: U.S. President John F. Kennedy Is assassinated in Dallas, Texas: 11/22/1963 (US)

Subject : *History*

Duration: 20 – 40 min.

Age: all

Objectives :

Getting to know the reasons that led to socio-economic changes after World War II.
Presentation of the course of changes in Europe and in the world
Getting to know the names of people related to the discussed topic
Consequences of the "Cold War" for Europe and the World
Learning vocabulary related to the topic

Outcomes :

Student (depending on the degree and type of disability):

- reacts to the graphics presented in the lesson
- can assign a graphic to a name, device or facts and situations
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials (materiały):

Multimedia presentation, historical maps, internet graphics, websites.

Web Resources :

<https://www.whitehouse.gov/about-the-white-house/presidents/john-f-kennedy/>

<https://www.nps.gov/jofi/index.htm>

<https://www.presidency.ucsb.edu/people/president/john-f-kennedy>

https://www.senate.gov/senators/FeaturedBios/Featured_Bio_KennedyJohnF.htm



<https://www.ifklibrary.org/learn/about-ifk/ifk-in-history/november-22-1963-death-of-the-president>
<https://www.britannica.com/event/assassination-of-John-F-Kennedy/Kennedys-funeral>

Activities:

Pre- Lesson Activities

- a. - Brief characteristics of earlier historical epochs in the context of knowledge and technology
- b. Activating students by asking questions or presenting prepared graphics

Lesson Activities

- 1. Political situation in the world after the end of II WW
- 2. The election of John Kennedy as President of the USA
- 3. Presidency
- 4. Dallas Assassination - November 22, 1963
- 5. Consequences of the assassination

Post-Lesson Activity

- a. The student can deepen the acquired knowledge
- b. The student may consult the teacher

Assessment

Level 0 (severe intellectual disability or neurological disease): pass / fail
 Level 1 (moderate intellectual disability or mental illness): pass / fail
 Level 2 (mild intellectual disability or mental illness): country's rating scale
 Level 4 (mild, moderate or severe physical disability, no intellectual disability or neurological disease):
 country rating scale

Author's proposal - requires refinement. Teachers working with people with disabilities have experience in assessment.

27) The Birth of the Internet: 1965-1995 (US) (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: <i>The Birth of the Internet: 1965-1995 (US)</i>
Subject: <i>History</i>



Duration: 20 – 40 min.

Age: all

Objectives :

Getting to know the history of the creation of the Internet. From military secrecy to civil utility. Tools for information transfer, education, private interpersonal communication, e-commerce and many other applications.

Outcomes :

Student (depending on the degree and type of disability):

- reacts to the graphics presented in the lesson
- can assign a graphic to a name or device
- is able to build a simple statement on a given topic
- is able to build a statement on a given topic and supplement it with source materials

Materials:

Multimedia presentation, internet graphics, websites.

Web Resources :

https://www.usg.edu/galileo/skills/unit07/internet07_02.phtml

<https://home.cern/science/computing/birth-web>

<https://www.scienceandmediamuseum.org.uk/objects-and-stories/short-history-internet>

<https://www.internetsociety.org/internet/history-internet/brief-history-internet/>

<https://www.youtube.com/watch?v=36H6z1Uq6gI>

<https://www.youtube.com/watch?v=khajeqHUQ7Q>

<https://www.youtube.com/watch?v=gZINNil-hq0>

<https://www.youtube.com/watch?v=zdvzEqoQikQ>

https://www.youtube.com/watch?v=rLNZMyegB_s

https://www.youtube.com/watch?v=UH0m2rhu_Nk

Activities:

Pe- Lesson Activities

- a. Brief characteristics of earlier historical epochs in the context of knowledge and technology
- b. Activating students by asking questions or presenting prepared graphics

Lesson Activities

1. Cooperation of the USA, France and Great Britain on a computer network project



2. ARPANET and USENET history
3. WWW
4. Electronic mail
5. Instant messaging
6. The future of the internet

Post-Lesson Activity

- a. The student can deepen the acquired knowledge
- b. The student may consult the teacher

Assessment:

Level 0 (severe intellectual disability or neurological disease): pass / fail

Level 1 (moderate intellectual disability or mental illness): pass / fail

Level 2 (mild intellectual disability or mental illness): country's rating scale

Level 4 (mild, moderate or severe physical disability, no intellectual disability or neurological disease): country rating scale

Author's proposal - requires refinement. Teachers working with people with disabilities have experience in assessment.




28) The Time of Hunters and Peasants (3000 B.C.) (Netherland)

Teaching History for Disabled Students through Digitalised Gamification Tools

LESSON PLAN

Topic:	Tijd van jagers en boeren [<i>Time of Hunters and Farmers</i>] Prehistorie - 3000 v.C.
Subject :	Geschiedenis [History], 1 De levenswijze van jagers - verzamelaars. [<i>The way of life of hunter-gatherers.</i>] 2 Het ontstaan van landbouw en landbouwsamenlevingen. [<i>The emergence of agriculture and agricultural societies.</i>]
Duration:	- p.m.
Age:	7-8 jaar [7-8 years of age]



Objectives :	<table border="1"> <tr> <th>Kenmerkend aspect</th> <th>Mogelijke leerinhouden</th> </tr> <tr> <td colspan="2" style="text-align: center;">Tijdvak 1: Tijd van jagers en boeren</td> </tr> <tr> <td>1. De levenswijze van jagers-verzamelaars.</td> <td> <ul style="list-style-type: none"> • ontbreken van geschreven bronnen = prehistorie • jagers in leven van de natuur, boeren zetten de natuur naar hun hand </td> </tr> <tr> <td>2. Het ontstaan van landbouw en landbouwsamenlevingen.</td> <td> <ul style="list-style-type: none"> • jagers zijn nomaden, boeren hebben vaste woonplaatsen • boeren hebben meer persoonlijk bezit; groter verschil tussen arm en rijk </td> </tr> </table>		Kenmerkend aspect	Mogelijke leerinhouden	Tijdvak 1: Tijd van jagers en boeren		1. De levenswijze van jagers-verzamelaars.	<ul style="list-style-type: none"> • ontbreken van geschreven bronnen = prehistorie • jagers in leven van de natuur, boeren zetten de natuur naar hun hand 	2. Het ontstaan van landbouw en landbouwsamenlevingen.	<ul style="list-style-type: none"> • jagers zijn nomaden, boeren hebben vaste woonplaatsen • boeren hebben meer persoonlijk bezit; groter verschil tussen arm en rijk
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Outcomes :	<p>1.1 Tijdsbesef en ruimtelijk perspectief [Obtaining a notion of (historical) time and spatial perspectives]</p>  <p>Eerst jagers, pas later boeren [First hunters later farmers]</p>									
	<p>1.2 Bronnen [Sources]</p> <ul style="list-style-type: none"> - geen geschriften, archeologische vondsten - [acquiring the notion that there are no written sources, only archaeological findings from that era] - [[reliability of scientific interpretation]]  									
	<p>1.3 Prehistorische jagers en verzamelaars</p> <ul style="list-style-type: none"> • Economie en techniek • Sociale organisatie • Kunst en religie 	<p>1.4 Prehistorische landbouwers</p> <ul style="list-style-type: none"> • Economie en technische ontwikkeling • Sociale organisatie • Kunst en religie 								
[Objective]	[learning the differences between (prehistoric) hunters and farmers, also as a cultural, mental and social development]									



	<p>Prehistoric hunters and gatherers</p> <ul style="list-style-type: none"> • <i>Economy and technology</i> <p>· Hunters and gatherers depend heavily on what the natural environment offers for their livelihood. Over time, they develop techniques that enable them to survive more easily in all kinds of environments and to spread further and further across the globe. Despite their limited technical resources, prehistoric hunter-gatherers sometimes sustainably disrupted their natural environment.</p> <ul style="list-style-type: none"> • <i>Social organisation</i> <p>· Hunter-gatherers generally live in a non-hierarchical society. The group size is between 25 and 50 people. From time to time people get together in tribes.</p>	<p>Prehistoric Farmers</p> <ul style="list-style-type: none"> • <i>Economy and technical development</i> <p>· In the long run, people will start farming. This allows him to obtain more food in an area. Possession formation and barter will now also play a role. Agriculture sometimes leads to damage to nature through soil erosion.</p> <ul style="list-style-type: none"> • <i>Social organisation</i> <p>· Farmers live in villages of ± 100 people. They are forced to defend their land against invaders.</p> <ul style="list-style-type: none"> • <i>Art and religion</i> <p>· There are finds that indicate a life in which art and religion play a role.</p>
	<ul style="list-style-type: none"> • <i>Art and religion</i> <p>· There are finds that indicate a life in which art and religion play a role.</p>	
<p>Materials:</p>	<p>Braille or large print copies of texts or articles related to the topic (with pictures described in words) Tactile diagrams or models of tools and weapons used by hunters and farmers Audio recordings of descriptions of the diagrams or models 'Hunt and Gather' game (can be adapted to the class according to the resources available)</p>	
<p>Web Resources :</p>	<p>https://www.history.com/news/prehistoric-ages-timeline https://www.ushistory.org/civ/2.asp https://study.com/learn/lesson/prehistory-periods-timeline.html (https://www.youtube.com/watch?v=rLFGra2TITE) (https://www.youtube.com/watch?v=X6wsvyNvtUY) https://flexbooks.ck12.org/user:zxbpc2rzcziwmthaz21hawwuy29t/cbook/world-history-studies_episd/section/1.3/primary/lesson/prehistoric-times/</p>	
<p>Activities: Pe- Lesson Activities: Lesson Activities: Post-Lesson Activity:</p>	<p>Introduction: Begin the class by asking students to brainstorm what they know about hunters and farmers in pre-historic times. Introduce the topic and the objective of the lesson.</p> <p>Body: Have students work in small groups, each group will be provided with texts or articles, tactile diagrams or models and audio recordings. Allow students to explore the materials, and help them in understanding the texts and diagrams. Have them discuss what they have learned, and share their findings with the class. Introduce the 'Hunt and Gather' game, explain the rules and the objective of the game.</p> <p>Activity: Divide the class into two teams, hunters and farmers. Hunters have to gather as many resources as possible using only the tools and weapons that were available to prehistoric hunters, such as spears, axes and later on also bow and arrows.</p>	



Farmers have to gather as many resources as possible using only the tools that were available to prehistoric farmers, such as hoes and plows.

Each team will have a set time to gather resources and bring them back to the starting point.

The team with the most resources at the end wins.

Have students reflect on what they have learned, how the tools and ways of life of hunters and farmers affected the development of human civilisation.

Conclusion:

Summarise the key points that were discussed during the class.

Assign homework related to the topic, it can be a research paper, or a presentation.

Note: This lesson plan can be adapted and modified to suit the specific needs and abilities of the students in the class. And feel free to adjust the game to be more accessible for Visually Impaired students and students with dyslexia.

Also, it's important to involve the students in the game design, allow them to share their ideas and suggestions. Gamification is an excellent tool to make learning fun and interactive, and it can help students with visual impairments and dyslexia to better engage with the material, by making it more interactive and dynamic.

Assessment:


29) The Time of Greek and Romans (3000 B.C. - 500 A.D.) (Netherland)

Teaching History for Disabled Students through Digitalised Gamification Tools

LESSON PLAN

Topic:	Tijd van Grieken en Romeinen [Time of Greek and Romans]	Klassieke Oudheid 3000 v.C. – 500 n.C.
Subject :	Geschiedenis [History], 3 De verspreiding van Grieks-Romeinse cultuur en confrontatie met Germaanse cultuur.	
Duration:	4 Het christendom in Romeinse Rijk: van verboden tot enig toegestane godsdienst.	
Age:	- p.m. 8-10 jaar [8-10 years of age]	



Objectives :	<table border="1"> <thead> <tr> <th>Kenmerkend aspect</th> <th>Mogelijke leerinhouden</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="text-align: center;">Tijdvak 2: Tijd van Grieken en Romeinen</td> </tr> <tr> <td>3. De verspreiding van de Grieks-Romeinse cultuur en de confrontatie met de Germaanse cultuur.</td> <td rowspan="2"> <ul style="list-style-type: none"> • Germanen (boeren gebleven) en Romeinen (verstedelijkt) • voor Christenen geldt slechts één god voor alles. • optreden van Jezus, ontstaan van christendom als 'missionaire' godsdienst • christenen in het Romeinse rijk: van vervolgte minderheid tot heersende meerderheid </td> </tr> <tr> <td>4. Christendom in Het Romeinse Rijk: van verboden tot enig toegestane godsdienst.</td> </tr> </tbody> </table>	Kenmerkend aspect	Mogelijke leerinhouden	Tijdvak 2: Tijd van Grieken en Romeinen		3. De verspreiding van de Grieks-Romeinse cultuur en de confrontatie met de Germaanse cultuur.	<ul style="list-style-type: none"> • Germanen (boeren gebleven) en Romeinen (verstedelijkt) • voor Christenen geldt slechts één god voor alles. • optreden van Jezus, ontstaan van christendom als 'missionaire' godsdienst • christenen in het Romeinse rijk: van vervolgte minderheid tot heersende meerderheid 	4. Christendom in Het Romeinse Rijk: van verboden tot enig toegestane godsdienst.
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4. Christendom in Het Romeinse Rijk: van verboden tot enig toegestane godsdienst.								
Outcomes :	<p>2 Oudheid</p> <p>De eerste steden en de Grieks-Romeinse beschaving (7000 v.C. – 500 n.C.)</p>							
	<p>2.1 Bronnen [Sources]</p> <ul style="list-style-type: none"> - Kennis over de oudheid berust voor een deel op materiële overblijfselen. Deze laten zien hoe techniek en stijl zich in de deze periode ontwikkeld hebben. - <i>[knowledge about the antiquity is also funded on material remains. These show how techniques and style developed in this period of time.]</i> ▪ Samenlevingen in de oudheid hebben een schrift ontwikkeld. Er zijn geschreven bronnen over allerlei onderwerpen. Hierdoor hebben we een beter inzicht in de denk- en leefwereld van de oudheid, dan van het leven in de prehistorie. Via de Romeinen is in het westen van Europa het Latijnse schrift verspreid. ▪ <i>[Societies in antiquity have developed a script. There are written sources about all kinds of subjects. By this we have a better insight in the thinking and living world of antiquity, than of life in prehistoric times. The Latin script was spread in western Europe through the Romans.]</i> 							
	<p>2.2 Naar een samenleving met steden (7000 - 700 v.C.) [Towards societies in cities]</p> <ul style="list-style-type: none"> - Grotere opbrengsten in de landbouw leiden tot bevolkingsgroei. Niet iedereen hoeft meer te werken in dienst van de voedselproductie. Er ontstaan andere beroepen. Hierdoor komt de ontwikkeling van steden op gang. - In de stad ontstaan sociale lagen doordat beroepsgroepen verschillen in macht en aanzien. Tot de bovenste laag behoren militaire en geestelijke leiders die leger, godsdienst en bestuur in handen hebben. Slaven worden tot de onderste laag gerekend. - Oorlogvoering is een belangrijke functie van de stad. In iedere stad leeft de gedachte dat men door verovering van andere steden macht en rijkdom kan vergroten. Maar iedere stad weet dat ze ook zelf slachtoffer kan worden van aanvallen van andere steden. 							



- | | |
|--|--|
| | <ul style="list-style-type: none">- In een samenleving met steden wordt de organisatie van de samenleving zo ingewikkeld dat men voor het vastleggen van afspraken en regels behoefte krijgt aan een schrift.- <i>[Greater agricultural crops lead to population growth. Not everyone has to work for food production anymore. Other professions are emerging. This triggers the development of cities.]</i>- <i>[Social layers arise in the city because professional groups differ in power and prestige. The top tier includes military and spiritual leaders who control the military, religion, and government. Slaves are counted among the lowest strata.]</i>- <i>[War is an important function of the city. In every city there is the idea that one can increase power and wealth by conquering other cities. But every city knows that it can also fall victim to attacks from other cities itself.]</i> |
|--|--|



2.3 De Grieks-Romeinse beschaving (700 v.C. - 500 n.C.)

• Economische ontwikkeling en kolonisatie

The Greco-Roman Civilization (700 BC - 500 AD)

[*Economic development and colonisation.*]

* Zodra Grieken en Romeinen niet meer over voldoende landbouwgrond beschikken, moeten ze voor aanvullende bestaansbronnen zorgen. Ze zoeken deze vooral in gebiedsuitbreiding.

* De Grieken stichten stedelijke nederzettingen op allerlei plaatsen in het Middellandse Zeegebied. Later brengen de Romeinen het gebied rondom de Middellandse Zee en grote delen van Europa onder hun gezag.

[· As soon as Greeks and Romans no longer have enough agricultural land, they have to provide additional sources of livelihood. They mainly seek this in territorial expansion.

· The Greeks founded urban settlements in all kinds of places in the Mediterranean. Later, the Romans brought the area around the Mediterranean Sea and large parts of Europe under their rule.]

• De stad als woonplaats [*The city as a place to live*]

* Het stadsbeeld wordt bepaald door woningen, openbare gebouwen en andere voorzieningen.

* In Grieks-Romeinse steden hebben arm en rijk hun eigen levensstijl. Voor alle groepen zijn er mogelijkheden tot vermaak.

* In de Grieks-Romeinse steden zijn de vrije burgers betrokken bij het bestuur.

[· The cityscape is determined by housing, public buildings and other facilities.

· In Graeco-Roman cities, rich and poor have their own lifestyles. There are opportunities for entertainment for all groups. · · In the Greco-Roman cities, the free citizens are involved in the government.]

• Kunst, godsdienst en wetenschap [*Art, religion and science*]

* Grieken en Romeinen hebben veel gepresteerd op het gebied van bouwkunst, beeldhouwkunst, literatuur en wetenschap.

* Voor Grieken en Romeinen is het bestaan vol goddelijke machten.

* Er ontstaan religieuze bewegingen die achter het veelgodendom één leidend beginsel onderkennen. Eén van deze bewegingen is het christendom. Het is voortgekomen uit het monotheïstische jodendom en is uiteindelijk het meest succesvol in het Romeinse Rijk.

[· Greeks and Romans have reached great achievements in the fields of architecture, sculpture, literature and science.

[2.3 Greek-Roman civilisation]]

[* *Economic Development and Colonisation*]

[**The city as residence*]

[**Art, religion and science*]





	<ul style="list-style-type: none"> · For Greeks and Romans, existence is full of divine powers. · Religious movements are emerging that recognise one guiding principle behind polytheism. One of these movements is Christianity. It evolved out of monotheistic Judaism and ended up being most successful in the Roman Empire.]
	<p>2. 4 De Romeinen als cultuurverbreiders in de Rijndelta (50 v.C. - 450 n.C.) <i>[The Romans as cultural spreaders in the Rhine delta (50 BC - 450 AD)]</i></p> <ul style="list-style-type: none"> - De Romeinse macht wordt gevestigd door een combinatie van geweld en bondgenootschappen - De Romeinen treffen in de Rijndelta een prehistorisch-agrarische samenleving aan. - Waar de Romeinen komen, worden steden gesticht. Deze steden zijn centra waar Romeinen en Germanen elkaar ontmoeten. Er ontstaat samenwerking op het gebied van economie, politiek en religie. <p>[· Roman power is established through a combination of violence and alliances. · The Romans find a prehistoric-agrarian society in the Rhine delta. · Where the Romans come, cities are founded. These cities are centers where Romans and Germans meet. There is cooperation in the fields of economics, politics and religion.]</p> <p>• Afnemende vitaliteit van de Grieks-Romeinse cultuur <i>[Declining vitality of the Greco-Roman culture]</i></p> <ul style="list-style-type: none"> - De overheersende invloed van de Grieks-Romeinse cultuur houdt in het westen van Europa geen stand, omdat de interne problemen die binnen het Romeinse Rijk ontstaan niet oplosbaar blijken. <p>[· The predominant influence of the Greco-Roman culture does not last in Western Europe, because the internal problems that arise within the Roman Empire prove to be unsolvable.]</p>
<p>Materials needed:</p> <ul style="list-style-type: none"> -Images of ancient Greek and Roman timekeeping devices (e.g., sundials, water clocks) -A board game (or a printable board game template that can be filled in) -Flashcards with key terms related to time in ancient Greece and Rome (e.g., hour, day, month, year) 	
<p>Web Resources :</p> <p>https://www.britannica.com/topic/history-of-Europe/Barbarian-migrations-and-invasions https://www.thoughtco.com/comparisons-ancient-greece-and-ancient-rome-118635 https://library.triton.edu/greekandroman https://www.historymuseum.ca/cmhc/exhibitions/civil/greece/gr4000e.html https://www.britishmuseum.org/collection/galleries/greek-and-roman-life</p>	
<p>Activities:</p> <p>Pe- Lesson Activities</p> <p>Introduction (10 minutes):</p> <p>Introduce the topic of time in ancient Greece and Rome, and show the students images of ancient timekeeping devices.</p>	





-Explain that in ancient times, people did not have watches or clocks like we do today, and they had to use different methods to measure time.

Lesson Activities

Activity 1: Board Game (30 minutes):

-Divide the class into small groups and give each group a board game (or a printable board game template that can be filled in)

-Each group will take turns rolling a die and moving their game piece along the board.

-The board game will have different squares representing different aspects of time in ancient Greece and Rome. For example, there might be a square for the Greek god Zeus, who was associated with the sky and thunder and a square for the Roman god Jupiter, who was associated with sky and thunder. When the students land on a square, they have to answer a question about that aspect of time in ancient Greece and Rome.

-The group that reaches the end of the board first wins the game.

Activity 2: Flashcard review (20 minutes):

-Provide the students with flashcards with key terms related to time in ancient Greece and Rome.

-Have the students work in pairs or small groups to review the flashcards.

-Set a timer for 5 minutes and challenge the students to see how many flashcards they can correctly define within the time limit.

-The group or pair that correctly defines the most flashcards in the time limit wins a prize.

Post-Lesson Activity

Conclusion (10 minutes):

-Have the students complete a simple assessment to assess their understanding of the concepts covered in the lesson.

-Review the key takeaways and encourage the students to share any interesting or surprising things they learned.

Assessment

Note: Since the autism spectrum can have a wide range of symptoms, please consider adjusting the lesson plan according to the students ability. Also it is important to have a clear communication with the parents and caregivers of the students in order to have a better understanding of their unique needs and ways to support them.

Note 2: Consultation with teachers in Dutch schools for children with autism and other mental or behavioral disorders leads to the conclusion that gamification does not offer, according them, new or better educational opportunities.

30) The Time of Monks and Knights (500 -1000/2000) (Netherland)

Teaching History for Disabled Students through Digitalised Gamification Tools

LESSON PLAN

Topic:	Tijd van monniken en ridders [Time of monks and knights]	Vroege Middeleeuwen 500 - 1000 [Early Middle-Ages]
Subject :	Geschiedenis [History], 5 De verspreiding van het christendom in Europa.	



[The Spread of Christianity in Europe.]

6 Hofstelsel en horigheid.

[Hofstelsel en horigheid.]



Karel de Grote
742-814

[Charles the Great]

Duration - p.m.
: 9-11 jaar [9-11 years of age]
Age:

Objectives :

[Increasing and deepening the awareness of the historical timeline]

Kenmerkend aspect	Mogelijke leerinhouden
Tijdvak 3: Tijd van monniken en ridders	
5. Verspreiding van het christendom tot in de Lage Landen.	<ul style="list-style-type: none"> • gevolgen van verdwijnen van het rijk: veiligheid, geld, handel • horigheid (afhankelijkheid van heren) • autarkische landgoederen: schaarste, mensen op elkaar aangewezen • Vooral plaatselijke machthebbers in burchten: 'ridders'. (leenstelsel, Karel de Grote) • Meeste boeren waren afhankelijk van grootgrondbezitters (adel of kerk) en aan hen onderhorig. (horigheid, vrije boeren)
6. Hofstelsel en horigheid	<ul style="list-style-type: none"> • verspreiding van christendom onder Germanen (Willibrord en Bonifatius); invloed Germaanse tradities (kerst, Pasen, e.d.) • rol van monniken en kloosters

Outcomes : **3. Middeleeuwen**
tussen Romeinse tijd en Renaissance (500 - 1500)

[Middle Ages]

[between Roman times and Renaissance. (500 – 1500)]

[Increasing and deepening the awareness of the historical timeline]

3.1 Bronnen [Sources]

* Kennis over de Middeleeuwen berust op diverse bronnen zoals gebouwen, voorwerpen, afbeeldingen en teksten.

[* Knowledge about the Middle Ages is based on various sources such as buildings, objects, images and texts.]

3. 2 Overgangstijd: van Oudheid naar Middeleeuwen (300 - 500)

[Transition Time: From Antiquity to Middle Ages]

• Politieke en economische wanorde [Political and Economic Disorder]

- Door het wegvallen van het Romeins bestuur in het West-Romeinse Rijk ontstaat een strijd om de macht tussen Germaanse stammen. In grote delen van Europa heerst bestuurlijke en economische chaos.
- De volksverhuizingen, waarbij allerlei volken in Azië en Europa gedwongen worden een nieuw woongebied te zoeken, dragen bij aan de bestuurlijke en economische wanorde. Steden raken in verval.
- [Due to the disappearance of Roman rule in the Western Roman Empire, a struggle for power arises between Germanic tribes. Administrative and economic chaos reigns in large parts of Europe.]
- [The migrations, in which all kinds of peoples in Asia and Europe are forced to find new habitats, contribute to the administrative and economic disorder. Cities are falling into disrepair.]

• Religieuze ontwikkeling: het Christendom [Religious Development: Christianity]

- kerk is tijdens de volksverhuizingen de enige stabiele factor en bewaarder van

de schriftelijke cultuur. .

- [The church is the only stable factor and keeper of the written culture during the migrations.]



3.3 Vroege Middeleeuwen (500 - 1000) [Early Middle Ages]

• Economische ontwikkeling: op zelfvoorziening gerichte landbouw

[• *Economic development: subsistence agriculture*]

- De economie in de Middeleeuwen is aanvankelijk een landbouweconomie, grotendeels gebaseerd op zelfvoorziening. Er zijn bedrijven van vrije boeren en landgoederen van grootgrondbezitters die landbouwgrond verpachten aan horige boeren. Op den duur worden grote aantallen vrije boeren horig.
- Door ontginningen en door beter gebruik van de grond wordt de landbouwproductie langzamerhand weer opgevoerd.

[• *The economy in the Middle Ages was initially an agricultural economy, largely based on self-sufficiency. There are farms of free farmers and estates of large landowners who lease agricultural land to serf farmers. In the long run, large numbers of free farmers become serfs.*

· *Through reclamation and better use of the land, agricultural production is gradually being increased again.*]

• Politieke ontwikkeling: een koninkrijk op basis van het leenstelsel

[• *Political development: a kingdom based on the feudal system*]

- De Frankische koningen slagen er vanaf 500 in een groot rijk te vestigen. Invoering van het leenstelsel en een bondgenootschap met de kerk zijn hierbij van grote betekenis geweest. Na ±900 verbreekt dit rijk weer.
- Tussen 800 en 1000 vinden de tochten der Noormannen plaats. Deze tochten zijn een late vorm van de volksverhuizingen.

[• *The Frankish kings succeeded in establishing a large empire from 500 onwards. The introduction of the feudal system and an alliance with the church were of great importance in this respect. After ±900 this kingdom crumbles again.*

· *Between 800 and 1000 the Normans' expeditions take place. These journeys are a late form of the population movements.*]





• **Religieuze ontwikkeling: verbreiding van Christendom en Islam**

[• *Religious Development: Spreading Christianity and Islam*]

- Christenen stichten in Europa steeds meer kerkgebouwen en kloosters. Ze verbreiden het christendom onder de heidenen. De kloosters verwerven veel grond.
- De kerk sluit een verbond met de Frankische koningen. Ze kan op deze manier beter het geloof verbreiden en haar (grond)bezit beschermen. Terwijl het christendom zich verspreidt in grote delen van Europa, verspreidt de Islam zich in het Midden-Oosten, Noord-Afrika en Spanje.

[• *Christians in Europe are establishing more and more church buildings and monasteries. They spread Christianity among the Gentiles. The monasteries acquire a lot of land.*

· *The church enters into an alliance with the Frankish kings. In this way she can better spread the faith and protect her (land) property. While Christianity spreads in large parts of Europe, Islam spreads in the Middle East, North Africa and Spain.*]





4 Late Middeleeuwen (1000 - 1500) [Late Middle Ages]

• Economische ontwikkeling: handel en opkomst van steden

[Economic Development: Trade and Emergence of Cities]

- Ontginning en betere productiemethoden in de landbouw leiden tot forse toename van de voedselproductie, waardoor bevolkingsgroei en handel worden bevorderd.
- De adel profiteert van de toegenomen welvaart. Kastelen worden uitgebreid en legers versterkt.
- De toename van de handel is een stimulans voor het ontstaan van steden en het op gang komen van een geldeconomie.
- Branden en epidemieën zijn reële gevaren voor de inwoners van een stad.

[- Cultivation and better production methods in agriculture lead to a sharp increase in food production, resulting in population growth and trade are promoted.]

- The nobility benefits from the increased prosperity. Castles are expanded and armies strengthened.

- The increase in trade is a stimulus for the emergence of cities and the emergence of a money economy. - Fires and epidemics are real dangers for the inhabitants of a city.]

• Politieke ontwikkelingen: staatsvorming en stadsbestuur

[Political Developments: State Formation and City Governance]

- Vorsten gebruiken de rijkdommen van de steden om hun centrale gezag te versterken. Ze nemen van belastinggelden ambtenaren in dienst voor het bestuur van hun rijk.
- De steden krijgen in ruil voor geld van de vorst rechten op het voeren van een eigen bestuur. Zo ontstaat naast de geestelijkheid, de adel en de boeren, een vierde stand: de burgers.

[- Princes use the wealth of the cities to strengthen their central authority. They use tax money to hire officials for the administration of their empire.]

- In exchange for money from the monarch, the cities receive rights to conduct their own administration. Thus, in addition to the clergy, the nobility and the peasants, a fourth estate was created: the citizens.]

• Ontwikkelingen op het gebied van religie, kunst en onderwijs: invloed van de kerk op het dagelijks leven.

[Developments in Religion, Art and Education: Influence of the Church on Daily Life.]

- In de steden worden de prachtigste kerken gebouwd; mede daardoor komen nijverheid en kunst tot bloei. De wereldlijke bouwkunst krijgt een impuls aan het hof en in de steden.
- De kerk heeft een overheersende invloed op de leefwijze van haar gelovigen. Dit blijkt uit de talrijke kerkelijke feesten, uit de kruistochten en uit haar belangrijke rol bij de scholing van de bevolking.

[- In the cities the most beautiful churches are built; partly because of this, industry and art flourish. Secular architecture is given impetus at court and in the cities.]

- The Church has a predominant influence on the way of life of its faithful. This is evident from the numerous religious festivals, from the crusades and from its important role in the education of the population.]



• **Overgang van middeleeuwen naar nieuwe tijd**

[Transition from Middle Ages to Modern Times]

- Aan het eind van de Middeleeuwen bepaalt de kerk niet meer volledig het denken en doen. Mensen gaan meer op eigen kracht vertrouwen en nemen zelf beslissingen. Dat leidt tot veranderingen op het gebied van economie, religie en kunst.

[- At the end of the Middle Ages, the church no longer completely determines how people think and act. People start rely more on their own strength and make their own decisions. This leads to changes in the fields of economy, religion and art.]

• **Politieke organisatie** *[Political Organisation]*

- Aan het eind van de Middeleeuwen eist de vorst geld van de steden. De steden krijgen in ruil hiervoor privileges, waardoor hun macht zich uitbreidt. Als eisen te hoog worden en de rechten van de steden worden ingeperkt, ontstaan spanningen tussen vorst en steden.

- Een huurleger maakt de vorst minder afhankelijk van de militaire hulp van de adel. De macht van de adel wordt daardoor ingeperkt. Dit geeft spanningen tussen vorst en adel.

[- At the end of the Middle Ages, the monarch demands money from the cities. In return, the cities

receive privileges, which expand their power. When demands become too high and the rights of the cities are curtailed, tensions arise between monarch and cities.

- A mercenary army makes the monarch less dependent on military aid from the nobility. This limits the power of the nobility. This causes tensions between monarch and nobility.]

Materials needed:

3D model of a monastery (or a selection of detailed drawings of monasteries, cathedrals and castles that can be described and touched)

Game boards (representing different parts of the monastery) that are raised, so the students can feel them with their fingers

Game pieces (e.g. small plastic figures, rings) that represent different characters or objects, such as monks, knights, and treasure

Deck of cards with historical events related to the Middle Ages such as "Building of a Cathedral," "Crusade"

Writing materials (e.g. Braille writer, note-taking device)

Web Resources :

<https://www.history.com/topics/middle-ages/middle-ages>

https://www.ducksters.com/history/middle_ages_timeline.php

https://www.newworldencyclopedia.org/entry/Middle_Ages

(<https://www.khanacademy.org/humanities/world-history/medieval-times/european-middle-ages-and-serfdom/v/overview-of-the-middle-ages>)

Activities **Pre- Lesson Activities** **Lesson Activities** **Post-Lesson Activity**

Procedure:

Begin by reviewing the basic history of the Middle Ages and the role of monasteries, as well as the code of chivalry, using a combination of descriptive language, tactile models and games.

Divide the class into groups of 3-4 students. Each group will receive a raised game board and game pieces to represent different characters and objects.



Introduce the game by explaining that each group will be taking on the role of a different group of people during the Middle Ages (monks, knights, lords etc) and competing against the other groups to complete certain objectives. The game will be played in rounds, and each round will represent a different year of the period.

At the start of each round, each group will draw a card with a historical event related to the Middle Ages. The group must then use descriptive language to discuss and strategize how they will respond to the event and how it will affect their character's objectives

After each group has made their decisions, the teacher will act as the "narrator" of the game and announce the outcome of each event and how it affects the different characters' objectives

At the end of each round, students will use descriptive language to reflect on their decisions and how it affected their character's progress.

The game continues for several rounds, until it reaches the final event of the era.

Finally, each group will present a short oral presentation on their characters' role in the Middle Ages and how the period affected them.

Note:

The game can be adjusted based on the level of the students and availability of materials and time. Providing a raised game board and 3D models will help the students to engage with the material in a tactile way. Encourage the students to work in teams and communicate effectively to achieve their objectives.

Assessment

31) The birth of Christianity: the Monasteries (Italy)

Teaching history for disabled students through digitized gratification tools
LESSON PLAN
Topic: <i>The birth of Christianity: the Benedictine monasteries</i>
Subject : History
Duration: 2 hours (2 lessons of 50 minutes each)
Age: 14-15 years
Disability: severe intellectual disability
Objectives:
-Knowledge of the political, economic and social causes of the spread of Christianity.
-Knowledge of the origins of monasticism.



- Knowledge of the difference between Eastern and Western monasticism.
- Knowledge of the rule of St. Benedict: *ora et labora*
- Understand the educational function of monasteries.

Strategies

- check that the room is well lit and that the teacher's face is always in light;
- avoid excessively raised tone of the voice;
- speak with a slow and unmarked rhythm, prolonging the sound of vowels;
- expose your thought in a clear and orderly way, carefully choosing the vocabulary; be available to reformulate messages;
- when presenting contents, resort to the use of a speech outline, written on the board, using maps;
- use as much as possible illustrative materials related to the topic (photographs, images, drawings, software programs, etc.);
- Explain everything that happens in class to the student so that they feel integrated.

Results:

- Importance of work ethic.
- Problematize the legacy of the rule and emphasize the importance of the work.

Materials:

- Smart board
- Power point
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:3ff4f241-ebed-39b5-a8d2-29074329d3ef>
- Reference texts
- Smartphone
- Video <https://youtu.be/ryRR7ggTf50>

Activities

Pre - Didactic activities

The design of this teaching unit should follow a specific educational path:

- take into account cultural knowledge and language skills specific to the subject;
- highlight the glossary of new terms that will enrich the student's lexical heritage;
- anticipate to the student, when possible and with the support teacher's help, the topics that will be covered in class for everyone; Prior knowledge is very important to encourage attention and participation in class life, and to allow the strengthening of students' previous knowledge.

Educational activities

- present the topic using all possible communicative and instrumental modalities (verbal, graphic-visual, multimedia);
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:2ac39c88-6d89-32e2-98c8-91a5cdad0d79>



-adapt the text to the student's comprehension skills: the piece can be compacted and integrated with images or maps
<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:cf18e040-9a6f-323d-a2c3-5d22645ac11>

c

Post-class activities

The birth of the Church as a political and religious institution.

Evaluation

Evaluation is carried out on the processes and products made by the students.

Transparent and shared evaluation both in terms of purpose and procedures.

Regarding the evaluation phase, written tests and, in particular, closed multiple-choice questionnaires are preferred, in which language difficulties and risks of semantic ambiguity are reduced; Thanks to their easy use, it is possible to graduate, and therefore control more precisely, the quantity and quality of the acquired knowledge, and the lexical enrichment.

<https://wordwall.net/play/51925/546/765>

<https://wordwall.net/play/51925/402/800>

32) Athens: towards/an example of Democracy (Italy)

Teaching History for Disabled Students through Digitalize Gratification Tools
LESSON PLAN
Topic: <i>Athens: towards Democracy/an example of Democracy</i>
Subject : History
Duration: 2 Hours (2 lessons of 50 minutes each)
Age: 13-14
Disability: mild intellectual disability
Objectives : <ol style="list-style-type: none"> 1. Reflect on the substantial differences between ancient and modern democracy; 2. Recognize the mechanisms, systems that regulate relations between citizens, at local and national level, and the principles that constitute the ethical foundation of companies, sanctioned by the Constitution; 3. Develop conscious ways of exercising civil coexistence, self-awareness, respect for diversity, responsible confrontation and dialogue; 4. Express and reflect on the values of coexistence, democracy and citizenship; 5. recognize and act as a person capable of intervening on reality by making their own original and positive contribution.
Outcomes : <ul style="list-style-type: none"> • Learning how to systematize in space and time history facts and events related to a community, a country, a civilization.



- Learning how to use the knowledge and skills acquired to understand the important issues of our contemporary world, to develop critical and conscious attitudes.

Materials:

maps

audio materials for the visual impaired and dyslexic students;

photos and pictures for the students with intellectual disabilities.

Activities:

Lesson 1 (50 minutes)

Pre Lesson Activity: Brainstorming

The teacher writes a series of words on the board (democracy, oligarchy, monarchy, etc.) to arouse interest in the pupils, elicit what the pupils know and provide new vocabulary.

-mind map

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:2ca98ad2-82e3-3eac-9739-a0dfea59eed0>

-video <https://youtu.be/nv4T8vsiMkg>

Have them read the texts proposed in the book to make sure they understand the basic terms of the topic.

(reduced historical content)

Ask targeted questions about what they have read and explore the concepts of democracy, oligarchy, monarchy and ostracism.

Lesson Activities

Explain to students the history of Athens and the historical figures of Solon, Clisthenes and Pericles

Explain the difference between oligarchy and monarchy

Explain the difference between Athenian and modern democracy

Write labels containing keywords (democracy, oligarchy, monarchy, etc.)

<https://acrobat.adobe.com/link/review?uri=urn:aaid:scds:US:ee988ab4-2bb4-3989-949c-aa402305883d>

At the end of the lesson the students are involved in a quick Kahoot game which allows the teacher to check if the students have understood the meaning of some key words presented during the lesson.

<https://create.kahoot.it/share/segna-la-risposta-corretta/225788bd-dea2-4882-bf08-352ff0c9c60d>

Lesson 2 (50 minutes)

Post Lesson Activities



Role-playing. Students must simulate an interview with historical figures, which can be proposed as an opportunity to learn more about the topic and historical figures dealt with. The activity could be developed in different phases:

1. Formation of working groups and subdivision of roles: students are invited to form working pairs and choose the different roles.
2. Collection and organization of information: the students carry out a guided web quest on the historical character from which to start drafting the interview. During this phase, the teacher suggests web sites and connections to the teaching material provided during the first lesson.
3. Final recitation: after having practiced with rehearsals and simulations, the couples will be able to propose the interviews they have elaborated. Eventually it will be possible to exchange the roles and re-propose the interview with reversed roles.

Once completed, the activity can be evaluated on the basis of a grid prepared by the teacher, and aimed at assessing the achievement of the following educational objectives:

- Knowledge of the historical character
- Enhancement of oral language skills
- Ability to search for targeted information
- Collaboration skills
- Initiative

<https://create.kahoot.it/share/trova-la-risposta-corretta/32c26fa7-5dc1-4734-9532-737aca3bfcce>

Assessment

<https://learningapps.org/display?v=pv6zmtyet23>

33) Education in Athens (Italy)

34) The Unknown Pre-history: did you know that about Poland? (Poland)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: The Unknown Pre-history: did you know that about Poland?
Subject : History Duration: 1 classroom hour (45 minutes) Age: for students aged 12 and above
Objectives : 4. The students get acquainted with selected facts/data on the prehistory of Poland with the aim to encourage the exploration of the topic on their own. 5. The students understand and apply (within their limited capabilities) “interdisciplinary approach” in their learning and research efforts by means of combining history with elements



of archaeology, anthropology, biology and genetics, geography and climatology and other fields of study related to the topic.

Outcomes :

The students are exposed to a more versatile and stimulating learning experience that fosters new ways to encourage their natural curiosity to study and analyse human activities in the past linking history with other fields of science in the modern world.

Materials:

The materials are presented by means of popular, accessible and individually selected presentation templates (e.g. "Canva" History templates) that can be displayed on various digital devices. The presentations include texts, pictures, video films and exercises in the form of creative education slides. The images and texts should appear with animations, videos and music/subtitles for a truly engaging presentation. The presentation should give the students a chance to interact and/or be made into a kind of interactive website with pdf/printable materials as handouts.

Pre- Lesson Activities

The students need to understand the basic difference between the concept of history (based on written records of human activities in the past) and prehistory (past events before writing was introduced in a given culture or society). They should be shown examples of history and prehistory resources such as chronicles, annals, documents, letters, inscriptions/meaningful symbols versus archaeological artefacts, excavations, tools, oral traditions, myths, legends, past customs or traditions. The next step is to introduce and discuss with students how modern science (e.g. archaeology, genetics/human DNA studies or carbon dating techniques of fossils to determine their age, etc.) helps us to look into the "Dark Ages". It is very welcome and recommendable to create a little bit of "mysterious and magical" atmosphere to the topic by mentioning ancient legends, myths or folklore stories together with pieces of music and projected images in the background (thus activating multi-sensory perception of the students). The teacher should rather simplify the scientific terms and/or avoid overburdening the students with too much of "a scientific talk" depending on their age, general knowledge, type of disabilities and cognitive skills.

Activities and their web resources : (to be transferred to and/or modified into Canva History templates in the development process)

- Presentation 1

Intro: Presentation of the world's oldest known boomerang that was found in a Polish cave (Jaskinia Obłazowa), some 23,000 years after the object was made from the tusk of a mammoth. A video clip made by "The Prehistory Guys" and a visit to "Małopolska Virtual Museums" will help the students to discover this spectacular object and fascinating facts about it. And you would probably expect it to be found rather in ... (Most people assume it's Australia – contrary to popular belief boomerangs were used on almost all continents)

<https://www.youtube.com/watch?v=oO9Hoy8fxNA>

The link above presents a discussion between two enthusiasts of prehistory sharing their knowledge and exciting comments on the Obłazowa Cave boomerang found in southern Poland



that is the oldest human artefact of this kind in the whole world. The students are supposed to watch as well as read and listen to this extract and express their short comments afterwards.

Here's the transcript (some tiny parts omitted) of the video clip:

Hello I'm Rupert Soskin and I'm Michael Bott

Welcome to another pre-history flash where we look into some of the exciting discoveries and research being carried out in the world of prehistoric archaeology

[Music]

And today we're looking at a relatively old discovery from back in 1987 but is surprisingly little known ... this is the discovery of the world's earliest known boomerang found...

Wait! What? Sorry?

Yes! the world's oldest known boomerang found in the Obłazowa Cave in southern Poland

The oldest boomerang found in southern Poland

It's from southern Poland

It's astonishing23 000 years old yeah

Archaeologists from the Polish Academy of Sciences found in their words an abundance of lithic and organic artifacts including a wedge made from deer antler, a snail shell which had been either a pendant or a bull roarer, an upper canine from an arctic fox which seems to be been part of a necklace, numerous stone blades and tools and a human thumb bone which at the time was the oldest known example of human remains found in Poland ...yeah that particular record has long since been superseded by various human bones found [later] in Poland ... most notably by the 115 000 year old finger bones of a Neanderthal child [...]

But even 30 plus years since the Obłazowa excavation the boomerang which they have attributed to the Pavlov Culture remains the oldest known example found anywhere in the world!

It's about 70 centimeters long six centimeters wide and about 1.5 centimeters in thickness made from mammoth ivory, the upper curved side is the natural exterior of the tusk, the other face has been polished flat and shows several scratched lines, which don't appear to be in any way decorative, so the team suspect they relate to the manufacture of the item.

It's probably worth mentioning that contrary to popular belief boomerangs were used on almost every continent in prehistory and are not a uniquely Australian invention, examples have been found in Africa, India there is even a 9 000 year old specimen from Florida.

The earliest boomerangs ever found in Australia are around ten thousand years old although they are clearly depicted in rock art dating back twenty thousand years but that is still a full three thousand years later than this two foot long mammoth tusk piece from the Pavlov Culture in southern Poland.

So, there you are folks, prehistoric archaeology from a parallel universe!

Just one of those discoveries that so often slip, can slip by unnoticed but um yeah we thought this one did really deserve to be more widely known.

We certainly did! yeah thanks for watching, folks.

hope that hasn't done your brain in too much!

Bye see you next time!

[Music]

Suggested set of questions to be discussed by the students afterwards:

-Did you know about this artefact before? Can you show the location on the map?



- Do you remember how old the boomerangs is?
- Which place(s) do you usually associate boomerangs with? Can you show them on the map?
- Have you ever seen/held/played with any real boomerangs?
- How were they made and what were they used for in the past?
- Would you like to take a closer look at the oldest boomerang? (the link below transfers you to the virtual museum which allows to find out more and see the object in a more detailed way including 3D movable digital images)

<https://muzea.malopolska.pl/en/objects-list/1529>

Quiz check up questions (part 1)

1. PREHISTORY is the ...
 - a) study of written records of human activities in the past
 - b) study of past events before writing was introduced
 - c) study of human activities without historical books
2. HISTORY is the ...
 - d) study of written records of human activities in the past
 - e) study of past events before writing was introduced
 - f) study of human activities without historical books
3. The boomerang from the Obłazowa Cave is approximately ... years old.
 - a) 12000
 - b) 20000
 - c) 23000
4. The boomerang was made of ...
 - a) mammoth tusk
 - b) wood and other materials
 - c) deer bone

- Presentation 2

Intro: Presentation of the oldest known image of wheel in the world: the Bronocice Vase in Poland– the invention and use of wheel for the history of mankind cannot be overestimated when you think about all civilisation and not just travelling and means of transport – learn about sensational discovery of joint Polish and American team of archaeologists and try to discover the meaning of the story told on the vase (it's a kind of a prehistoric cartoon – what story will it tell you?). Find out about other places in Europe and the world of similar archaeological discoveries.

<https://muzea.malopolska.pl/en/objects-list/1619>

The link above transfers you the virtual museum where you can read more information about the object, see gallery of pictures and activate 3D model. If you are interested in technical details you will find even more information on the website to explore on your own.

The next link (down below) transfers you to the website of Archaeological Museum in Kraków, Poland, where you can navigate a series of pictures and photos with descriptions (including English right below Polish text) which will give you a chance to explore the story behind the Bronocice Vase discovery, other artefacts showing wheels and carts of this kind in the world with historical



timeline. Finally you can try yourself to interpret the story that may be hidden behind the drawings on the vase as if it was a kind of cartoon strip from the prehistoric past. The students should be given enough time to explore the websites on their own and acquire some more information out of their curiosity.

<http://ma.krakow.pl/tour/waza-z-bronocic/>

At the final stage the students should clearly understand and be able to communicate the importance of the wheel for the history of humankind. The teacher can summarise the topic by pointing out that the invention of the wheel is one of the foundations of modern civilisation and culture. Thousands of years of inventiveness have not created anything to replace the wheel. The wheel has encouraged progress and creativity for all human civilisations. The teacher then may (optionally) expose students to the discovery of the oldest wooden wheel, with an axle, 5,200 years old, which was discovered in Slovenia in the Ljubljana Marshes. The link below presents a very short film about the discovery (with pictures and maps) including the Bronocice Vase at the end as well (there is no need of transcript).

<https://www.youtube.com/watch?v=CnLKYfDCZFU>

Suggested set of questions to be discussed by the students afterwards:

- Have you heard about this/these artefact(s) before? Can you show their location on the map?
- Why do you think the wheel has been so important for the human civilisation?
- Will we ever replace it with a different object?
- How would your life be different now if the wheel hadn't been invented? Think of transport of goods and communication over distances.
- Do you know about any human civilisations/cultures that knew the wheel but never used it for practical purposes? (example: Pre-Columbian American Indians who used the wheel only as toys and ornaments)

Quiz check up questions (part 2)

5. Bronocice in Poland is the place where the world's oldest wheel was found.
TRUE
FALSE
6. The Bronocice Vase is around 5500 years old.
TRUE
FALSE
7. You can see some people driving a cart on the vase
TRUE
FALSE

- Presentation 3

Intro: Presentation of the world's biggest and probably greatest Neolithic (New Stone Age) Flint Mine in "Krzemionki Opatowskie" in Poland (or in other words "The Real Flintstones" Story) which is also a renowned UNESCO World Heritage site of underground mining structures, flint workshops



and some 4,000 shafts and pits. Explore the tunnels made by prehistoric miners and find out how local striped flint was fashioned into Stone Age tools to be exported all over Central Europe on a massive industrial scale. Have a look around the reconstructed Neolithic prehistoric village and have a taste of its living and working conditions.

After the introduction made by the teacher, the students are asked to read an extract from an archaeological magazine about Krzemionki Opatowskie to find out more and stimulate their interest in the topic:

“It has been talked about for many years, since its discovery (...) It turned out that in the center of Poland there is something that we can call the first industrial center in the history of mankind. By extracting stone, processing it and transporting it over long distances, the communities living here have created something resembling an industrial civilization. In the archaeological community, Krzemionki has long been considered a monument of world importance.

The striped flint mines in Krzemionki were discovered in 1922 by a geologist born in Ostrowiec, prof. Jan Samsonowicz. They were quickly recognized as a very significant monument: since 1994 they have been a monument of history, and since 1995 also a nature reserve.

The prehistoric striped flint mines date back to the Late Stone Age and the Early Bronze Age (they were operating between the 4th and 2nd millennium BC). There are about 4,000 shafts connected by a network of galleries. The shafts located in Krzemionki are up to 9 meters deep. The striped flint, which was used to make tools, was extracted from limestone in the mines.

In Krzemionki Opatowskie area, both the underground architecture - excavations and galleries used by miners - and the landscape on the surface have been very well preserved - you can still observe shaft craters, former entrances to the mines surrounded by folds of limestone rubble. Unlike other archaeological sites of this type, you can also see in Krzemionki various types of mines: from the shallowest pit mines, through niche mines, to deep pillar-chamber mines and chamber mines.

What could work in flint mines look like?

Work in the mines was probably carried out by specialized clans of miners and producers of flint tools who had the appropriate geological and technical knowledge. The height of the underground ranges from 55 to 120 cm, because the flint deposits occur only in one layer of limestone, about one meter thick. Therefore, all work had to be done "on your knees" or lying down. The working conditions were worsened by the constant, low temperature (5 to 9°C) and very high humidity prevailing there. Small torches from tar wood were used to illuminate the corridors and workstations, which allowed for sufficient light with little smoke.

Some researchers even believe that the torches could also be used to force air circulation in the most remote parts of the mines. In contrast to high geological and engineering knowledge, there are simple tools that were used when working in the underground. These were primarily stone, flint and animal antler pickaxes, as well as pestles and mallets. There was also a whole set of wooden tools. The timeline of exploiting one mine varied and could reach even 300 years. At one work shift, the crew consisted of a few to a dozen or so people involved in drilling, transporting to the surface and processing the mineral.

The flint extracted from limestone was selected in the underground, and then the best raw material was transported in baskets or bags to the surface. Here, in the immediate vicinity of the exit from the shaft, the so-called flint processing workshops, the material was divided into smaller pieces, and these in turn were formed into tools - flint axes and chisels. In the period of the greatest popularity of striped flint (first half of the 3rd millennium BC), the tools “made in



Krzemionki Opatowskie” reached areas distant from the mines by about 700 km and possibly even further!”

As the next step the students are encouraged to share their reactions/comments on the topic of mining trying to link the past with present. The questions below can be used as a set of suggested points for discussion:

-Can you imagine working conditions/ a work day of a prehistoric miner? What challenges did they face?

-How long do you think it took to manufacture a prehistoric axe or knife made of flint?

-What could the flint tools be “sold or exchanged” for in the prehistoric times?

-Can you speculate how valuable they were/their “market value” was in comparison to food?

-Have you ever tried to create/manufacture some basic tools or objects with your own hands only? How did it go?

The students should then have a quick glimpse at the World Heritage (previously UNESCO) website in the English language to see the gallery of photos and/or find out more with the help of the teacher. The link is provided below.

<https://whc.unesco.org/en/list/1599/>

Alternatively, or as a recommended follow-up activity, the students should get a chance to watch a promotional video about Krzemionki Opatowskie with lots of interesting facts, list of attractions and a video tour of the place. The link is provided below as well as transcript (some parts of the transcript can be intentionally omitted not to overburden the young students with too much of “tech-talk” or too many details).

https://www.youtube.com/watch?v=Mlruou_mgHo

Here’s the English transcript of the video clip:

[Music]

Hidden in the scenic woods near “Ostrowiec Świętokrzyski” lies one of the greatest treasures of European and the world archaeology: a complex of authentic flint mines from Neolithic times. By providing access to the mines of “Krzemionki Opatowskie” museum and archaeological reserve, the place creates an exceptionally rare opportunity for a fascinating journey into the era when humanity used tools were made of stone. In 1922, ancient mining fields, literally swarming with more than 4,000 striped flint mines packed together side-by-side, were discovered here. They were used, as it has been estimated, for about 2,000 years. The mines took on diversified forms over the years as you will find out from the exhibitions in the pavilions from simple pits from which extraction of raw material was still a relatively easy task, they progressed to more complex the pillar niche mines, and finally to the deepest and most technically advanced chamber mines, where the shafts were protected with the mining roof. The flint was not only extracted but also treated and immediately used for manufacturing tools on the spot. You will familiarize yourselves with the development of mining knowledge and techniques from many thousands of years ago in a variety



of ways, including models appealing to the imagination, and an animation that literally takes you into the depths of the mining shafts.

[Music]

But all of this is just a warm-up before your amazing half a kilometer journey through the underground corridors of the unique mining complex and exciting encounter with the mysterious image of the great mother goddess. The flint itself is also a character in the story: It occurs in the form of elongated oval shapes in an extremely narrow bend of limestone. There are several theories that attempt to explain the peculiar process of its formation in the Jurassic seas. The most original speaks of the important role of Mesozoic shellfish. You will find flint in different places around the globe and in an extreme abundance of varieties. It can be recognized by its characteristic bread roll shape. It also turns out that flint was coveted not only by our distant ancestors. In the 18th and 19th centuries it was used to make the flintlocks for firearms. Today it takes the form of elegant decorations. The museum of "Krzemionki Opatowskie" also explains the amazing relationship between nature and mathematics and shows the achievements and discoveries of the scientists working here. To the delight of all explorers, great and small ones, they have recreated a fragment of the world from thousands of years ago. Their reconstruction of a Neolithic settlement allows you not only to see how different types of dwellings looked in those days, but also with a bit of luck, to find out for yourself that the average daily life of people from that time was very different from ours. Let us take, for example, the dishes. At that time, the potter's wheel had yet to reach this part of the world, which means that for the moment, a deft pair of hands had to do. But for young enthusiasts of the Neolithic, it is evidently a lot of fun. A piece of clothing - here you go: thick rough thread. A clever construction of a loom and an ingenious set of weights. And after that you just patiently play it weaving, pushing and pulling up. How about an apprenticeship in a Neolithic kitchen? Sorry, mechanical millstones do not yet exist. My dears, you will have to crush and crumble everything yourself and then grind, grind and grind. Time to take a leap into the early Bronze Age. You could finally use a piece of metal. We therefore start up the prehistoric ironworks and work out our biceps and practice the patience that is a necessity for metallurgists. Such are the unusual and unique adventures awaiting you at "Krzemionki". Come and join us.

[Music]

Quiz check up questions (part 3)

8. There are around ... shafts in "Krzemionki Opatowskie" mining complex.
 - a) 2000
 - b) 4000
 - c) 6000
9. The striped flint was extracted in ...
 - a) shallow pit mines and niche mines
 - b) deep pillar-chamber and chamber mines
 - c) all types of mines mentioned in a) and b)
10. Which order is chronologically correct?
 - a) Stone Age Iron Age Bronze Age
 - b) Stone Age Bronze Age Iron Age
 - c) Bronze Age Stone Age Iron Age
11. The World Heritage/UNESCO list includes ...



- a) The boomerang from the Obłazowa Cave
- b) The Bronocice Vase
- c) Krzemionki Opatowskie Flint Mine

Suggested guidelines to above activities:

Each activity finishes with an optional short multiple-choice or True/False exercise to check and reinforce presented material to the students with an added element of individual/group competition or cooperation. It can also encourage the students to explore the topics more on their own by providing access to “Would you like to know more?” internet links. Another option is exposing the students to the same History Quiz with multiple choice questions and True/False statements as part of post-lesson final activities.

However, if a particular group of students (due to their age, limited capabilities, cognitive or impairment issues) is not ready to be challenged by some elements of the above presentations, the teacher is obviously expected to modify, i.e. simplify or skip them altogether.

Post-Lesson Activity

-History Quiz: it's a final quiz with multiple choice questions and True/False statements based on the presentations 1-3 to be carried out at the very end of the lesson. The teacher may assign it as an individual or pair work task and reward the highest scoring individual/pair with a kind of honourable mention and praise as great history explorers or/and general applause from the group (any kind of history-related token is very welcome too and is solely dependent on the school policy).

History Quiz

1. PREHISTORY is the ...
 - a) study of written records of human activities in the past
 - b) study of past events before writing was introduced
 - c) study of human activities without historical books
2. The boomerang from the Obłazowa Cave is approximately ... years old.
 - a) 12000
 - b) 20000
 - c) 23000
3. The boomerang was made of ...
 - a) mammoth tusk
 - b) wood and other materials
 - c) deer bone
4. Bronocice in Poland is the place where the world's oldest wheel was found.
TRUE
FALSE
5. The Bronocice Vase is around 5500 years old.
TRUE
FALSE
6. You can see some people driving a cart on the vase



TRUE

FALSE

7. There are around ... shafts in "Krzemionki Opatowskie" mining complex.
 - a) 2000
 - b) 4000
 - c) 6000
8. The striped flint was extracted in ...
 - a) shallow pit mines and niche mines
 - b) deep pillar-chamber and chamber mines
 - c) all types of mines mentioned in a) and b)
- 9) Which order is chronologically correct?
 - a) Stone Age Iron Age Bronze Age
 - b) Stone Age Bronze Age Iron Age
 - c) Bronze Age Stone Age Iron Age
- 10) The World Heritage/UNESCO list includes ...
 - a) The boomerang from the Obłazowa Cave
 - b) The Bronocice Vase
 - c) Krzemionki Opatowskie Flint Mine

The Key:

1. B
2. C
3. A
4. False (the oldest image of wheel)
5. True
6. False (no people are visible)
7. B
8. C
9. B
10. C

As yet another post-lesson activity, the teacher may encourage the students to share their reactions and comments, foster a further discussion on the topic and obviously find out more about the subject by suggested links or materials and ask the students to present the feedback on the next lesson. This also may serve as a chance to create students' own mini history presentations and further develop both their educational interests and independence.

Additional conclusions/remarks that may turn up in the learning process.

History and pre-history studies need more and more support from different fields of modern science to understand human past. The students should see the educational value in the analysis of maps, images, versatile data from around the world together with the names of ancient archaeological cultures and human migrations routes. Who were the people from the past whose artefacts and skeletal remains we analyse today by means of modern technology, archaeology, genetics, linguistics and so many other branches of science? What was it really like to be living



then? Studying history is like a jigsaw puzzle with thousands of pieces or a dark labyrinth which you try to explore with only a candle in your hand. And when it comes to the young learners, it's important to keep the students interested in the subject in a stimulating and dynamic way, and avoid overwhelming them with too many sophisticated scientific names and data, as it was stated before. Finally, what about the so-called unheard, unknown or forgotten people from history? Let us also think of people from the past as the great majority of "silent heroes of history", sometimes totally overshadowed by the big names or "great heroes" our history books are so full of. We may try to see them facing challenges of every-day life in the past with great courage, determination and resourcefulness that can become inspiration for our modern times as well.

Assessment

One possible tool of assessment is transforming and utilising the above mentioned History Quiz into a history test. Another obvious idea is to check whether students have become familiar with certain facts and terminology by asking them particular questions afterwards related to the content of the lesson (it also applies to students' performance being monitored by the teacher during the whole lesson). Finally, it is also a mark of intended progress to expect that the students should really appreciate the value and take advantage of this "interdisciplinary approach" in their subsequent educational efforts and demonstrate their ability to combine together the body of knowledge and skills from different fields of study as part of this educational experience.

35) Göbeklitepe: Zero Point In Time (Turkey)

Teaching History for Disabled Students through Digitalize Gratification Tools
LESSON PLAN
Topic: <i>Göbeklitepe: Zero Point In Time</i>
Subject : History Duration: 2 Hour Age: 11-15 years
Objectives : <ul style="list-style-type: none">• Learns that the science of history renews itself in the light of the new information obtained.• Learns that the linear understanding of history cannot be for every civilization and period.• Generates ideas on life and culture according to the period by establishing historical empathy.
Outcomes : The science of history constantly renews itself with the new information obtained.
Materials: Canva presentation



Göbeklitepe Museum Kit-EBA

Museum Cards-EBA

Audio materials for visual impaired and students with dyslexia

Simple content and color pages for ineffectual disabled

Web Resources

<https://www.youtube.com/watch?v=kRow4ELfGO0>

<https://artsandculture.google.com/story/3wXxoXJ7tDcpLA>

<https://sanalmuze.gov.tr/muzeler/SANLIURFA-GOBEKLITEPE-ORENYERI/>

<https://tiny.pl/w6tn2>

<https://tiny.pl/w6tn6>

<https://tiny.pl/w6tkg>

Activities:

Pre - Lesson Activities

-By watching the Göbeklitepe introductory video on Youtube; An introduction to the lesson on why Göbeklitepe is important is made.

<https://www.youtube.com/watch?v=kRow4ELfGO0>

Here's the transcript of the video clip:

The discovery that changed the course of history is Göbeklitepe. There is a story that shows how an archaeological discovery made with a little curiosity, a little coincidence, a lot of patience and courage was able to rewrite the history of civilization in Göbeklitepe, which is considered the first temple in human history. Göbeklitepe, 12 km away from Urfa, which seems like a natural formation to the eyes that are not interested in archeology, has kept its secret from all of us for years. He was waiting to change our perspective on human history for 30 years, when we were unaware of its existence until the excavations carried out by Istanbul University and the University of Chicago in 1963, and of its real archaeological value until 1995. The first archaeological excavations officially started in the region in 1995 under the direction of the Şanlıurfa Museum and under the direction of professor Klaus Schmidt. So what was discovered in Göbeklitepe? A magnificent temple with carvings, stone houses, shrines and impeccable workmanship. The areas are surrounded by 12 T-shaped columns and 2 T-shaped stylized human figures with a height of 6 meters in the center. Sets where people can sit and watch ceremonies, waterproof floors where liquid ceremonies can be performed. The figures of lion, snake, bull, crane, wild boar, scorpion, spider and fox are engraved on the columns. Contrary to what was known until now, it became obvious with this discovery that hunter-gatherers had an advanced temple-building ability. For the Neolithic, that is, the Polished Stone age, such a temple complex has not yet been discovered anywhere in the world. Hunter-gatherers, who were thought to have moved to a sedentary life with hunger and the instinct of protection, actually settled with the need for worship, that is, first came the temple, then the city and agriculture. Thus, the thesis that nomadic communities learned agriculture and moved to a sedentary life was refuted by this discovery. The age of Göbeklitepe, which is 5,000 years older than the first city in Mesopotamia, 7,000 years older than the Stone Age and 7,500 years older than the Egyptian pyramids, is thought to be about 10,000 years. There are about 20



hillocks lined up side by side in Göbeklitepe, which does not consist of a single hill. The temples, only a small part of which has been engraved, all of which are facing south, create new questions in the name of world history. How did the hunter gatherers build the temple? How did they move dozens of stones with very primitive tools? Do the two human figures in the center belong to a man and a woman? what is the significance of the number 12? What were the ceremonies being held for? Why were the temples deliberately buried and abandoned? The answer to these questions is of great importance for the history of mankind, and the world's first temple of Göbeklitepe continues to preserve its mystery.

-Then the students are asked to close their eyes and imagine that they have gone back 12 thousand years from now. They are asked to imagine a wide plain as far as possible and that a huge tree is swaying in the wind alone in this plain. This tree is the Wishing Tree! At the end of the lesson, the wish of the first group will be written on this tree.

Lesson Activities

1. Students are divided into 4 groups once. A Virtual Trip to Göbeklitepe is made.
<https://sanalmuze.gov.tr/muzeler/SANLIURFA-GOBEKLITEPE-ORENYERI/>

They are asked to take notes of animal figures that attract their attention. Whichever group has noted more animals, 1 badge is given to it.

2. Students are asked to find the words (lion, snake, bull, crane, wild boar, scorpion, spider and fox) reflected in the canva presentation. The group that finds it the fastest is given a badge.
3. Each group is asked to revisit the 360 virtual tour, whichever of the structures given to them is A, B, C, D. Each group is expected to say the prominent animal figures in the building. Groups that mention the featured animals for each structure receive a badge.
4. For each of the groups, they are asked to write an acrostic poem from the names of animals (fox, wild boar, scorpion, spider, snake, lion) in the structures. A badge is given to each group that writes the poems.
5. All students are asked to go to structure D again and students are asked to go to structure 43 in this structure. They are asked to carefully study the column. Duck? Pike? Students are asked what is this. Then it is informed that this bird is the Otis Tarda (Yoy) bird according to the notes of Klaus Schmidt, the Head of the Excavation, which is dominant in the Göbeklitepe columns.
6. The Museum card game is played with the students. There are 3 word hints for each word on the cards. It is expected from the groups to say the desired word with these 3 words. The group that knows the most is awarded a badge.



7. Those who receive the most badges are applauded by the class and the wish of the group is written on the Wish Tree and the other groups are asked to fulfill this wish.

Post-Lesson Activity

Students are given a course notes related to the subject.

Puzzles are given to students.

Assessment

Museum Card Game

Crossword

36) Ancient Greek Civilization (Turkey)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: Ancient Greek Civilization: A Gamified Learning Experience
Subject : History Duration: 20 – 40 min Age: all
Objectives : Students will understand the key features of ancient Greek civilization, including their government, culture, religion, and art. Students will understand the historical context and significance of ancient Greek civilization. Students will develop critical thinking and collaboration skills through the incorporation of gamified learning strategies.
Outcomes : Student (depending on the degree and type of disability): <ul style="list-style-type: none">- reacts to the graphics presented in the lesson- can assign a graphic to a name or event- is able to build a simple statement on a given topic- is able to build a statement on a given topic and supplement it with source materials
Materials: Sign Language videos of key texts related to ancient Greek civilization Tactile maps of ancient Greece Game pieces (such as small beads or coins)
Web Resources :



<https://www.britannica.com/summary/ancient-Greece>

<https://www.history.com/topics/ancient-greece/ancient-greece>

<https://www.khanacademy.org/humanities/world-history/ancient-medieval/classical-greece/a/greek-culture>

<https://education.nationalgeographic.org/resource/resource-library-ancient-greece/>

<https://www.youtube.com/watch?v=RchSJSJAbc0>

<https://www.youtube.com/watch?v=Bfkp1QMhg-E>

Activities:

Pre- Lesson Activities

- e) - Brief characteristics of earlier historical epochs in the context of society, science, knowledge and technology
- f) Activating students by asking questions or presenting prepared graphics

Lesson Activities

- 1) Begin by reviewing the basic history of the Civil Rights Movement in the United States using a combination of Next, divide the class into small groups of 3-4 students each. Provide each group with a Sign Language video of one of the key texts related to ancient Greek civilization, a tactile map of ancient Greece, and a set of game pieces.
- 2) Have each group watch the Sign Language video assigned to them and use the tactile map to locate key locations and events described in the video (such as Athens, Sparta, Mount Olympus, etc.). As they watch, have them place game pieces on the map to represent the various locations and events.
- 3) After each group has finished watching their assigned video, bring the class back together and ask each group to present their map and explain the locations and events they marked.
- 4) As a class, discuss the historical context and significance of the events and features of ancient Greek civilization.
- 5) Incorporate additional gamification approach like having the student working together to create skits/dramas to depict the different aspects of Greek life, with the student taking turns being the narrator of the skit, signing the story for the rest of the group.
- 6) Conclude the lesson by summarizing the key features of ancient Greek civilization and their importance in history.

Post-Lesson Activity

- e) - The student can deepen the acquired knowledge
- f) The student may consult the teacher

Assessment

Observe and take note of the student's engagement and participation in the gamified learning activities and discussions.



As a formative assessment, have the student's complete a written reflection on what they learned in the lesson and how they felt the gamified activities helped them to better understand the content.

Note: This is just a sample lesson plan and can be adjusted to suit the specific needs and abilities of your students. It's important to check with the student's understanding and adjust the lesson if needed.

37) Ancient Grec and Rome (Turkey)

Teaching History for Disabled Students through Digitalized Gamification Tools
LESSON PLAN
Topic: Ancient Greece and Rome (to autistic students using gamification)
Note: Since the autism spectrum can have a wide range of symptoms, please consider adjusting the lesson plan according to the students ability. Also it is important to have a clear communication with the parents and caregivers of the students in order to have a better understanding of their unique needs and ways to support them.
Subject : History Duration: 20 – 40 min Age: all
Objectives : Students will understand the concept of time in ancient Greece and Rome and will be able to recognize and use key terms related to time in context.
Outcomes : Student (depending on the degree and type of disability): <ul style="list-style-type: none">- reacts to the graphics presented in the lesson- can assign a graphic to a name or event- is able to build a simple statement on a given topic- is able to build a statement on a given topic and supplement it with source materials
Materials: needed: <ul style="list-style-type: none">-Images of ancient Greek and Roman timekeeping devices (e.g., sundials, water clocks)-A board game (or a printable board game template that can be filled in)-Flashcards with key terms related to time in ancient Greece and Rome (e.g., hour, day, month, year)



Web Resources :

https://www.coreknowledge.org/wp-content/uploads/2018/03/CKHG_G6_U2_AGR_SR.pdf

<https://www.britannica.com/topic/history-of-Europe/Greeks-Romans-and-barbarians>

<https://multcolib.org/blog/20131231/life-ancient-rome-and-greece>

<https://www.youtube.com/watch?v=Sxpd3Cc6c5Y>

Activities:

Pre- Lesson Activities

- g) - Brief characteristics of earlier historical epochs in the context of society, science, knowledge and technology
- h) Activating students by asking questions or presenting prepared graphics

Lesson Activities

1) Introduction (10 minutes):

- Introduce the topic of time in ancient Greece and Rome, and show the students images of ancient timekeeping devices.
- Explain that in ancient times, people did not have watches or clocks like we do today, and they had to use different methods to measure time.

2) Activity 1: Board Game (30 minutes):

- Divide the class into small groups and give each group a board game (or a printable board game template that can be filled in)
- Each group will take turns rolling a die and moving their game piece along the board.
- The board game will have different squares representing different aspects of time in ancient Greece and Rome. For example, there might be a square for the Greek god Zeus, who was associated with the sky and thunder and a square for the Roman god Jupiter, who was associated with sky and thunder. When the students land on a square, they have to answer a question about that aspect of time in ancient Greece and Rome.
- The group that reaches the end of the board first wins the game.

3) Activity 2: Flashcard review (20 minutes):

- Provide the students with flashcards with key terms related to time in ancient Greece and Rome.
- Have the students work in pairs or small groups to review the flashcards.
- Set a timer for 5 minutes and challenge the students to see how many flashcards they can correctly define within the time limit.
- The group or pair that correctly defines the most flashcards in the time limit wins a prize.

4) Conclusion (10 minutes):

- Have the students complete a simple assessment to assess their understanding of the concepts covered in the lesson.



- Review the key takeaways and encourage the students to share any interesting or surprising things they learned.

Post-Lesson Activity

- g) - The student can deepen the acquired knowledge
- h) The student may consult the teacher

Assessment

Observe and take note of the student's engagement and participation in the gamified learning activities and discussions.

As a formative assessment, have the student's complete a written reflection on what they learned in the lesson and how they felt the gamified activities helped them to better understand the content.

Note: This is just a sample lesson plan and can be adjusted to suit the specific needs and abilities of your students. It's important to check with the student's understanding and adjust the lesson if needed.

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