Europeana Learning Scenario

Title: Globalization, national and European identity

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Summary: What does it mean to Globalization, national and European identity? Globalization and national identity are realities of the contemporary world. We have, on the one hand, the process of globalization, seen both as a natural process and as a guided process, and on the other hand, we have the response of the cultural universe, better said, of the cultural heritage of each nation. Globalization includes the export and the imposition of Western cultural and socio-economic models, being defined as a new situation, of building a planetary system characterized by an enormous communication capacity and informational exchanges on a planetary scale.

Table of summary

Subject	*Universal History XX and XXI Century*
Topic	*Globalization, national and European identity*
Age of students	*12 - 15*
Preparation time	about 10 mins
Teaching time	about 50 mins
Online teaching material	*https://pro.europeana.eu/resources/document-archive/publications* *https://pro.europeana.eu/post/teacher-training-guide* *https://historiana.eu/#/*
Offline teaching material	*Paper, flipchart etc.*
Europeana resources used	Publications:

https://www.europeana.eu/portal/en/collections/migration

Europe - Space for Transcultural Existence?

https://www.europeana.eu/portal/en/record/9200234/download_type_document_docid_610316.html?q=Europe+-+Space+for+Transcultural+Existence%3F#dcId=1546790180865&p=1

Europeana's strategic documents - from business plans and annual reports, to white papers, frameworks and guides.

https://pro.europeana.eu/resources/document-archive/publications

https://pro.europeana.eu/post/teacher-training-guide

https://historiana.eu/#/

https://pro.europeana.eu/resources

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Integration into the curriculum

This lesson plan can be used in the classes of History, Social Education and Civic Culture in grades VI, VII and VIII (pupils aged between 13 and 15). At all three disciplines, a theme centered on Intercultural Education is proposed. The approach will be aimed at students being able to value their own culture and to appreciate positively different cultures found in an intercultural society, specific to contemporary societies.

Aim of the lesson

To understand the role of globalization in promoting the international exchange of ideas, goods and capital as well as creating economic and social changes in both democratic and non-democratic societies. To analyze pros and cons of globalization, to identify areas of agreement and disagreement with other students. To understand that the identity of a community represents values, principles, finality, shared by most of its members, to manifest the feeling of membership to the European community.

Trends

List the relevant trends that the lesson incorporates:

Project-Based Learning;

Collaborative Learning;

Flipped Classroom;

Peer Learning;

21st century skills

Various on-line learning resources - archives, European libraries and museums (knowledge, understanding and respect for other cultures) were used in the classroom. Other competencies: thinking, creativity, communication, cooperation, curiosity, creativity and risk.

Activities

Describe here in detail all the activities during the lesson and the time they require. Remember, that your learning scenario needs to use Europeana resources.

Name of activity	Procedure	Time
Preparation time	This lesson is composed of four activities and a summary of the activities. Before the lesson, students need to gather some information. A week or two before the main lesson, the introductory activity must therefore be carried out.	
Introductory activity	Before the main lesson, students need to know details about globalization from different sources of communication (on-line, books, magazines, newspapers). Displaying 1. Display the image below, which illustrates the Europe map multicultural group. This can be found at: https://mx.depositphotos.com/163623180/stock-photo-europe-map-multicultural-group-of.html	10 minutes

This requires students to think about the different ways in which globalization is present. Ask students what their thoughts are in response to this image and record their ideas on a flipchart. Then ask students if they think this or something similar happens in their community.

Activity 2	In brief (about 5 minutes) use the Displaying 2 with the title of the lesson and a picture of European / national identity. This can be found at: https://ro.pinterest.com/pin/50876670770796587/	5 minutes

Take a look at the picture and say whether we can take into account European values and features that are common to the collective mentality of Europe's inhabitants, if geography does not work, to define European identity?

Ask students what their thoughts are in response to this image and record their ideas on a flipchart.

Activity 3	Organize into groups of four students. Each group receives a historical text in A4 format (copy and cut them to put plastic wallets between 4 students). Read the fragment received and illustrate what the author intended to communicate through that text. Each group, through the elected representative, will present to the class what they have done. Show in the presentation which are the correspondences between the content of your text and that of your work. After completing the presentations, organize a debate to discuss the following theme: Is the Europe that youngsters want in the age of globalization different from that imagined by its founders? Before they start work on Worksheet, ensure that all the students understand the vocabulary and the concepts of the questions. Students with special educational needs may need help	30 minutes

engaging in activities. Think about the group to which they will be best suited and the roles they can undertake, such as asking questions, recording answers, conducting online research.

Worksheet 1
"Among those who refuse to accept a European identity and would like a continent divided into countless small nations, often militate people with insufficient cultural depth, who, apart from almost genetic xenophobia, do not know that since 1088, when the University of Bologna was founded, the so-called "wandering clergy" of any kind went from one university to the other, from Uppsala to Salerno, speaking in the only common language they knew - Latin. Hence, we can conclude that European identity was only perceived by educated people. It is sad, but it is enough to have a starting point. "(Umberto Eco, European Cultural Identity)

Read the text and find the author's main idea. Is the lack of a national language an element that prevents the coagulation of a European identity?

Worksheet 2.
Refugees, who "as opposed to voluntary migrants rarely start earning in a job shortly after arrival, tend to be a financial burden." (Tina Fordham, Global political risk).

Read the text and state if all EU Member States are ready for the organization of hosting, feeding and processing refugees. In states with little room for tax maneuvers, can we talk about a short-term financial burden?

Worksheet 3.
People want to come to Europe. At least 40 to 50% of the new migrants are Muslims. They flee poverty in their home countries, and also despotic rule. The number has been increasing. In 1950, there were less than one million Muslims living in Western Europe. Today, there are 25 to 30 millions. By the middle of the century, there will be 50, maybe 60 million Muslims living on the continent. You cannot be African and European in the ethnic sense at the same time. But you can share values, you can share citizenship. (Europe - Space for Transcultural Existence?(Edited by Martin Tamcke, Janny de Jong Lars Klein, Margriet van der Waal)

Read the text and find the author's main idea. Make a list of five qualities that you think are

	European and with three stereotypes attributed to the foreigner's image. Check your list with that of your colleague. Each group should then present their report to the rest of the class.	
Summary: Debate	Debate to discuss the following theme: Is the Europe that youngsters want in the age of globalization different from that imagined by its founders?	5 minutes
Glossary	National identity = all the social, moral, religious, artistic, scientific and technical phenomena of a people and transmitted through education; National minority = a well-defined group of persons who have the nationality of the state in which they reside, maintain lasting ties with that state, have distinct ethnic, cultural or linguistic characteristics and are animated by the will to preserve the common identity of its members; Uniformization = process of reducing the diversity of the contemporary world by adopting concepts, behaviours and living norms based on the Western model under the influence of globalization; Globalization = the process of widening, deepening and accelerating interconnections on a global scale, under all the features of contemporary social-economic life.	
Teacher`s guide	**Introduction:** Globalization and national identity are realities of the contemporary world. We have, on the one hand, the process of globalization, seen both as a natural process and as a guided process, and on the other hand, we have the response of the cultural universe, better said, of the cultural heritage of each nation. Globalization includes the export and the imposition of Western cultural and socio-economic models, being defined as a new situation, of building a planetary system characterized by an enormous communication capacity and informational exchanges on a planetary scale. The impressive development of civilization and culture, the deepening of integration processes, globalization and uniformization, as well as the multiplication of ethnic-religious crises and conflicts in different regions of the contemporary world, have brought to a new light the need to understand the role played by identity both at the level of the individual	

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and society.
Human beings have multiple identities, depending on the group in which they are integrated and feel connected with - family, cultural, confessional community and the national, multinational, or transnational political community, etc. The groups of people with different life and cultural histories, with strong links within the group and with strategies developed in relations with those outside, are ethnic groups. They can be a majority, and in this case they form nations or minorities and then they are called national minorities. As national minorities, they are the object of national and international legislation which stipulates the rights they have to enjoy in order to preserve their defining ethnic and cultural characteristics. The majority ethnic group in a society is the nation. It differs from the ethnic minority group in that it gives the name of the society, of its people. Identity is of interest to states included in the EU. Through the provisions of the Lisbon Treaty "the equality of the Member States in relation to the Treaties and their national identity, inherent to their fundamental political and constitutional structures, including local and regional autonomy" are guaranteed and respected.

Historical evolution of identity construction at community and individual level

Identity, whether individual or community, is not a given, but a social construction that has a historical character. It has evolved as the response of the individual and the human communities to the social, cultural transformations and to the political changes that take place along the historical evolution. The emergence and consolidation of the national language and culture, the pride of belonging to a political community based on ethnic solidarity, traditions and spirituality, imposed the national identity in the European space. The idea of belonging to a nation is not the expression of a unique and immutable fact, located at an individual level, but is part of a socially perceptible process consisting of a slow and continuous change.
The political and spiritual cultural developments on the European continent led to the completion of national construction at the end of the First World War. The exacerbation of the national sentiment and of the extremist ideas that promoted the idea of preserving the purity of national identity led to multiple identity crises that gave rise to major conflicts such as World War II or interethnic as the ones in Balkans and the former Soviet Union at the end of the 20th century. The overcoming of the foreigner's negative image in European contemporary societies can be accomplished with the completion of the EU integration processes, including the Europeanization of national identities.

The impact of globalization on the peoples' identity.

Globalization, as a phenomenon and process, has altered the way of life of the individual and communities, regardless of their size, in all fields, from economic to social, cultural, spiritual, political. Practically, globalization means, at the same time, freedom and dependence, uniformity, free movement of goods, people and ideas on a global scale, local features combined and confused with global ones, the whole world being thus found in every locality and, at the same time, every locality, region, or nation, found all over the world. Globalization has both positive and negative consequences on national cultures and identities. This process has led to the free movement of people, goods, services, capital and knowledge, unhindered participation in the world value chain. It makes it possible to capitalize on the benefits of technological progress and the opening of markets. Distances are reduced and real-time communication is permitted. Not always globalization implies a high degree of communication or exchange between different cultures. Rather, there is a tendency for a dominant culture to impose upon others, the result being a process of cultural homogenization. Globalization generates insecurity in the most various ways: transnational political terrorism, illegal arms trafficking and unconventional lethal means, of drugs and humans, illegal migration, the proliferation of weapons of destruction. A form of rejection of globalization is Islamist terrorism. Having deep roots, this phenomenon has a special recrudescence in today's society. We have witnessed the attacks in New York (11 September 2001), Madrid (11 March 2004), etc., with the Al-Qaeda mark and, more recently, the highly aggressive terrorism of ISIS; against this backdrop, we have the crisis of Muslim refugees that have sprung up to Europe. The globalization will profoundly transform the national state, but not lead to its disappearance as an entity and actor of international politics.

Assessment

Open-ended question that gets them writing, talking: to help students grasp ideas in class, ask open-ended questions that require students that get students writing, talking. They will undoubtedly reveal more than you would've thought to ask directly;

Reading like a Historian: In this reading, ask students to read the body of the text. They should read though the text to understand the author's main idea and to get a sense of the document as whole. Their job is not to take the document at face value, but rather to dig deeper and use sourcing information to ask tough questions about the meaning of the document;

Ask students to reflect: during the last five minutes of class ask students to reflect on the lesson and write down what they've learned. Then, ask them to consider how they would apply this concept or skill in a practical setting;

**************************** AFTER IMPLEMENTATION ****************************

Student feedback

Think about what you have learned in this lesson, then answer the following questions:

Which do you think is the most important thing you learned about? Why?

Is there anything you did not like? If so, what and why?

What do you think you could do better from now on?

Whom did you collaborate best with during the activities?

What other things would you like to learn about the topic discussed in today's lesson?

Teacher's remarks

*Add here your comments and evaluation **AFTER** the implementation of this lesson. You can always usea rubric for self-assessment.*

Classroom Management and Leadership:

- student discipline/behavior, and maximize student engagement in the material;

- Reinforcement of positive behavior; correction of disruptive behaviors.

Student Engagement and Real-Time Assessment:

- Students' perseverance and persistence through material;

- Students' timely completion of assignments;

- Identification and correction of common misunderstandings.

End of lesson - Assessment:

Evidence that students have mastered the lesson objectives such that they remain on track for the unit plan.