



**SZLI**

Szabó Lőrinc Kéttannyelvű  
Általános Iskola és Gimnázium

# Project Based Learning (Europeana, YouTube)

**LŐRINCZ KATALIN**

**SZABÓ LŐRINC KÉTTANNYELVŰ GIMNÁZIUM**

- ➤ **Europeana Oktatási Felület**

- Kurátorok által összegyűjtött adatállomány
- Online szaktanácsadás
- Óratervek gyűjteménye

- ➤ **Partnerekkel kifejlesztett források**

- Appok, játékok
- Oktatói felület
- eKönyvek



Europeana brand Back

Europeana Playbook

Apps

Tools

Curated datasets

APIs

Document archive

Standardisation









Statistics

Join us

News

## RESOURCES

Need information or inspiration? Browse this pool of resources and tools. Still can't find what you're looking for? Contact us.

-   
EUROPEANA PLAYBOOK  
[LEARN MORE](#)
-   
APPS  
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TOOLS  
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CURATED DATASETS  
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Europeana  
education

1828)

the Connecting Europe  
European Union

EUROPEANA I

Building 21st - cent  
with digital cultural

Massive Open Onl

#EuropeanaMoo

MOOC 'THE EUROPEANA IN  
YOUR CLASSROOM:  
BUILDING 21ST-CENTURY  
COMPETENCES WITH  
DIGITAL CULTURAL

HERITAGE'

EUN regisztráció

MOOC intro video

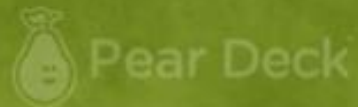


Students browse: [www.europeanschoolnetacademy.eu/](http://www.europeanschoolnetacademy.eu/)

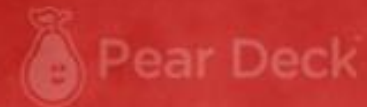
Pear Deck Interactive Slide  
Do not remove this bar

Vettél már részt MOOC-on?

Igen



Nem



Students choose an option

# APPLIKÁCIÓK – EUROPEANA JÁTSZÓTÉR

- **GIF IT UP:** [giphy.com/gifitup](https://giphy.com/gifitup)
- **TERMÉSZETHANGOK :** [birdiememory.com/en](https://birdiememory.com/en)



Students browse: [vangoyourself.com/](https://vangoyourself.com/)



Banquet Still Life; Rijksmuseum - PD

**ÉLŐKÉPEK:** [vangoyourself](https://vangoyourself.com/)



# EUROPEANA COLLECTIONS – EXHIBITIONS/ KIÁLLÍTÁSOK

- <https://www.europeana.eu/portal/en/exhibitions/foyer#>



Collections ▾ Explore ▾ Exhibitions ▾ Blog ▾

OUR SITES

**PEOPLE ON THE MOVE**

How migration has changed the world

**MIGRATION**

Moving back to Finland: a family at the train station, 1959, Anders Bogland  
Örebro County Museum  
© Public Domain

**PHOTOGRAPHY**

◀ AN EYE FOR DETAIL ▶

**MUSIC**

◀ GREEK SONG IN THE 19TH AND 20TH CENTURY ▶

**FASHION**

◀ LES COUTURIERS ▶

FEEDBACK



Ivana  
Štiglec,  
Horvát  
ország

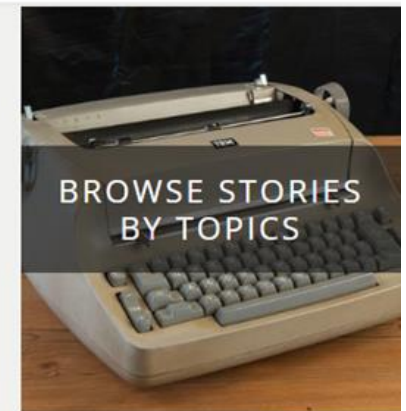
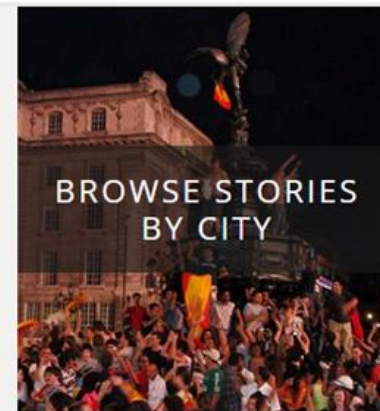
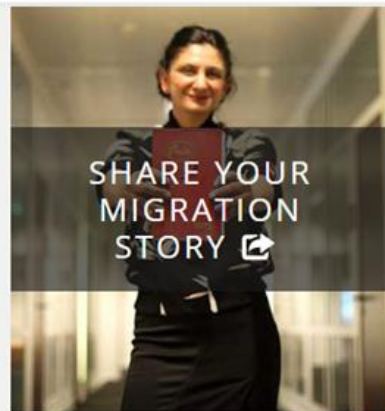
# MIGRATION SOCRATIC SEMINAR

Módszertani  
újtonság:  
Socratic  
Seminar

europa  
collections

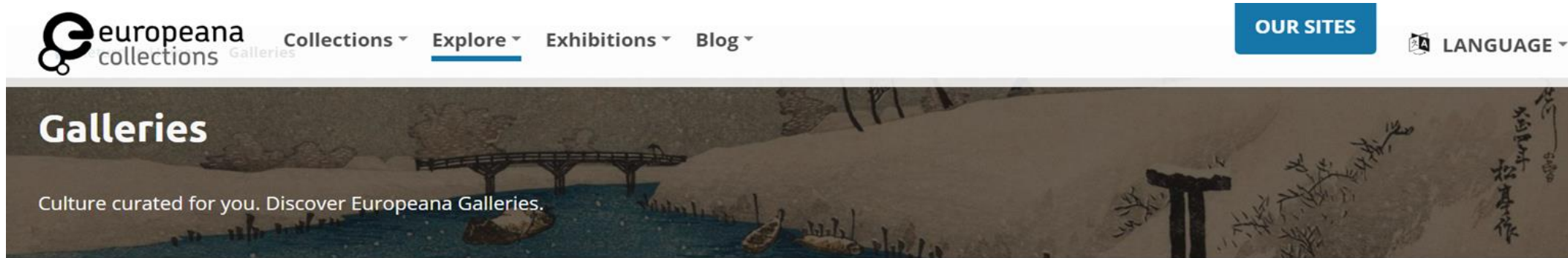
Collections ▾ Explore ▾ Exhibitions ▾ Blog ▾

OUR SITES



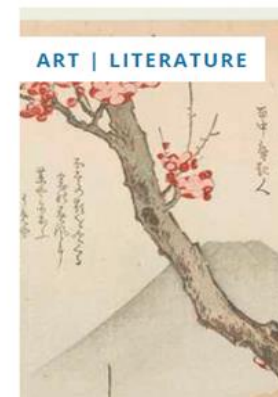
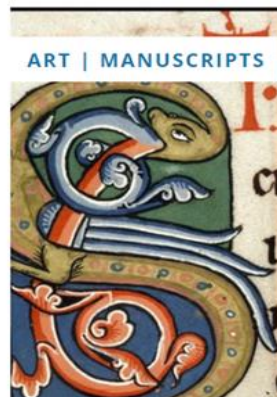
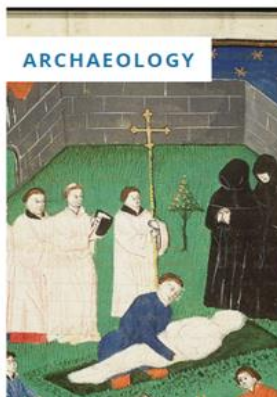
# EUROPEANA COLLECTIONS – GALLERY / GALÉRIA

■ Képtár - <https://www.europeana.eu/portal/en/explore/galleries>



Filter by:

SHARE THE GALLERIES



FEEDBACK



# Colorful culture in the 1950s: blue skies, red panic (LS-HR-215)

ivanastiglec

December 6, 2019

History, Learning Scenarios, Upper secondary



Girl with greased quiff and leather jacket, 1959, AB Helsingborgs-Bild Kulturmagasinet, Helsingborgs museer, Public Domain Mark 1.0

What was life like in the 1950s? How did the political situation influence everyday life in Europe? What was the position of women on both sides of the Iron Curtain? What was the influence of popular culture on people's lives?

By working collaboratively on six different digital stations, students find the answers to these questions and think

-Videó nézés

-Genially interaktív digitális állomások

-Tükrözött osztályterem

-10 tematikus party

-Képanyelvű újság készítés

Students browse: [www.fodey.com/generators/newspaper/snippet.asp](http://www.fodey.com/generators/newspaper/snippet.asp)



- Európai és világtörténelmi események,
- művelődéstörténet,
- nők helyzete a vasfüggönyön innen és túl

Kritikai gondolkodás és a média szerepe, propaganda, divat



Mit jegyeztél  
meg? Mi tetszett?  
Mi az amit az  
elmondottakból  
alkalmazni  
szeretnél/tudsz?



Students, write your response!



Pear Deck Interactive Slide  
Do not remove this bar

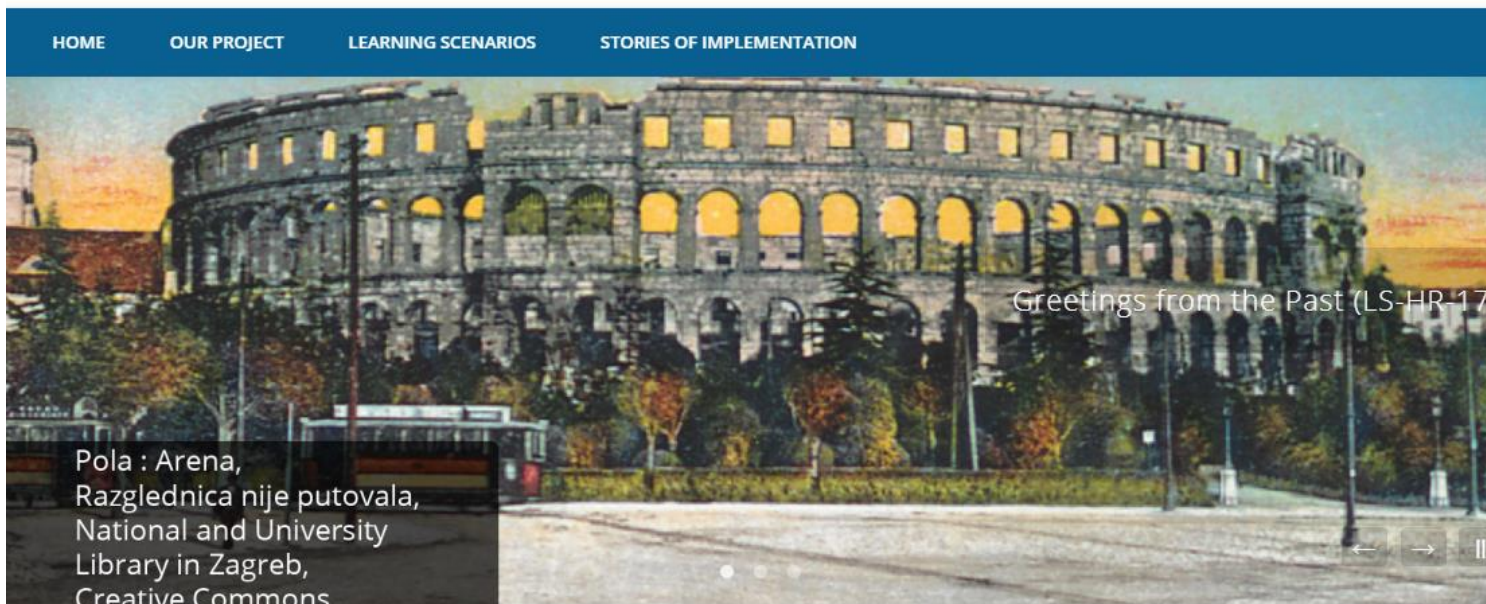


# BLOG – TEACH WITH EUROPEANA

## Teaching with EUROPEANA



<https://teachwitheuropeana.eun.org/>



Ideális platform azoknak akik:

- **Új óraterveket szeretnének felfedezni**
- **Új IKT eszközöket használatban**
- **Meg szeretnék osztani tapasztalatukat**
- **Visszajelzést szeretnének kapni a már kipróbált óratevvel kapcsolatban**
- **Közösséget szeretnének építeni**



Search this website...



Students browse: [teachwitheuropeana.eun.org/](https://teachwitheuropeana.eun.org/)

# Welcome to Teaching with Europeana!

On this page you will be able to find a selection of learning scenarios created by 130 teachers from across Europe and beyond in order to use cultural heritage materials from Europeana in their classrooms.

# HOGYAN KERESSÜNK A BLOGON

Search this website...

### Categories

12-13 years old

16-18 years old

9-11 years old

Art

Biochemistry

Biology

Geography

History

ICT

Interdisciplinary

Languages

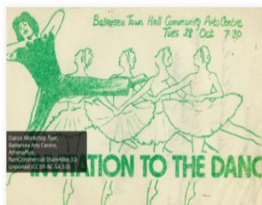
Learning Scenarios

Philosophy

Social Science

Social Studies

Stories of Implementation



STEM in Sports and Dance (LS-MT-00)



Using multimedia in the study of a writer



The future meets our past (LS-GR-01)

### Implementation of The Power of Voice and Brush (SOI-TR-12)

We, Corum Cumhuriyet Anatolian High School, have implemented "The Power of Voice and Brush" scenario, with 16-year-old students. Our students' cognitive and ...

### Implementation of "The birds are singing!" (SOI-PT-11)

Summary I implemented this learning scenario, in a 7th-grade class, with the participation of 18 students, aged between 12 and 14 years. ...

### Implementation of The Power of Voice and Brush (SOI-HR-10)

This story of implementation is based on the LS called The Power of voice and brush. The LS was implemented in the ...



### Implementation of "Time Travel Agency" (SOI-TR-02)



### Implementation of "Exploring and questioning"



### Implementation of Europe and Me (SOI-RO-09)

# Állítsd sorrendbe a projekt lépéseit?

Húzd a számokat a megfelelő sorok elé

- **Kihelyezett foglalkozás, szakértő bevonása**
- **Reflexió** - visszajelzés
- **Kutatómunka** - anyaggyűjtés (tükrözött osztályterem)
- **A projekt bemutatása** - Disszemináció, promóció - Kiállítás
- **Téma, szerepek, előzetes tudás** - forum megteremtése ötletelni, kommunikálni, munka



Students, drag the icons!



# PBL lépései:

## 1. Intro - téma, szerepek, előzetes tudás

- a. tapasztalataik, valós élményeikből **felvezetni a projektötletet, brainstorming, csoport** formálás
- b. Diákok - projekt megtervezésében **aktív** részvétel - **forum megteremtése ötletelni, kommunikálni, munka leosztása**

## 2. Kutatómunka

- a. anyaggyűjtés (tükrözött osztályterem)
- b. Kihelyezett foglalkozás, szakértő bevonása,
- c. vázlat )az új információk rendszerezése)

## 3. A projekt végtermékének elkészítése (prezentált és interaktív anyag)

- a. Bemutató
- b. **Disszemináció, promóció** - Kiállítás

## 4. Reflexió - visszajelzés

Várkonyi Borisz & Wolfram Kristóf



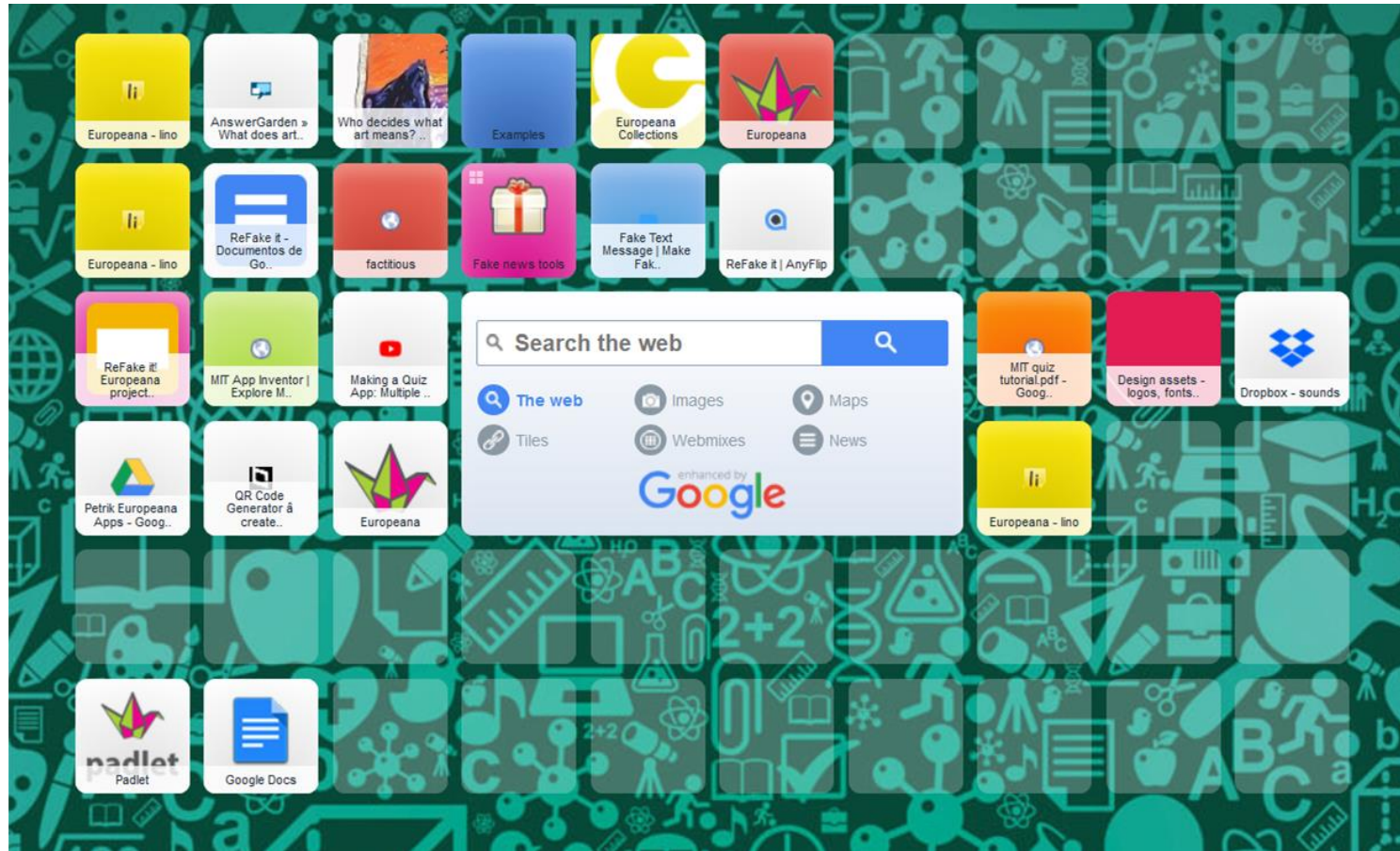
# REFAKE IT

# TÓTH ÉVA

EUROPEANA  
FELHASZNÁLÓI CSOPORT  
PETRIK LAJOS BILINGUAL  
VOCATIONAL SCHOOL



# A PROJEKT DOKUMENTÁCIÓJA



<https://www.symbaloo.com/mix/petrikeuropeana>

Eva Toth

March 28, 2019

Art, Learning Scenarios, STEAM

Edit

## Arts in IT

*This project aims at incorporating Arts into the world of IT and technology. For this purpose, after some brainstorming and research, students have to search for a painting that can be recreated or refaced according to modern style. When done, they write a piece of fake news related to this picture: if the picture had been made these days, what kind of news would have accompanied it?*

## Final Products

We collect all the pieces of news into a shared document and convert it into a flipbook. Then we use an online application for creating mobile quizzes related to the original painting, for example, its historical era, the painter, the characters on the painting. The online app uses Scratch-like programming language to create apps for Android devices. Afterwards, we make a QR code and attach it to the refaced painting and put them on display at school.



### How can I contribute to the blog?

The Teaching with Europeana blog is a space for all teachers to share their experience. For this reason, any interested teacher can submit stories of implementation to be published on the blog.

We would be happy to hear more about your suggestions!

Please use our online submission form to suggest a story of implementation.

To guide you through writing your first story of implementation, you can download the guidelines for writing a story of implementation for the Teaching with Europeana blog.

Looking for something specific?  
Search for categories!

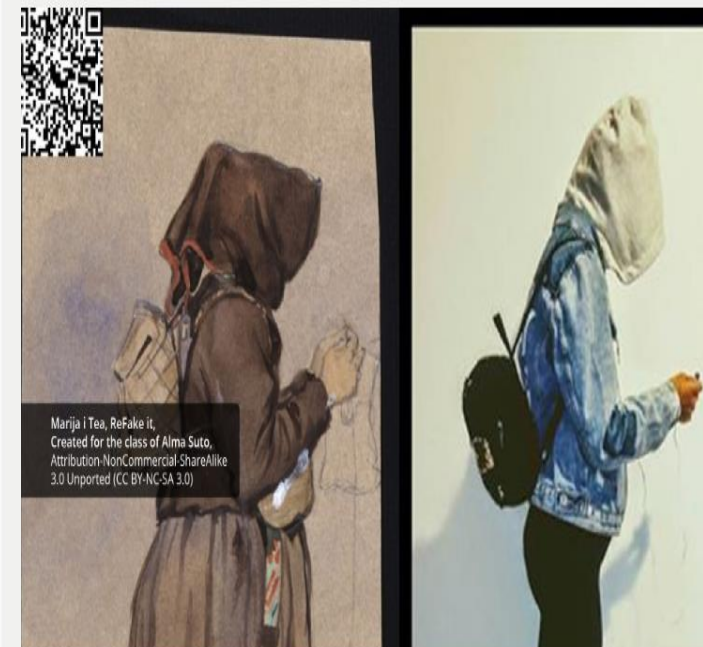
## Implementation of 'ReFake It' (SOI-HR-56)

Alma Suto

September 27, 2019

Art, STEAM, Stories of Implementation

Edit



The learning scenario, created by Tóth Éva from Hungary, combines technology and art by recreating paintings. I chose it for implementation in my class. I am Alma Suto, an ICT teacher, from the Croatian User Group of Europeana.

## Context

This learning scenario is meant to be used with students who have been introduced to Europeana for the first time.

# REFAKE IT – (ÓRATERV ÉS BLOG)

Draw lines to match the image to the answer:



A bölcsesség köve

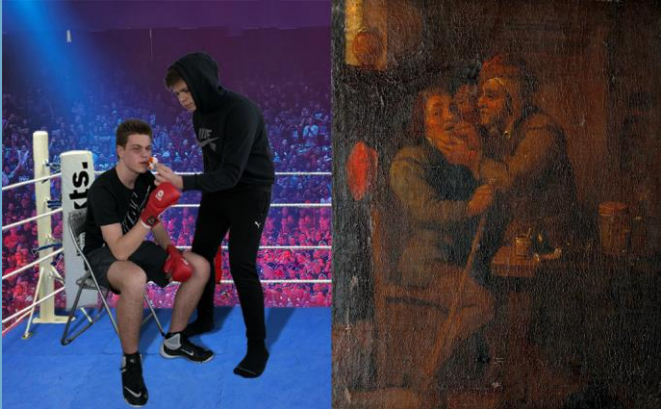
Elegancia és dekadencia



Vallás és haladás



A fogorvosnál



Students, draw anywhere on this slide!

# Migration Seminar - Ivana



## EUROPEANA MIGRATION STORIES GROUP 2.



Read your group's story and find the reasons for migration in your story.

NO POINT VALUE

## EUROPEANA MIGRATION STORIES GROUP 3.

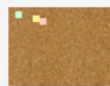


Read your group's story and find the reasons for migration in your story.

SET POINT VALUE (1)

## LINOIT MIGRATION BOARD

Think about today's migration stories and your Talkwall chat. Add the missing information to the board.



Migration board

## HOMWORK-PREPARING FOR THE SOCRATIC SEMINAR

Click on the following links and study the multimedia resources( Europeana collection, infographics, youtube video) in order to prepare for the seminar.

EDIT

DELETE

NO POINT VALUE

...

## Flipped classroom/ tükrözött osztályterem

### PEOPLE ON THE MOVE



Have you ever wondered what the world would be like without anyone ever leaving their place of birth? Without people travelling and settling abroad? But throughout the ages, migration has brought about many concrete changes as well. Migration impacts the fashion we wear, the arts we enjoy and the cities that form the backdrop to our lives. It has also resulted in thousands of works of art and many inventions. Journeying through history and across continents, this exhibition takes a broad view of the enriching effects of migration. Of the millions of stories that could be told,

we've hand-picked some of the memorable stories of inspiring individuals and communities who have made their mark.

## Kutatómunka - téma megismerése, források

### INFOGRAPHICS

There is a lot of data available about refugees and migrants. Here are some infographics based on official data sources that you can download and share.

NO POINT VALUE

...



Video Question



After studying all aforementioned sources prepare four questions and your arguments for the Socratic Seminar.

Question 1.	Sources and arguments
Question 2.	Sources and arguments
Question 3.	Sources and arguments
Question 4.	Sources and arguments



### SETTING UP THE

One part of the class is in an inner circle speaking, and the other part of the class is in an outer circle observing. In a classroom of 18 students with desks form an outer circle (each speaker has two observers). Groups of 3 are not random groups but based on their level of English, their strengths and personality. The roles (speaker, observer 1, observer 2) rotate during the discussion. Teacher's role is that of a facilitator, he watches the discussion out of the circles and is silent. S/he gives instructions during role rotation.

## módszer- Külső és belső körök alakítása

- **Beszélő**
- **Megfigyelő 1 (Tartalom)**
- **Megfigyelő 2 (21. Századi módszerek)**  
**kommunikáció, kritikai gondolkodás,**  
**együttműködés, rugalmasság, vezetési**  
**készség)**

## MIGRATION SOCRATIC SEMINAR

Speakers sit in the inner circle and observers sit in outer circle right behind the speakers. Speakers take part in the discussion with other speakers, taking turns to share ideas based on the materials and referring to migration materials they studied. '21st century skills observer' is responsible for observing the usage of these skills by their speaker (the way speaker communicates during discussion, their critical thinking skills, leadership, taking initiative). The content observer observes language and what is said during discussions by their speaker.



Question	Answer	Textual Evidence with Citation
Think of our current society - what aspects of utopias and dystopias do we have that are reflections of things that we saw in The Giver?	Will I think we can look at this question from two angles: - we live in a dystopian world and everything in it. Climate change is getting worse and worse and we may never be able to stop it. - life in <del>the world</del> with its expectations and <del>pressure</del> the way we live is good, we just need to find a way to make it better. I think I think both of them are true, because our life is only as long as we live, so this is the time we have to live with as individuals. The world could split into a utopia or dystopia at any moment really and it could also be one of these already, but that depends on how we look at it. People having choices, makes them differ. Everyone thinks differently. This becomes a great conflict between two or more sides, when there is no correct answer to anything. If we don't have choices, then we don't have feelings. However, we don't have choices if we have wisdom. If we don't have wisdom, but we still have feelings, then we contribute to the normal way of living life, obtained by trying several nice ways, but when they	Trying to perfect things has always been in human nature. However things are perfect when achieved by humans, because what we really do for perfect things is making it extremely good or bad, depending on what is good or bad, but we humans can't decide that. I think something is perfect when it's at the best of both worlds. That's perfection, make things perfect. By trying to reach the way of living in the world, we are making something unachievable, a made-for-us individual. The world could split into a utopia or dystopia at any moment really and it could also be one of these already, but that depends on how we look at it. fashion, choices, and wisdom are concepts which are of very important in the world. If people don't have choices, only one, if they wouldn't really feel about anything other than the only choice they are given, because they accept that they can't do anything. If people can't feel about their way, they won't be able to gain wisdom, because they have no real thoughts, only what they system tells them. On the other hand, if people have choices, the wisdom that they contribute, and I think different makes life so wild and interesting, if there is a system like them.
What are the consequences for a society when people have choices? How is society impacted by personal choices? How do personal choices impact a society?	People having choices, makes them differ. Everyone thinks differently. This becomes a great conflict between two or more sides, when there is no correct answer to anything. If we don't have choices, then we don't have feelings. However, we don't have choices if we have wisdom. If we don't have wisdom, but we still have feelings, then we contribute to the normal way of living life, obtained by trying several nice ways, but when they	fashion, choices, and wisdom are concepts which are of very important in the world. If people don't have choices, only one, if they wouldn't really feel about anything other than the only choice they are given, because they accept that they can't do anything. If people can't feel about their way, they won't be able to gain wisdom, because they have no real thoughts, only what they system tells them. On the other hand, if people have choices, the wisdom that they contribute, and I think different makes life so wild and interesting, if there is a system like them.
When should one conform to the wishes or rules of others?	Well, I think we should never really. I don't think we would need systems of any sort. Trying to control each other's life is something, we should never do. I think the way we systemized life today is very absurd, for me at least, and however for others, who don't think as much and do what be natural to live like this, but I've always been a rebel, which I don't know where it comes from. I think we really should live our lives in COMPLETE freedom, instead of which means, the only rule should be to not bother other's freedom. I would like to live in more simple times.	If people are so dependent on each other like in the system of Gamenon, it is necessary for them to do so. A system requires it, and then on the other hand, if you, like Jonas rebelled that system, they don't stop you from being a rebel.

Resource 5.8

Name: [Blank] Date: [Blank]

### Socratic Seminar Preparation

Directions: Complete the graphic organizer below to prepare for the Socratic Seminar. Students who do not COMPLETELY FINISH this graphic organizer will not be permitted to participate in the class discussion, and will earn a zero on that assignment (which CANNOT be made up for late credit). There will be no partial credit given for partially completed assignments. This will be an all or nothing opportunity.

Question	Answer	Textual Evidence with Citation
Societal structure has the power to promote or limit freedom, choice, and desire. How does the Lois Lowry, in her speech and in the Novel The Giver feel about this topic?	THE HUMAN BEING THE OPTION TO STRIKE BACK (LOUIS), BECAUSE SHE'S FREE. CHOICE, WISDOM, AND DESIRE. HOW DOES THE LOIS LOWRY, IN HER SPEECH AND IN THE NOVEL THE GIVER FEEL ABOUT THIS TOPIC?	SHANE'S FEELING. "I'D FEEL FREEDOM, BECAUSE THAT WAS WHAT WE WERE TAUGHT TO DO." "EVERYONE BECAUSE WE HAD CHOICE. WE HAD FREEDOM TO CHOOSE." "AS YOU KNOW, THAT WAS WHAT WE USED TO HAVE. FREEDOM. WHEN YOU CHOOSE UP?"
What role does memory play in this novel? How does the lack of memory affect the society?	MEMORIES: WISDOM, EMPATHY, FEELING, POWER. IF MEMORIES CAN LIVE, BUT WITHOUT FEELINGS, THEY WOULD LIVE THEIR BEST LIFE TO, KEEP ON THESE FEELINGS. WHY ARE MEMORIES IMPORTANT?	THE GIRL WAS WISE, AND BEGAN WHAT THE OTHERS WERE. GEMINI, SHE WAS, SHE BECAME, SHE WAS SUFFERED. THE COMMUNITY LOVED MATHS AND HISTORY, BUT PERSONAL STREET NAMES, WITHOUT FEELING, WOULD BECOME WHAT LIFE WAS.
How can society balance individualism with responsibility to community?	CARE ABOUT YOURSELF, BUT DON'T BE SELFISH. RESPONSIBLY TO THE OTHERS. WHY IS IT IMPORTANT TO HAVE THE FEELING?	THEY WERE SHARED EVERYWHERE WITH EACH OTHER. THESE LIFE WAS THE OPPORTUNITY, BUT ALSO HAD RECREATION TIME.

Resource 5.8

Name: [Blank] Date: [Blank]

### Socratic Seminar Preparation

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Question	Answer	Textual Evidence with Citation
Societal structure has the power to promote or limit freedom, choice, and desire. How does the Lois Lowry, in her speech and in the Novel The Giver feel about this topic?	If everyone could do what they wanted, there would be chaos. So we need limitations and rules for the sake of society. Who is the one that can set rules? And how should he be chosen?	"... She is different... and that makes us uncomfortable..." "I think of her now as the system pain and a just punishment for excluding her."
What role does memory play in this novel? How does the lack of memory affect the society?	Memory in this novel is something that must be kept as a secret. People believe everything, they don't question anything. And they don't know anything from their past. Why is it important to have memories? Is it good to forget some things? Is it good to only remember good things?	We can't forget pain, and it is comfortable to do so. We have to repeat things so that we don't forget them.
How can society balance individualism with responsibility to community?	They can balance it by setting rules, compromises, punishments, and limitations. Which one has more importance to a person, individualism or responsibility to community?	In the Giver they set rules so that they could limit individualism. They put the society first.

Resource 5.8

Name: [Blank] Date: [Blank]

### Socratic Seminar Preparation

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Question	Answer	Textual Evidence with Citation
Societal structure has the power to promote or limit freedom, choice, and desire. How does the Lois Lowry, in her speech and in the Novel The Giver feel about this topic?	She built up a dystopia or utopia in her book. (whichever way we look at it) before in which the people are completely oppressed and they don't even know about it. Knowledge and wisdom has it's own pros and cons, but when not knowing anything.	"The Giver and Jonas knew feelings, therefore their lives became truly dangerous", he said they could see the books in his room, while experiencing pain at the same time. The others, who didn't feel, had the ability to just live their lives in a monotone way, which is safe and predictable, but also boring and, often here -- no good or bad side, either question.
What role does memory play in this novel? How does the lack of memory affect the society?	Memories give us wisdom. They are the things keeping us away from making the same mistakes, feelings, and the memories (keeping the feelings) give purpose to our lives. (Without memories)	Without memories, we wouldn't know what to do in certain situations, so we would need to consult with someone who has memories, our wisdom, like the Giver in the book.
How can society balance individualism with responsibility to community?	Doing everything for a community is not good, if it ruins the comm. itself about individual life. (Everyone) although it's good if we have a group where we belong.	They made people not feel and they were raised to do whatever their community tells them to do, so their way people wouldn't be individual, therefore they lose dedicating their lives for the community.



### Project 1.

#### WOLFGANG AMADEUS MOZART

COMPOSER

-HELLO EVERYBODY I'M HERE WITH MOZART, -YOUR PARENTS ARE LEOPOLD MOZART AND WHO'S FULL NAME IS WOLFGANG AMADEUS MOZART, HE WAS BORN IN SALZBURG IN JANUARY 1756. HOW MANY WORKS DID YOU COMPOSE?

-Oh, hello, I don't know how many works I composed because I can't count them, I think about 800.

-YOU WERE COMPETENT ON KEYBOARD AND VIOLIN WHEN YOU WERE 5 YEARS OLD IS THAT TRUE?

• Yes it's true, I was loved it very much.

AND THEN YOU TRAVELLED TO VIENNA.

-Yes when I was 17-18 years old, it was in 1781.

AND FOR THE LAST QUESTION: WHEN DO YOU KNOW THAT'S YOUR BEST COMPOSITION?

-I blame because I was too in my life, but I don't know.

FOR THIS REASON

#### OLD SHOES FASHION

**Child's hobnailed**  
Leather with iron hobnailed soles. It's good for sports. Those shoes are good for running or playing football. There are in the museum.



**Slippers**  
These are uncomfortable slippers. I don't wear them. They were made in Greece. Probably they were hand-made. They were used at home.



### 4warders

Newspaper for the future about the past

IN THIS ISSUE:

ART EXHIBITION

INTERVIEW WITH WOLFGANG AMADEUS MOZART

OLD SHOES FASHION

A MOVIE AND AN OPERA REVIEW

FIFA WORLD CUP

ADVERTISEMENT

THE MAGIC FLUTE

FANTASTIQUE

FIFA WORLD CUP



...Mozart's last opera. This is a very good opera. I can say that I recommend it to everyone. It was more than 200 years ago, but it is still very popular. Many people know it and love it. It is a very special experience.

...at a really interesting movie. Developed for his age, I don't want to tell you much, but I can say that I recommend it to everyone. It was more than 200 years ago, but it is still very popular. Many people know it and love it. It is a very special experience.

...the first was Hungary and Iceland. It was a very good game, not just like the other games. It was a very special experience.



BERKSHIRE UNIVERSITY // ISSUE 12 // VOLUME 27

### ART EXHIBITION

JACOB VAN RUISDAEL  
YOU CAN READ IT ON THE SECOND PAGE.

Werner Holmberg

#### AUTUMN IN ART

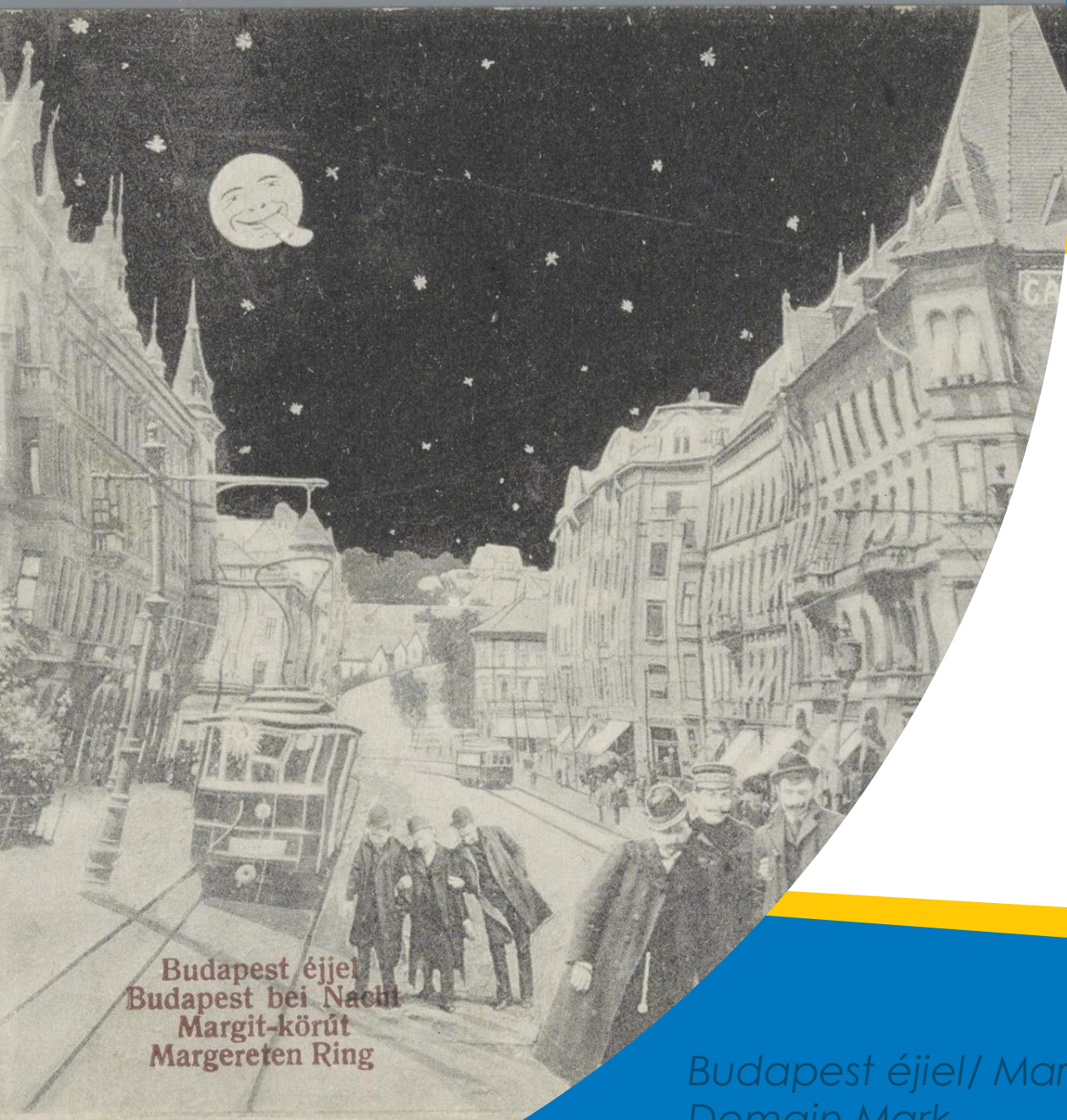
We went to an exhibition to the National Art Museum. We saw beautiful and creative pictures.

We had an amazing time. We took two interviews with Jacob Van Ruisdael and Werner Holmberg.



### Project 2





# TIME TRAVEL AGENCY (LS – HU- 02)

CREATED BY KATALIN LŐRINCZ,  
EUROPEANA AMBASSADOR,  
HUNGARY

Budapest éjjel  
Budapest bei Nacht  
Margit-körút  
Margareten Ring

*Budapest éjjel/ Margit-körút/ Margareten Ring - Rijksmuseum Public Domain Mark*

# PROJEKT LÉPÉSEI

## Stage 1



**Teaching with EUROPEANA**

HOME OUR PROJECT LEARNING SCENARIOS STORIES OF IMPLEMENTATION UPDATES

Home » History » TTA – Time Travel Agency (LS-HU-02)

### TTA – Time Travel Agency (LS-HU-02)

katalinlorincz January 29, 2019 Art, History, Language subjects, Learning Scenarios, Lower secondary

Time Travel Agency is a project for storytelling. This **learning scenario** was created by Katalin Lőrincz, European Ambassador for Hungary. It aims to teach students how to navigate in a virtual museum, uses creative story-telling, ICT tools and a lot of collaborative group work.

- 1. Europeanana – ismerkedés, keresési lehetőségek próbálgatása (rövid feladat)
- 2. jogtisztaság és copyright jelölések
- 3. ötletbörze – brainstorming – milyen céget szeretnének, mit találtak az Europeanan, ami érdekli őket
- 4. word dokumentumba kigyűjteni a képeket és megjelölni a forrást (mit jelölünk, ha fel kell tünteni a forrást?)- szerző, datum, cím, htm, hely, CC jelölés.

# STAGE 2

## TRAVEL ITINERARIES

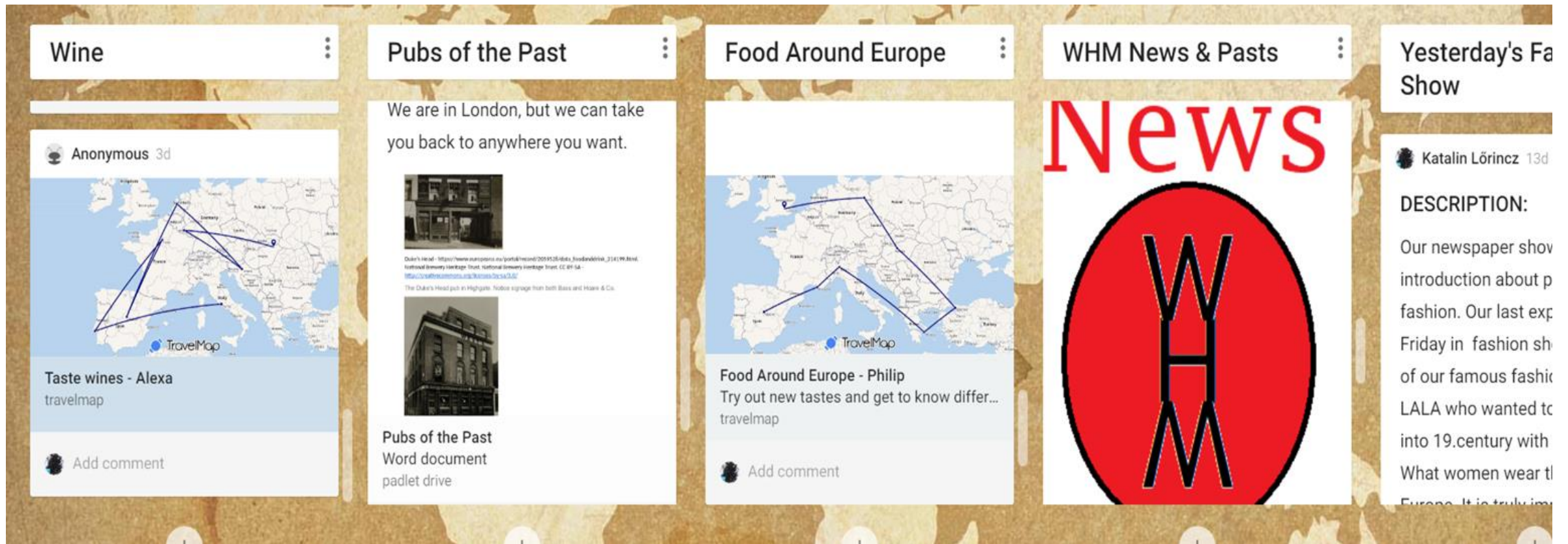
- travel itinerary elkészítése
- Logo
- Projekt bemutatása

Wonder Patisserie Journey

+ CREATE YOUR OWN MAP



+ CREATE YOUR OWN MAP



# STAGE 3 – PADLET

[HTTPS://PADLET.COM/KATALIN\\_LORINCZ/HUNGARYEUROPEANA](https://padlet.com/katalin_lorincz/hungaryeuropeanana)

Padletbe összesítik a cégről való elképzeléseket:

a. leírás, b. munkatársak és beosztások, c. word doc, logo

# STAGE 4

## POSTERS AND QUIZZES

MILAN

ATHEN

### FOOD AROUND EUROPE

TRAVEL WITH US!

WHERE DO WE GO?

- Madrid
- Mersaille
- Milan
- Athen

- Istanbul
- Budapest
- Berlin
- London



Paris

London

*traveling around the world  
tasting delicious sweets  
having the time of our lives  
meeting awesome people  
time traveling*

S.03 Simavs, Alexander, Historisch centrum Limburg, CC BY

### Pubs of the Past

\*Required

#### Crouch Hill pub

[https://www.europeana.eu/portal/record/2059528/data\\_foodanddrink\\_996830.html](https://www.europeana.eu/portal/record/2059528/data_foodanddrink_996830.html). National Brewery Heritage Trust. National Brewery Heritage Trust. CC BY-SA - <http://creativecommons.org/licenses/by-sa/3.0/>



What is the address of this distillery? \*

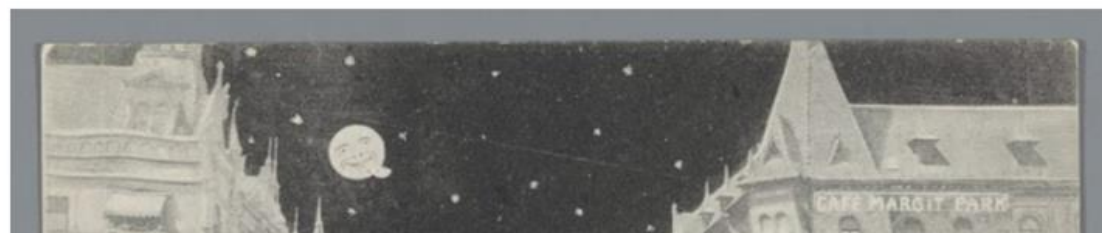
10 points

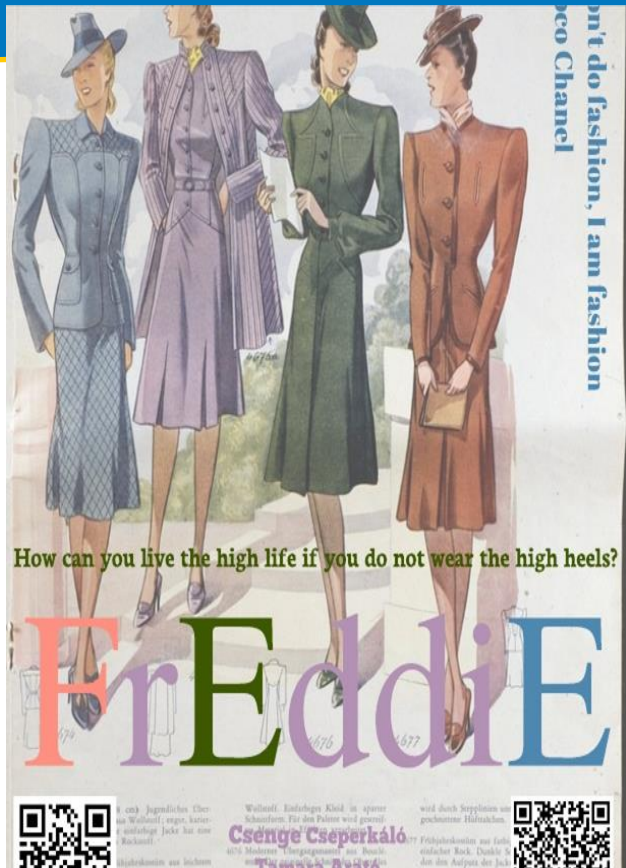
- 408
- 756
- 407
- 704

# Stage 5 WEBPAGE



A variety of steam-driven vehicles with passengers travelling through the streets. Coloured photomechanical print - <https://www.europeana.eu/portal/record/9200579/r2nz32ym.html>. Wellcome Collection. CC BY



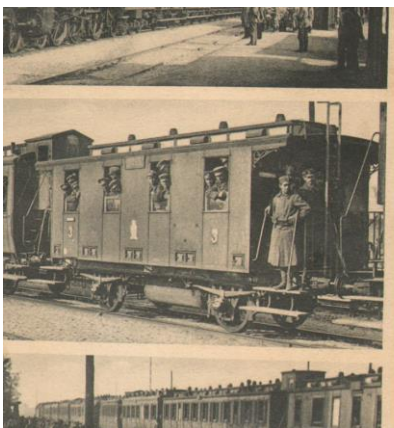


# ISKOLAI EXPO

Sweets Magazine

BY BETTI&ESZTI

Sweets Magazine is a magazine based on patisserie. We are two girls who travel back in time to taste and enjoy foods that are no longer made in our time. If you like eating cupcakes, tasty cakes or anything related to bakery products you should come with us!



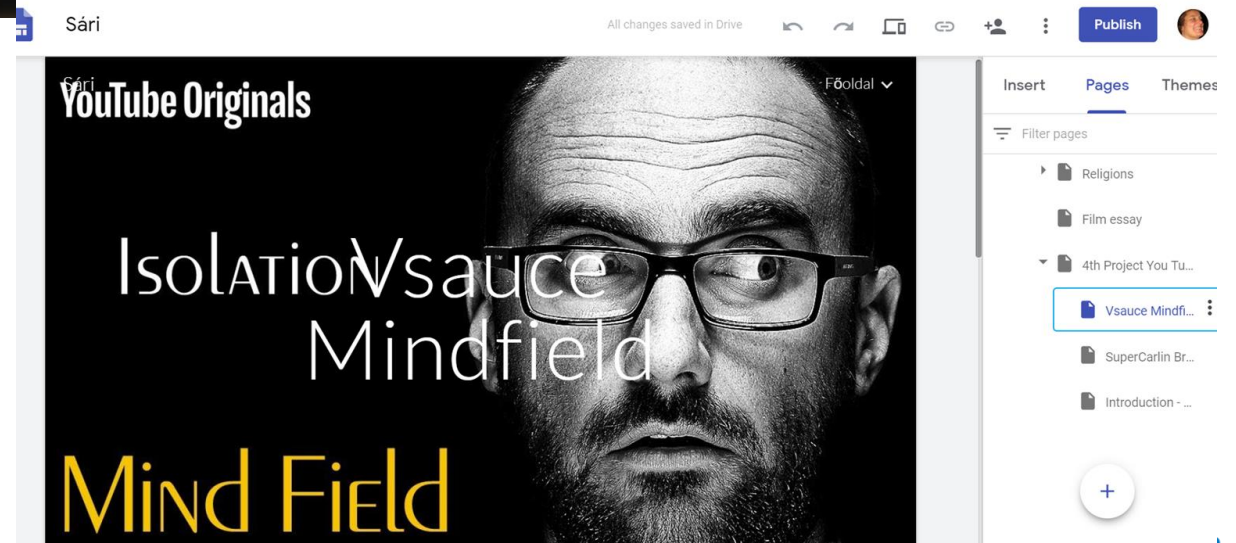
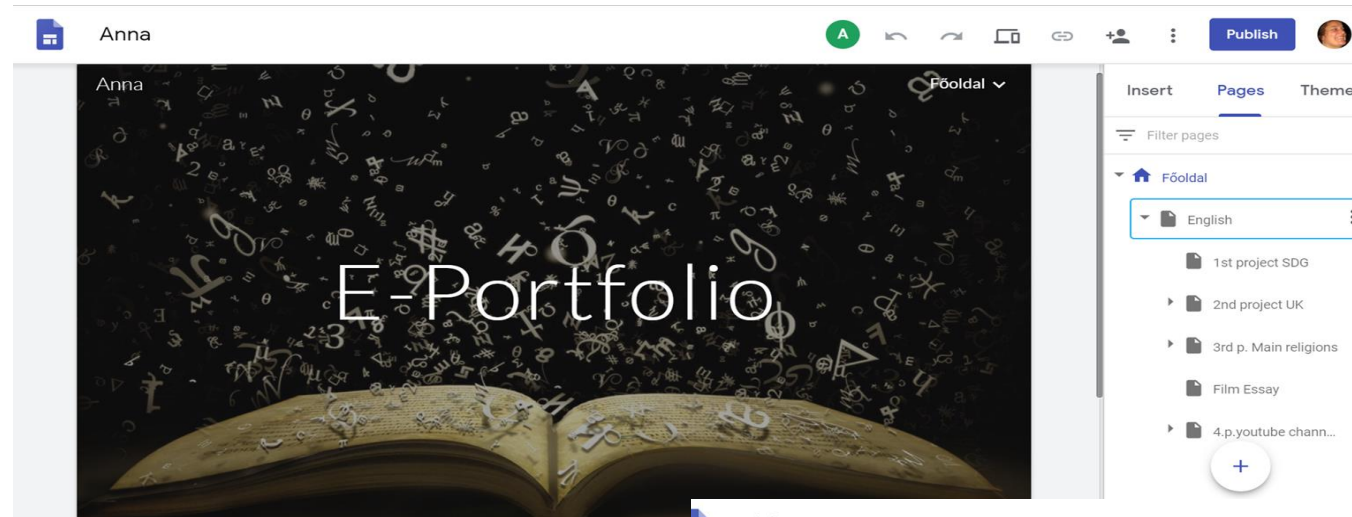
German battalion heading from Frankfurt to the western front.

They stop at Saarbrucken to refill on ammunition.

German troops marching into Metz.



# GOOGLE SITE – E PORTFOLIO



# YOU TUBE - Vsauce/ Mindfield (Greater Good)

- You tube - használata/szokások - állomások, brainstorming
- Projekt vázlata (lista)
- 1. szakasz Mindfield - morális dilemmák
- 2. Szakasz SCB Pottermore - melléknevek
  - Alaphelyzet - dilemma (döntés)
  - Videók (Good Place/ Eye in the Sky)
  - Quizlet - szavak, kifejezések
  - Video
  - Reading - gap fill
  - Esszé (menti)

YouTube HU Search

Watch the full series ad-free with YouTube Premium [TRY IT FREE](#)

YouTube Originals

MIND FIELD

Up next AUTOPLAY

MIND FIELD S2 · E2  
The Psychedelic Experience - Mind Field S2 (Ep 2)  
Vsauce

MIND FIELD S2 · E3  
Interrogation - Mind Field S2 (Ep 3)  
Vsauce

MIND FIELD S2 · E1  
The Greater Good - Mind Field S2 (Ep 1)  
9,318,023 views · 6 Dec 2017

236K 9K SHARE SAVE

Vsauce 15.2M subscribers

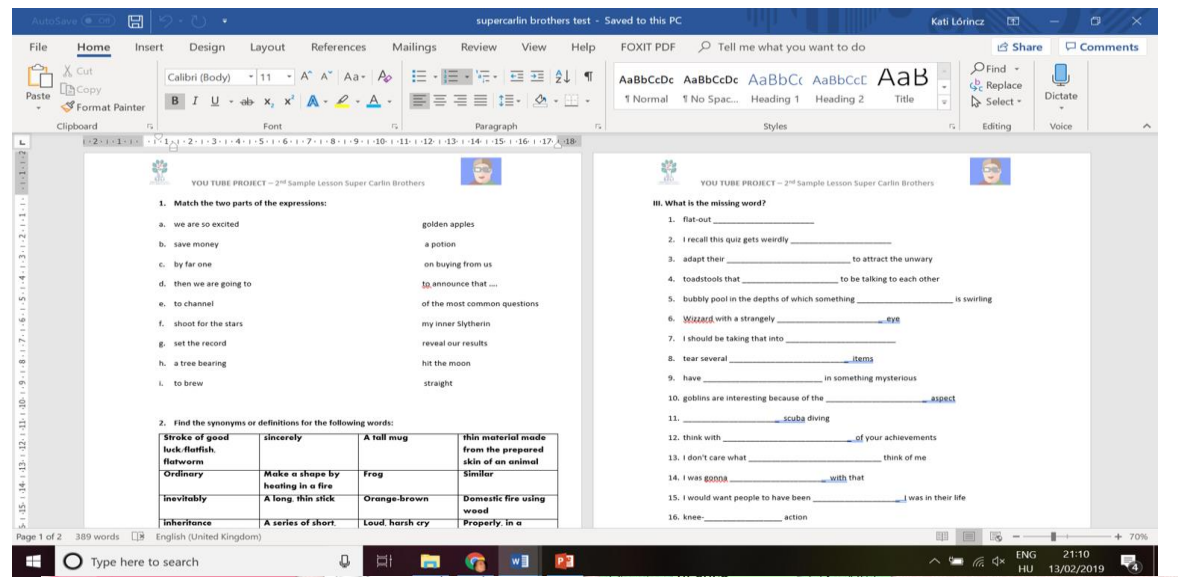
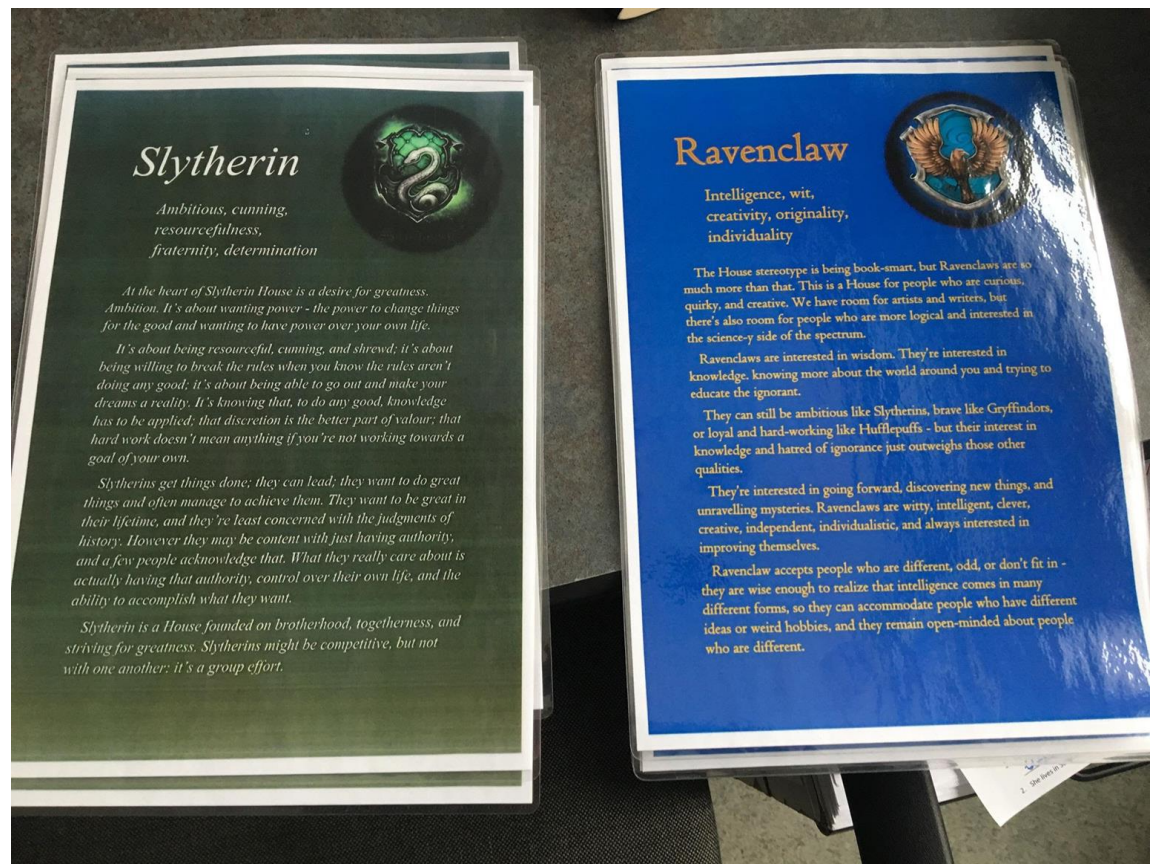
SUBSCRIBED

? barrel move rapidly

? to come up with (an idea, a solution) discover = invent

? hypothesis assumption/ unproved theory

# YOU TUBE - Super Carlin Brothers(Pottermore)



- Quizlet: Pottermore quiz, video
- Adjectives and comparison
- Sorting ceremony (Reading JK Rowling) Pottermore



Students browse: [www.youtube.com/watch?v=K\\_iFmrG0ZUQ&feature=youtu.be](http://www.youtube.com/watch?v=K_iFmrG0ZUQ&feature=youtu.be)

**QUESTIONS ?**





[www.europeanschoolnet.org](http://www.europeanschoolnet.org)

