

Cities and Landscapes campaign

Age



9 y-o

Campaign



Cities and landscapes

Time



50 m

Topic	Collection "Monuments"
Summary	Describe a picture of a monument
Educational objectives	<p>The session is part of the mastery of the common base which defines the knowledge and skills that must be acquired at the end of compulsory education in France:</p> <ul style="list-style-type: none"> -express themselves orally and in writing to describe, explain and argue.... - develop the ability to use digital technologies to conduct research or produce content independently - know how to read a landscape to understand large physical and human spaces (history, geography, arts) - enrich the lexicon and know how to use it appropriately. - acquire the ability to cooperate by developing group work and collaborative work using digital tools as well as the ability to participate in a project.
Materials	<ul style="list-style-type: none"> ● CrowdSchool platform ● Interactive board, computers
How to implement the activity	<p>Elements worked on upstream :</p> <ul style="list-style-type: none"> - Crowdsourcing and metadata approach, - the European Union and the partner countries (location, flags, some cultural cultural elements ...) - discovery of the CrowdSchool website, presentation of our partners' campaigns, the partner pupils as evaluators, - discovery session of the 4 galleries and the functionalities of the platform. <p><u>Periodicity:</u> approximately one session per week.</p> <p><u>Modality:</u> work in pairs. One computer for 2 students. The pairs change during the sessions.</p> <p>The choice of images to annotate is free for each pair.</p>

Implementation / Typical course of a session :

Phase 1: collective oral/

Collective study of a picture of the campaign. **10m**

Collective annotation of an image projected on TNI (chosen by the teacher according to precise characteristics).

Collective debate, argumentation, verification with tools if necessary (lessons, dictionary...) then validation by the class group of the chosen terminology and the description produced (simple sentence such as: "Color photograph of the facade of the cathedral of Notre Dame de Paris").

Phase 2: work in pairs/ annotation of the images **20m**

Exchange and discussion between the students on the terminology to be used and on the sentence to be produced

If agreement, validation.

If there is disagreement or doubt, a request for help from the class group is made at the end of the session.

Phase 3: Pooling of results **20m**

Some groups return to the images that caused problems.

To be able to present their questions to the class, to formulate a request.

For the class group, interactions to answer, argue, justify before validation.

(The students refer to a geography or history lesson, to another image).

The important thing is to encourage exchanges, argumentation, to weave links between the images to be annotated.

During the session, the students are given a chart on which they can come and write down the words that they did not find in the database and that they feel are essential.

The list is completed as they go along and has allowed them to update the necessary terminology.

Each session gives rise to a written trace: a poster, a short text to :

-to list the different types of images encountered: color photographs, tourist posters, drawings, paintings, etc.

- how to read a landscape: foreground, background, natural elements, man-made elements... (link with the work done in geography).

The pairs are changed during each session.

The teacher can check the production of each pair identified on the platform after the session and make adjustments (support or remediation).

Suggestions

Next sessions:

The students complete the annotations of images already made by a previous pair.

Collective phase: criticism, erroneous terminology, argumentation, validation.

School trip organized in the Loire Valley in June:

use of vocabulary to write a report on a visit to the landscapes and monuments: the castle of Amboise and the Clos Lucé, home of Leonardo da Vinci.



Authors

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