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Critical source analysis

In this unit the students will get to choose one picture to interpret. Every picture in this unit has a connection to land mines and the students task is to draw their own conclusions about what they are seeing in the picture.

This is a Unit that timewise is quite short, around 60-80 minutes is a guideline for how much time is needed. This is including start up with information, research by the student, presentation and a final review/conclusion by the teacher in the end.

To be considered before start

This Unit was made during the Corona shutdown in the Swedish society. To communicate with the students Microsoft Teams were used. When doing the Unit this way the students also get a chance to get familiar and learn more about ICT.

This Unit is not enough to fulfil the source criticism criteria for the Swedish curriculum in History, but I think it is a good first lesson to start with when working with the source criticism criteria. This is a quick and easy source review that doesn't include the four concepts for source criticism that the students should know about: authenticity, time, dependent and tendency. I would recommend that the next lesson should be a lesson that focuses on these four concepts and the teacher could use some of the pictures when explaining the four concepts connected to source criticism.

Teachers

Teachers in History have participated in this Unit.

Duration

One lesson, 60-80 minutes.

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Objectives and key competences

This Unit was used in the History 1a1 course from the Swedish curriculum. The main objective of this Unit is to let the students interpret the pictures and discuss with each other what they can see in the pictures and the connection to land mines. Working with different types of sources and interpret the sources is a cornerstone in the history courses in Sweden.

This unit can be also used in the Social studies courses (Swedish curriculum). The unit gives the students a training in interpret a source, (a picture), and use the source to get an understanding about how landmines affect people and which countries that are most affected by land mines.

The indicators are how well the students can interpret, understand and discuss the pictures and draw some kind of conclusion after the discussion regarding landmines.

- The objectives of this unit is that the students will develop following skills and competences:
 - Get an understanding of how landmines and conflicts can affect people
 - Get practice in examine, interpret and asses source material
 - The ability to speak in front of others in a way that is appropriate to the communication situation, and also participate constructively in prepared talks and discussions.

Material / resources

No material needed except a classroom, projector and the Unit description. In Sweden the students have their own computer that they can study the pictures from, if the students don't have computers the teacher can print the pictures.

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Lesson

The teacher introduces the Unit for the students. And the students choose picture to interpret. On the right side you can see the pictures that the students could choose.

The students interpret a picture and answers the questions from the assignment document. 20 minutes.

The students present their picture to 2-4 other students. 15-20 minutes.

Group reflection, what can the groups pictures tell the students about the problem with landmines? 5 minutes.

Final review/conclusion. The groups make a short review of what conclusions they have made together in the group and presents this to the class. Each groups presentation is only 2-3 minutes.

These are the questions the students will answer when working with the pictures, you will find the pictures being used in this unit on the right side:

First assignment – the pictures content

In the first part of this interpret you are going to explain what you are seeing in the pictures as objective as possible. Try not to put any of your own values or what you think of the pictures in this part of the Unit.

1. Describe the pictures – what do you see?
 - a. Who/which are in the pictures? What do they do? How are they dressed?
 - b. What professions do you think the people in the pictures have?
 - c. What social class do you think the people in the pictures have? Workers, farmers, middle class, upper class.
 - d. What do you see in the background?
 - e. In what environment is this picture taken?

Second assignment – Interpret the picture

In this part of the unit your own thought about the picture should show. Here its ok to think more freely than in the first part of this Unit, associate and interpret, what is happening? What is it with the picture that makes you think this way?

2. Describe what you believe is taking place in the picture.



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3. Do you think this is something common for these people?
4. In which part of the world has the picture been taken? Country?

Third assignment- The picture as a source
In this part of the assignment the student will reflect upon why this picture is taken and what they can say about this as a sources, what can you learn about landmines using this picture?

5. Why do you think this picture is taken?
6. How does this picture work as a sources?
What can the picture tell you about land mines?



Fourth assignment -After all group members have made the presentation
This as a group assignment and the students reflects together about their experience interpreting the pictures.

7. Together as a group: what conclusions can you make about landmines after having interpreted these pictures? Be ready to present this questions to the class.



The teacher uses the map from and the student can compare the map to what they have interpreted in the picture and draw conclusions from it. The map will give the student a clear view of in wich country/continents land mines are a big problem.



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Results and outputs

The first output of this unit is the group discussion where the students present their interpretation of what they can see in the picture. Second it is the presentation to the whole class.

This being a short assignment I decided to don't give the students a grade on it, they got a written assessment instead. The assessment was based on their ability to present the picture and what conclusions they had regarding the picture, the problem with landmines and how they could explain how the picture could be used as a source to learn something about landmines.

Teachers reflections of the lesson

I think this Unit worked well with the class I did it with. The students that worked with the unit was in the Industrial program and third grade in the gymnasium. I worked well above my expectations this being a class that are very fond of theoretical assignments.

The students presented the pictures for each other and the Unit worked well. They were engaged and explained their interpretations of the pictures to each other in good way.

I made a small adjustment in the questions after I have tried it for the first time because some of the questions I found hard to answer regarding how little information the students got about the pictures.

I did this on distance with the students because of Corona. I invited the students into breakout rooms in Microsoft Teams where they presented to each other while I were overhearing the presentations.

Even though I thought this was a good way of doing this Unit I would prefer to do it in a classroom, as a teacher you get much better contact with your students that way.

Sources

All the pictures are from the website: the-monitor.org

Inspiration to the questions and assignment is from the webpage:
<https://stockholmskallan.stockholm.se/>

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