



Unit	
Sub-unit	Media History
Title	A journey in history - as a journalist
Short summary <i>(max. 700 Characters including spaces)</i>	This exercise shows 3-4 historical periods and demonstrates how media has always been present in human history but in different ways. It highlights the tools and channels that were used in informing people about different things.
Learning Objectives	At the end of the exercise the students: <ul style="list-style-type: none">- understand how media has been present in different historical periods- get an overview on how people have been informed in different historical periods
Method	Group work, role play, discussion
Material	Cards with instructions

Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.



Attribution NonCommercial 4.0 International (CC BY-NC 4.0), unless marked otherwise.



Target group	14-18
Duration	<p>45 minutes</p> <ul style="list-style-type: none"> - 15 minutes for introduction and group work - 20 minutes for presentations <p>10 minutes for discussion and conclusion</p>
Introduction	<p>The teacher splits the class into smaller groups with 4-5 students and hands out instruction cards.</p> <p>The choice of historical periods depends on the teacher but it is recommended to match them to the students' level or their current historical knowledge.</p> <p><u>Four examples:</u></p> <ol style="list-style-type: none"> 1. You are a poet, living in Rome in 71 BC. The slave uprising has ended, Spartacus, the leader of slaves has been crucified. How would you inform the citizens of Rome and the rest of the world about this news? What ways, channels would you use? 2. You are a nobleman living in France during the hundred years war. In 1429, the French troops could expel the English army from Orleans, where a young lady, Joan of Arc, led the soldiers as a heroine. Spread the news of this victory! What ways, channels would you use? 3.

Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.



Attribution NonCommercial 4.0 International (CC BY-NC 4.0), unless marked otherwise.



You are a traveling student who travels through Vienna and you witness the uprising of people in 1848, October. Report about the revolutionary atmosphere and the uprising. What ways, channels would you use?

4.

You are a journalist in 1971 in Seattle who has to report about the opening of a small cafehouse, called Starbucks. What ways, channels would you use?

Potential answers

- 1) Public orations at forums, inscriptions on stone tables that stands in settlements, cursus publicus or “state runners service”,
- 2) Methods of communication during the medieval period were very limited. Correspondence took place in the form of letters delivered by private messengers. Letters were written on parchment (pieces of dried animal skin) with the use of ink and quill pen. News spread very slowly by travellers in oral form - storytellers, wandering scholars, poets. Churches also served as communication “hubs”.
- 3) By 1848 the news spread quickly by post offices using the Morse type of telegraphs, newspapers were printed
- 4) By the 1970’s many tools and channels have existed that we also use everyday - newspapers, television, radio.

Students present their suggested channels of communication to the full group.

Discuss the needs of communication and information flow in society. Refer to the role play they can discuss the methods and tools of communication in various historical eras.

Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.



Attribution NonCommercial 4.0 International (CC BY-NC 4.0), unless marked otherwise.



Development	Instead of the role play the teacher could find short video clips about the communication and information flow of different historical periods but this might be less enjoyable and might have a smaller impact on students.
Assessment of learning outcomes	We can check the students' knowledge about the basic features of traditional media and web2.0 media by a regular test.

MEWB_IO2

Disclaimer

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information.



Attribution NonCommercial 4.0 International (CC BY-NC 4.0), unless marked otherwise.