

## *Heritage for Peace and Reconciliation – The Battle of Jutland (WWI)*

### **Subject**

The Battle of Jutland

### **Age**

15 to 18

### **Social Legitimation – Learning theme or cross-curricular theme**

Global orientation

Social and relational attitudes, understanding of other national viewpoints

Ethics

History

### **Teaching objectives/project**

#### **Knowledge**

The students will know:

- that the history of World War I cannot be considered from only one national viewpoint or in a political, cultural or historical vacuum
- the importance of the naval history of World War I
- Political and legal context and social impact of war
- Awareness of underwater cultural heritage

#### **Skills**

The students can:

- make connections between the past and today
- consult various sources and apply historical criticism
- work together, understand each other and communicate
- be proactive and accomplish different tasks without being obliged to do so
- develop cultural awareness through contact with peers in other regions or countries

#### **Attitudes**

The students want to:

- empathize with different living conditions in the past and elsewhere in the world today
- develop a profound feeling of respect for others, different cultures and underwater cultural heritage
- assess their own beliefs about social events, both past and present, from different Viewpoints and understand the important of peace and lasting reconciliation despite differing historic backgrounds

### **Building block/work field**

Respect, mutual understanding and connectedness

Rights and obligations, liberties and responsibilities

Knowledge and critical thinking

## Assessment points

### Insight into the context of underwater cultural heritage

- Help the students gain insight into the historical context that resulted in the underwater cultural heritage remaining from World War I.
- Help students gain insight into the current legal and social context of the underwater cultural heritage from World War I.
- Try to include elements of the history of peace and reconciliation in the teaching process.

### Knowledge and insight

- Pay attention to the reliability of your sources.
- If written sources (e.g. archives, history books) are used, be aware who wrote the source, and why the information was given.

### Processes and mechanisms

- Zoom in on the processes and mechanisms from the past that have current values.
- Pay attention to the similarities and differences before identifying possible relationships between the past and today.

### Past and present

- When youths are encouraged to imagine themselves in a situation in the past, make sure that the teaching process is based on knowledge and insight into the historical context.

### Antidote to indifference

- Try to portray people and written testimonies of the past, as much as possible, as human rather than as statistics.
- Consider a global perspective on history, especially regarding students originating from other cultures.
- Help the children recognize that people, both in the past and in the present, have different values and beliefs and thus that other perspectives are normal and meaningful.

## Duration

Several weeks

## Location(s)

Classroom

## Materials

Internet

Relevant historical source books

Word processor

Museum or Archives visit

## Short description

Students in schools in countries around the North Sea can study the Battle of Jutland. This battle took place from 31 May to 1 June 1916 between the British Royal Navy and the Imperial German Navy's High Seas Fleet in the North Sea, near the coast of Denmark's Jutland Peninsula. Students from Belgium, Denmark, France, Germany, the Netherlands, Norway, Sweden and the UK can choose a vessel that sank in the Battle of Jutland and research it and its crew. It is suggested that for instance British pupils choose a German vessel and German pupils choose a British one. They can find out where, why and how the vessel was built; where it served; who was aboard and what life was like for them; and what happened to the vessel in the battle and how did it sink? They can also think about what the wreck is like now; how being under the sea for 100 years has affected it; whether there is a need to protect it; and how this can be achieved. In this way they can construct a biography of the ship, from construction, to sinking, through to today. The pupils from different countries can share their findings with other groups via a project website hosted by UNESCO. They can then discuss together history, war and peace, heritage and reconciliation.

## Teaching process

The teaching process contains the following elements:

1. The subject of underwater cultural heritage is discussed and related to the general history of World War I (see for instance the social impact of the submarine warfare, resulting in famines etc.).
2. In groups students can research a chosen ship.
3. The students can present their story of the ship from construction to sinking.
4. The subjects of site formation, conservation, protection and social role of underwater cultural heritage are discussed.
5. The students create the story of their ship from construction to today, to upload onto a website for other students to see. The stories of other ships told by students of other countries can be read and discussed.

## Possible follow-up activities

Remembrance event on the centenary of the Battle of Jutland; continued contact and discussion with the pupils from other countries.