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White roofs and limekilns

Teaching area	Nature & Society (Science) Croatian language, Maths, Arts, Music Education, PhE, Civic Education
Topic	“Bili krovi i japjenice” (White roofs and limekilns)
Learning outcomes / competences	<ul style="list-style-type: none">- to adopt and to the express by words new knowledge about culture of life and economic activities in the homeland in the past and today- to understand and to explain the differences between economic activities in the homeland in the past and today- to understand the concept of heritage- to understand and to explain the function of limekiln and its importance in the life of islanders throughout history- to understand and to explain the application of lime in the household, agriculture and livestock farming, construction- to notice and to express the difference between the lime and other connective construction materials- to apply the acquired knowledge in solving mathematical problems (measures, converting, comparing size, assessing)- to understand and explain differences between native speech and standard language- to express thoughts, feelings and insights using native and standard idiom – verbally and in writing- to adopt the vocabulary of standard and native idiom associated with the topic (to distinguish nouns, verbs and adjectives)- to notice and to understand the personification in the oral statements of limekiln builders- to recognize the sound of native music, folk music of the Dalmatian islands, to sing traditional songs- to understand the words to express relationships in the family and community, the roles and responsibilities- to understand the value of work and safety at work- to create proposals for reviving an old craft and the use of quality products



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	<p>- to demonstrate the advantages of using traditional products and reviving traditional crafts, by creative expression (words, pictures, drawings, volume and mass in space, photography, sound, movement ...)</p>
<p>Key concepts</p>	<p>Nature & Society (Science):</p> <ul style="list-style-type: none"> - homeland: its appearance, relief, climate - economic activities in the homeland - history of the homeland, its cultural and historical monuments <p>Croatian language:</p> <ul style="list-style-type: none"> - standard language and native speech - narration, conversation, interview, report - expressive reading - personification - nouns, verbs and adjectives <p>Maths:</p> <ul style="list-style-type: none"> - Measuring and estimating the length in nature - Circle, radius and diameter <p>Arts:</p> <ul style="list-style-type: none"> - drawing, sketch - relations of the sizes, composition of volume and mass in space <p>Music Education:</p> <ul style="list-style-type: none"> - native music, folk music of Dalmatian islands - melody, rhythm and text of native choir songs <p>PhE:</p> <ul style="list-style-type: none"> - outdoor games, climbing in nature, walking and running at a different pace <p>Civic Education:</p> <ul style="list-style-type: none"> - Identity and coexistence in the community, volunteering, entrepreneurship (the culture of life and economy)
<p>The prevailing type of activity (field work, play, practical activity ...)</p>	<p>Presentation and discussion</p> <p>about the life of people on the island in the present and the past, how they lived before, which economic activities were practiced, why, how they processed the stone, what materials were used for building houses, why, what bonding material were used, what knowledge and skills were appreciated, why...</p> <p>Researching literature</p>



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	<p>Exploring written sources that talk about stone masonry and lime producing craft</p> <p>Research in the immediate surroundings and practical activities</p> <p>Collecting information about lime producing craft on Brač in conversation with older local people (lime production, transportation, usage, advantage of the lime over other materials ...)</p> <p>Monitoring and recording the process of building limekiln, assisting in the work</p> <p>Developing and noting native language vocabulary associated with the lime</p> <p>Information processing</p> <p>Processing the collected data; linking causally appearance of the homeland, culture of life and economic activities, and living conditions</p> <p>Creating conclusions and express acquired knowledge of lime producing craft, solving imaginary problems</p> <p>Linking collected data with the contents of other teaching areas</p> <p>The creative response to the topic</p> <p>Creating a "book about lime" with artistic – literary creative works</p>
<p>Age of students (previous knowledge required)</p>	<p>3rd - 4th grade students / 9 - 10 years</p>
<p>The pedagogical scenario / course of realization of teaching sequences</p>	<p>Motivation</p> <p>Students represent their parents' jobs and inquire about their older ancestors' activities in the past. We compare the results on the type and frequency of certain activities and show them by simple graphic display.</p> <p>We notice some occupations that do not exist today. Students want to know more about lime producing craft.</p> <p>Interpretation of poem "Japjeničar" by Stjepan Pulišelić.</p> <p>Researching literature</p> <p>Exploring written sources on stone masonry and lime producing craft on the island of Brač.</p> <p>Exploring records on the tradition of building limekilns on the surrounding islands and in other parts of the homeland.</p>



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Research in the immediate surroundings

Asking older residents and the last limekiln builders where, how and why lime was produced.

Exploring the possibility of using lime in the household, agriculture and livestock breeding, construction...

Getting acquainted with process of slaking quicklime.

Exploring what ways the lime was transported.

Exploring advantage of lime over other building materials.

Field research and practical activities

Divided into small groups, students repeatedly go into the field and perform their tasks.

1. group participate in building limekiln
2. group interviews the last builders of limekiln
3. group records (writes down) local vocabulary associated with the lime and its use
4. group takes photos and illustrates the process of building limekiln

During work, students measure and estimate the required lengths (diameter and depth of limekiln hole, dimension of stones, sizes of the different openings...).

During the breaks, students play outdoors. They climb, walk and run in nature.

Processing the collected data

Pupils process the collected data on lime producing craft on Brač (they write in literary and native idiom, create mathematical stories and tasks associated with the theme, create illustrations, ideas for decorating scene for public presentation...)

The creative response to the topic

Making the "book" on lime (using vocabulary and structures collected in the research).

Interpreting the verses on čakavski idiom associated with the theme.

Making a model of limekiln.

Designing propaganda leaflets that encourage the use of lime in everyday life.



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	<p>Public presentation of work</p> <p>The students present in public material results of their work (the book and the propaganda sheets). They all participate in a dramatization, showing sketches from life on the limekiln and by the limekiln, use standard language and native speech, nurture indigenous songs and dances of the coastal region.</p>
<p>Place of activity realization (Classroom, outdoor space...)</p>	<p>Immediate surroundings, classroom</p>
<p>Teaching material and aids</p>	<p>Spoken word, examples from everyday life, literature</p>
<p>Duration of activity</p>	<p>25 sati</p>
<p>Ways of assessing the outcomes</p>	<p>Assessment of students' presentations and explanations Analysis of students' works - creative work results</p>
<p>Material results / evidences on the work and results</p>	<p>"Book about lime", photos, propaganda papers, model of limekiln, play (dramatization) "White roofs and limekiln", ppt. presentation</p>