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## The Middle Age in Pražnica

<b>Teaching area</b>	Croatian language, Maths, Nature and Society, Arts, Civic Education
<b>Topic</b>	<b>The Middle Age in Pražnica (relationships in the community)</b>
<b>Learning outcomes / competences</b>	<b>A student will be able to:</b> <ul style="list-style-type: none"><li>- understand and explain the reason of Croatians' immigration to the island of Brač</li><li>- understand and talk about the life of people of The Middle Age</li><li>- understand and talk about the changes that happened because of immigrating from Straževnik to nearby places Pražnica and Pučišća</li><li>- talk about history of Pučišća</li><li>- orientate on a map and timeline</li><li>- orientate by a town plan</li><li>- build a model</li><li>- recognize and name important cultural sites of the island of Brač</li><li>- understand and explain the term <i>heritage</i></li><li>- compare the past and current social rules</li><li>- argumentatively discuss rules of behaviour in a community</li><li>- recognize and explain the role of an individual and actively participate in the life and work of their community</li><li>- use historical documents</li><li>- use different information sources</li><li>- apply the knowledge about geometry (perimeter of a rectangle and a square, rectangle net, measuring a surface, converting measure units</li><li>- apply rules about writing proper names, names of citizens, nations, facilities and holidays</li><li>- interview people, ask questions</li><li>- express their thoughts, feelings using standard language and dialect (orally and written)</li><li>- extract words which belong to a dialect</li></ul>



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	<ul style="list-style-type: none"> <li>- recognize native music</li> <li>- understand and express their relationship to tradition using words</li> </ul>
<b>Age of students</b> (previous knowledge required)	2nd and 4th grade (living conditions in a homeland)
<b>The prevailing type of activity</b> (field work, play, practical activity ...)	<p>RESEARCH</p> <ul style="list-style-type: none"> <li>- collect data by conversations with citizens</li> <li>- collect data from different books and the Internet</li> <li>- tour around Pražnica</li> <li>- tour archaeological site Straževnik</li> <li>- visit to a museum of heritage in Škrip</li> <li>- Nerežišća tour, The Middle Age centre of Brač</li> <li>- visit to Zagreb, the capital of Croatia</li> </ul> <p>INFORMATION PROCESSING</p> <ul style="list-style-type: none"> <li>- analyse and process the data, connecting them</li> </ul> <p>CREATIVE WORK</p> <ul style="list-style-type: none"> <li>- elections of class president (representing, campaign and confrontation of candidates)</li> <li>- creating the play «Stara Pražnica»</li> <li>- creating the picture book «Everyday life in Straževnik»</li> </ul>
<b>Key concepts</b>	<p>Nature and Society:</p> <ul style="list-style-type: none"> <li>- living conditions, The Middle Age, villagers and aristocrats, the capital city, nation, nationality, cultural inheritance, rights and duties, human rights</li> </ul> <p>Croatian language:</p> <ul style="list-style-type: none"> <li>- standard language, dialect, verbal and non-verbal communication, role play, direct and non-direct speech, acronyms</li> </ul> <p>Art:</p> <ul style="list-style-type: none"> <li>- building, relief, architecture, photography, scene,</li> </ul> <p>Civic Education:</p> <ul style="list-style-type: none"> <li>- democratic community, school community,</li> </ul>
<b>The pedagogical scenario / course of realization of teaching sequences</b>	<p>1. MOTIVATION FOR WORKING ON A PROJECT</p> <p>By reading a comic and legends of the arrival of Croats, we introduce children to the history of Brač. In conversation with the students, we determine how much the children know about the history of citizens of Pražnica. <i>(Can you imagine the life of people in the past? What did the houses and villages look like? Do you know why people built their houses on hills in The</i></p>



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### *Middle Age?*

Students imagine the life of people in The Middle Age, the way of living, their jobs and create a small play

#### 2. COLLECTING DATA IN CONVERSATION WITH LOCALS

Students have the task to collect data about human life in the past in Pražnica and Straževnik

#### 3. COLLECTING DATA FROM DIFFERENT SOURCES

Divided in groups, students explore different sources (historical documents, websites).

#### 4. COLLECTING DATA IN IMMEDIATE REALITY (field trip)

Students explore the locality of Straževnik (they measure the leftovers of buildings and fences).

They explore historical sites of Pražnica and Nerežišća.

In a conversation with a local guide in Nerežišća we found out: How many decades and centuries were Nerežišća the centre of the island's self-administration? Who was the leader? Which ways were the laws processed? Were there any punishments? Were the aristocrats punished differently?

In the museum of Brač and a conversation with the museum custodian students discover interesting facts: Which nations were leading Croatia in the past? Who led the island of Brač in The Middle Age? Where were the villages and why? How did the villagers live? Which documents or facilities tell us about it?

#### 5. ANALYSIS AND PROCESSING OF THE COLLECTED DATA

Students, in groups, process the collected data, build a model of Straževnik.

#### 6. INTRODUCING STATUTE OF BRAČ

Teacher offers some parts of the text from the Statute of Brač (the island's law book) and introduces them to the rules and norms of living in The Middle Age.

#### 7. DETERMINING ROLES OF THE COMMUNITY

The teacher displays drawings of some characters and starts with the conversation: Which status in the society could this character have? What does their facial expression show, or their clothes? Do they belong to the higher or lower social status?

Students describe the drawing by speaking and write down the characters' statuses.

#### 8. CREATING A DEMOCRATIC COMMUNITY IN CLASS

The students suggest the elections for class president. Students announce their candidacies. They present



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	<p>their working programmes by answering questions: Why are they running? Will they found the class council and improve relationships among the students?</p> <p>Next, there is a discussion and the elections. The rules are brought by the class council.</p> <p>9. CREATIVITY</p> <p>Students, divided to groups, write short stories of The Middle Age life and situations when breaking the law. They convert their works to dialogues and plays. Each group develops a plot in different location they have visited (Pražnica, Straževnik, Nerežišća).</p> <p>In the play, they emphasize the regulations which »Brač statute« describes when determining damage, material or physical. They are invited to solve the situations of citizens.</p> <p>While writing, students use archaic expressions and write in their dialect.</p> <p>They create a scenography, rehearse the play. They set the play on the scene</p> <p>They illustrate the text and create a picture book.</p>
<p><b>Place of activity realization</b> (Classroom, outdoor space...)</p>	<p>classroom, outside space</p>
<p><b>Teaching material and aids</b></p>	<p>- literature, texts, collections, town plan, a map, CD-player, DVDs, laptop, scenery materials, costumes and equipment</p>
<p><b>Duration of activity</b></p>	<p>- 30 hours during the school year</p>
<p><b>Ways of assessing the outcomes</b></p>	<p>- conversation, analysis of students' work (collected data, texts, interviews, drawings), analysis of practice skills</p>
<p><b>Material results / evidences on the work and results</b></p>	<p>- picture books with a topic - performance of a play (music - scenery) - presentation of schoolwork and results</p>