Fortress Wars – Hungary as the Bastion of Europe

1. General information

Release history	
Release history	
Created	16 April, 2009
Lastly updated	10 Feb, 2010
Author	
School name, City, Country	Bláthy Ottó Titusz Informatikai Grammar School and Technical Secondary School of Informatics, Budapest, Hungary
Teacher's name	Zsuzsanna Boda
Teaching level	Secondary school
Subject(s)	History, Social sciences
Pedagogical sequence/unit	
Class level	15-17
Duration of sequence/unit	4 lessons of 45 minutes + homework
ICT tool(s)	
Name	LeMill
Official website	www.lemill.net
Tool type	Community and editing tool for teachers
Name	video
Official website	http://www.youtube.com
Tool type	video sharing community tool
Name	FreeMind
Official website	http://freemind.sourceforge.net/wiki/index.php/Main_Page Hungarian version: http://documan.sourceforge.net/projektAdatlapok.php?project=Freemind
Tool type	mind mapping software
Name	Google Maps
Official website	www.maps.google.com
Tool type	Free, editable mapping service
Description of the sequence/unit	
Objectives of the teacher	- Gathering information from various resources; analysing critically and understanding the info; using the methods of citing and making references; - Presenting the information on an interactive platform? - Creating a webpage for presenting the learning

	outcome, oral presentation of the work done • Developing cooperation skills
Description of the phases of the sequence	**Activity/Phase 1 (45 minutes)** • Brainstorming and watching a video for motivation • Organising group work • Creating a mind map for planning and presenting the criteria of work • Publishing all the necessary information about this project into LeMill for further reference • Homework: Collecting information from printed and digital resources **Activity/Phase 2 (45 minutes)** • Publishing the revised and edited information in LeMill, in the webpage of the fortress (one fortress/group) • Creating a Google map for each fortress with important pieces of information, inserted into the webpage **Activity/Phase 3 (45 minutes)** • Editing a common map of the 6 fortresses with relevant info • Marking the routes of the Turkish campaigns of 1552 and 1566 in Google Maps **Activity/Phase 4 (45 minutes)** • Oral presentation of the web pages and the work done; note taking for further reference • Evaluation of work according to criteria

2. Introduction

Pedagogical context

Searching for information and making presentations are not new to this class. They have experience in group work and brainstorming, too. Although this class has been studying informatics for their profession, and using new ICT tools is not a problem for them; - we planned an introductory lesson to make them familiar with the tools to be used, also for doing the necessary registrations to GoogleMaps and LeMill.

During the course of this school year they have already studied the Hungarian history leading up to the point. The topic in question is an organic part of their studies, but not as much in detail as here. Connecting the topic to the present by bringing in the touristic points of view makes the job more interesting both for the class and any teacher/class abroad that wishes to try the learning scenario.

Objectives

Gathering information from various resources with a guiding list of viewpoints
- sorting out the relevant and reliable pieces of information, critical analysis
- practising the accepted methods of using information
- using the methods of citing and making references

Presenting the carefully chosen information (text and image) about each fortress
- in a LeMill web page
- in an interactive Google map and
- concentrating on the historic and touristic relevance of the fortress

Presenting the web pages and the learning outcome also orally; practising tactful criticism by using criteria

Creating a common Google map in which
- all the fortresses are marked with several pieces of important information, also
- the routes of the two campaigns are shown

Developing cooperative skills while planning, working, evaluating

3. ICT tool(s)

Video film extract

We use a short extract of a Hungarian video, Egri csillagok (Stars of Eger). This extract helps students get into the ambience of the era. The film is an adaptation of the novel with the same title by Géza Gárdonyi. Every student in Hungary is familiar with it, being a compulsory reading in primary school.
The English summary is accessible in Wikipedia: http://en.wikipedia.org/wiki/Egri_csillagok*.*
The scenes and the costumes give an insight into the military and also the everyday life of the 17th century.

LeMill

Lemill
www.lemill.com
Online community tool for teachers (also students)

This Community tool makes the creation of a webpage easy even with low-level ICT skills. It also enables the teacher to follow the activities, since the home page registers all the activities by name and exact date. The software offers for communication, so the students can discuss the task among each other, and the teacher can give feedback and motivation if needed.

Mind map - FreeMind

Pl. FreeMind
http://freemind.sourceforge.net/wiki/index.php/Main_Page Hungarian version: http://documan.sourceforge.net/projektAdatlapok.php?project=Freemind
Mind mapping software

Making mind maps supports the organisation and visual representation of ideas, pieces of knowledge, things to be done, topics etc. It is handier than chalk and board, since it can be saved and recalled any time for further reference. It can be uploaded to the common virtual learning environment, like LeMill. In this learning process is mind map software was used for setting the criteria of evaluation.

GoogleMaps

Google Maps
www.maps.google.com
Free online map service

GoogleMaps helps the students locate their fortresses and some related information in a map, which becomes an integral part of their web pages. In the end the groups create a common map of all the fortresses showing the routes of the two Turkish campaigns. It helps them visualise the events and they also get a practical skill that can be used in their private lives: how to create and share an online map.

4. Organisational prerequisites and supporting factors

The first and last phases may take place in an ordinary classroom with a computer and a beamer. The 2nd and the 3rd phases call for ICT labs or rooms where computers and Internet access are available at least for pairs of Ss. Ss need personal e-mail addresses and they are expected to register both in LeMill and GoogleMaps. Registration happens in the preparatory class.

5. Description/"Manuscript" of the sequence

Phase 1: Preparation for the project and collecting information

Step 1 - Fortress wars in the 2nd half of the 16th century, in Hungary (1552, 1566)

Activity: Video presentation of the era
(Egri Csillagok http://www.youtube.com/watch?v=S82OrmtVKlA&feature=related)
Before watching the short video extract each student is given a question from Appendix 1.1.
2-3 Students can get the same question; it serves for double checking the answer. If needed, students can also use their History Atlas.
These questions help them collect some features of the Eger fortress siege of 1552, and also the fortresses involved in the Turkish campaigns of 1552 and 1566 (Veszprém, Drégely, Szécsény, Hollókő, Eger, Szigetvár, Csurgó, Babócsa).
Work forms: individual and whole class. Evaluation is done by a whole class open discussion, led by the teacher.
Extra: History Atlas, questions printed and cut up from Appendix 1.1
Time: 20 minutes

Step 2 - Setting the criteria for the webpages

Activity: Making a mind map based on brainstorming
Brainstorming: The teacher moderates the process by taking notes of all content or organisational ideas on the board, regarding both quantity and quality.
Mind map: A student organises the ideas by the help of the mind map software, using a computer and a beamer. The class instructs him/her. The final mind map will serve the final evaluation of the web pages, this way it can orientate the students while working. Setting the criteria makes students feel the ownership of learning.
The mind map should be uploaded to the working area of the class for continuous reference.
Extra: FreeMind + Appendix 1.2 Ideas for evaluation criteria
Time: 10 minutes

Step 3 – Organising group work

Activity: Setting the groups, making work plans
Each student draws a colour card representing a fortress from a hat. Students with the same colour form a group to work on a certain fortress.
The groups discuss their way of working. They reconsider and distribute the roles within the group (group leader, „info guru", lector, designer, creative manager, quality controller, critical eye, spokesman). They discuss how to share the job and how they want to keep in touch while working outside the school (online communication).
Extra: Colour cards; Appendix 1.3 Suggested roles and task description; Appendix 1.4 Rules of citing and making references
Time: 10 minutes

Step 4 – Discussing homework
As homework students collect information on the fortresses, and share it with the group while keeping an eye on the rules of taking notes, citing and making references.
Info gurus should open a forum for the group in LeMill where each group member will upload the info they find.
Extra: While doing the homework students should refer to the mind map and Appendix 1.4 Rules of citing and making references, both published in LeMill. The teacher might provide a list of useful books available in the school library.
Time: 5 minutes

Phase 2: Creating the Fortress Web Pages

Step 1 - Rules of citing and making references – further practice
Activity: Each student cites of their resources and makes reference to a resource. They send their job to the teacher either on a forum or in e-mail. The teacher provides feedback.
Work forms: individual
Extra: A forum in LeMill or web based e-mail addresses for all; Appendix 1.4

Time: 10 minutes

Step 2 – Uploading and organising the info in the web page
Activity: The group discusses which pieces of information will be uploaded in what form, length, size, order etc. to LeMill.
Some students should work on editing certain pieces (shorten, rephrase, make references etc.), some others upload the ready ones to the website and organise them.
Students check if all the criteria have been met.
Students comment on each other's web pages. It can go in an organised way (each group checks a different group's web page) or by going around and giving informal feedback. Using this feedback all groups do the final touches with the help of Appendix 1.5
To the teacher's attention: The group should work in a well organised way, since there are 4-6 members in each group but at a time only one computer can be used for editing the very same page. Tell the Info gurus to create a map in Google maps for their fortress for the next class and also to send invitations to group members.
Extra: LeMill, Appendix 1.2; 1.5
Idő: 35 perc

Phase 3: Creating the Maps

Step 1 – Creating the Google map of the Fortresses

Activity: Students get to know the software by trial and error. They should create a map showing the fortress in the region or the shape of the fortress. They can choose from the available formats.
They are also expected to upload some basic information and a photo to the map.
Work forms: They can work in pairs at different computers and decide in the end which maps to upload.
Extra: GoogleMaps and GoogleMaps registration for all
Time: 25 minutes

Step 2 – Common map of the Turkish campaigns

Activity: In a common map all the groups locate their fortresses and the related information. The map should contain the once-upon-a-time and recent pictures of the fortress, also the name of the captain. In the end they locate the routes of the two campaigns.
Extra: GoogleMaps, projector
Time: 20 minutes

Phase 4: Presentation and Celebration of Work

Activity: Each group presents their fortress in a given time period (5 mins), the others give them feedback using the criteria.
A whole class discussion takes place about the process, things that have been done and learned, way of working etc.
Extra: 1 computer with beamer, Appendix 1.5
Time: 45 minutes

6. Going one step further

The evaluation process might go online. Students can vote for the best web page and give comments to support their opinion.
LeMill can be used as a learning environment for project work, and the GoogleMaps is also available for working on other historical events. This way the class can create a homepage and/or a map for a whole period, and other subjects like art, literature, etc. can also contribute.

7. Appendix

1.1. Egri csillagok – Questions to be answered by watching the video extract + History Atlas

(http://www.youtube.com/watch?v=S82OrmtVKlA&feature=related)

1. Which historical event gives the topic of the film? Who directed the film?
2. Who wrote the book on which the film is based? What do you know about the writer?
3. Who are the parties confronting? When do the events take place?
4. What important characters can you name? Who are the actors/actresses playing them?
5. What do you think about the fortress? Was it strong enough to save the people inside? Give your arguments.
6. Who was the winning party in this battle? Was this the final result of this siege?
7. Besides the film and the novel what other things are there to make us remember the siege of Eger?
8. Did you like the extract? Why/Why not?
9. Does the extract/film/book contribute to getting acquainted with the historical facts? If yes, how?
10. Think of other pieces of art that remind us of different historical events of the time.
11. What other fortresses could have been the scenes of similar plots?

Answers

1. Eger, 1552; Director: Zoltán Várkonyi
2. Géza Gárdonyi: Egri csillagok
3. 1552; Turkish / Hungarian battle
4. István Dobó, captain – Imre Sinkovits; Jumurdzsák - György Bárdy; Éva, the female protagonist - Vera Venczel; Gergő Bornemissza, the male protagonist - Péter Benkő
5. Yes. Location; high and strong walls made of stone, tunnel system under the fortress
6. The siege resulted in the victory of the Hungarians. In 1596 the Turkish took the fortress over. At that time not the Hungarians but mercenaries armoured the fortress, hired by the Habsburgs.
7. Tinódi Lantos Sebestyén: Eger históriájának summája
8. -
9. It tells us about the everyday life, habits, way of dressing and behaving of the time and place. It also shows how battles went on at fortresses. The story was not filmed at the real fortress but at a scene built for this purpose in a valley (not on a hill).
10. János Arany: Szondi két apródja – ballada, Miklós Zrínyi: Szigeti veszedelem – eposz
11. Nándorfehérvár, Szigetvár, Veszprém, Drégely, Kőszeg stb.

1.2. Ideas for evaluation criteria

1. Opening picture – old or contemporary image of the place; name of the fortress, date of the battles there
2. Map: old or modern, the fortress signed
3. Introduction to the history of the fortress before the time in question
4. The special features of the fortress
5. The battles that took place there, the Turkish campaigns in which the fortress was involved
6. The well-known people of the fortress, captains, renowned defeaters, etc
7. Names of the neighbouring fortresses
8. Pictures, data of the enemy
9. The siege: description in five points
10. Reference to the pieces of art connected to this siege or the fortress, if any
11. Does the fortress still exist? Why is it worth visiting the place as a tourist? What useful information would you give to them?

1.3. Suggested roles and task description

All students are supposed to participate in collecting the relevant information and creating the web page, they should all become experts of a given fortress. Besides that they get extra roles and responsibilities.

GROUP LEADER
Tasks and responsibilities:
- creates the list of group members along with their contact details
- opens a forum for the group (can be done by the IT Guru)
- takes notes of the group discussion / work plan and publishing it
- makes sure that the work plan is met, facilitates work
- encourages and motivates the members
- presents the web page (can be done by the spokesman)

IT GURU
Tasks and responsibilities:
- masters the tools, helps the others in case of problems
- opens a forum for the group (can be done by the Group Leader)
- makes sure that all links work well
- leads the process of editing the web page from IT point of view
- Creates a Google map for the group, invites the members

DESIGN MANAGER
Tasks and responsibilities:
- selects images to be used from the collected pieces
- is responsible for the design of the web page (e.g. picture-text ratio, size of pictures etc.)

PROOF READER
Tasks and responsibilities:
- checks spelling and correctness
- makes sure that the length and quality of texts are all right
- controls the way of citing and referring to sources

CREATIVE MANAGER
Tasks and responsibilities:
- brings in new ideas to be different from other groups
- finds out about creative ways of using both software with the help of the IT Guru

OTHER POSSIBLE ROLES: Quality controller, Time manager, Critical Eye, Spokesman

1.4. Right ways of using information - orientation

Using information without making references to its origin is called plagiarism. There are certain rules to be followed when using information either from printed or Internet material.

HOW TO:
    1) In case of using short texts – 2-3 sentences - in the original format (Ctrl+V, Ctrl+C), use inverted commas.
    2) Longer texts should be reworded and shortened.
    3. In both cases give the references:
        a) Books:
        SURNAME of the author, first name(s) (year of publishing) Title. Subtitle. Place of publishing, Publisher.
        E.g.: MÁRQUEZ, Gabriel Garcia (1977): A bölömbikák éjszakája. [Modern irodalom sorozat 12. kötet.] Budapest, Kozmosz Kiadó.
        b) Magazines: SURNAME of the author, first name(s) (year of publishing) Title. In: Title of Magazine, Number of magazine, starting and ending page of the article. p.
        E.g.: JUHÁSZ Erika (1999): Felmérés Eger város felnőttképzéséről. In: Educatio, tavaszi szám, 173-181. p.
        c) Internet: SURNAME of the author, first name(s) Title. (year of publishing/uploading). Title of web site. URL, time of downloading
        Pl.: Eszterházy Károly Főiskola Andragógiai és Közművelődési Tanszék (2008): Tanszéktörténet. In: http://www.ektf.hu/andragogia/index.php?page=2, 2008. 09. 04. 12.15 h.

TASKS:
1. Make a reference to a lesson in your History book

2. Make a reference to a picture of your fortress found on the Internet

3. Send these references to the teacher's e-mail address

1.5. Final touches

Have a look at your web page and consider these points:

1. Is all the information (texts, images) useful and relevant?
2. Have you given all the necessary references?
3. Wording and spelling
      a. Have you used your own words when summarising information?
      b. Have you used as many paragraphs as ideas?
      c. Has the information been organised in a logical order?
      d. Are there no spelling mistakes?
4. Is the text / picture ratio all right?

Fictup

1.5. Evaluation Sheet – Fortress Wars

Score: 0 to 4 points can be awarded according to each evaluation criterium. 0 point: the presentation cannot be evaluated according to the given criterion; 4 points: the presentation fully meets the requirements.

Groups Evaluation criteria	Szigetvár	Veszprém	Drégely	Hollókő	Szécsény	Eger
Accurate, useful and relevant information, pictures have been collected						
All the necessary references are given; the references are relevant and they are in the required format						
The wording of the presentation is accurate, the ideas are formulated in short, concise, and clear sentences.						
Each new idea is in a new paragraph						
The information has been organised in a logical order						
The picture / text ratio is all right						
The fortress web page has been produced in group work						
Manner of (oral) presentation						