

Futura Soc.Cons.r.l  
*San Sebastian 16.11.2012*



## Schools involved

**Futura has involved two schools:**

**Forma Giovani**, a professional institute in the compulsory education sector placed in San Giovanni in Persiceto (Bo). The classroom involved is the second year of electricians. The class is composed by 16 students from 16 to 19 years old and some of them are students coming from outside the European Union.



## Schools involved

Istituto Caduti della Direttissima, a secondary school, located on the territory of the Gothic Line (defensive line, established by the Germans in 1944, in an attempt to slow the troops of Allies towards the North of Italy). We involved the classroom of the fourth year for a total of 23 students from 16 to 17 years old.

The History and English teachers have participated at experimentation also is involved the staff of tutors who follow the students in the compulsory education.



## General concepts

Local event of Gothic Line was the topic that both Italian schools tackled. The Gothic Line was the last front of the Second World War in Italy, lasting eight long months, and in this area the Italians fighting with the Allies (or as Partisans behind enemy lines) found themselves on the opposite site to the other Italians still in combat alongside the Germans, with the civilian population in between. The soldiers who fought there and came into contact with the civilians belonged to around forty nations, looking ahead to today's globalised world.

The students tackled about the problem of the massacres of civilians; the difficult, contrasting relationships between the Partisans and civilians behind the lines and with the Allies in the front line, as well as with the Fascist soldiers and German army; the Monte Sole Massacre.



## General concepts

The “Istituto Caduti della Direttissima” touched also the theme of the town liberation at the end of '44 short time before the Monte Sole massacre. It took place in the territory around the small village of Marzabotto, in the mountainous area south of Bologna located on the Gothic Line.

The massacre was perpetrated from 29 September to 5 October 1944 by the German SS and Wehrmacht troops under the command of the 16th SS-Panzer-Grenadier-Division «Reichsführer»: 770 civilians were killed, the largest such atrocity in Western Europe.



**Despite the different background the schools have proceeded with the same steps:**

- **Reconstruction of the historic context and sequence of events**
- **Difference between history and memory**
- **Discussion about how the war changes people, the problems of back home and dealing with memories**
- **Critical discussion of the sources. Selected books about the Monte Sole massacre, critically discussed, book by book in chronological order, focusing on what the author is offering: history or personal recollection, which aspects of the massacre are highlighted and questions relating to controversy arising from the publication of the book**
- **the use of verbal testimonies**
- **Meeting with eye-witnesses**
- **A visit to the location memory using the living diorama method**

The meeting with eye-witnesses has involved, in the School of Castiglione dei Pepoli, 2 persons of the village that have lived the war when they were young. Their stories told about their daily life (job, experiences, meeting with soldiers, their point of view...) showing the life and the people of the village in which the students live. Also the pupils met the son of the soldier from New Zealand who has fought in the IWW on the Gothic Line. He has told about the difficulties of the return at home in a country that hasn't lived directly the war (also family troubles).





**In School of San Giovanni in Persiceto, the students have interviewed the son of Aldo Cervi who was one of the Cervi brothers. The Cervi were a family of anti-fascist sentiments. With strong democratic convictions, took an active part in the Resistance. 7 brothers, of this family (Aldo too), were taken prisoner and shot by the fascists in 1943 in the shooting range of Reggio Emilia.**





As a part of the methodology developed, the schools have visited the memory places: the military cemetery of New Zealand soldier (most of the dead soldiers were between 16 and 20 years old) in Castiglione dei Pepoli and Monte Sole park, in which there was a civilian massacre.

At the end of the path, all the students participated at the same time at Living Diorama in Monterumici (place of the Gothic Line). The “living diorama” is an educational technique which uses the biographical narration of characters on each side of the conflict, played by historical researchers. It defines and reconstructs a specific historical episode, connected with a date and a memory location. It aims at rousing active, emotional participation in the events and complexities of war amongst the audience (with whom the role-players interact). So the students met Partisans, Allies and SS Soldiers, with mixed feelings and at the end they shared their impressions and emotions elaborating the event.



## Objectives and competences

**The experimental application of the methodology has made in the students the awareness about: the war complexity, to break the dichotomy of good and bad, how the war changes the people and how this change affects on their family life.**


**There was a sincere and passionate comparison among students which have reported their family stories.**

**Other reached objective was to develop in the students the team-work skill and to introduce in the school a new teaching mechanism and the Historical Memory concept. The pupils were able to discover the different memories and stories of the same event (for example how one historical event is interpreted by different political views).**

The students improved their competences in:

- a) **Learning to learn:** They were organized sharing the works and structured the family interviews through key words and concepts, also the witnesses' interview. They organized their teamwork getting over their lacks. They showed collaboration skills and initiative sense.
- b) **Social and civic competences :** The knowledge of historical facts and memory from different point of view (political view included) contributed to arise interpersonal competences in order to be able to participate in a constructive way and resolve conflict on social life, in interacting with other individuals (or groups) in personal, family and public contexts. Also it contributed to cover the intergenerational gap, helping the young generation to understand what the old generations lived and their contributed to create the actual society in which pupils are living. This point of view allows achieving an active participation in civic life. Students made a team work about historical memory. They acquired guidelines to find out, select and collect information of different sources of evidences. The information collected is contrasted, analyzed and synthesized.
- c) **Other competences developed indirectly:** initiative sense. Ability to transform their thoughts into action. Capacity to take a risk as confront their opinions with other people, demonstrate their opinions. Appreciate the importance of creative expression and ideas, of experiences and emotions

## Didactical methods



The didactical methods applied with the presence of the teachers and experts were frontal lessons and team work in classroom during which we tackled the historical background and the concept of memory. It is held witnesses interviews after an interview technique preparation on the historical context and witness' story. As a final moment of the process was held the “Living Diorama” (an educational technique which uses the biographical narration of characters on each side of the conflict, played by historical researchers. It defines and reconstructs a specific historical episode, connected with a date and a memory location. It aims at rousing active, emotional participation in the events and complexities of war amongst the audience) in Monterumici (place of the Gothic Line) with both schools involved so the students could comparison with the different point of view of the war participants. In addition the students used Historical Resources to allow the comparison between historical facts with the memory of the people who lived those events. Also to find through these resources a community memory of the territory in where the pupils are living.



## Creative outputs

During the implementation were been made videos in particular during the witness interviews and Living Diorama. All videos are composed in one final video with subtitles in English language.

Also was made a power point with the themes treated with students during the lessons and the memories collected



## Final Analysis

**In final analysis the methodology has given the occasion to introduce during the development of scholastic curricula the concept of Historical memories combining families' memories and of the community with historical events written on the books. The students have shortened the distance from historical events to their daily life.**

**The students have developed various skills like learn to learn, think critically, cooperation and team work, autonomy and entrepreneurship. Also the teachers have tested a different method to involve the students with their active participation in the scholastic activities. Further more the project helped the teachers to work in a cross- way making collaboration among us.**