

Europeana Learning Scenario

(Teachers)

Title

Etruscan religiosity

Author

Cristiana Pivetta

Abstract

The project aims to activate innovative ways of involving students in the study of history and literature through the help of digital technologies. With this project students will be invited to discover the significant traces of the immense religious and cultural cosmos of the Etruscans through the exploration of resources related to ancient settlements and finds in the form of resources on the Europeana portal. To this end, a survey will be carried out on the Europeana portal for the identification of resources useful for research. Starting from this observation and the reconstruction of some three-dimensional physical models of the objects and an Etruscan temple model, they will create a virtual museum with a 3D path through the help of some webapps and software.

It is aimed at a class of the ninth grade.

Il progetto intende attivare innovative modalità di coinvolgimento degli studenti nello studio della storia e della letteratura attraverso l'ausilio delle tecnologie digitali. Con questo progetto gli studenti saranno invitati a scoprire le tracce significative dell'immenso cosmo religioso e culturale degli Etruschi attraverso l'esplorazione di risorse legate ad antichi insediamenti e reperti presenti sul portale di Europeana. A tal fine, verrà effettuata una ricognizione sul portale Europeana per l'individuazione delle risorse utili alla ricerca. Partendo da questa osservazione e dalla ricostruzione di alcuni modelli fisici tridimensionali degli oggetti e di un modello di tempio etrusco, creeranno un museo virtuale con un percorso 3D attraverso l'aiuto di alcune web app e software.

È rivolto a una classe del primo anno della Scuola Secondaria di secondo grado.

Keywords

Etruscan civilization, museum, religion, temple, 3D

Table of summary

<i>Table of summary</i>	
Subject	<i>History, Literature, ICT</i>
Topic	<i>Religion and the cult of the dead in the Etruscan civilization</i>
Age of students	<i>15-16</i>
Preparation time	<i>16 hours</i>
Teaching time	<i>8 hours</i>
Online teaching material	<i>Classroom with whiteboard with internet access. Computer room with Internet access</i>

	<p>Wakelet Board to collect students' ideas and products PowerPoint Resource for creating presentations Framevr.io Resource for creating a digital learning environment in freemium mode</p> <p>Resources for research information: Renzo Canella, Etruscan Style, in Stili di architettura, Milano, Ulrico Hoepli, 1914 Ranuccio Bianchi Bandinelli, Etruscan, Art, in Enciclopedia dell'arte antica classica e orientale, Roma, Istituto della enciclopedia italiana, 1960.</p> <p>Etruscan Sculpture</p> <p>Etruscan Ceramics</p> <p>Etruscan Architecture</p>
Offline teaching material	<p>Software building Blender, opensource for the construction of objects and environments Textbook, paper, poster board, colored pencil, glue, etc. Computer, internet access Smartphone, tablet, pc, sketch paper and pencils</p>
Europeana resources used	<p>List of links of all Europeana public domain resources used for this learning scenario:</p> <p>Illustration of Etruscan temple. Front and side views. Map after Vitruvius</p> <p>Images of 3D model of Goblet</p> <p>Images of 3D model of funerary Urn</p> <p>Antefix Archaeological Artifact A 0.9.2838 - 3D</p> <p>3D model of Etruscan Patera with decoration</p> <p>3D model of Etruscan-Corinthian Kotyle decorated with Animal Figures</p>

Licenses

Attribution CC BY. This license lets others distribute, remix, tweak, and build upon your work, even commercially, as long as they credit you for the original creation. This is the most accommodating of licenses offered. Recommended for maximum dissemination and use of licensed materials.

Integration into the curriculum

This activity has been prepared to promote the development of the skills provided for by the National Indications for the discipline History, the development of Soft Skills, the understanding of cultures and the preservation of the historical heritage according to the indications of Civic Education in secondary school.

Aim of the lesson

It is planned to stimulate curiosity and motivation in students in the study of historical topics in a current and future perspective. At the same time, it is intended to promote a collaborative, inclusive learning environment, in which each student through the method of the survey can offer his contribution and activate and / or enhance skills.

Outcome of the lesson

We expect a three-dimensional model of the Etruscan temple that will constitute the 3D environment in which interactive objects will be inserted with the multimedia contributions produced by the students that can be flowed from any device.

Trends

Project-Based Learning and Inquiry-based learning. Augmented Reality, Collaborative Learning, Learning by Gaming.

Key competences

This lesson helps students develop their skills in 4 key areas:

1. Ways of thinking (creativity, innovation, critical thinking, problem solving, decision making and learning learning)

Students look for resources, they reflect, and they prepare a sketch to build their objects. They answer critical questions about whether cultural heritage is key to understanding the present and why it is important to protect it. They are asked to find solutions to present the cultural heritage and promote awareness of its protection. They learn to use new teaching materials and innovative ICT tools and reflect on their learning.

2. Working methods (communication, collaboration, and teamwork)

Students learn to work together in groups, negotiate what to write and what images to include, communicate in new ways by sharing their views on the Wakelet board, and communicate the result of their work to a wider audience through building their virtual museum.

3. Work tools (information literacy and ICT literacy)

Students learn to identify key resource points and how to present them in new forms using innovative ICT tools such as Blender, Framevr.io They learn the types of copyright licenses and how to credit their sources.

4. Living in the world (citizenship, life and career skills and personal and social responsibility)

Students learn the importance of cultural heritage and evaluate ways of presenting it and protecting it. They publish their virtual museum and learn how to reach a wider audience to share the museum exhibit and raise awareness among peers.

Activities

Name of activity	Procedure	Time
Introduction	<p>(20') Presentation of the project and sharing of the activities to be developed together with the skills and objectives by the teacher.</p> <p>(20') Construction of a shared calendar with the works to be carried out and subdivision of the pupils into heterogeneous working groups (4 students).</p> <p>(20') A further moment of reflection and discussion with the students is envisaged for the construction of a shared evaluation rubric and for the adoption of a logbook to consider the path.</p>	1 hour
Presentation of Europeana's website and resources	(30') The next hour the Europeana web portal will be shown to students and some of the resources on the Etruscan civilization and how to get	1 hour

	<p>the correct sources. It will be useful to resume the discussion on Creative Commons resources and how to rightly indicate the sources. The meeting will take place in the computer room to allow students to personally experience the portal.</p> <p>(30') Each student will be invited to share the link of the resource found on a Wakelet collection, must indicate in the post the data found on the object card and the license.</p>	
Choice of resources	<p>(40') Students for collaborative groups in the classroom consult the resources found and agree with each other to decide what each of them will prepare (definition of roles within the group). They carry out an online survey based on the data contained in the resource found on Europeana to understand the religious significance of the find for the Etruscan civilization.</p> <p>(20') Students should share the information found in a collaborative collection common to all working groups.</p>	1 hour
Presentation/Demonstration Technological resources for the development and presentation of work	<p>It is important to take an approach to the tools needed to develop the project.</p> <p>Sketch on paper, photo shoot of the sketch and import on Blender, Framevr.io for the creation of the temple architectural structure and for the construction of the interaction of resources.</p>	1 hour
Digitizing Objects	<p>Students should organize information, prepare multimedia texts, find new content on the net with particular attention to the art of divination, religiosity, Etruscan festivals.</p> <p>A part of each group after acquiring the sketch of the object on paper from various angles, devotes itself to three-dimensional modeling.</p>	3 hours
Presentation and evaluation	<p>The three-dimensional files made by each group are examined and presented to the class in order to be imported into site Framevr.io</p>	2 hours
Creating the 3D Model of the Temple	<p>Each working group takes care of creating a part of the temple, who the columns, who the environments, who the pediment and the fourth group that will make the base will receive from the other groups the other parts for assembly.</p>	4 hours
Publication of the museum	<p>One group takes care of creating the unique environment with the Etruscan temple while two groups upload the multimedia presentations to the cloud to be inserted interactively, the other two groups prepare a quiz to be uploaded to the environment available to visitors.</p>	4 hours

Assessment

The evaluation of the project by the teacher kept in mind the following criteria: the ability to perform a search for resources on the Europeana portal and on the internet for the preparation of multimedia resources; the ability to use digital tools (dedicated software, personal devices); the ability to work in a team; the ability to communicate and compare; the ability to entrepreneurial competence.

Collaborative Work Skills: Project work

[Rubistar Rubric](#)

Collaborative Work Skills: Student self-assessment

[Rubistar Rubric](#)

***** AFTER IMPLEMENTATION *****

Student feedback

At the end of the lessons, I provided the students with the link to the self-assessment section prepared in agreement with the students. The criteria examined included: delivery of materials, participation in the activities of the group, effective and correct communication between the members of the group.

After the compilation, we examined the results and they discussed highlighting the strengths of the experience. In particular, they underlined how the Europeana portal is a good example for the conservation of artistic, historical and cultural heritage. Without the portal it would be difficult to trace so many resources, each with a clear license of use.

Teacher's remarks

The learning scenario has fostered the acquisition of a set of basic skills according to the talent of each pupil in an inclusive manner. The activities are of various kinds and have had as a reference point the technologies used in a conscious way to build a museum itinerary. The museum itinerary was created by the students who together envisaged the ideas of development. In this context my role was as a facilitator and each of them participated with motivation and enthusiasm.

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 32 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.