**The History of our European Education**

*From the Ancient Roman to Barbarian Education and present days*

**1st teaching period**

***1st Activity: Introduction***

**Time:** 30’

**Type of activity:** Discussion about the targets of the project

**Class organisation:** Discussion in class

**Actions/Tasks:** Teachers explain the aim of the project and underline the importance of the use of the English language during the lessons.

The topic of the project is the Education by the Romans and Barbarians, making comparison between these two, then making an analysis about the modern European Education System.

Teachers switch from Italian to English Language all the time to talk about the project, in order to get the students accustomed with the language.

They show them some videos:

Link: <https://www.youtube.com/watch?v=y0WaThoFGVE>

***2nd Activity: The Education in the Ancient Rome***

**Time:** 30’

**Type of activity:** Web research, video-projection and note-taking from the websites given by the teachers

**Class organisation:** Cooperative activities

**Actions/Tasks:** Teachers introduce the Education in Ancient Rome, in order to get the students accustomed to the vocabulary and the basics of Roman Education System.

Teachers use these websites to give students proper prompts for further discussion: <https://www.historylearningsite.co.uk/ancient-rome/roman-education/>

<https://rome.mrdonn.org/school.html>

<https://slideplayer.com/slide/7868387/>

Students take down notes and collect data from the links given by the teachers in the previous activity.

**2nd teaching period**

***1st Activity: Creation of Mind map***

**Time:** 30’

**Type of activity:** Creation of a mind maps

**Class organisation:** Cooperative activities

**Actions/Tasks:** Supported by the teachers, students watch these videos from Youtube about the Education in Ancient Rome.

<https://www.youtube.com/watch?v=p37Dk-aLLKQ> <https://www.youtube.com/watch?v=tQXXXJok9U4>

<https://www.youtube.com/watch?v=b9bcohqsTGk>

After watching the videos, studentsfind the keywords to use in order to create their mind maps.

An example of the mind map can be found in the folder (see Mind Map Education Ancient Rome)

***2nd Activity: Creation of a Poster***

**Time:** 30’

**Type of activity:** Creation of a Poster

**Class organisation:** Cooperative activities

**Actions/Tasks:** Students create a poster.

This poster is the physical evidence of the researches made by the students.

Students keep on working on the poster.

Pictures can be found in the folder (see Poster Education Ancient Rome)

**At the end of the second teaching period, students have achieved the first step: Learn about the Education in Ancient Rome**

**3rd teaching period**

***1st Activity: The Education in the Germanic Tribes***

**Time:** 30’

**Type of activity:** Web research, video-projection and note-taking and creation of mind map

**Class organisation:** Cooperative activities

**Actions/Tasks:** Teachers focus the attention on the Education in the Germanic Tribes.

The websites used are:

<http://www.localhistories.org/barbarians.html>

<https://www.livescience.com/45297-barbarians.html>

<https://www.britannica.com/topic/education/Europe-in-the-Middle-Ages>

<https://www.youtube.com/watch?v=dnq7rFHIp7k>

After watching the videos, students find prompts to create a new mind map, concerning the education by the Germanic tribes.

A copy of the mind map can be found in the folder (see Mind Map Education Barbarians)

***2ndActivity: Creation of a Poster***

**Time:** 30’

**Type of activity:** Creation of a Poster

**Class organisation:** Cooperative activities

**Actions/Tasks:** Students create a poster.

This poster sums up the information collected by the students, all supported by the teachers during the making of it.

Students work on the poster.

Pictures can be found in the folder (see Poster Education Barbarians)

**At the end of this teaching period, students have achieved the second step: Learn about the Education by the Germanic Tribes**

**4th teaching period**

***1st Activity: Learning to write the past and Comparison between Romans and Barbarians***

**Time:** 30’

**Type of activity:** Learning how to write ancient runes and creation of mind map

**Class organisation:** Cooperative activities

**Actions/Tasks:** Teachers show the students the ancient runic alphabet, used by the Germanic Tribes as written code.

The website used is this <https://www.omniglot.com/writing/runic.htm>

Students show interest and encouraged by the teachers, they learn how to write their name in ancient runic alphabet.

The picture of runic alphabet can be found in the folder (see Runic Alphabet)

Students are also invited to recall concepts previously discussed about the education by the Romans and by the Barbarians.

Therefore, they create another mind map and a poster summarizing the data collected in the previous steps.

This helps them focus the attention on differences and common aspects concerning the cultures.

Pictures of the mind map and poster can be found in the video INCLUDE.

***2nd Activity: The Time Traveler Story***

**Time:** 15’

**Type of activity:** Discussion and script writing

**Class organisation:** Cooperative activities

**Actions/Tasks:** Students set a roundtable where they use their imagination to write a story.

This story is about a boy who travels through the time and finds himself in the later Roman Empire and getting to know the Barbarians.

In the story They exchange ideas about their own Education Systems.

Afterwards teachers divide the students into two different groups: one pretending to be the Romans, the other pretending to be the Barbarians; one student is selected to play the **time traveler.**

This is the preparation for a story that students put on role-play, using the dialogues they have previously written.

The script can be found in the folder (see Script Time traveler)

***3rd Activity: The European Education at present days***

**Time:** 15’

**Type of activity:** Web research, video-projection and note-taking from the websites given by the teachers

**Class organisation:** Cooperative activities

**Actions/Tasks:** Teachers show the students several websites where they can find remarkable information about the European Education System.

From these videos, students find the proper prompts to create a mind map and another poster concerning the differences between Roman Education and Barbarian Education in comparison with the present European Education System.

Links:

<https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/the_structure_of_the_european_education_systems_2018_19.pdf>

<http://www.schola-europaea.eu/ELC/fulltext/1b_en.html>

<https://www.eursc.eu/en/European-Schools/studies/studies-organisation>

<https://vittana.org/13-advantages-and-disadvantages-of-the-european-union>

Poster can be found in the video INCLUDE, the mind map in the folder (see OUR EUROPEAN EDUCATION)

**This teaching period completes the third step of the project: Comparison between Romans and Barbarians and creation of a story.**

**5th teaching period**

***1st Activity: Story Board in action***

**Time:** 15’

**Type of activity:** story-telling activity

**Class organisation:** Cooperative activities

**Actions/Tasks:** In order to fix the concepts learned so far, teachers encourage students to use the interactive tools in order to find a website that creates story board such as the ones they have written.

The website is this: <https://www.storyboardthat.com/>

It is free and all you need is to subscribe and create your own story.

Students work in groups on the website and create a cartoon summarizing the entire experience of the project.

Pictures can be found in the folder (see StoryBoard)

***2nd Activity: Video Making***

**Time:** 30’

**Type of activity:** Video Making

**Class organisation:** Cooperative activities

**Actions/Tasks:** Students put on role play the dialogues between Romans and Barbarians, in comparison with the European Education of the Time Traveler.

Teachers film the dialogues and direct the students in order to perform the story properly.

***3rd Activity: Video Editing***

**Time:** 15’

**Type of activity:** Use of interactive tools for video editing

**Class organisation:** Cooperative activities.

**Actions/Tasks:** After collecting the videos, students, encouraged by the teachers, use a program to edit them.

**They use this program** [**https://filmora.wondershare.com/it/**](https://filmora.wondershare.com/it/) **to complete the final task of editing of the project.**

Videos can be found in the folder (see INCLUDE-BLOOPERS-QUESTION TIME)

**Suggestions for future development and expansion of the scenario**

1)The idea of Family for the Romans and Barbarians

<https://www.sheffield.ac.uk/history/current_students/undergraduate/modules/hst230>

2)The Roman and Barbarian Language: how did they speak?

<https://www.britannica.com/topic/history-of-Europe/Greeks-Romans-and-barbarians>

**Differentiation**

1. Searching critically on the web and through digital tools;
2. Summarize a digital text by creating mind maps and underline the keywords;
3. Developing the ability to find, evaluate and summarize the materials found online;
4. Encouraging student autonomy.