

## European Monuments in Video Games



### Material to be used:

Excerpts from:

- Articles: Kylie, Aaron. 2019. Inside the intricate world of video game cartography, <https://www.canadiangeographic.ca/article/inside-intricate-world-video-game-cartography> (accessed September 10, 2021).

Guzek, Krzysztof and Rafał Szrajber, Sonia Jach. 2016. Architectural heritage and its representation in video games, [https://www.researchgate.net/publication/313708424\\_Architectural\\_heritage\\_and\\_its\\_representation\\_in\\_video\\_games](https://www.researchgate.net/publication/313708424_Architectural_heritage_and_its_representation_in_video_games) (accessed September 10, 2021).

- Books: MacCulloch, Diarmaid. 2009. *A History of Christianity: The First Three Thousand Years*. London: Penguin Group.

Flinn, Frank K. 2007. *Encyclopedia of Catholicism*. New York: Facts on File.

Campbell, Joseph. 2008. *The Masks of God*. Vol. II. London: Penguin Group.

McGuckin, John Anthony. 2011. *The Encyclopedia of Eastern Orthodox Christianity*. Vol. 2. Chichester: Blackwell.

Angold, Michael. 2006. *Cambridge History of Christianity: Volume 5, Eastern Christianity*. Cambridge University Press.

Harvey, David. 1989. *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*. Cambridge: Blackwell.

Hedrick Jr., Charles W. 2006. *Ancient History: Monuments and Documents*. Oxford: Blackwell.

- Wikis: <https://assassinscreed.fandom.com/wiki/Parthenon> (accessed September 10, 2021).

<https://assassinscreed.fandom.com/wiki/Colosseum> (accessed September 10, 2021).

[https://assassinscreed.fandom.com/wiki/Palace\\_of\\_Westminster](https://assassinscreed.fandom.com/wiki/Palace_of_Westminster) (accessed September 10, 2021).

[https://assassinscreed.fandom.com/wiki/Hagia\\_Sophia](https://assassinscreed.fandom.com/wiki/Hagia_Sophia) (accessed September 10, 2021).

[https://assassinscreed.fandom.com/wiki/Le\\_Louvre](https://assassinscreed.fandom.com/wiki/Le_Louvre) (accessed September 10, 2021).

[https://tomraider.fandom.com/wiki/Tomb\\_Raider:\\_The\\_Angel\\_of\\_Darkness](https://tomraider.fandom.com/wiki/Tomb_Raider:_The_Angel_of_Darkness)

(accessed September 10, 2021).

[https://assassinscreed.fandom.com/wiki/St.\\_Peter%27s\\_Basilica](https://assassinscreed.fandom.com/wiki/St._Peter%27s_Basilica) (accessed September 10, 2021).

- Video Games:

*Assassin's Creed series:* Parthenon

<https://www.youtube.com/watch?v=VRuHLCpOoF0> (accessed September 10, 2021).

*Assassin's Creed series:* Colosseum

<https://www.youtube.com/watch?v=gkHTYydSPks> (accessed September 10, 2021).

*Assassin's Creed series:* Istanbul

<https://www.youtube.com/watch?v=QP3BNWDgCVs> (accessed September 10, 2021).

<https://www.youtube.com/watch?v=XFjoiBevNIU> (accessed September 10, 2021).

*Assassin's Creed series:* Victorian London

<https://www.youtube.com/watch?v=V0evKgbbRLQ> (accessed September 10, 2021).

*Uncharted series:* Top Kapi Palace

<https://www.youtube.com/watch?v=Y3SeD0Bt0YM> (accessed September 10, 2021).

*Tomb Raider series:* Acropolis

<https://www.youtube.com/watch?v=wueAaokTaSs> (accessed September 10, 2021).

*Tomb Raider series:* San Francis

<https://www.youtube.com/watch?v=zPTCsW2QhfU> (accessed September 10, 2021).

**Class organization:** Students work in groups following the project method. Each group can choose the topic they want to deal with.

**Asynchronous work before the first teaching period.**

The teacher splits the students into groups using: [www.randomlists.com/team-generator](http://www.randomlists.com/team-generator). This is an easy way to create groups and cultivate the mentality of working with everyone and not just with their friends.

In the e-class (asynchronously), the teacher gives the students a [questionnaire](#) in order to find what students think about monuments and how video games use in their plots various monuments and historical events. Students complete the questionnaire. After the completion, in the classroom, they discuss the results of the questionnaire.

## 1st Teaching Period

### 1st Activity

**Time:** 15'

**Type of activity:** discussion

**Class organization:** whole class

**Actions/Tasks:** students and teacher discuss the results of the questionnaire.

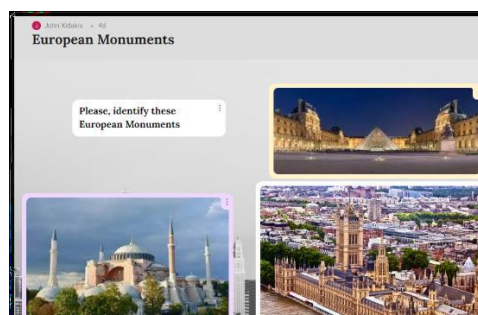
### 2nd Activity

**Time:** 15'

**Type of activity:** Artful thinking, directed dialogue

**Class organization:** In groups

**Actions/Tasks:** The teacher presents in the interactive board images using padlet application <https://padlet.com/1996jxk/ag6s9afx3r66tzxs> with various European monuments. The teacher asks students to answer the questions on padlet. (the questions can also be found on Worksheet I). The students are asked to recognize a. which monument is shown in the images and b. the function and purpose of each of these monuments. On padlet students (and teacher) can see their classmates' answers and comment on them. This way less able students can get support.



A [glossary](#) is available in the eclass throughout the lessons.

### 3rd Activity:

**Time:** 15'

**Type of activity:** Observation, group discussion, pattern recognition.

**Class organization:** In groups

**Actions/Tasks:** Students in the computer lab are asked to identify the repetitive features by studying specific wikis and come to conclusions about the patterns used in virtual monuments. Students then compare the virtual monuments with the real ones. Students answer the second and third questions on padlet (or on [Worksheet I](#)).

## 2nd teaching period

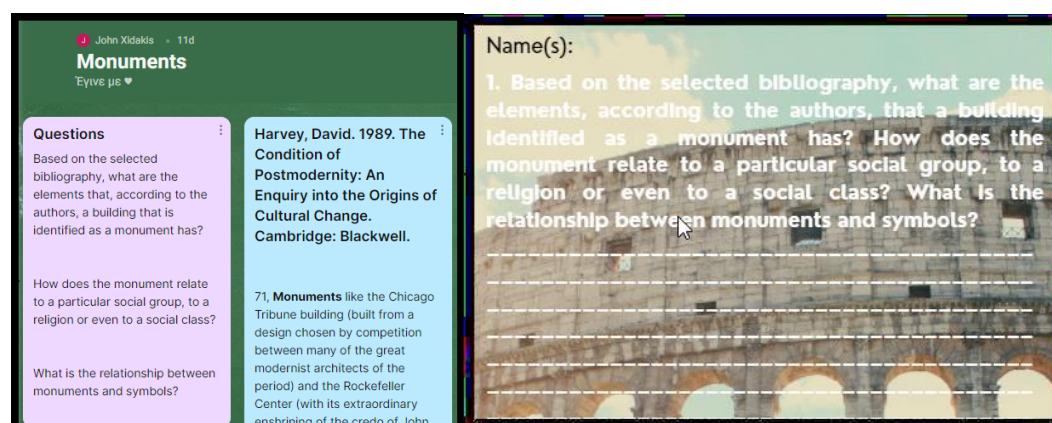
### 1st Activity

**Time:** 25'

**Type of activity:** Productive dialogue

**Class organization:** In groups

**Actions/Tasks:** In the computer lab each group using [padlet](#) application studies specific excerpts from articles and books about the definition and characteristics of a “monument”. The teacher encourages students to use their critical thinking based on the following questions: *Based on the selected bibliography, what are the elements that, according to the authors, a building that is identified as a monument has? How does the monument relate to a particular social group, to a religion or even to a social class? What is the relationship between monuments and symbols?* The students answer the first question on [Worksheet II](#).



### 2nd Activity

**Time:** 20'

**Type of activity:** Group discussion, comparison

**Class organization:** In groups

**Actions/Tasks:** The students in groups study in the computer lab two articles [Kylie, Aaron. 2019. Inside the intricate world of video game cartography, <https://www.canadiangeographic.ca/article/inside-intricate-world-video-game-cartography> (accessed September 10, 2021). Guzek, Krzysztof and Rafał Szrajber,

Sonia Jach. 2016. Architectural heritage and its representation in video games, [https://www.researchgate.net/publication/313708424 Architectural heritage and its representation in video games](https://www.researchgate.net/publication/313708424_Architectural_heritage_and_its_representation_in_video_games) (accessed September 10, 2021)]. In particular, for the first article the students study the paragraphs below the last picture ‘the enormous statue of Athena atop the Acropolis of Athens as seen in Assassin’s Creed Odyssey’. In second article, they need to read the abstract and the conclusions about the presentation and design of monuments in virtual space. They discuss: *what changes need to be made and what facilitates this transition of monuments to virtual reality? What does the "real" monument gain and lose during the transition?* The students answer the first question on [Worksheet II](#).

### **Asynchronous work**

Before the 3rd teaching period, students should watch the following videos: *Assassin's Creed series: Parthenon* <https://www.youtube.com/watch?v=VRuHLCpOoF0> (accessed September 10, 2021). *Assassin's Creed series: Colosseum* <https://www.youtube.com/watch?v=gkHTYydSPks> (accessed September 10, 2021). *Assassin's Creed series: Istanbul* <https://www.youtube.com/watch?v=QP3BNWDgCVs> (accessed September 10, 2021). <https://www.youtube.com/watch?v=XFjoiBevNIU> (accessed September 10, 2021). *Assassin's Creed series: Victorian London* <https://www.youtube.com/watch?v=V0evKgbbRLQ> (accessed September 10, 2021). *Uncharted series: Top Kapi Palace* <https://www.youtube.com/watch?v=Y3SeD0Bt0YM> (accessed September 10, 2021). *Tomb Raider series: Acropolis* <https://www.youtube.com/watch?v=wueAaokTaSs> (accessed September 10, 2021), and then, they complete an online [questionnaire](#) regarding the hero's relationship with the virtual space and the virtual monument.

### **3rd teaching period**

#### **1st Activity**

**Time:** 20’

**Class organization:** group work

**Type of activity:** exploring virtual space

**Tasks/Actions:** In the classroom, students and teacher discuss the results of the questionnaire.

#### **2nd Activity**

**Time:** 25’

**Class Organization:** group work

**Type of Activity:** The teacher presents on the interactive board using [ted. ed. application](https://www.ted.com/lessons/ Lara-Croft-Tomb-Raider-series-San-Francisco-Folly) a specific video about one of the adventures of the digital heroine Lara Croft (*Tomb Raider series: San Francisco*) <https://www.youtube.com/watch?v=zPTCsW2QhfU> (accessed September 10, 2021), and asks the students how the monument is presented and why the heroine visited it.



### **Practice/Assessment**

<https://quizlet.com/624192559/learn>

<https://wordwall.net/play/22737/853/511>

[https://h5p.org/node/1216102?feed\\_me=nps](https://h5p.org/node/1216102?feed_me=nps)