

# EDUCATIONAL TOOLKIT

## Creative and Innovative teaching methods



Connecting  
Early  
Medieval  
European  
Collections



nóho  
cultural heritage



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Οερίπε Επιδος Επιδωσιν  
Οερίπε Επιδος Επιδωσιν

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# METHODOLOGIES



The toolkit provides a set of teaching methods aimed at teaching Art History, History, Cultural Policy and Archaeology. It includes scenarios for classroom activities, practical and digital experiences for lecturers, tutors and students.

The scenarios transfer instruments for a more scientific approach, observation and reading of the work of art, which facilitate student's learning by promoting a critical thinking and observation.



- Methodologies to enhance enquire based learning
- Simulations
- Cooperative learning
- Site Visits (objects in situ)
- Online resources
- Digitized content
- Museum visits





# OUTCOMES



- Ability to use digital content in a creative and innovative way
- Enhancing capability of planning and creating cultural paths to support teaching
- Development of enquire based learning methodologies and group facilitation skills
- Develop ability to stimulate the process of learning and research
- Development of skills for cooperative learning
- Support creative methods of assessment
- Knowledge transfer for practical and theoretical teaching





# OBJECTIVES

The objectives of this toolkit are:

- To expand on methodologies for an efficient involvement of the students in seminars
- To update skills for creative and experiential lessons
- To develop dynamic, multidisciplinary and innovative teaching techniques
- To adapt theoretical knowledge through the use of technological and integrated tools





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# TEACHING SCENARIOS

Themes and subjects





## Scenarios themes

- Introduction
- Heritage of Rome
- Diversity, Travel routes and trade
  - Europe AD 300-1000
  - The Post-Roman West, AD 400-800
  - Between Lower Elbe and Italy
  - The Byzantine Empire AD 400-800
  - The Sassanid Empire and the Rise of Islam, AD 300-800
  - Late Antique Egypt
  - Ireland and Europe
  - The Viking Age and Kievan Rus
  - Frankish Kingdom and Merovingian
  - The Slavs
- Connectivity (eg Stonework influences)
- Faith
- Knowledge
- Identity and Social structures
- Warfare



Art History, Cultural Policy, History and  
Archaeology



# Theme: Introduction, Travelling through Europe AD 300-1000



## Lecturer NOTES:

1. Lecturer/tutor-led discussion
2. Use CCT to explore the theme:  
Introduction to Medieval Europe 300-1000
3. Methodology: Visual Storytelling
4. Select objects and events (if you can't find objects/events upload your own)
5. Use an animation on the traveller St Columban (Crossroads exhibition)

The selection of objects and events should focus on the characteristic features of different styles and connections between cultures.

## 6. Classroom Activity

The purpose is:

- to introduce students to the Early Middle Ages and Cross Cultural Timeline as a learning tool
- to explore themes of connectivity and diversity
- to understand the terminologies: Middle Ages, Dark Ages



# Theme: Introduction, Travelling through Europe AD 300-1000

Student's activity: In 2s enquiry based learning



In 2s enquiry based learning

**Methodology:** Catalogue entry

**Objects :** coins, architecture, reliquaries, stelae , figurines,

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students in pairs to select 2 events
- From the discussed objects ask students to assign two objects that refer to their selected events
- Give students the instructions on how to write a short catalogue entry (provide 2-3 examples)
- Ask students to write a catalogue entry of an object. In the entry they should reference the historical events (they can use travellers instead of events)
- Ask students to upload their descriptions on CCT (stories section)

## Methodologies:

- ❖ Referencing events
- ❖ Catalogue entries
- ❖ Art Historical Research

## Additional Resources:

- ❖ CEMEC Website Traveller: St Columbanus
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Heritage of Rome and the rise of the Byzantine Empire



## Lecturer NOTES:

1. Lecturer/tutor-led discussion
2. Use CCT to explore the theme: Heritage of Rome the rise of the Byzantine Empire
3. Methodology: Visual Storytelling
4. Select objects and events eg.
  - Sarcophagus,
  - coins,
  - reused capital,
  - Egyptian tombstone ,
  - Shard,
5. You can present short animation of St Helena Crossroads exhibition (with a reference to Christianisation of the Roman Empire)

## 6. Classroom activity:

The purpose is to test students' knowledge of characteristic features of changes in styles. Students demonstrate their factual and conceptual knowledge, their ability to draw conclusions, to focus on similarities and differences between works of art.

In addition, encourage the students to be creative in choosing the format for their postings and to use their imagination, while following the principles of formal writing and proper citation rules.





# Theme: Heritage of Rome,

## Student's activity: In 2s enquiry based learning



In 2s enquiry based learning

**Methodology:** Compare

**Scenario:** coins, stonework (pillars, slabs, column), decorative arts

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students in pairs to select 2 objects: from Roman and Byzantine Periods CCT
- Give students the instructions on how to compare objects (styles, dates, symbols and influences)
- Ask students to write a short description highlighting cultural and stylistic differences (no more than 500 words)
- Ask students to upload their descriptions on CCT (stories sections)
- Have students to prepare a presentation about their objects by using CCT

### Methodologies:

- ❖ Visual Storytelling
- ❖ Compare
- ❖ Referencing historical events

### Additional Resources:

- ❖ CEMEC Website Traveller: St Helena
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity



## Lecturer NOTES:

1. Site visit
  2. Ask students to bring their laptops and mobile devices (check the wi-fi access with your local museum and Public Photography Policies)
  3. Choose the collection reflecting on culture of one of the groups (“Barbarians”)
  4. Find a primary resource : a tractate, letter or bill that discusses the use of objects or describes historical events
  5. Present the example to students
  6. Use CCT to discuss the theme: Diversity by exploring historical events and objects.
  7. Discuss Vandals, Goths, Huns, Franks, Longobards, Avars, Merovingians, Copts, Irish Vikings and others (use objects: stonework, brooches, coins, jewellery)
5. You can present short animation on St Gallus from Crossroads exhibition
  6. Classroom activity. The purpose is:
    - to introduce students to primary resources and how to use them in research
    - to explore themes of connectivity, diversity and trade
    - to understand the styles of writing (primary resources)



# Theme: Diversity,

## Student's activity: In 2s enquiry based learning



In 2s Enquiry based learning

**Methodology:** Creative writing

**Objects :** coins, architecture, decorative arts, personal objects

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select objects from the collection/ local museum
- Give students the instructions on how to write a tractate
- Ask students to write a tractate on eg. brooches with an emphasis on trade
- Students should use information from the display and online resources
- Ask students to take pictures of their selected objects (check with your local museum Public Photography Policies)
- Students should upload pictures and their work on CCT (stories section)

Encourage the students to be creative in choosing the format for their postings and to use their imagination, while following the principles of formal writing and proper citation rules.

### Methodologies:

- ❖ Site visit
- ❖ Creative Writing

### Additional Resources:

- ❖ CEMEC Website Traveller: Abul Abbas
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.



# Theme: Diversity The Post-Roman West, AD 400-800



## Lecturer NOTES:

1. Museum visit/ Site visit exploring objects in situ
  2. Ask students to bring their laptops and mobile devices (check the wi-fi access with your local museum and Public Photography Policies)
  3. Choose the collection/objects in situ that reflect on the Post-Roman West, eg. sculpture and architecture
  4. Select objects on CCT (eg. Stone pillars, column)
  5. Use CCT to discuss the theme: The Post-Roman West by showing objects in situ/ museum collection and cross referencing CCT objects.
  6. Ask students to reflect on 3D scanned objects by using CCT
5. You can present short animation on Abul-Abbas Crossroads exhibition
  6. Classroom activity. The purpose is:
    - to introduce students to cross-referencing
    - to explore themes of connectivity
    - to understand the styles and influences



# Theme: Diversity, The Post-Roman West, AD 400-800

## Student's activity



In 2s Enquiry based learning

**Methodology:** referencing and comparison

**Objects :** architecture and sculpture

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select an object from the collection/ site that is similar in style, technique or represent the same theme to one of the objects from CCT
- Ask students to take a picture of a new object (Public Photography Policies)
- The task is to write a short description and upload the new entry on the CCT (stories section)
- Students should upload pictures and their work on CCT (stories section)

### Methodologies:

- ❖ Museum/ site visit
- ❖ Assessment of objects in situ
- ❖ Creative Writing
- ❖ Digital tools

### Additional Resources:

- ❖ CEMEC Website Traveller: Abul Abbas
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity The Byzantine Empire AD 400-800



## Lecturer NOTES:

1. Museum visit
  2. Ask students to bring their laptops and mobile devices (check the wi-fi access with your local museum and Public Photography Policies)
  3. Choose the collection/objects: The Byzantine Empire AD 400-800 eg. social stratification and faith
  4. Select objects on CCT
  5. Use CCT to discuss the theme: The Byzantine Empire AD 400-800 by showing objects in the museum collection and cross referencing CCT objects.
  6. Ask students to reflect on 3D scanned objects by using CCT
5. You can present short animation Theophano Crossroads exhibition
  6. Classroom activity. The purpose is:
    - to introduce students to comparative methods
    - to use digital tools 3D scanned objects
    - to explore themes of connectivity and diversity in Medieval Europe
    - to understand the styles and influences





# Theme: Diversity, The Byzantine Empire AD 400-800

## Student's activity



**Methodology:** cross-referencing and comparison

**Objects :** reliquaries, jewellery, crosses, religious objects

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select an object from the museum collection that is similar in style, technique or had the same function as one of the objects from CCT
- Ask students to take a picture of a new object
- The task is to write a short comparative description of two objects from your local museum and CCT objects
- Students should upload pictures and their work on CCT (stories section).

### Methodologies:

- ❖ Museum visit
- ❖ Comparative Writing
- ❖ Digital tools

### Additional Resources:

- ❖ CEMEC Website Traveller: Theophano
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity Egypt



## Lecturer NOTES:

1. Museum visit/ Secondary objects
  2. Arrange the visit with your local museum (collection of objects from Late Antique Egypt)
  3. Ask for access to storages (secondary objects)
  4. Ask students to bring their laptops and mobile devices (check the wi-fi access with your museum and Public Photography Policies)
  5. Choose the objects: Egypt eg personal objects, amulets, coins or textiles
  6. Select objects on CCT from other collections (Menas flask, bone plaque, incense burner)
  7. Discuss the theme: Diversity, Egypt by showing objects in the museum collection and cross referencing CCT objects
  8. Discuss burial methods on the example of: Grave at Kölked CCT
5. You can present short animation on Egeria Crossroads exhibition
  6. The purpose of the activity is:
    - to introduce students to secondary objects in museum storages
    - to explore themes of connectivity
    - to explore burial methods



# Theme: Diversity, Egypt

## Student's activity



**Methodology:** cross-referencing and comparison

**Objects :** personal objects, amulets, coins or textiles

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select an object from the museum collection that is similar in style, decoration or had the same function as one of the objects from CCT
- Ask students to take a picture of a new object (secondary object)
- The task is to write a short comparative analysis of an object from your local museum and CCT object. Use the example of incense burner for decorative analysis (3D scan).
- Ask students to concentrate on the function of the object
- Students should upload pictures and their work on CCT (comments)

### Methodologies:

- ❖ Museum visit (storage access, secondary objects)
- ❖ Comparative Writing
- ❖ Digital tools
- ❖ Classification of objects (by function)

### Additional Resources:

- ❖ CEMEC Website Traveller: Egeria
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity The Sassanid Empire and the Rise of Islam, AD 300-800



## Lecturer NOTES:

1. Museum visit or site visit
  2. Arrange the visit with your local museum/site visit
  3. Ask students to bring their laptops and mobile devices (check the wi-fi access with your museum)
  4. Choose the collection/objects: Qurans (books, manuscripts) and textiles or architecture (Spain)
  5. Select objects on CCT from other collections
  6. Discuss the theme: The Sassanid Empire and the Rise of Islam by showing objects in the museum collection and cross referencing with CCT objects .
5. You can present short animation Hasday Ibn Shaprut Crossroads exhibition
  6. The purpose of the activity is:
    - to explore trade and cultural influences
    - to use other collections for cross-comparison
    - to explore changes in styles and iconography





# Theme: Diversity, The Sassanid Empire and the Rise of Islam, AD 300-800

## Student's activity



**Methodology:** cross-referencing and comparison

**Objects :** collection of Qurans (books, manuscripts) and textiles or architecture (Spain)

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select a manuscript from the museum collection
- Ask students to take a picture of their selected object
- Ask students to write a short description of the object and to name few other examples from CCT (referencing: styles, regions and cultural influences/differences )
- Ask them to use CCT for the second part of the activity
- Students should upload pictures and their work on CCT (stories section)
- Ask students to comment on all entries

### Methodologies:

- ❖ Museum visit
- ❖ Writing
- ❖ Digital tools
- ❖ Classification of objects

### Additional Resources:

- ❖ CEMEC Website Traveller: Hasday Ibn Shaprut
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity The Viking Age and Kievan Rus



## Lecturer NOTES:

1. Museum visit or site visit
  2. Arrange the visit with your local museum/site visit
  3. Ask students to bring their laptops and mobile devices (check the wi-fi access with your museum and Public Photography Policies)
  4. Choose the collection/objects: jewellery, swords, silver
  5. Select objects on CCT
  6. Discuss the theme : The Viking Age and Kievan Rus by showing objects in the museum collection and cross referencing CCT objects .
5. You can present short animation Ahmad Ibn Fadlan's Risala Crossroads exhibition
  6. The purpose of the activity is:
    - to explore trade and cultural influences
    - to use other collections for cross-comparison
    - to explore different styles and regions



# Theme: Diversity, The Viking Age and Kievan Rus

## Student's activity



**Methodology:** comparison

**Objects :** jewellery/ swords

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select a piece of jewellery or sword
- Ask students to take a picture of their object
- Ask students to write a short description of the object and to name few other examples from CCT reflecting on the spread of Vikings and changes
- Ask them to use CCT for the second part of the activity
- Students should upload pictures and their work on CCT (stories)
- Ask students to comment on all entries

### Methodologies:

- ❖ Museum visit
- ❖ Creative Writing
- ❖ Digital tools
- ❖ Comparison

### Additional Resources:

- ❖ CEMEC Website Traveller: Ahmad Ibn Fadlan's Risala
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity Ireland and Europe



## Lecturer NOTES:

1. Site visit
  2. Arrange the visit Glendalough/ Clonmacnoise /Skellig Michael / or other sites with objects in situ
  3. Ask students to bring their laptops and mobile devices (check the wi-fi access with your museum and Public Photography Policies)
  4. Choose the objects: high crosses, towers, temple, church, cemetery. Select objects on CCT (stonework and architecture)
  5. Use CCT to discuss the theme: Ireland and Europe by showing objects in the museum collection and cross referencing CCT objects .
5. You can present short animation St Fergal Crossroads exhibition
  6. The purpose of the activity is:
    - to explore monastic life in Medieval Europe
    - to use other collections for cross-comparison
    - to explore missionary activities
    - to discuss travels and spread of Christianity





# Theme: Diversity, Ireland and Europe

## Student's activity



**Methodology:** comparison

**Objects :**stonework/architecture

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select an object in situ
- Ask students to take a picture of their object
- Ask students to write a short description of the object with a focus on its function and decoration
- Ask students to add events on the CCT highlighting establishment of the main monastic settlements in neighbouring countries (influenced by Irish travellers for reference check animations on the crossroads exhibition)
- Students should upload pictures and their work on CCT (stories)
- Ask students to comment on all entries

### Methodologies:

- ❖ Site visit
- ❖ Writing
- ❖ Digital tools
- ❖ Connecting historical events with objects
- ❖ Assessment of objects in situ

### Additional Resources:

- ❖ CEMEC Website Traveller: Ahmad Ibn Fadlan's Risala
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity Frankish Kingdom and Merovingian



## Lecturer NOTES:

1. Lecturer/tutor-led discussion
2. Use CCT to explore the theme: Frankish Kingdom and Merovingian
3. Choose the objects: accessories and weapons
4. Select objects on CCT
5. Discuss the main excavation sites, burial traditions and connect the sites with the main historical events
5. You can present short animation St Martin of Tours Crossroads exhibition
6. The purpose of the activity is:
  - to explore archaeological data
  - to explore historical events
  - to discuss travels and spread of Christianity



# Theme: Diversity, Frankish Kingdom and Merovingian



**Methodology:** cross-referencing and comparison

**Objects :** dress, accessories and weapons

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Ask students to select an object from CCT
- Ask students to write a short description of the object with a focus on its style (animal motifs)
- Students should find other similar motifs from countries such as Ireland and England compare and contrast the animal decorations
- Students should upload their work on CCT (stories section)
- Ask students to comment on all entries

## Methodologies:

- ❖ Site visit
- ❖ Writing
- ❖ Digital tools
- ❖ Compare

## Additional Resources:

- ❖ CEMEC Website Traveller: Ahmad Ibn Fadlan's Risala
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Diversity, Greeks



## Lecturer NOTES:

1. Museum visit or site visit
  2. Arrange the visit with your local museum/site visit
  3. Ask students to bring their laptops and mobile devices (check the wi-fi access with your museum and Public Photography Policies )
  4. Choose the collection/objects: icons, decorative arts with a focus on iconography and narrative scenes (ref incense burner Egypt)
  5. Select objects on CCT (Greece)
  6. Use CCT to discuss the theme: Greeks by showing objects in the museum collection and cross referencing with CCT objects .
5. You can present short animation Olympiodorus of Thebes from Crossroads exhibition
  6. The purpose of the activity is:
    - to explore Christian traditions
    - to use other collections for cross-comparison
    - to explore iconography and narrative scenes





# Theme: Diversity, Greeks



In groups enquiry based learning

**Methodology:** cross-referencing and comparison

**Objects :** icons, decorative arts and mosaics

**Tools:** CCT

**Disciplines:** History, Archaeology or Art History

- Leave CCT on. Select one of the discussed objects and start Improvisation group work “ Yes, and..”
- First, demonstrate this yourself by making a simple statement. Tell students that you are going to make up a conversation between two people in which every sentence (except the first one) starts with the words “Yes, and...” Additionally, every new statement should become more exaggerated, furthering the scene
- Ask one of the students to start with a statement eg: “Christ is displayed in full length, blessing with his right hand and holding a scepter with a cross in his left.” (see the Plate with depiction of Christ's triumph over the evil, CCT )
- In groups of 4 ask students to select an object with a narrative scene or an icon from the collection
- Ask students to take a picture of their object
- Ask students to repeat the improvisation and write down all their statements.
- Based on the statements ask students to write a summary (a catalogue entry ) and upload on CCT stories along with the picture

## Methodologies:

- ❖ Site visit
- ❖ Storytelling (narrative scenes)
- ❖ Iconography
- ❖ Digital tools

## Additional Resources:

- ❖ CEMEC Website Traveller: Ahmad Ibn Fadlan’s Risala
- ❖ Catalogue: *Crossroads, Travelling through the Middle Ages*, WBooks, Allard Pierson, Amsterdam, 2017.

# Theme: Connectivity Assignment (MEDIEVAL STONEWORK)



Ask students to prepare an assignment (CCT presentation)

## Activities:

1. Compare two or more Irish and Egyptian objects
2. Use objects from CCT
2. Describe decoration and discuss the technique used by artists.
4. Upload description on CCT stories
5. Ask students to present their work in the classroom (presentations 10 mins)
6. Encourage students to use animations from Crossroads exhibition

The purpose is to test students' knowledge of characteristic features of different styles, or to test their ability to identify connections between cultures. Students demonstrate their factual and conceptual knowledge, their ability to draw conclusions, to focus on similarities and differences between works of art.

## Methodology:

- ❖ Storytelling
- ❖ Compare and contrast
- ❖ References to the events

## References:

- ❖ Catalogue: Crossroads, Travelling through the Middle Ages, Wbooks,
- ❖ Animations from Crossroads exhibition





# Theme: Faith



## Lecturer NOTES:

1. Lecturer/tutor-led discussion
2. Use CCT to explore the themes: The three monotheistic religions: Jews, Christians and Muslims from Late Antiquity to Early Middle Ages
3. Select objects and events from CCT
4. Use primary resource on commissioning craftsmen
5. You can present short animation Sigeric the Serious Crossroads exhibition
6. Classroom activity. The purpose is:
  - to introduce students to research
  - to explore themes of faith
  - to understand different styles of writing (primary resources)
  - analyse objects
  - to understand the process of commissioning in Middle Ages



# Theme: Faith,

## Student's activity: In 2s enquiry based learning



In 2s enquiry based learning

**Methodology:** Creative writing

**Objects:** Religious objects eg shrine

**Disciplines:** History, Archaeology or Art History

1. Ask students to use the objects from CCT
2. They should select one object
3. Ask students to analyse the object and find more information about the techniques, craftsmen and workshops
4. Students will be asked to write an example of a letter commissioning craftsmen
5. Students should upload their work on CCT stories

### Methodology:

- ❖ Creative writing
- ❖ Research

### References:

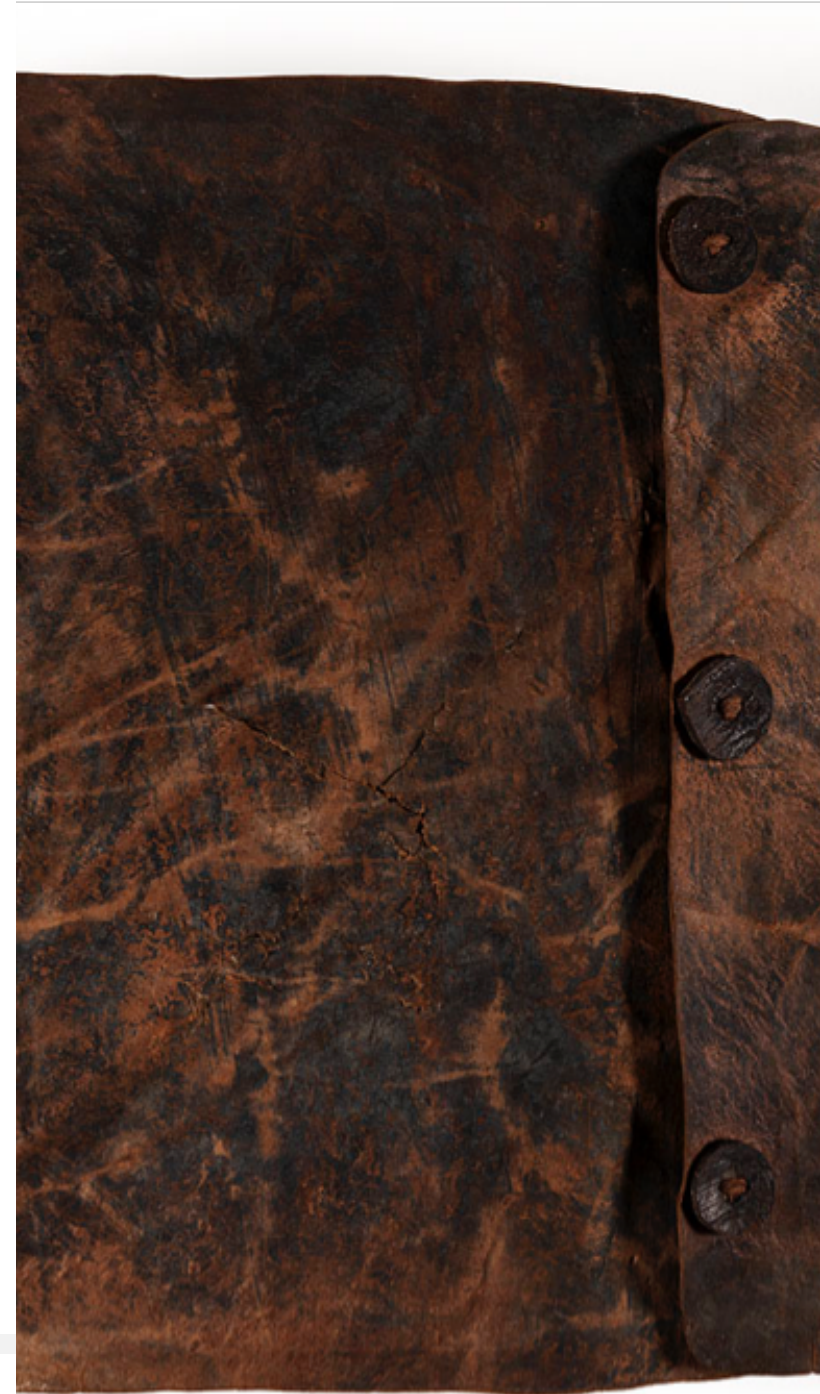
- ❖ Animations from Crossroads exhibition
- ❖ Catalogue: Crossroads, Travelling through the Middle Ages, Wbooks,

# Theme: Knowledge



## Lecturer NOTES:

1. Lecturer/tutor-led discussion
2. Use CCT to explore the theme: Knowledge eg. monastic life
3. Select objects and events: eg.
  - Fadden More Psalter
  - Leaf from a Purple Vellum Gospel
  - Large Oratory on Skellig Michael
4. Use primary resources eg. Letters
5. You can present a short animation on Sedulius Scottus Crossroads exhibition
6. Classroom activity. The purpose is:
  - to introduce students to research skills
  - critical and visual literacy skills
  - to understand different techniques of writing
  - to analyse objects such as manuscripts
  - to explore the theme of monastic life and monasticism in Middle Ages





# Theme: Knowledge

Student's activity: In 2s enquiry based learning



In 2s enquiry based learning

**Methodology:** Creative writing (dialogue) role play

**Scenario:** Role play (dialogue): two scriptures on writing techniques, paper, techniques etc

**Objects:** Manuscripts

**Disciplines:** History, Archaeology or Art History

1. Ask students to select 2 objects from different cultural backgrounds eg. Egypt and Ireland from CCT
2. In pairs ask students to find information about the selected objects (ask them to focus on techniques, paper, writing styles and role of monasteries in advancing writing skills and knowledge )
3. In pairs ask them to write a dialogue between two scriptures (they should discuss the differences of writing techniques such as miniature painting, styles and techniques)
4. Students should upload their work on CCT

## Methodology:

- ❖ Creative writing (role play)
- ❖ Research

## References:

- ❖ Animations from Crossroads exhibition
- ❖ Catalogue: Crossroads, Travelling through the Middle Ages, Wbooks,

# Theme: Identity and Social Structures



## Lecturer NOTES:

1. Lecturer/tutor-led discussion
2. Use CCT to explore the theme: Identity and Social Structures eg. Jewellery

3. Select objects and events: eg.

Brooches, amulet capsules, armband, rings, box-shaped brooches (3D scan)

4. Discuss: decoration, colours, styles and fashion. Expand on the social stratification and dress code.

5. Refer to burial methods

6. You can present short animation from Crossroads exhibition

7. Classroom activity. The purpose is:

- to explore burial traditions
- to understand trade and cultural influences
- to explore the theme of identity and social structures with a focus on jewellery and personal objects



# Theme: Identity and Social Structures



In group enquiry based learning

**Methodology:** Group work

**Scenario:** Improvisation "yes and.."

**Objects:** jewellery and decorative arts

**Disciplines:** History, Archaeology or Art History

Leave CCT on. Select one of the discussed objects and start Improvisation group work "Yes, and.."

First, demonstrate this yourself by making a simple statement. Tell students that you are going to make up a conversation between two people in which every sentence (except the first one) starts with the words "Yes, and..." Additionally, every new statement should become more exaggerated, furthering the scene

Example: Box-shaped brooches (3D scan) CCT

These solid-gold, box-shaped brooches were used to fasten a women's dress, a kaftan, directly under the chin. (*opening statement*)

*Yes, and it is a high quality, precious piece of jewellery*

*Yes, and was produced in a Byzantine goldsmith's workshop*

*Yes, and the four sides of the brooch are decorated with a frieze of busts repeating*

*Yes and ....*

Select another object and ask students in pairs to try the scenario "yes, and.." with another example. They should write down the summary and upload on the CCT stories

## Methodology:

- ❖ Improvisation "Yes, and ... "
- ❖ Compare and contrast
- ❖ Analysing

## References:

- ❖ Cemec Website Traveller: Sigeric the Serious
- ❖ Catalogue: Crossroads, Travelling through the Middle Ages, Wbooks,



# Theme: Warfare



## Lecturer NOTES:

1. Lecturer/tutor-led discussion
2. Use CCT to explore the themes Warfare
3. Select objects and events on CCT eg.
  - Helmet
  - Horse and rider
  - Horus and rider
4. Use primary resources on debates or official letters
5. You can present short animation Olimpiodorus of Thebes Crossroads exhibition
6. Classroom activity. The purpose is:
  - to introduce students to research
  - to explore the theme of warfare
  - analyse objects swords, emblems
  - to cross-reference



# Theme: Warfare

Student's activity: In 2s enquiry based learning



In 2s enquiry based learning

**Methodology:** Creative writing

**Scenario:** Debate

**Objects:** Swords, belts, sword pendants, broches,

**Disciplines:** History, Archaeology or Art History

1. Ask students to select a historical event (battle)
2. On CCT students should find objects relating to the events/ region/ culture
3. Present students with primary resources: letters debates, commissioning swords, clothing
4. In pairs students will write a creative piece (debate on an event/battle)
5. They will need to upload their work on CCT stories
6. They should present their work to classroom

## Methodology:

- ❖ Creative writing (role play)
- ❖ Research

## References:

- ❖ Cemec Website Traveller: Sigeric the Serious
- ❖ Catalogue: Crossroads, Travelling through the Middle Ages, Wbooks,



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