



1. Title: Syncretism

2. Knowledge and didactic objectives

The students can understand through the history of Christmas that Christianity has been strongly influenced by ancient religions, such as Greek/Roman cults and paganism. This influence is detectable in vocabulary, rites and customs.

Thanks to this activity, students learn to dialogue with different religious and cultural positions in an atmosphere of respect, comparison and mutual enrichment. They learn to read and understand sources and documents, how to rework and expose the topic; they can find the relationships between facts and phenomena distant in time and space; to relate to the municipal administration as active, participatory citizens; and also use a specific, clear and precise language.

3. Timing

*First activity: 1 to 2 hours
Second activity: 2 to 3 hours
Third activity: 3 hours
Fourth activity: 3 hours
Fifth activity: 4 hours

Total: 13 to 15 hours*

4. Grouping of students

Individual study, small groups and large group.

5. Historical thinking skills

Establish historical significance; Identify continuity and change; Analyze cause and consequence; Take historical perspectives, Understand the ethical dimension of historical interpretations, Use primary source evidences.

6. Development or sequence of the activity

First activity: With a brainstorming students can relate about their ways of living Christmas. The teacher can write down on the blackboard the interventions and explain what Christmas is. The teacher can also explain Mawlid (birth of the



Prophet) or other religious holidays. It depends on the composition of the classroom.

Second activity: Thanks to the brainstorming, the symbols of the Christmas tree, Santa Claus, etc. came out. The teacher shows a number of images, videos, documentaries about the history of that symbols. Students understand that those symbols came from more ancient cults, that in Christian time were re utilized by the new religion. The same activity can be done with other religious holidays.

Third activity: Students, are divided in small groups. Every small group (also thanks to an individual study at home) should focus on one holiday and make a product (for example, a poster, a painting, a chart, etc.) representing the most important aspects of the holiday, showing similarities and differences with contemporary cults and pagan beliefs. The teacher can help the students to focus in a proper way to the topic. It is very important that in this activity teacher should not give contents, but methodological suggestions.

Fourth activity: Every small group expose to the classroom the products and results of their research. The teacher can comment to improve their work.

Fifth Activity: Students can set a little exhibition of their works in the school (or a virtual exhibition). The exhibition will be open to public and the students will be the guides. The teacher helps the students to prepare the exhibition.

7. Assessment techniques and instruments

At the end, the evaluation will take into account the skills of each student.

The level of knowledge, skills, abilities and skills acquired; commitment and perseverance in work; interest in the discipline; active participation in educational dialogue; ability to personal re-elaboration of contents will be evaluated.

8. Complementary resources

Visit to religious heritage elements, help by non-formal education, press news, videos and documentaries can be added to the sequence of activities.

9. Annexes

- <https://artsandculture.google.com/story/FwWhJSIx7MjhJw>
- <https://artsandculture.google.com/story/ogWBLE6hT3xERQ>



- <https://diglib.library.vanderbilt.edu/act-search.pl>
- https://www.youtube.com/watch?v=m6dCxo7t_aE
- https://www.treccani.it/enciclopedia/introduzione-al-mito-e-alla-religione-di-roma_%28Storia-della-civiltà-europea-a-cura-di-Umberto-Eco%29/
- <http://www.teche.rai.it/2010/06/la-religione-in-omero-e-esiodo/>

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