



The symbiosis between river and people. Sarno example

Modules:

River management

Total duration: 7 hours

Field work: Yes

List of materials:

Blackboard/ IWB

Internet for Youtube video

PC

Mobile device/camera

Notepads

Worksheets: 4

Students' age: 16-18

Use of apps/software: Google
forms/Siftr

Brief description

The life of the people living in the Sarno area has always been connected to their river. This relationship has had a strong historical, economic and social impact on the area.

In his *De Bello Gothico* the Greek historian Procopius called the river Sarno "Dragon" because of its winding course.

Some scholars believe Pelasgi-Sarrastri-Tirreni-Pirati people settled in the area happily mingling with the local population. They called the river of this place "Saron" after a river in their homeland.

In the Roman period the city of Pompeii flourished also thanks to the river and its Fluvial port in Moreggine. The oldest representation of the river appears in the *Tabula Peutingeriana* dating from about the twelfth and thirteenth centuries where it illustrates its winding path that runs along Pompeii and flows into the sea near Castellammare. In the Middle Ages some significant churches were built by the river, such as the church and cloister of the Cistercian Abbey of Realvallewas built by Carlo I D'Angiò in the village of San Pietro north of Scafati to celebrate his victory in 1270 and the church of Santa Maria delle Vergini built in 1524.



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Mills managed by the lords of the farms were built along its bank to produce wheat, barley and maize by using the hydraulic power of the river. In the 19th century spinning mills, paper mills, cotton mills and textile industry were the engine of the economic system of the valley.

<http://www.campuspompei.it/2015/01/24/forme-urbane-ed-architetture-nel-paesaggio-idrografico-della-valle-del-sarno/>

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Objective of the learning unit

To learn about:

- ✓ The evolution and changes concerning the river and its area in relation to people's lives and activities



Introduction (orientation)

Time estimated: 15 minutes

Where the activity takes place: in the classroom

Method (how the students have to work): group work

Instructions for the teacher:

In order to arise students' curiosity they are asked the following questions:

Have you ever noticed that many cities and towns are near rivers?

Is your city near a river?

What reasons do you think made people settle down near streams?

The students work in group and then the teacher writes their answers on the blackboard

After that they are shown a short video <https://youtu.be/AJ2FeWvCRjI> and asked to find out the reasons why civilizations started near rivers (given in it) and compare them with their suggestions.

Watch the video and write down the reasons why civilizations started near rivers. Are they the same as yours?

Conceptualization

Time estimated: 20 minutes

Where the activity takes place: in the classroom

Method (how the students have to work): group-work

Instructions for the teacher:

The students are given a worksheet with the reasons mentioned in the video for settlements near rivers. They have to tick the activities they mentioned in the previous session (use worksheet 1).

After completing the activity they are asked to formulate a hypothesis about the role of the river in their area.

Hypothesis "The river Sarno and its tributaries have had an important role in our area for thousands years"

Investigation 1

Time estimated: 2 hrs

Where the activity takes place: in the classroom and outdoor, and at home

Method (how the students have to work): group-work, individual work

Instructions for the teacher:

1) Planning

Location: at home

Time: 30 minutes

Materials: paper and pen, worksheet 2.

At home students in groups or individually prepare a set of questions to ask people on their field trip to the river. The aim is to find out about activities, artifacts, boats, fish and recipes. (worksheet 2).

2) Performing

Location: in town and at school

Time: 60 minutes

Materials: paper and pen, camera/smartphones.

Field work by the river with all the students. The activity carried out is cross-curricular and concerns all the modules about the river. During the field trip the students take photos of the areas they visit and interview people;

1. The students take photos of some areas along the river, interview people.

Back at school they perform activities 2 and 3:

2. The students are given a passage to read about the history of the river and its area
3. The students are shown a PPT with pictures of old 19th and 20th century paintings, cards and photos

Location: in the computer lab

Time: 45 minutes

Materials: Worksheet 3, Google maps

1. The students highlight names of people and places in the passage. Then by the means of a google map of their area they find out which of the names they have highlighted still survive in today's toponymous (worksheet 3)
2. The students look at the pictures on the PowerPoint and tick the activities performed by the people in 19th and 20th century pictures, then they compare them to the ones in the photos they took on their trip to the river Sarno (worksheet 3)

3) Concluding

Location: at home

Time: 30 minutes

At home-the students summarize the information gathered from the interviews and highlight differences and/or similarities with the pictures and photos (worksheet 3)

Investigation 2

Time estimated: 1 hr

Where the activity takes place: in the classroom

Method (how the students have to work): group-work

Instructions for the teacher:

1) Planning

Time: 5 minutes

Materials: Worksheet 4.

The students are given some short extracts from the writings of ancient Greek and Latin authors: Lucan, *Bello civile*; Pliny the Elder, *Naturalis Historia*; Procopius of Caesarea, *De Bello Gothico*; Virgil, *Georgicorum*.

2) Performing

Location: in town and at school

Time: 55 minutes

Materials: paper and pen (worksheet 4)

The students translate the extracts from Latin and read the Italian translation from *De Bello Gothico*. Then they fill in a chart and write down the information they have found in the texts: author, work, main ideas (worksheet 4).

Investigation 3

Time estimated: 1 hr

Where the activity takes place: in the language/computer lab

Method (how the students have to work): group-work

Instructions for the teacher:

1) Planning

The students are shown a Power Point with some maps of the Sarno area and are given the web links to them in order to look for specific details.

For instance, regarding the Sarno river:

<https://drive.google.com/open?id=1CRD4JhkLE93f5VX7igSoXAgoSLOacuTr>

- Tavola Peutigeriana is the most ancient map about the river Sarno area
- Sheet n. 14 is from a 19th century map of the Reign of Naples. On it the Bottaro, Mills, the bridge of Persica, the Inn of Longobardo and other ancient places can be seen.
- A map of the Reign of Naples. A bridge on the downstream of the river can be seen
- A map about the roads and streams in the town of Nocera published in Rome by Domenico de' Rossi in 1714.

2) Performing

The students go on the following sites and compare the area of the river Sarno on the maps.

- teca.bncf.firenze.sbn.it;
- www.hs-augsburg.de

- Ambrogio Leone: De Nola opusculum distinctum, plenum, clarum, doctum, pulcrum, verum, graue, varium, & utile, Venezia 1514.
- www.igmi.org

Then they answer the following question and discuss the changes they have noticed

“Look at the maps of the river Sarno area. Do you notice any changes?”

“Discuss these changes in relation to their causes, such as natural disasters, man's land use etc.”

“Add your findings to the data collected in Investigation 3 in the learning activity Ancient artifacts of the Sarno river”

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Conclusion and discussion

Time estimated: 2 hrs

Where the activity takes place: in the classroom

Method (how the students have to work): group-work or individually

Instructions for the teacher:

Students in groups or individually present their findings to the whole class and discuss them in comparison to the hypothesis they formulated in the conceptualization phase. They can use apps like thinglink, PowerPoint, etc. The purpose is to point out the changes which have taken place in the Sarno area over time and highlight how they have affected people's lives.

At the end of the activity they can create a story about the life of a group of people in a period in the past and describe the setting and daily events in relation to the river Sarno. The story can be used to create a game based on these fictional people's life (LBG)