

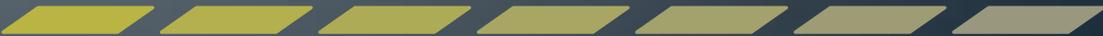
**University of Western
Macedonia**

**ASPECTS OF CITIZENSHIP
EDUCATION
IN TEACHING ANCIENT
GREEK HISTORIOGRAPHY:
A CASE STUDY IN A SENIOR
HIGH SCHOOL**

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Presentation Outline

Introduction

- **The interest in Citizenship Education today**

CE in school curriculum

- **Cultivation of Citizenship and Authentic Teaching**

A didactic intervention

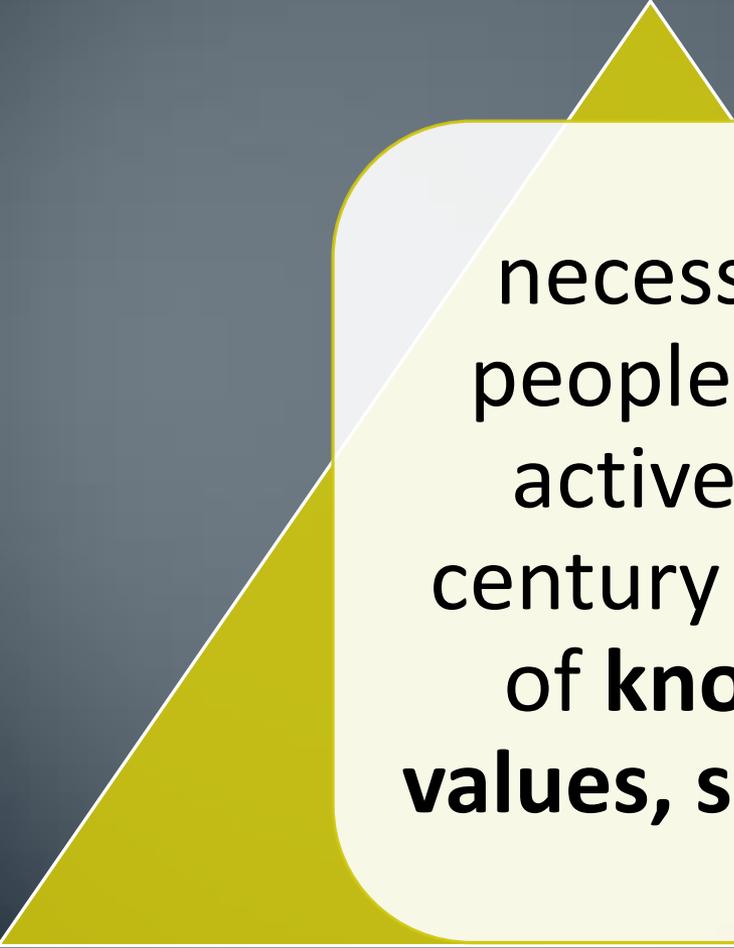
- **A civil war in 427 BC as a Strategy Game: aspects of Citizenship Education**

Results

- **Reflection of the teacher and discussion**



Mission of school & education to prepare students for life



necessary skills for young people in order to become active citizens in the 21st century → specific aspects of **knowledge, attitudes, values, skills, critical thinking**

Teachers face challenges

They can shape the conditions for a **transformative educational experience**

They seek for learning processes that develop all aspects of the personality of students

The **cultivation of various skills of citizenship awareness** can be promoted in all subjects of the curriculum



Methodology

our teaching intervention → a learning environment of simulation

Where & When ?
in the Intercultural
Lyceum (Senior High
School)
of Evosmos,
Thessaloniki, from
February to April
2016

Who ?
25 students
from the
first grade
(15-16 years
old)

What ?
the teaching of
“Kerkyraika” of
Thukydidis
(5th cent. BC)
within the
course
*Ancient Greek
Historiography
and Language*

**Peloponnesian War
(431-404 BC)**

**Democratic
Athens & allies VS
Oligarchic Sparta
& allies**

**Kerkyraika -> The civil war in the
summer of 427 in Corfu**

**Competition
between Athens
and Corinth,
ally of Sparta,
for influence in
the city-state of
Corfu**

**Athens &
Corinth support
the democratic
and oligarchic
parties
of the island
respectively**

**Confrontation
between democratic
and oligarchic
Corfians ->
developed into a
bloody, destructive
civil war**

**Failure of the
small
regional
power to
maintain its
political
neutrality ->
Corfu was led
to disaster**

The usual lesson planning, as required by the curriculum

- reading of the ancient original text,
- studying the morphology, translation, interpretation, summarizing
- exercises

The intervention **Phase A: Approach to the text**

4 mixed student groups - political parties

Democratic Corfians

Oligarchic Corfians

Athenians

Corinthians

studied the text in a Modern Greek translation for one month (12 teaching hours)
-> understanding of the historic facts, their various interpretations, their
consequences

The intervention ➡ **Phase B: Organization of the strategy game**

The External Advisor (EA) introduced students to ways of conducting battles in ancient times in a direct and lively way

Great enthusiasm

A closed group on Facebook - EA posted information about warship of ancient equipment & relative website
<http://www.esfips.com/>

Each player chose a meaningful ancient name,
decided about his/her age &
name of his firstborn son, who would be his comrade

EA prepared necessary game cards,
students were divided into 4 groups, ready to engage in the game.

The intervention → **Phase C: Role play**

All student-players played in rounds simultaneously

**Each player had
his own individual attributes (power, rhetoric, prestige, strategy, luck)
his assets according to the criteria of his party and his profession
(slaves, money, weaponry, animals, property ownership, ships,
construction)**

**opportunity to play their role in different locations:
market, harbour, assembly of citizens (ecclesia),
countryside or a trip**

**students-players changed the evolution of historic facts,
slowly proceeded to new developments,
determined according to their personal choices,
their fate or their strategy**

The intervention → Phase D: Consolidation

Integration of intervention

4 meetings with the EA (12 teaching hours)

Discussion-comments of students

Time remaining until the end of the school year-> study of concrete extracts of the “Kerkyraika” from original ancient text of Thucydides and preparation for exams

In this way the intervention adequately covered the curriculum objectives related to the Historiography and the Ancient Greek language teaching

Reflection of the teacher

Students' comments on the webpage

The game was original, interesting and memorable

Cooperation helped to understand the text better

Cooperation in the team offered a lot of fun and made them want to live themselves in Ancient Greece

Phenomena of conflicts and alliances between factions seemed provocative

Wish to have more time of participation or to become involved in a similar activity the following year

Assessment of the teacher

Method of team teaching -> positive effect on the communication and cooperation between students

A minimum level of subject knowledge for all students

Several students were prompted to further explore and acquire a deeper knowledge

The whole procedure strengthened the critical thinking of students and added characteristics of a “learning community”

The role-play enhanced students’ creativity and “to put themselves in someone else’s shoes”, their empathy and their emotional intelligence

Some pedagogical theory...

The intervention



follows the “learning by doing” model of John Dewey, where the role of the teacher is to guide and encourage students to participate and cooperate

follows the “pull model” of teaching, which enables students to move away from stereotypes and linear processes and engage in innovative, creative learning procedures

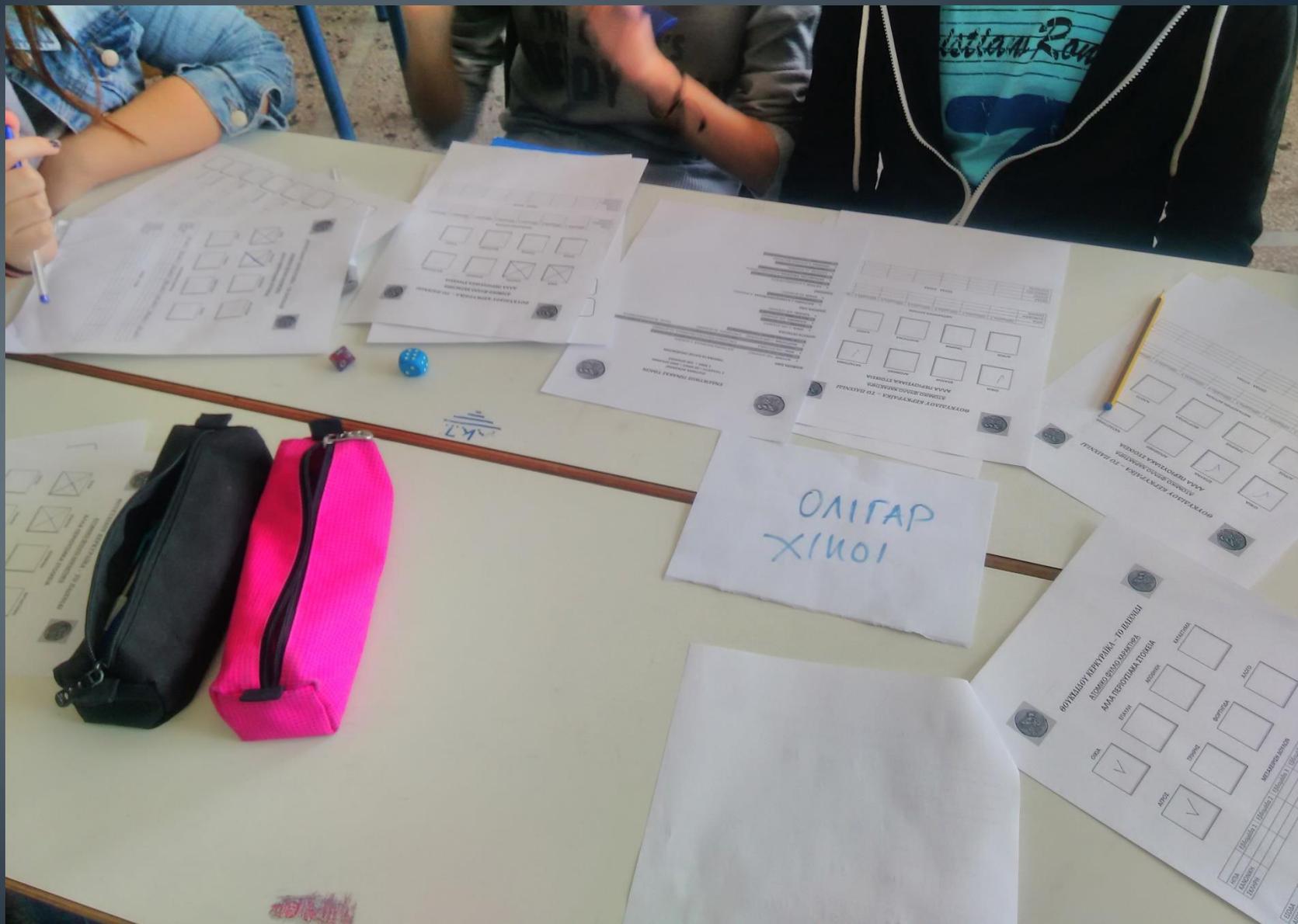
Conclusion after this quasi-experimental pilot study ->

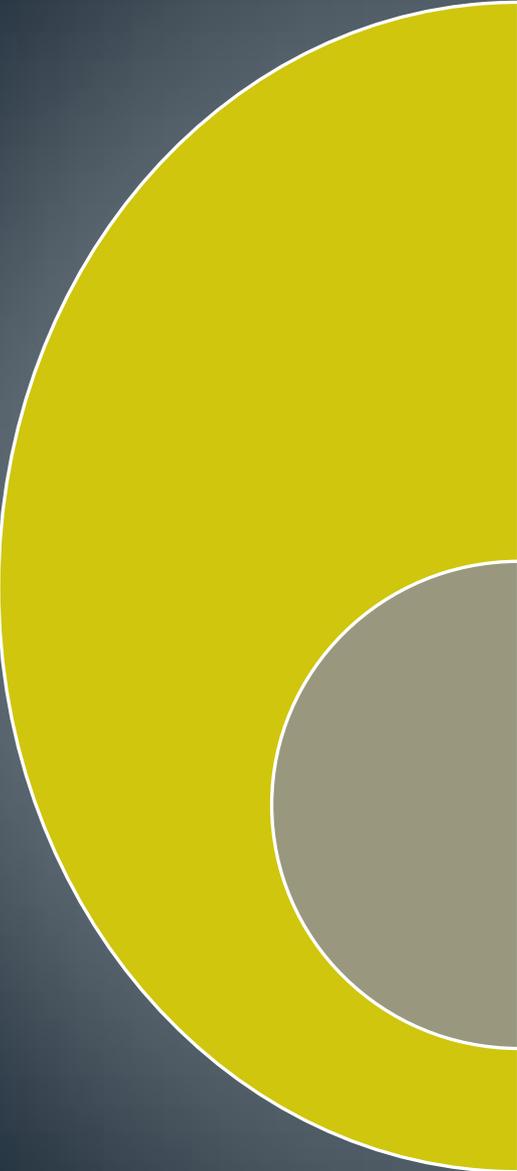
need to further explore the opportunities given by such innovative methods for the citizenship education of students











**We sincerely thank
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opportunity to implement this
intervention**

and you for your attention