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# A METHODOLOGICAL GUIDE FOR EDUCATIONAL APPROACHES TO THE EUROPEAN FOLK MYTHS AND LEGENDS



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2021

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# Erasmus+

**The Erasmus+ Project “From MYTHOS to LOGOS. Educational Approaches to the European Folk Myths and Legends”  
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## FOREWARD

The current publication is one of the end-up products accomplished while implementing the Erasmus+ project “From MYTHOS to LOGOS. Educational Approaches to the European Folk Myths and Legends” (reference number 2018-1-EL01-KA229-047701, Key Action 2: Cooperation for innovation and the exchange of good practices – School Exchange Partnerships). The above mentioned project was carried out within the time framework September 1<sup>st</sup>, 2018 – August 31<sup>st</sup>, 2021, by the following schools:

- 2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens, Greece (coordinating school);
- Istituto Comprensivo „Marconi-Oliva”, Locorotondo, Italy;
- Szkoła Podstawowa nr 10 w Rzeszowie, Rzeszow, Poland;
- Agrupamento de Escolas Dr. Mario Sacramento, Aveiro, Portugal;
- Școala Gimnazială “Ion Băncilă”, Brăila, Romania;
- Siauliu Dainu Progimnazija, Siauliai, Lithuania.

The values included in myths and legends are universal, timeless and unifying for all nations. It is therefore important for young people to discover and compare similar or parallel narratives that show common values and beliefs among European countries. As a result, the six phases of implementing the project were divided based on the main topics that appear depicted in myths and legends:

Phase 1 – The Sky, the Stars and the Earth

Phase 2 - Fairies - Ghouls - Anaskelades - Vixens - Illnesses - Fates and Destiny

Phase 3 - Ghosts, Spirits and Haunted Places – Marble Creatures – Sea Bogeys

Phase 4 – Kings and Princesses. Greek, Giants, Heroes

Phase 5 – Goblins, Dragons, Vampires

Phase 6 – Plants and Animals

A seventh phase – “Illnesses” – was introduced and worked on during the one-year extension period requested as the Covid-19 pandemics affected the implementation of the project and the conducting of international mobilities.

Each participating school selected the national myths and legends they approached during each phase and produced worksheets that could help integrate those myths and legends into the curriculum, for subjects such as Literature, Foreign Languages, History, Physics, Biology, Geography, Home Economics, Music, Art, Mathematics, Astronomy, ICT, Civic Education, Personal Development. During each mobility, the participating students held PowerPoint presentations, introducing to the international teams the activities carried out while implementing each phase of the project.

This methodological guide contains the pedagogical materials (worksheets, lesson plans, other types of online or classroom activities) produced through the seven phases by the six schools that have implemented the project “From MYTHOS to LOGOS. Educational Approaches to the European Folk Myths and Legends.” As far as methodology is concerned, the pedagogical teams have designed and applied educational activities based on experiential, cooperative and interdisciplinary learning, the holistic approach of teaching/learning and the



use of ICT.

The authors would like to offer anyone interested the opportunity to enjoy the benefits of applying such innovative pedagogical approaches to their life learning process. The implementations of the activities presented have shown that the students, apart from the valuable knowledge acquired, have embraced the universal values of equality, justice, tolerance and solidarity promoted by the content of the myths and legends, together with their working in teams. Furthermore, they have developed their ICT and linguistic skills, as well as collaboration and creativity.

Through dealing with the topics and applying the methods and activities presented in the pages that follow, the Erasmus+ project “From MYTHOS to LOGOS. Educational Approaches to the European Folk Myths and Legends” has led to accomplishing aims such as:

- ✓ familiarization with cultural heritage;
- ✓ dissemination of the values found in myths and legends;
- ✓ acceptance of any kind of diversity, elimination of discrimination and social inclusion;
- ✓ improvement of social and technological competences and skills;
- ✓ cultivation of critical and creative thinking;
- ✓ cooperations and efficient interaction;
- ✓ linguistic improvement, both in their mother tongue and in the English language;
- ✓ sentimental reinforcement through texts that reveal attitudes and ways to overcome difficulties and fears in everyday life;
- ✓ students’ socialization and promotion of their special talents and artistic skills;
- ✓ development of motivation of learning.

The content of this publication represents the authors’ invitation to anyone who would like to use the outcomes of our project, which have been designed to provide more effective cross-curricular and interdisciplinary activities as part of the European tradition.



## **PEDAGOGICAL MATERIALS OF PHASE 1 – THE SKY, THE EARTH AND THE STARS**

### **THE MYTH OF PLEIADES – GREECE**

2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens



The Pleiades were seven sisters: Maia, Electra, Alcyone, Taygete, Asterope, Celaeno and Merope. Their parents were Atlas, a Titan who held the sky, and the Oceanid Pleione, the protectress of sailing. They were the sisters of the Hyades (a sisterhood of Nymphs that bring rain) and they were all together known as Atlantides.

As it was already said, they were seven in number, six of whom are described as visible, and the seventh as invisible. Some call the seventh Merope and relate that she became invisible from shame, because she alone among her sisters had had intercourse with a mortal man, Sisyphus, the King of Corinth.

### **EXPERIENTIAL LABORATORY**

**Educational approach:**

1. We define the fairy-tale: Relevant to the myth but semantically differentiated, the fairy-tale is first of all a fabrication, a novel writing, an imaginary narration.
2. We divide students in two groups and we assign them to read two variations of the fairy-tale “Pleiades and the Morning Star”.
3. A student from each group narrates the fairy-tale to the plenary.
4. Discussion: Which similarities and differences do you find in the two variations?

SIMILARITIES	DIFFERENCES



**5. Group work: Discuss and answer the following questions:**

**A. In fairy-tales “good” often fights against “evil”. How is “evil” represented in this particular fairy-tale?**

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**B. In fairy-tales heroes usually experience psychological conflict which causes fear. Find cases of such conflict for Pleiades and the Morning Star.**

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**C. Fear of freedom is man’s fear to walk paths which lead him to autonomy, i.e. the state of being master of himself. This kind of fear is experienced by children. Do you think that this fairy-tale helps us learn how to fight reconciled with this fear?**

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**D. “I want it now...I can’t wait!” we often say. How decisive is lack of self-restraint for the plot of the fairy-tale?**

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**E. “Independence cannot be conquered without pain”. How is this view confirmed through this fairy-tale?**

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**F. Fairy-tales touch upon truths when it is too early to speak them. In your opinion which are these truths in this fairy-tale?**

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**G. Could we say that apart from scary this fairy-tale is also redemptive?**

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H. Does the first variation remind you of a fairy-tale of your childhood?

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### ENGLISH LANGUAGE LESSON

1. Write the myth of the Pleiades in English in the form of a summary of 8-10 lines.

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2. Describe how Poulia felt when she became a star with her brother. Why are positive emotional bonds important to people?

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3. *Παλαιό, γνωστή*: Translate these two adjectives in English and find their opposites. Then, combine each one of them with a noun in order to form your own sentences

*Παλαιό:*

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*Γνωστή:*

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4. The Scottish folk tradition relates the myth of Aurora Borealis to the appearance of warriors and dancers in the sky. Try to give your own form to the phenomenon through a short story.

Aurora Borealis is a celestial phenomenon which takes place in the atmosphere of the Earth as well as of other planets. It is observed both in the North and in the South hemispheres. It owes its names to the French philosopher and scientist Pierre Gassendi. Aurora Borealis means the dawn of the North, while Aurora Australis is the dawn of the South. It quickly



changes shapes and colours with the most usual ones being white, light green and pink. Aristotle is considered to be the first one who observed this phenomenon scientifically.

During the Middle Ages, in the northern Europe, the appearance of Aurora Borealis was a sign of war or famine. Especially in England and in Scotland it was a messenger of war with France.

In Scots Gaelic tradition these lights were known as Na Fir Chlis (the Nimble Men), which means “the Agile men of Aurora Borealis”. In the north of Scotland, there are still people who call it Merry Dancers (Happy Dancers), when they want to describe its bright moving forms. The old folk song “The Northern Lights of Old Aberdeen” mentions that “She called them the heavenly dancers, merry dancers in the sky”. They are supernatural beings who fight in the sky over a beautiful woman. There is an old Scottish proverb: “When the happy dancers play, it is like they are killing.” There is also a common reference to the aurora light as an epic battle between the angels, who are the warriors of the sky, and their fallen old companions, the demons.

Another folk tale is about a boy who went fishing and fell asleep in his boat. When he woke up, he saw giants dancing around a big fire. However, he soon observed that the giants were not dancing; they were fighting, and his boat was floating on their blood. When he returned to the shore, he realised that he was given a prophet’s vision.

The blood in this case was the red colour of Aurora Borealis, which appears during heavy solar storms.

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### HOME ECONOMICS - INTERPERSONAL RELATIONS AMONG BROTHERS

1. Describe the positive feelings that you have for your brother(s)/sister(s).

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2. Imagine your life without your brother(s)/sister(s).

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3. Case study: «*You share the same room with your brother/sister and you both want to use*



*the common computer at the same time». Continue the story...*

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4. Create a video depicting positive feelings towards your brother(s)/sister(s).

### ASTRONOMY LESSON - THE PLEIADES STAR CLUSTER

*Open star cluster: It is a group of up to a few thousand stars that were formed by the same giant molecular cloud and have roughly the same age.*

*Taurus: Ptolemy listed Taurus when he made a list of 48 constellations. It is one of the 88 contemporary constellations which have been created by the International Astronomical Union.*

**The Pleiades Star Cluster(or Messier 45): they are an open star cluster in the constellation of Taurus.**

The nine brightest stars of the Pleiades are named after the Seven Sisters of Greek mythology: Sterope, Merope, Electra, Maia, Taygeta, Celaeno, and Alcyone, and their parents Atlas and Pleione.

As daughters of Atlas, the Hyades were the sisters of the Pleiades. The English name of the cluster itself is of Greek origin (Πλειάδες), though of uncertain etymology. They were born on Kyllini Mountain in Arcadia, so they were considered to be deities of the mountains. This cluster is dominated by very bright, hot blue stars. Being both bright and of one of the nearest star clusters to Earth, this cluster is easily visible to the naked eye in the night sky. The cluster is home to more than 1000 confirmed members, but only a handful of these stars are visible to the naked eye up to magnitude 17.

*The visible magnitude of an astronomical object is the number which measures its brightness as seen by an observer on Earth. The brighter the object, the lower its magnitude value.*



Contemporary astronomers claim that the Pleiades were born by the same cloud of gas and

*The light year is a unit of length. It is the distance that light travels in vacuum, in a year (365,25 days with 86400 seconds each). It measures:  $1ly \approx 10 \cdot 10^9 km!$*

dust about 100 million years ago. This gravitationally bound cluster of several hundred stars looms some 430 light-years of distance, and these sibling stars drift together through space at about 25 miles per second. The stars in the cluster of the Pleiades will stay gravitationally bound to each other for another 250 million years before the cluster disperses as a result of tidal interactions with other objects in the neighbourhood. By that

time, the cluster will have moved from Taurus to Orion.

The remaining B-type members of M45 (the 9 brighter stars of the cluster) do not have enough mass to create supernova events, but will eventually eject their outer layers to form planetary nebulae, leaving behind white dwarfs to lighten the clouds of removed material. There are also some brown dwarfs.

Historically, the Pleiades have served as a calendar for many civilizations. The Greek name “Pleiades” probably means “to sail.” In the ancient Mediterranean world, the day when the cluster of the Pleiades first appeared in the morning sky before sunrise announced the opening of the navigation season.

- ✿ **Rotation of the Pleiades measured with a K2 Kepler telescope:** The big and slow Pleiades complete a full rotation around their axis in a time period of 1-11 earth days, which coincides with the duration of the ‘day’ of these stars. Many smaller Pleiades need less time than 24 earth hours for the same movement. This is due to the different internal structure and composition of the stars. It is mentioned that the Sun needs 26 earth days for the same movement.

*B-type main-sequence star:  
These stars have 2-16 times the mass of the Sun and surface temperatures between 10000 - 30000K. They are extremely luminous and blue.*

- ✿ **Nebra Sky Disk (1600BC):** It is a bronze disk of about 30 cm in diameter and it constitutes the oldest concrete depiction of the universe. The disk is believed to have been found in Nebra, Germany and it has been associated with the Unetice civilization of the Bronze Age. Its inlaid gold symbols are interpreted as a Sun or a Full Moon, a lunar crescent and stars including a cluster interpreted as the Pleiades. This disk may be an astronomical instrument.



**White dwarf:** It is a stellar core remnant composed mostly by electron degenerate matter. The most massive stars become a white dwarf at the end of their lives, or they explode with a violent supernova leaving behind a black hole or a neutron star.

**Brown dwarfs:** They are substellar objects that occupy the mass range between the heaviest gas giant planets and the lightest stars. They are not massive enough to sustain nuclear fusion of ordinary Hydrogen ( $H_2$ ) to Helium (He) in their cores.

### Questions

1. When is a star cluster characterized as open? Which other types of star clusters are there?

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2. The distance of the Pleiades star cluster from the Earth is 450 lightyears. Calculate this distance in kilometres (km).

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3. Orion is a constellation directly related to the Pleiades (according to mythology Orion is the hunter of the Pleiades). Look for information regarding the stars of which it consists. What does the expression “Orion is both visible and invisible in Greece” mean?

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4. The Pleiades belong to the Taurus constellation which also includes some pulsars. Look for information about the composition and the discovery of this type of stars.

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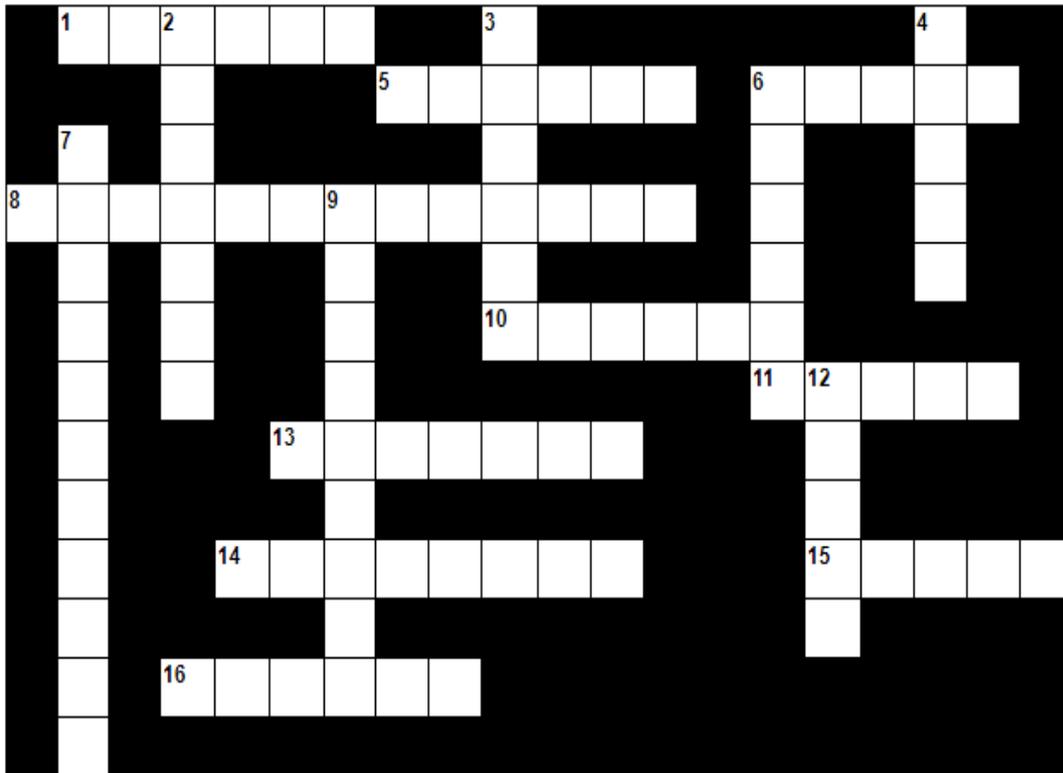
5. Locate the Pleiades star cluster (M45) on the astronomical map of the Northern Hemisphere. Then, locate the constellations of Taurus and Orion and draw the constellations to scale.





## LEARNING ACTIVITIES

### Crossword



#### Across

1. Arcturus is one of its stars
5. Milky Way is our own...
6. Famous constellation, visible throughout the world
8. It consists of many stars
10. She was a very famous poet from Lesvos
11. It is full of stars, galaxies and other celestial bodies
13. Astronomer who had discovered 44 constellations
14. The “seven sisters” constellation
15. The Pleiades star cluster consists of ... stars
16. The symbol of the Minoan Empire

#### Down

3. Famous Greek poet. His real name was Odysseas Alepoudelis
4. Famous British composer
6. He wrote Odyssey and Iliad
7. Our .... consists of seven planets
12. It causes light refraction



*Find the hidden words...*



ATLAS  
ALCYONE  
CONSTELLATION  
BOOTES  
ELYTIS  
SEVEN  
LIGHTYEAR  
SOLARSYSTEM  
HOMER

GALAXY  
CELAENO  
ASTEROPE  
TAYGETA  
MEROPE  
MAIA  
ELECTRA  
PLEIONE  
PLANETS

SPACE  
STAR  
PTOLEMY  
SAPPHO  
TAURUS  
ORION  
URSAMAJOR  
ODYSSEY  
PLEIADES

### MUSIC - MUSIC AND THE PLANETS

Celestial phenomena, alternation of the seasons, constellations, night visits of the moon and the glow of stars are often conveyed by composers in different ways.

In 1918 the British composer Gustav Holst, imprinted our celestial neighbors on one of his most famous works, “The Planets”.

In this orchestral suite, he describes seven planets based more on astrology, i.e. their



character and mood, than on astronomy and their scientific characteristics.

1. Next to the name of each planet, Holst places a title, which explains the planet's character. Which characteristics do you expect the music to have based on the title that Holst gives to each planet? Mention music characteristics concerning intensity, instrumentation, speed, tonal height, etc., as well as non-music terms, such as aggressive, sweet, soft, serious, happy, etc.

<i>PLANET</i>	<i>TITLE</i>	<i>CHARACTERISTICS</i>
Mars	The Bringer of War	
Venus	The Bringer of Peace	
Mercury	The Winged Messenger	
Jupiter	The Bringer of Jollity	
Saturn	The Bringer of Old Age	
Uranus	The Magician	
Neptune	The Mystic	

2. You will hear an extract from each music piece of the suite. Can you find the planet to which it corresponds?

*MUSIC EXTRACT*

*PLANET*

- |    |         |
|----|---------|
| a. | URANUS  |
| b. | JUPITER |
| c. | MERCURY |
| d. | VENUS   |
| e. | NEPTUNE |
| f. | SATURN  |
| g. | MARS    |

3. In Mars, the composer uses different techniques to imprint the mood of war and battle: an ostinato, a big crescendo, a decrescendo and the col legno technique. What do these four terms mean?

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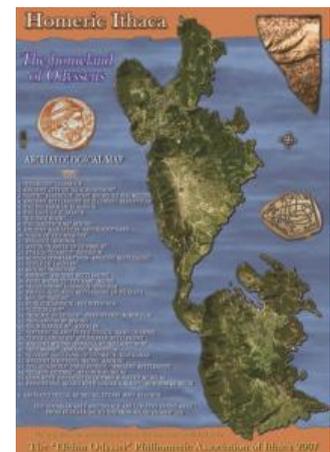


## ANCIENT GREEK LANGUAGE (ODYSSEY) & PHYSICS (ASTRONOMY) - ULYSSES' JOURNEY GUIDED BY THE STARS

### PART I: ODYSSEY

And divine Ulysses gladly spread his sails to the prosperous gale; but sitting down he guided it skilfully with the rudder; nor did sleep fall upon his eye-brows, as he contemplated both the Pleiads, and setting Bootes, and the Bear, which they also call by name the Wain, which turns itself in the same place, and observes Orion; but it alone does not share in the washing of the ocean. For Calypso, divine one of goddesses, had commanded him to pass over the sea, keeping to the left hand.

#### Ulysses' Adventure Map



**Calypso's Island:** Calypso (the name means she who hides) was an immortal beautiful woman. She was the daughter of Atlas and lived on the island of Ogygia. This is an imaginary island, but there are three existing islands, where it is believed that Ogygia really was. These islands are:

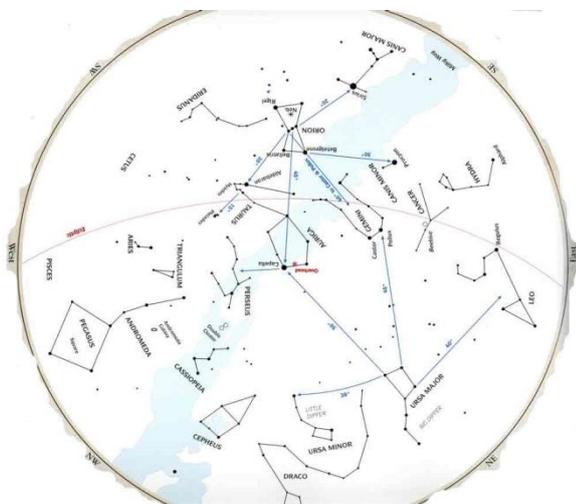
1. Ceuta Island: It lies along the boundary between the Mediterranean Sea (by the Strait of Gibraltar) and the Atlantic Ocean and between Europe and Africa.
2. Gozo Island: It is part of Malta, lies in the Maltese archipelago in the Mediterranean Sea.
3. Gavdos Island: is the southernmost Greek island, located to the south of its much larger neighbour, Crete.

**Where was Ithaca located?** The specific location of the island as it was described in Homer's *Odyssey*, is a matter of debate. According to a study of the British archaeologist Robert Bittlestone, (1998) who used a NASA's 3D-monitor, he found out that the west part of Kefalonia island maybe, sometime in the past, it was cut out of the main island and they reunited due to earthquakes that had happened in the area of the Ionian Sea. When Homer



describes Ithaca, he speaks about The Forkys Gulf in the meedle of the island and the two mountains on the North and the South (Niriton and Niion). As a result, maybe Ulysses' Ithaca was Kefalonia!

**Star Wars: The Trojan war to be continued...** The Jupiter trojans, commonly called Trojan asteroids or simply Trojans, are a large group of asteroids that share the planet Jupiter's orbit around the Sun. The first Jupiter trojan discovered, 588 Achilles, was spotted in 1906 by German astronomer Max Wolf. A total of 7040 Jupiter trojans have been found as of October 2018. By convention, they are each named from Greek mythology after a figure of the Trojan War, hence the name "Trojan". The total number of Jupiter trojans larger than 1 km in diameter is believed to be about 1 million, approximately equal to the number of asteroids larger than 1 km in the asteroid belt. Like main-belt asteroids, Jupiter Trojans form families. The two groups are opposite each other with planet Jupiter in the middle to divide them so that they will not collide with each other. On the side of the Achaeans are the asteroids Achilles, Nestor, Agamemnon, Ulysses, Diomedes, Sthenelos, Menelaus, Thersitis, Stendor, Idomen, Telamon (Ajax), Khalchas, etc.



On the side of the Trojans there are the asteroids Priam, Aeneas, Glaucous, Elenos, Antinor, Sarpidon, Pandaros, Laokon, Paris, Dolon, Simoesios, Astyanaktas, etc.

The only “dissonance” in the uranography of the Trojan War is the position of the asteroids Patroclus and Hector, which were given their names before the separation of the Achaeans and the Trojans into camps. These two constellations are in the “wrong” camp; Patroclus is in the Trojans and Hector is in the Achaeans.

## ***PART II: PHYSICS (ASTRONOMY)***

### **Star Constellations in Odyssey**

**Boötes:** One of the 48 constellations described by the 2nd-century astronomer Ptolemy, Boötes is now one of the 88 modern constellations. It contains the fourth-brightest star in the night sky, the orange giant Arcturus. Epsilon Bootis, or Izar, is a colourful multiple star popular with amateur astronomers. Boötes is home to many other bright stars, including eight above the fourth magnitude and an additional 21 above the fifth magnitude, making a total of 29 stars easily visible to the naked eye.

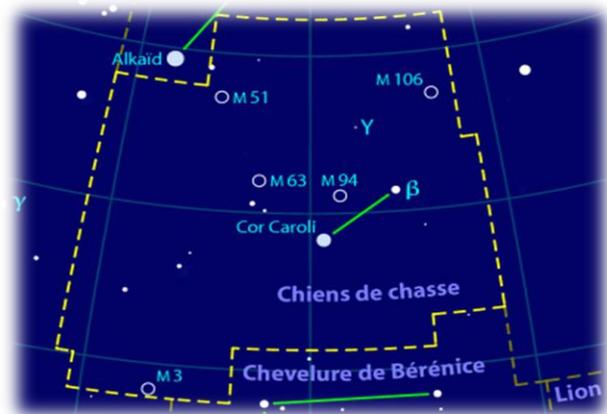


Boötes is a constellation bordered by Virgo to the south, Coma Berenices and Canes Venatici to the west, Ursa Major to the northwest, Draco to the northeast, and Hercules, Corona Borealis and Serpens Caput to the east.

Arcturus, also designated Alpha Boötis ( $\alpha$  Boötis, abbreviated Alpha Boo,  $\alpha$  Boo), is the brightest star in the constellation of Boötes, the fourth-brightest in the night sky, and the brightest in the northern celestial hemisphere. Arcturus is a red giant — an ageing star around 7.1 billion years old that has used up its core hydrogen and moved off the main sequence. It is  $1.08 \pm 0.06$  times as massive as the Sun, but has expanded to  $25.4 \pm 0.2$  times its diameter and is around 170 times as luminous. With an apparent visual magnitude of  $-0.05$ , Arcturus is the brightest star in the northern celestial hemisphere and the fourth-brightest star in the night sky, after Sirius ( $-1.46$  apparent magnitude), Canopus ( $-0.72$ ) and Alpha Centauri ( $-0.27$ ). Arcturus is visible from both Earth's hemispheres.



**Ursa Major (Great Bear):** It is a constellation in the northern sky, one of the 48 constellations described by the 2nd-century astronomer Ptolemy, Ursa Major is now one of the 88 modern constellations. Ursa Major is visible throughout the year from most of the northern hemisphere, and appears circumpolar above the mid-northern latitudes. From southern temperate latitudes, the main asterism is invisible, but the southern parts of the constellation can still be viewed.



The neighboring constellations are Boötes, Camelopardalis, Canes Venatici, Coma Berenices, Draco, Leo, Leo Minor and Lynx.

**Orion:** Orion is a prominent constellation located on the celestial equator and visible throughout the world. It is one of the most conspicuous and recognizable constellations in the night sky. Its brightest stars are Rigel (Beta Orionis) and Betelgeuse (Alpha Orionis), a blue-white and a red supergiant, respectively. Orion is bordered by Taurus to the northwest, Eridanus to the southwest, Lepus to the south, Monoceros to the east, and Gemini to the northeast.



Covering 594 square degrees, Orion ranks twenty-sixth of the 88 constellations in size. Orion is most visible in the evening sky from January to March, winter in the Northern Hemisphere, and summer in the Southern Hemisphere. Orion's seven brightest stars form a distinctive hourglass-shaped asterism, or pattern, in the night sky. Four stars—Rigel, Betelgeuse, Bellatrix and Saiph—form a large roughly rectangular shape, in the centre of which lie the three stars of Orion's Belt—Alnitak, Alnilam and Mintaka. Descending from the 'belt' is a



smaller line of three stars, Orion's Sword (the middle of which is in fact not a star but the Orion Nebula), also known as the hunter's sword.

Many of the stars are luminous hot blue supergiants, with the stars of the belt and sword forming the Orion OB1 Association. Standing out by its red hue, Betelgeuse may nevertheless be a runaway member of the same group.

### *The Secrets of Ulysses' Adventure...*

- ✿ The Pleiades constellation is visible from May to November and the Bootes constellation goes down in the latitude of Greece in the beginning of November. This means that Ulysses probably travelled during the summer.
- ✿ The Ocean was considered the biggest river surrounding the Earth. The Earth was believed to have the shape of a flat plate. The celestial bodies rose from and set into the Ocean, apart from the Bear which never set. During Ulysses' journey the Bear (i.e. the North) was on his left hand. It is therefore believed that he travelled from the West to the East.

### *Defining the time of Ulysses' journey...*

They examined fully the solar eclipses' occurrence (partial, annular, total) based on NASA catalog; within the time span 1400-1130 yr B.C. We did not find another pair of solar eclipses, separated by ten years, which would be visible in Troy and in the Ionian Islands respectively satisfying fully all the Homeric descriptions, both in the Ionian Islands in the autumn (with Venus observable at eastward sky) and Troy's environments within the spring and summer respectively.

Consequently, we can say that the Iliad's events happened at the beginning of the 10th year, in the spring and summer of 1218 yr B.C. Taking into account, all these analyses, we reached a new date for the Trojan War's end based on the solar eclipse of the 6th June of 1218 yr B.C. visible in Troy.

We also took into account the battles' specific warm conditions in the Iliad and the autumn conditions in Odysseus' return, respectively, as described by Homer analytically. Within both those corresponding, conditions mentioned above, the planet Venus was in the east sky before sunrise a) five days before Odysseus' arrival and b) three days after Patroclus death's day. We found only one pair of two solar eclipses which satisfies fully the Homeric text: a) the annular solar eclipse on the 6<sup>th</sup> of June 1218 yr B.C. for the Trojan War's end and b) the annular solar eclipse on the 30<sup>th</sup> of October 1207 yr B.C. for Odysseus' return, observed as partial solar eclipses in Troy and the Ionian Islands respectively, with almost the same significant obscuration of 75%.



## ANCIENT GREEK LANGUAGE (ILIAD) - STARS IN ANCIENT GREEK POETRY

First he shaped the shield so great and strong, adorning it all over and binding it round with a gleaming circuit in three layers; and the baldric was made of silver. He made the shield in five thicknesses, and with many a wonder did his cunning hand enrich it.

He wrought the earth, the heavens, and the sea; the moon also at her full and the untiring sun, with all the signs that glorify the face of heaven – the Pleiads, the Hyads, huge Orion, and the Bear, which men also call the Wain and which turns round ever one place, facing Orion, and alone never dips into the stream of Oceanus.

The *Shield of Achilles* is the shield that Achilles uses in his fight with Hector, famously described in a passage in Book 18, lines 478–608 of Homer's *Iliad*.

In the poem, Achilles lends Patroclus his armor in order to lead the Achaean army into battle. Ultimately, Patroclus is killed in battle by Hector, and Achilles' armor is stripped from his body and taken by Hector as spoils. The loss of his best friend (often times, called soul mate), prompts Achilles to return to battle, so his mother Thetis, a nymph, asks the god Hephaestus to provide replacement armor for her son. He obliges, and forges a shield with spectacular decorative imagery.

Homer's description of the shield is the first known example of ekphrasis in ancient Greek poetry; ekphrasis is a rhetorical figure in which a detailed (textual) description is given of a (visual) work of art. Besides providing narrative exposition, it can add deeper meaning to an artwork by reflecting on the process of its creation, in turn allowing the audience to envision artwork that they can't see.

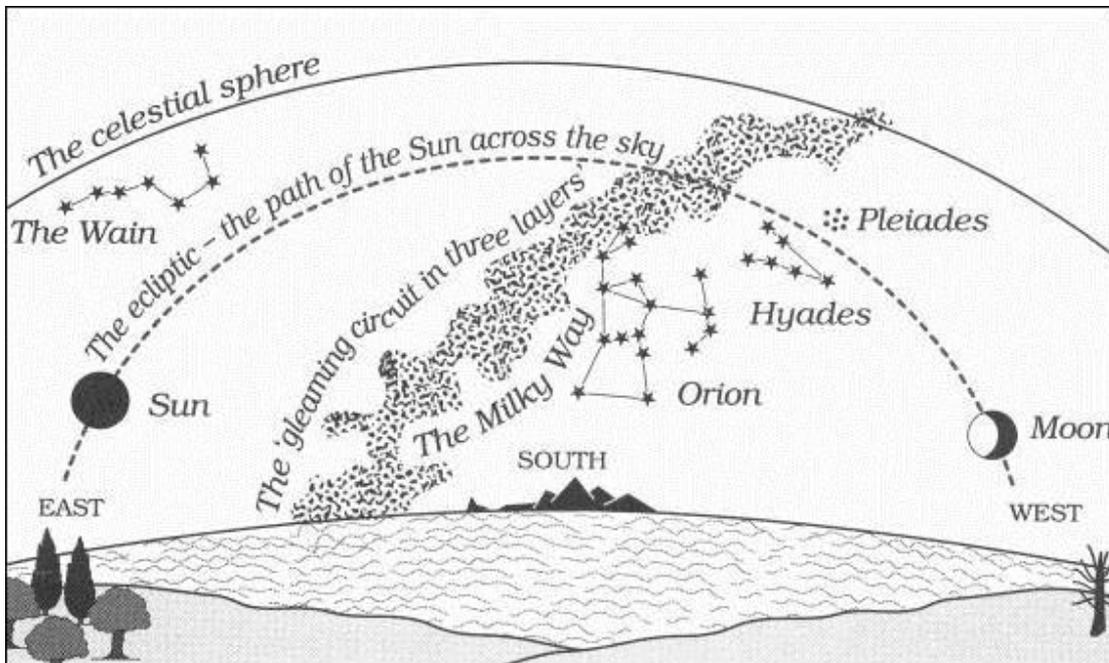
The passage in which Homer describes the creation of the shield has actually influenced many later poems, including the *Shield of Heracles* once attributed to Hesiod. Virgil's description of the shield of Aeneas in Book Eight of the *Aeneid* is clearly modeled on Homer. The poem *The Shield of Achilles* (1952) by W. H. Auden reimagines Homer's description in 20th century terms.

Homer gives a detailed description of the imagery which decorates the new shield. Starting from the shield's centre and moving outward, circle layer by circle layer, the shield is laid out as follows:

1. The Earth, sky and sea, the sun, the moon and the constellations (484–89)
2. "Two beautiful cities full of people": in one a wedding and a law case are taking place (490–508); the other city is besieged by one feuding army and the shield shows an ambush and a battle (509–40).
3. A field being ploughed for the third time (541–49).
4. A king's estate where the harvest is being reaped (550–60).
5. A vineyard with grape pickers (561–72).
6. A "herd of straight-horned cattle"; the lead bull has been attacked by a pair of savage



- lions which the herdsmen and their dogs are trying to beat off (573–86).
7. A picture of a sheep farm (587–89).
8. A dancing-floor where young men and women are dancing (590–606).
9. The great stream of Ocean (607–609).



*The Homeric Universe as it was depicted on the Shield of Achilles*

Source: Florence & Kenneth Wood (1999). *Homer's Secret Iliad: The Epic of the Night Skies Decoded*. London: John Murray, Albemarle Street, σελ. 199

### **Questions – Activities**

1. Find the verses in the text, which correspond to the above images.

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2. After you have noted the constellations depicted on Achilles' shield, look for the mythological origin of their names.
3. Work in groups on the following topics: a) Schematic representation of the celestial dome and location of the position of these constellations. b) The role of these constellations and of the stars in general in the *Odyssey* and in the *Iliad*. c) The movement of the constellations and man's life in ancient times and today. d) The position of the constellations in folk tradition through specific examples (e.g. folk songs, works of folk art, etc.).

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Visit the following websites and learn more

A) about Achilles' shield

B) about the names of the constellations:

<http://photodentro.edu.gr/lor/r/8521/7514>

<http://users.sch.gr/makritid/5.html>

<http://www.mentality10.com/matrix-1984-category/kosmos-category/item/1484-pos-piran-ta-onomata-tous-oi-planites-tou-iliakou-mas-sistimatos>

[http://spartastronomy.blogspot.com/2009/01/blog-post\\_26.html](http://spartastronomy.blogspot.com/2009/01/blog-post_26.html)

### ANCIENT GREEK LANGUAGE – LYRIC POETRY - SAPPHO, 'THE MOON'

**Sappho**, also spelled (in the Aeolic dialect spoken by the poet) Psappho, (born c. 610, Lesbos [Greece]—died c. 570 BCE), Greek lyric poet greatly admired in all ages for the beauty of her writing style. She ranks with Archilochus and Alcaeus, among Greek poets, for her ability to impress readers with a lively sense of her personality. Her language contains elements from Aeolic vernacular speech and Aeolic poetic tradition, with traces of epic vocabulary familiar to readers of Homer. Her phrasing is concise, direct, and picturesque. She has the ability to stand aloof and judge critically her own ecstasies and grief, and her emotions lose nothing of their force by being recollected in tranquility.

*The moon and the Pleiades have set,  
it is midnight,  
and the time is passing,  
but I sleep alone.*

The poem describes the speaker – a woman, as the adjective "μόνα" in the final line is feminine – lying alone at night. Clay suggests that this was intended to allude to, and contrast with, the myth of Selene and her mortal lover Endymion, who were reunited each night.

#### Activities

- ✿ Listen to the song on <https://www.youtube.com/watch?v=sXY4Kzhddx8>

SONG: NENA VENETSANOY, MUSIC: M. TERZIS

- ✿ Physicists and astronomers of the University of Texas-Arlington used an advanced astronomical software with which, as they announced, they were able to define the time of



*the above poem in the first months of 570 B.C. (end of winter – beginning of spring).*

*Visit the following website and study:*

<http://clivethompson.net/2016/05/16/astromers-crack-the-secret-of-this-gorgeous-poem-by-sappho/>

*«Sappho and Alcaeus», Lawrence Alma-Tadema, oil painting (1881)*



## MODERN GREEK LITERATURE - STARS IN LITERATURE - 'MAYA', ODYSSEAS ELYTIS

Analysis of the poem “Maya” (Odysseas Elytis, 1973)

*Η Πούλια πόχει επτά παιδιά  
μέσ' απ' τους ουρανούς περνά.  
Κάποτε λίγο σταματά  
στο φτωχικό μου και κοιτά.*

*Γι αυτό πικραίνεσαι κυρά,  
δε μου τα φέρνεις εδωνά;  
Ευχαριστώ μα `ναι πολλά  
θα σου τη φάνε τη σοδειά.*

*Είπε, και πριν βγάλω μιλιά  
μου την καρφώνει στα μαλλιά*

*Γεια σας τι κάνετε; Καλά;  
Καλά. Πώς είναι τα παιδιά;  
Τι να σας πω εκεί ψηλά τα  
τρώει τ' αγιάζι κι η ερημιά.*

*Δώσε μου καν την πιο μικρή  
τη Μάγια την αστραφτερή.  
Πάρ' την κι έχε λοιπόν στο νου  
πως θά `σαι ο άντρας τ' ουρανού.*

*Λάμπουνε γύρω τα βουνά,  
τα χέρια μου βγάνουν φωτιά.  
Κι η Πούλια πόχει επτά παιδιά  
φεύγει και μ' αποχαιρετά.*



**Questions**

**1. The poet mixes elements of fact and fiction in the poem. Locate them.**

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**2. Despite his poverty the poet suggests that Pulia (the Pleiades) should give him one of her children. Why does he choose the youngest one?**

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**3. The poet's wish is granted. How does he feel?**

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**4. Connect the number of Pulia's (the Pleiades') children to what you know about numbers in Homer's epics and in folk songs.**

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## THE MYTH OF THE FALLING STARS – ITALY

Istituto Comprensivo „Marconi-Oliva”, Locorotondo



### ENGLISH LESSON

**Pedagogical objectives of the laboratory:**

- ✓ Learn about the Myth related to falling stars in the Italian literature: the wish, the dream, the desire
- ✓ Foster creativity and imagination
- ✓ Improve reading & writing, figurative language, use of metaphores and similes
- ✓ Improve communication and vocabulary in English

It is from the beginning of the world that men look at the stars with a feeling of amazement, wonder, fear, expectation: a moving vision, because it has to do with the mystery of our being in the universe.

The origin of the word *desire* is one of the most beautiful and fascinating that can be found in etymology. This term derives from Latin and is composed of the preposition *de-*, which in Latin always has a negative meaning and from the term *sidus*, which literally means star. Desire means, therefore, literally, *lack of stars*, in the sense of *experiencing the lack of stars*, and therefore by extension this verb has assumed the current meaning, understood as perception of a deficiency and consequently as a feeling of Search. That is why during the vision of a shooting star, which is a star that *fails*, we try to make a wish.

On the night of San Lorenzo (which falls during the period of maximum visibility of the meteors) we keep our nose up with the hope of experiencing the thrill and amazement of the vision of a shooting star. When we look at stars, our heart searches divine, happiness, some kind of positive spirit.



***Il Bolide by Giovanni Pascoli***

Mentre pensavo, e già sentia, sul ciglio  
del fosso, nella siepe, oltre un filare  
di viti, dietro il grande olmo, un bisbiglio  
truce, un lampo, uno scoppio... ecco scoppiare  
e brillare, cadere esser caduto,  
dall'infinito tremolio stellare,  
un globo d'oro, che si tuffò muto  
nelle campagne, come in nebbie vane,  
vano: ed illuminò nel suo minuto  
siepi, solchi, capanne, e le fiumane  
erranti al buio, e gruppi di foreste,  
e bianchi ammassi di città lontane.  
Gridai, rapito sopra me: vedeste?  
Ma non v'era che il cielo alto e sereno.  
Non ombra d'uomo, non rumor di péste.  
Cielo, e non altro: il cupo cielo, pieno  
di grandi stelle: il cielo, in cui sommerso  
mi parve quanto mi pareva terreno.  
E la Terra sentii nell'Universo.  
Sentii, fremendo, ch'è del cielo anch'ella.  
E mi vidi quaggiù piccolo e sperso  
errare, tra le stelle, in una stella.

- **Step 1: Reading & Writing (15 minutes)**

Read the poem. Remember that there are three important types of figurative language to think about for the poem you're about to read: personification (speaking of something non-human as though it were human), simile (comparing something to something else using "like" or "as"), and metaphor (comparing something to something else by saying it *is* that thing).

- Please underline all nouns in the poem. Classify them in the following chart:



Personification	Simile	Metaphor
<b>Bisbiglio truce</b> <b>Grim Whisper</b>	<b>Come in nebbie vane</b> <b>Like a vain mist</b>	<b>Infinito tremolio stellare</b> <b>Endless starry twinkle</b> <b>Globo d'oro</b> <b>Golden globe</b> <b>Errare in una stella</b> <b>Wondering on a star</b>

*Step 2: Independent working time (10 minutes)*

- After finding all the instances of figurative language, read the poem again without stopping in Italian.
- Are there words related to our senses? Please list them in the following table:

Sight	Hearing	Taste	Touch	Smell
<b>-Lampo</b> <b>-Brillare,</b> <b>illuminare</b> <b>-Nebbie vane</b> <b>-Cielo cupo</b> <b>-Grandi stelle</b> <b>-Buio</b> <b>-Tremolio</b> <b>stellare</b> <b>-Globo d'oro</b> <b>-Bianchi</b> <b>ammassi</b> <b>di città lontane</b> <b>-Ombra d'uomo</b>	<b>-Bisbiglio</b> <b>-Scoppio</b> <b>-Tuffo muto</b> <b>-Rumore di</b> <b>peste</b> <b>-Sentire</b> <b>-Gridare</b>		<b>-Cadere</b> <b>-Essere caduto</b> <b>-Fremendo</b> <b>-Tremolio</b>	

- Ask students, "Is the poem really about an object, or can it represent something else for the author and for us? What kind of myth can you find in this poem?"
- Write down at least two personal answers



**Step 3: Matching time (15 minutes)**

Translate the Italian nouns in the table above into English.

Sight	Hearing	Taste	Touch	Smell
Flash Shine, Illuminate Vain mists Gloomy Sky Big stars Dark Starry Flicker Golden Globe White clusters of distant cities Shadow of Man	Whisper Burst Silent Dip Noise of plague Feel Shout		Dropping have fallen Tingling Trembling	

**Step 4: Independent creative time (15 minutes)**

Ask the students to write a personal poem in English by using the words they singled out in the poem, about the meaning of the falling stars, the wish, the desire, the dream.

Students will write their short poems on a star-shaped yellow card. All the cards will be displayed as falling stars in the sky to be shared with the partner students from all countries in the project. A drop of star-shaped stars are falling on the students as a sharing moment...

**ENGLISH LANGUAGE**

Pedagogical objectives of the laboratory:

- ✓ Learn about the Myth related to falling stars in the Italian literature: the wish, the dream, the desire
- ✓ Foster creativity and imagination
- ✓ Improve reading&writing, figurative language, use of metaphores and similes
- ✓ Improve communication and vocabulary in English

• **Step 1: Reading & Writing (15 minutes)**

Read the poem. Remember that there are three important types of figurative language to think about for the poem you're about to read: personification (speaking of something non-human as though it were human), simile (comparing something to something else using "like"



or "as"), and metaphor (comparing something to something else by saying it *is* that thing).

- Please underline all nouns in the poem. Classify them in the following chart:

Personification	Simile	Metaphor
Bisbiglio truce	Come in nebbie	Infinito tremolio stellare Globo d'oro Errare in una stella
Personification	Simile	Metaphor
Cruel whisper	Such as in the mist	Endless trembling stars Golden globe Wandering on a star

*Step 2: Independent working time (10 minutes)*

- After finding all the instances of figurative language, read the poem again without stopping in Italian.
- Are there words related to our senses? Please list them in the following table:

Sight	Hearing	Taste	Touch	Smell
Lampo Brillare Illuminare Nebbie vane Cielo cupo Grandi stelle Buio Tremolio stellare Globo d'oro Bianchi ammassi di città lontane Ombra d'uomo	Bisbiglio Scoppio Tuffo muto Rumore di peste Sentire Gridare Scoppio		Cadere Essere caduto Fremendo Tremolio	

- Ask students, "Is the poem really about an object, or can it represent something else for the author and for us? What kind of myth can you find in this poem?"
- Write down at least two personal answers



The poem is about a shooting star, a meteor, the mystery of nature, death, a murder, country-life, the limitless universe, family, memories from the past, the smallness of man vs the greatness of nature, hope, dead people, pain.

**Step 3: Matching time (15 minutes)**

Translate the Italian nouns in the table above into English.

Sight	Hearing	Taste	Touch	Smell
Lightening	Whisper		Fall	
Shine	Blast		To be fallen	
Light	Silent dive		Shaking	
Mist	Sound of		tremble	
Dark sky	footsteps			
Big stars	Hear			
Star tremble	Scream			
Golden Globe				
White groups of distant cities				
Shadow of a man				

**Step 4: Independent creative time (15 minutes)**

Ask the students to write a personal poem in English by using the words they singled out in the poem, about the meaning of the falling stars, the wish, the desire, the dream.

Students will write their short poems on a star-shaped yellow card. All the cards will be displayed as falling stars in the sky...

See poems about stars on the star-shaped yellow card in English and Italian

Students watched a video about the Italian singer Jovanotti and draw their dreams on a card connecting dots.

**LESSON PLAN - THE MYTH OF THE FALLING STARS**

**Pedagogical objectives of the laboratory:**

- ✓ Learn about components and materials related to the stars, the planet and the sky
- ✓ Discover the route, the speed, the origin of a falling star
- ✓ Learn about the Myth related to falling stars and Italian literature: the wish, the dream, the desire
- ✓ Foster imagination and creativity by dealing with Myth and Music
- ✓ Match History and Myths in everyday life and customs
- ✓ Improve communication and fluency in English



## Topics

- **Astronomy: what is a star, a meteorite**
- **Science: the Earth, the Sky**
- **Literature**
- **Music: twinkle twinkle little stars**
- **English**

## SAINT LAWRENCE AND THE LEGEND OF THE SHOOTING STARS

### 10 agosto – Giovanni Pascoli

San Lorenzo, io lo so perché tanto  
di stelle per l'aria tranquilla  
arde e cade, perché sì gran pianto  
nel concavo cielo sfavilla.  
Ritornava una rondine al tetto:  
l'uccisero: cadde tra i spini;  
ella aveva nel becco un insetto:  
la cena dei suoi rondinini.  
Ora è là, come in croce, che tende  
quel verme a quel cielo lontano;  
e il suo nido è nell'ombra, che attende,  
che pigola sempre più piano.  
Anche un uomo tornava al suo nido:  
l'uccisero: disse: Perdonò;  
e restò negli aperti occhi un grido:  
portava due bambole in dono.  
Ora là, nella casa romita,  
lo aspettano, aspettano in vano:  
egli immobile, attonito, addita  
le bambole al cielo lontano.  
E tu, Cielo, dall'alto dei mondi  
sereni, infinito, immortale,  
oh! d'un pianto di stelle lo inondi  
quest'atomo opaco del Male!

### English Version

St Lawrence, I know why so many  
stars through the calm air  
burn and fall, why such great weeping  
in the concave sky sparkles.  
A swallow was returning to the roof:  
they killed her: she fell among thorns;  
she had an insect in her beak:  
the dinner of her little swallows.  
Now she is there, as on a cross, protending  
that worm to that distant sky;  
and her nest is in the shadows, waiting,  
peeping softer and softer.  
Also a man was returning to his nest:  
they killed him: he said: Forgive me;  
and a scream stayed in the open eyes:  
he was bringing two dolls as a gift.  
Now there, in the lonely home,  
they're waiting, waiting in vain;  
he, motionless, astonished, points  
the dolls to the distant sky.  
And you, Heaven, from the heights  
of serene worlds, infinite, immortal,  
oh! with tears of stars will you flood  
this opaque atom of Evil!



The Christian tradition has joined the concept of the falling stars to the martyrdom of Saint Lawrence, from the 3rd century buried in the anonymous basilica in Rome. But who was Saint Lawrence and what is the connection between this saint and the falling stars?

The legend of Saint Lawrence says he was born in Osca (Huesca), a city in Spain, in the first half of the third century. Coming to Rome, the center of Christianity, he distinguished himself for his pity, charity towards the poor and the integrity of customs. Thanks to his talent, Pope Sixtus II appointed him Deacon of the church and entrusted him with the task of overseeing the administration of goods, accepting offerings and guarding them, providing for the needy, orphans and widows.

As the church expanded more and more among the pagans, especially for the fiery preaching of Lawrence, Valerian's persecution was unleashed, one of the most terrible. Lawrence was captured by the soldiers of the Emperor Valerianus on August 6th, 258, in the Catacomb of St. Callisto, together with Pope Sixtus II and other deacons. While the Pope and the other deacons suffered martyrdom, Lawrence was spared and was ordered to deliver the treasures of the church. Lawrence travelled along the cities, gathered a large number of poor and led them saying: *Here are the goods of the Church!* That irritated the Emperor, who ordered Lawrence to be placed on a hot grid and slowly roasted. When he was burnt on one side, the executioner ordered him to turn.

It is believed that precisely the tears poured by the saint during his torture wander eternally in the heavens, descending on Earth on the day Lawrence died, creating a magical atmosphere full of hope. According to popular tradition, the stars of August 10th are also called Fires of St. Lawrence, remembering the sparks coming from the fiery grate on which the martyr was killed, then flown to heaven. In reality, the saint was decapitated.

In the popular imagination, the idea of the Lapilli flying in the sky has survived. Still today in Veneto a proverb reads *Saint Lawrence of the Innocent Martyrs, let glowing coals drop down from the sky.*



## THE COLOURS OF THE RAINBOW – POLAND

Szkola Podstawowa nr 10 w Rzeszowie, Rzeszow



A teacher says that today it will be 7 steps of the lesson.

### STEP 1

A teacher explains a meaning of a rainbow - a bow or arc of prismatic colours appearing in the heavens opposite the sun and caused by the refraction and reflection of the sun's rays in drops of rain, drizzle and fog.

### STEP 2

The teacher shows students a prismatic reflected light – what way it comes into existence. Next the teacher asks pupils to write 7 sentences beginning with the first letters of the rainbow colours to remember their order: red, orange, yellow, green., blue, navy blue, violet.

### STEP 3: experiment

We need: a glass of water, a torch, a colourless nail polish.

Pour a colourless nail polish into a glass of water. Mix water and the nail polish together. Switch on a torch on the mixture. What can you see?

### STEP 4:

The students draw seven semicircles and paint them with the colours of the rainbows.

### STEP 5:

The students read information about Iris:

In the Greek mythology Iris was a goddess of the rainbow and the gods' messenger. She was able to stretch a rainbow which connected the Sky with the Earth ( the gods with people). Iris never did the gods' orders but she announced the news.

Iris was Hera's chambermaid. She helped the queen of the Sky and made her bed. Iris used to never sleep. She was taking a nap only. She had wide wings and she was flying faster than Hermes. She was often sent to the earth. In art Iris was shown as a beautiful, young woman with big wings on her shoulders, in a short or long dress, glittering with all colours of the rainbow. The ancient people called her: 'goldenwings' or 'windlegs'.



#### **STEP 6:**

The students get knowledge about Fata Morgana phenomenon:

*Fata Morgana* is the Italian name for Morgan le Fay, a sorceress of medieval legends. This sister of the legendary King Arthur is sometimes portrayed as the ruler of the island paradise Avalon. She is said to have a number of magical powers, with which she caused a great deal of trouble. There was the ability to change shapes among her powers. She was blamed for causing complex mirages over bodies of water, especially in the Strait of Messina. Today we know that such optical illusions are really caused by atmospheric conditions.

#### **STEP 7:**

The legend about ‘The Flying Dutchman’. After listening the students think about a moral (message) of this legend. The teacher divides the students into three groups. Each group starts to change the end of this legend – ‘what would have happened if a captain Van der Decken hadn’t shot to an angel, standing on a stern of the ship?’

Volunteers paint one or two pictures to their story.

The teacher asks the students to answer the question: ‘7 steps of the lesson’. Why?

The answer is: ‘Because of the seven colours of the rainbow’ or ‘7 is a lucky number’.

### **LESSON PLAN**

The origins of the name of capital city Kraków according to the legend Wawel Dragon.

1. The teacher greets the students.
2. The teacher asks some questions:
  - Have you ever been to Krakow?
  - What did you like best about this city?
3. The teacher shows the photo of Wawel Dragon and describes that they are going to watch a legend of Wawel Dragon. The students watch the film for general understanding.
4. The students are working in groups of four, the teacher plays the film again and the students are to put the events of the legend in order.
5. The students read their answers and check with the teacher.
6. The students think about the message of the legend and discuss with the teacher.
7. The students are given modeling clay and they make models of the Wawel Dragon or other characters.
8. The students make presentations of their work.



## **HELIOS AND HIS SON, PHAETHON**

Phaethon was the son of Helios. Both father and son had curly golden hair and sparkling bright eyes. Both bragged about the other all the time.

Helios thought his son was the brightest and the bravest kid in the world. He named his son Phaethon, because Phaethon meant "brilliant" in the ancient Greek language.

Phaethon begged his father to let him drive a chariot. He knew he was ready. He knew he could handle the horses. He knew he could do the job without getting burnt. But mostly, he wanted to prove to his friends that his father trusted him enough to give him the reins. Finally, one evening, exhausted by his son's perpetual pleading, his father said yes.

The next morning, Phaethon eagerly climbed aboard the golden chariot. He took the reins tightly in his hands. The horses knew at once that the driver was not the capable Helios. They jerked and reared but Phaethon hung tightly to the reins...

### **PART 1 – INTRODUCTION**

**A TEACHER:** The mythology of the ancient civilisations gives us clues that a text of some stories could be a fantastic, literary interpretation of the bolides, brightening the firmament or falling meteorites. A famous Greek myth about Phaethon is a very good example of this. He soared on his father's twinkling chariot high above the earth. A young Phaethon's thoughtless fun was dangerous for the world. It could cause fire. Zeus got mad and shot the boy down to the sea.

### **PART 2**

The teacher tells a myth about Helios and his son, Phaethon step by step. Students listen to it, make notes and draw some pictures.

### **PART 3**

The teacher divides the students into groups and distributes a shortening of the myth.

Try to imagine what happened next? (continue the story)

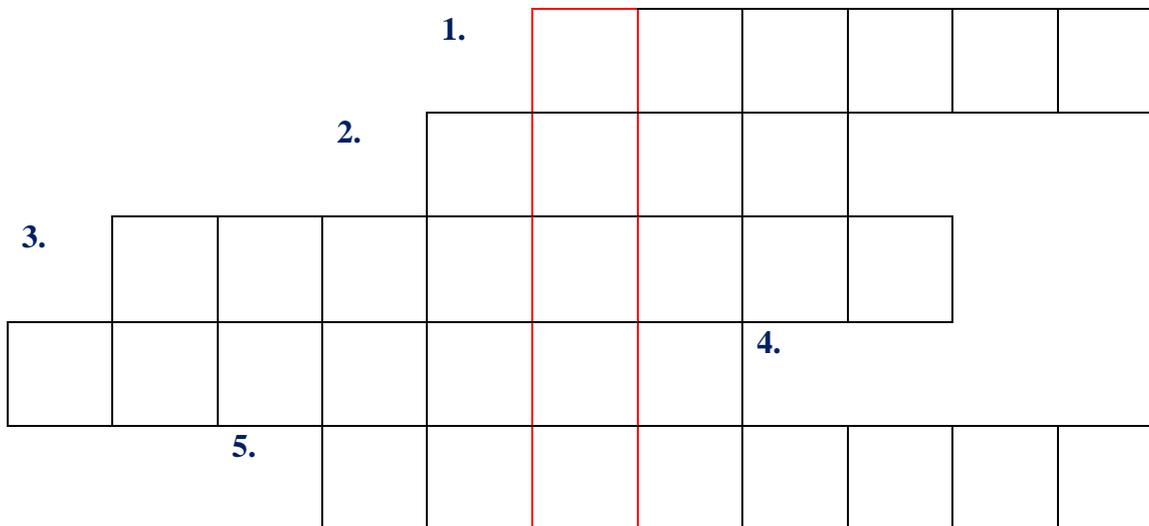
What is the moral of this myth?



**ENGLISH LESSON ACCORDING TO THE MYTH “CREATION OF THE WORLD  
ACCORDING TO GREEK MYTHOLOGY”**

**Ex. 1**

**Solve the crossword**



1. Killed his father and became the king of the sky. His tribute is a sickle
2. Earth goddess
3. Dungeon for Titans
4. So called “Father Heaven”
5. Brother of Hades, god of the sea

**Answers: Cronus, Rhea, Tartarus, Ouranos, Poseidon.**

**Password: Chaos**

**Ex. 2**

**Choose the right answer**

1. .... Became king of the sky in his father’s place  
a) Cronus      b)Tartarus      c) Ouranos
2. When Zeus was fully grown up, he forced Cronus to.....his brothers and sisters  
a) vomit      b)vomit out      c) give out
3. Zeus managed to strike Typhon down with a .....  
a) hammer      b) giant rock      c) lightning bolt



4. ...., had arose from Ouranos blood, also rose up against the gods.

- a) Gnomes      b) Fairies      c) Giants

**THE CREATION OF THE WORLD IN THE GREEK MYTHOLOGY –  
READING AND LISTENING THE TEXT**

**PROCEEDING**

1. In the beginning there was Chaos;
2. The first gods emerged from it – Uranos and Gaia (the sky and the earth, night and day);
3. Uranos made rain, Gaia made sun;
4. They had a lot of children, but Uranos threw them all into Tartarus because of their ugliness – titans and cyclopes;
5. Cronus was asked by his mother Rhea to take a revenge on Uranos;
6. Cronus cut his father with a sword;
7. Cronus was a main god;
8. Cronus married Rhea;
9. He swallowed all their children;
10. Rhea managed to hide one son, Zeus;
11. Zeus, the baby was raised on the Crete Island;
12. The goat Amalthea bred him up;
13. Meantime Rhea gave his husband Cronus something to have vomit and he spat their children out;
14. When Zeus grew up, he fought with Cronus and he won;
15. Zeus released his brothers and sisters from Tartarus and gave them freedom;
16. Zeus became the most important god of them all;
17. He married Hera and ruled the world from the Olympus Mount.

*Some questions to Zeus*

**What's your attribute?**

**How many sons do you have?**

**Where is your home?**

**Do you like nectar and ambrosia?**

**Do you often drink them to be immortal?**

**Is it easy or difficult to rule the gods, goddesses and even people?**





- What do you think about the behavior of the heroes of the myth?
- Draw what a big white bull could look like.
- Point Europe on the world map.
- Tell about what you've learned during this lesson.

### Ex. 3

Correct wrong words in sentences

1. Zeus turned into the bird.

\_\_\_\_\_

2. Phoenix went to America.

\_\_\_\_\_

3. Zeus hated Europa.

\_\_\_\_\_

4. Cadmus worried about his sister because the priest told him that they are going to kill her.

\_\_\_\_\_

Answers: 1. the bull, 2. Africa, 3. loved, 4. she is safe

### Ex. 4

Decide which sentence is true and which is false

- |   |      |
|---|------|
| 1. Europa is the name of planet and island.   | T/ F |
| 2. Europa killed 3 sons of Zeus.              | T/ F |
| 3. Codmos was the youngest brother of Europa. | T/ F |
| 4. Europa is like a desert.                   | T/ F |
| 5. Cilix was found by moon family             | T/ F |

### Ex. 5

Think about the ending of this myth. Write a paragraph of according 40-60 words.

### Ex. 6

Write your own summary of the myth.





## SCENARIO OF THE ARTISTIC PROGRAMME

In the beginning, there was nothing but Chaos. Out of the chaos two children were born, Night and Erebus. From Darkness and Death, Love was born. Love created Light and its friend, Day. The First creatures with the appearance of life were Mother Earth and Father Heaven, Gaia and Ouranos. Gaia joined in love with Ouranos and brought giant monsters the hundred-handers, who had a hundred hands and fifty heads, three Cyclopes, enormous creatures with only one eye, and the six twin Titans. Uranus hated them all.

Uranus- This can be no longer done!

Gaia-What do you want to do??!! They are still our kids!!

Uranus imprisoned all of them in Tartarus. Gaea didn't like this.

Gaia-How could you do this??!! (rozpacz) They were our kids!! Leave me alone!!

Uranos- Was I supposed to wait until they throw me off the throne??!!!

Gaia decided to have Cronus (one of the Titans) castrate his father with a jagged sickle.

Gaia- My dear son, Cronus, your father, Uranos, threw your brothers Cyclops and hundred-handers into the Tartar. Yet they were his children not garbage! My motherly heart is about to burst out! I beg you! Do what I want you to do and don't ask questions!

Cronus- My dear mother, you're right...We must do something...I will not let my siblings be treated like this!!

Uranus- I curse you, villainous son!! For what you did there's a punishment! You will not escape this curse! Remember! When your own descendant will dump you from the throne!

Then Cronus became king of the sky in his father's place. He married Rhea, an earth goddess, and had many more children: Hestia, Demeter, Hera Hades, Poseidon, and Zeus. But he never forgot his father's damnation.

Cronus- I'm going to swallow all my children and then Uranus' curse won't be done!

So he ate them one by one as they were delivered by Rhea. When Zeus was born, however, Rhea hid him in a cave on the island of Crete to be raised by nymphs and the goat Amaltea,

Rea- Please, take care of him... His name is Zeus...

Nymphs- Zeus....

then she gave Cronus a rock wrapped in a blanket instead. Cronus swallowed the rock, thinking that it was Zeus.

When Zeus became fully grown, he returned to his mother Rea.



**Zeus- My dear mother, give this emetic in Cronus soup..**

**Rea- why?**

**Zeus- Do it and you will see it's a good idea...**

**Cronus- What is this??? Why is it so disgusting!!!!????**

**The emetic forced Cronus to vomit out his brothers and sisters. Poseidon Hades Demeter Hestia**

**Zeus- Get him!!!**

After this, they went to war with the Titans. The Gods, with the help of the hundred-handers, who they released from Tartarus, eventually won over the Titans and threw all of them into Tartarus, with the exception of Atlas, who was condemned to hold the world up for eternity.

The Gods, however, faced more challenges to their authority. Gaia had given birth to a terrible monster named Typhon, who rose up against the gods. Zeus managed to strike Typhon down with a lightning bolt. Afterwards, the Giants, who had arose from Uranus's blood, also rose up against the Gods. Zeus defeated them too, and threw them into Tartarus.

After this, when all threats to the Gods' authority were crushed, Zeus and his two brothers, Poseidon and Hades became the strongest. Zeus ended up ruling the sky, Poseidon the sea, and Hades the underworld.

## **THE SCHOOL PERFORMANCE**

**Afrodyta: Welcome beloved „I'm Carolina but I will perform today as Afrodyta, the caretaker of people who fell in love. We will show you the performance called "An enchanted Museum", you will have an occasion to laugh and to be moved. In this place I'd like to tell you that the script was written by Julia, Julia and by phone it was enhanced by Gabrysia and Carolina. But I don't want to make you bored so I will not tell anything more-Welcome to see this spectacular performance.**

### **ACT 1**

**Friends and mothers are visiting the museum ,actors who act as Gods pretend to be sculptors. Friend number 1:Mum!!! Mum:Yes, daughter? Friend 1:Sculptors are moving(God's eyes and fingers moving, mum is toughing daughters forehead) Mum1: Do you feel good? Friend1:Mum I feel worse( mum do on their side, friends go to the toilets) Mum nr 3Have you seen girls? Mum 2No, they probably went to the playground Mum3You're right...**

**Scene II (mother go away set curtains and go away) Friend 2Hey girls, I can not open this cabin Friend3You 're right... Friend2Will you help me with that? (girls pull the door handle and are able to open the cabin) Friend 1We managed! Friend3 What is this?It looks as...it's difficult to describe.. Friend2 In my opinion, it's a locker covered with strange wallpaper... Friend1 Yes, but I think its simply painted locker... Friend 3 You're right girls but there is something that bothers me.For what reason they place the locker in the bathroom and nothing more beside it.There is even no paper. Friends: Hmmm...its interesting... Demeter:**



Leave the locker, cabin and go out the toilet. Friend Who said that? Friend3 I don't know...  
Demeter: (with angry voice)I said something!!! (Friends run away, friend 1 fall down, friends help her to stand and leave the stage, the lights went off )

Act III (Girls realized, that their mums are absent,they panic) Friend 3:Girls is night, what are we doing...? (Afrodyta and Hades appear suddenly and Hades start to record) Hades: 3,2,1 action! Afrodyta: Hello! In today's program we have two news for you. First is that we have new goddess,her name is Hestia.We will interview her in a minute.Please sit comfortably. Hades: Shot! Afrodyta:Why? Hades:Because I'm thirsty.(Hades is drinking then he record again, girls don't know what to do) Hades:Action! Afrodyta:Second news is that we met real man! Are you curious how he looks like? You have an occasion to see.. (Hades puls the camera on the ground at the time appear Zeus,,Hera,Kora,Ares,Gaja,Uranos,Artemida,Atena,Demeter and Posejdon) Hades:OK, calm down

Scene IV Hera:Atena?Kora? Atena and Kora: Yes...? Hera:Do you know where is Demeter?I have a business to her. Atena:I don't have a goddess clue. What's the matter? Hera: I have to tell her something important. Atena: Sure Hero. Hera:And you Kora, do you know where she is? Kora:She is talking with Artemida,Gaja,Uranos and Ares. Hera:Thanks.(Hera is going to Demeter) Hera: Demeter?Demeter:Yes? Hera:I have a question for you. Demeter:What kind of question? Hera:Don't you think that adverts in stone are too long? Demeter:Really, they are too long and last 5 minutes,sometimes even 10, it's exaggeration! Hera:Scandal! Don't you think? Ares:I agree in 100%, they are too long Uranos: Its scandal, they are too long.It should be changed Gaja:You are right.While I'm watching programmes there are always adverts.By the way it seems they last for ages Artemida:Do you know what on TV01 and TV02 is serial. Is it true? Uranos:you discovered Olimp! Artemida:Let me finish because movie starts.. Gaja:Ehh..its the fulfilment of my dreams when I come back to my scarescraper I will turn this channel on! Ares: Phi..I don't believe you !There is no channel which doesn't have adverts! Artemida: Do you think so..?!don't believe me? I'm offended! Iwill leave this place... Ares: Go away!as you want! Artemida: I will stay! Uranos: With whom do I stay...!?...eh Gaja:A roumour like that?Out of what reason?Really you quarreled about serials without adverts? Artemida:Maybe... Hera:OK its enough...

Scene V

Afrodyta: On places!in 2 minutes we start.. Hades: Action! Afrodyta: Welcome after the break!ha ha ha. Interview with Hestia will be after the talk with Posejdon and Zeus.Welcome Zeus and Posejdon too! Zeus: Welcome my beloved! Posejdon: Zeus don't talk that! Zeus: But it...Posejdon:Shhh.... Zeus: Ok its enough Afrodyta:Zeus, how do you feel when it turned out that you weren't right and it was not Posejdon who stole you the thunder.. Zeus:I felt worse that I accused Posejdon for those things. I was sure that it was his son who was a thief.It turned out that it was about Hermes son. It's hard to say it, but Hermes can feel a bit..eh..like a thief's father.I apologise that I didn't believe you... Afrodyta:Thanks Zeus for beautiful words.Now question to Posejdon.Posejdon how do you feel when you find out that you were right not Zeus? Posejdon:I was pleased, when it turned out that it was not my son. I



felt sorry for Zeus but at the same time angry that he accused my son. I forgive you Zeus.  
Afrodyta:I invite you Hestia! Bravo for your courage...Hello Hestia! Hestia:Hello..  
Afrodyta:Tell us something about you.. Hestia:I'm Hestia,goddess of hearth and home,travellers,newlyweds and orphans.Doughter of Kronos and Reia,Demeter's,sister.I promised purity like Artemida.That's all. Afrodyta:Do you feel more worthy like a goddess?  
Hestia:I think that as all gods I'm aware of my worth. Afrodyta: Do you know how weddings of hastity are organized? Hestia: I don't remember.It was years ago... Hades:Shot!  
Afrodyta:Thanks for interview Hestia:That was a pleasure that I could perform in your programme. Afrodyta:It was pleasure for me! Scene VI Gaja:I'm sorry but I have to go.  
Uranos:Why do you have to leave? Gaja:Because I have dentist appointment and then I go shopping to O&B. Zeus:Oh gods,only shopping and shopping.Why don't we go for kebab?  
Hera:Because we take care about our fitness and weight.We choose healthy food.. Posejdon: They speak only about healthy food... Gaja:I have to go ..byeAll:Bye! Artemida:I have to run, I care about my body, too.I have to go to dietician and check everything is ok about my health. Posejdon:I go with Zeus and Ares to Mc Olimp for chips. Kora:I leave in 10 minutes.  
Atena:I go to my private stylist.Tomorrow I will have new outfit. Hera:I go to hairdresser.You will see me with fabulous hairstyle. Demeter:I go to sleep because tomorrow is my vital day.Girls invited me to café nearby Olimp street. Hestia:I go to party to my bestie.  
Kora:I go too,tomorrow is my new workday.

Scene VII Friend of friends 1:We were worry about you.We thought something bad happened. Friend of friends 2:Hopefully you are leaving museum.we couldn't sleep for the whole week. Friend of friends 1:Uff.hopefully you are ok. Friend of friends 2.I'm happy that we can play bowling as in the past. Friend 3:It was week Mum 2:Yes! you even don't know how we were worry.. Mum1:We report to the police... Mum 3:Never do this again!Let's go home

Scene VIII Thank you for watching our performance. Let me introduce actors.

## LESSON PLAN

### PRESENTATION OF GODS AND THEIR ATTRIBUTES, MODELING GODS IN CLAY

1. The teacher asks students to give some names of the Greek gods they remember from the previous lectures.
2. The teacher makes a presentation of Greek gods, describes their important characteristics and attributes.
3. The students choose one of the gods and model them in clay.
4. At the end of the lesson the students present their models and tell everything they remember about the god they made.



Note:

The Greek god I made is..... His/ her attribute is.....

This is a symbol of..... What I remember about the god is.....

### LESSON PLAN

#### ZEUS AND THE ABDUCTION OF EUROPA- GREEK MYTHOLOGY

1. The teacher shows some pictures presenting Zeus, Europa and a white bull. The teacher asks students if they recognize these mythic characters and if they know what they have in common.
2. The teacher plays the myth in English “Zeus and the Abduction of Europa”  
<https://www.youtube.com/watch?v=gjVeAicPqeM>
3. After the film the teacher asks some questions:
  - a. Did you like the film?.....
  - b. What did you like about the film?.....
  - c. What didn't you like about the film?.....
4. The students are given the written version of the myth and they are supposed to prepare some extra exercises to the myth. They work in groups of three.
5. If the students are ready they present their cards.





3. The Cyclopes brothers looked like their other siblings except for one striking difference...
  - a) They had fishtails instead of legs
  - b) They had a great horn protruding from their forehead
  - c) They had one round eye in the centre of their forehead
  - d) I don't know
  
4. How did Zeus' mother Rhea prevent Kronos from swallowing Zeus as a baby?
  - a) She castrated Kronos with a sickle
  - b) She tricked Kronos into swallowing a stone instead
  - c) She tricked Kronos into swearing an oath not to harm him
  - d) I don't know
  
5. Who were the Titans?
  - a) The first Greek Gods
  - b) The Gods of wisdom
  - c) The first Gods of archery
  - d) I don't know
  
6. From the Chaos appeared:
  - a) Ouranos, Gaia
  - b) Zeus, Hera
  - c) Poseidon, Demeter
  - d) I don't know
  
7. Ouranos is:
  - a) Sea
  - b) Earth
  - c) Heaven
  - d) I don't know
  
8. Cronus's wife was:
  - a) Demeter
  - b) Rhea
  - c) Hestia
  - d) I don't know
  
9. Typhon was:
  - a) Gaia's son
  - b) Hestia's son
  - c) Rhea's son
  - d) I don't know
  
10. The underworld was ruled by:
  - a) Poseidon
  - b) Hades
  - c) Zeus
  - d) I don't know
  
11. Europa was the granddaughter of:
  - a) Phoenix
  - b) Poseidon
  - c) Asterius
  - d) I don't know
  
12. Who was overwhelmed with desire for the princess Europa:
  - a) Zeus
  - b) Ouranos
  - c) Cronus
  - d) I don't know
  
13. Whose lover was Zeus:
  - a) Athena
  - b) Hera
  - c) Europa
  - d) I don't know



14. Europa married: a) Zeus b) Asterius c) Phoenix d) I don't know  
15. Who does the "necklace of Harmonia" belong to:  
a) Hera b) Hestia c) Europa d) I don't know

## THE LEGEND OF SERRA DA ESTRELA – PORTUGAL

Agrupamento de Escolas Dr. Mario Sacramento, Aveiro



Once upon a time there was a poor shepherd who tended to his sheep in a very tall mountain. Because he spent most of his time alone, he started to talk with a very bright and shiny star which appeared to him every night. They talked every night for hours and became very good friends.

This fact came to the king's knowledge. The king was a very powerful and rich man and he developed some curiosity about this specific friendship between a shepherd and a star. One day, he summoned the shepherd to his castle. When the shepherd arrived, very humble and scared, the king showed him all his wealth and richness. Then, as they entered the throne's room, the king asked the shepherd to give him the star and in exchange he would receive all the riches he wanted.

After much consideration, the shepherd humbly declined the king's offer, preferring to stay poor rather than losing his great friend, the star. In spite of the king's disappointment, he returned to his wood cabin on the top of the hill.

As he arrived at the hill, he heard a sweet and beautiful melody coming from the sky. He looked up and saw the star smiling and singing very happily. The star confessed that it feared that the shepherd would accept the king's generous offer.

The shepherd told the star that he would always be its friend and very loudly claimed that the mountain would from then on be called "Star Mountain" (Serra da Estrela).

The legend says that, still today, you can see a star shining more brightly than all others, as if looking for its friend, the shepherd ...

### READING/WRITING

Answer the following questions about the legend:

- a) Who are the characters of this legend?

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b) Choose one of the characters and write a short description about that character.

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c) Which of the characters do you identify yourself the most with? Why?

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d) Would you have taken the same decision as the shepherd? Why?

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e) What do you think is the ‘message’ of this legend?

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## SCIENCE

The legend talks about a star.

1. What is a star?

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2. Name some of the most important stars in our galaxy.

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3. We have discussed the life cycle of a star. Name the different stages.

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4. From the description in the legend, in what stage do you think this particular star is? Justify your answer.

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5. What is the name of the instrument you use to watch stars? Who invented it?

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6. Go to <http://worldwidetelescope.org/home> and do an observation of the sky tonight. Describe what you see and hand it in to your teacher.

## GEOGRAPHY

Look at the map of Portugal below:



1. Identify in which district you find Serra da Estrela.

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2. Name 5 other mountains in Portugal whose altitude is over 1000 metres.

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3. What type of climate do you find in these mountains?

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4. The stars are one way to find orientation at night. What other ways are there?

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5. What kind of vegetation and wildlife do you normally find in Serra da Estrela? Do some research about the National Park of Serra da Estrela and write a short description of its fauna and flora.

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## ECONOMICS

The legend you have just read talks about an economical activity

1. Name the economical activity presented in the legend.

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2. This economical activity belongs to a sector of the economy. Name two other activities that also belong to that sector.

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3. What kind of business does the shepherd run in the legend?

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4. How would you describe the shepherd's lifestyle in comparison to the king's based on this legend?

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5. In Portugal there was a change in the economical model in recent years. Do some research about the activity found on this legend and comment on its future prospects and expectations.

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### SOCIAL STUDIES

One of the characters in the legend is a “powerful king”.

1. What type of political system is represented in the legend?

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2. Describe how the powers are distributed in that type of system.

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3. Find the adjectives used to describe both the shepherd and the king in the legend. What do those adjectives reflect about their social condition?

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4. In your opinion, how is financial condition related to character in the story? Do you agree with that perspective?

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5. Social values are often a reflection of the image that leaders express. Do you agree with such a statement? Justify your answer.

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### ARTS

1. Prepare in groups a dramatization of this legend to present in class.
2. The famous Portuguese singer and songwriter José Afonso wrote a song called “Estrela d’Alva”. Listen to the song and describe the emotions expressed in the song.

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3. Write a poem about stars and friendship:

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4. Use the space below to make a drawing related to the legend you have just read:



## THE LEGEND OF THE SUN AND OF THE MOON - ROMANIA

Școala Gimnazială “Ion Băncilă”, Brăila



A very long time ago, the Sun and the Moon met and madly fell in love with each other. Then, their love story began. God did not approve of their leaving the sky and ruled that the Sun would light the day and the Moon would light the night, thus forcing them to live alone.

They were both very sad when they realised they would never hug each other. The Moon was in tears and would hide every night behind the clouds to weep for the Sun. The Sun was not happy, either. Although he was considered to be the King of the Stars, he failed to see his purpose in life without the Moon. God called them both and said: “You shouldn’t be sad and suffering, since I have given each of you their own brightness. You, wonderful Moon, will light up the nights, be them cold or warm, will charm the lovers and will be the poets’ muse. While you, strong Sun, will be the most important star, will light up the Earth and the beings every day, and your mere presence will bring joy to everyone.”

The Moon left, in sadness, tears rolling down her cheeks. The Sun remained with God to make his short request: “Lord, please help the Moon, at least; she is more fragile than I am, don’t let her alone in the darkness...” So God created millions of stars to keep the Moon company. The Moon kept weeping in sadness over her unjust fate and asked the stars for help; yet, all they could do was comfort her.

Even today they live separately. The Sun pretends to be happy, but he burns in passion for the Moon, while the Moon hides her sorrow and yearning for her lover. God has told her that she must always be happy and full, but since she is moody, she does not do this all the time. Thus, most nights she is cold and sad and people cannot see her brightness.

The Sun and the Moon have accepted their destiny. He is alone and powerful, she is surrounded by stars and inconsolable. People have tried in vain to conquer her – they reached her place but failed to convince her to come down to Earth with them.

God, impressed with their suffering, has created the Eclipse, so they live every day waiting for those rare moments which have been given to them to hug. Their brightness when they meet is blinding, and it is impossible for people to watch the sky during those times.

(SOURCE: <https://sufletdrag.wordpress.com/2016/03/12/legenda-soarelui-si-a-lunii/>)

### ASTRONOMY - THE UNIVERSE

Scientists have determined that the Universe has the following composition:

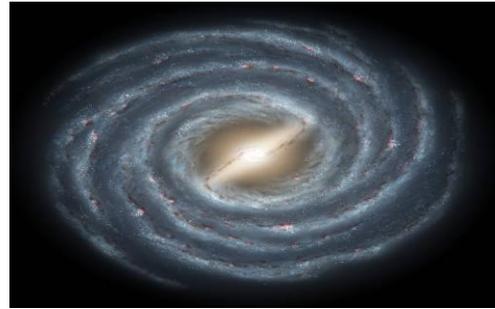
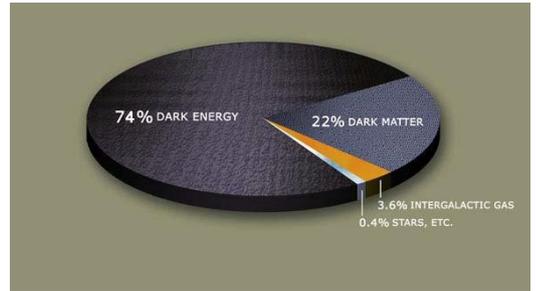
- ◆ dark energy: about 74 % of the total of the Universe matter; this is also a substance, a matter, on which there is little information, improperly called „energy”;
- ◆ dark matter: about 22 % , on which there is little information;



- ◆ intergalactic gas: about 3,6 %;
- ◆ stars, planets, etc: about 0,04 % of the Universe matter.

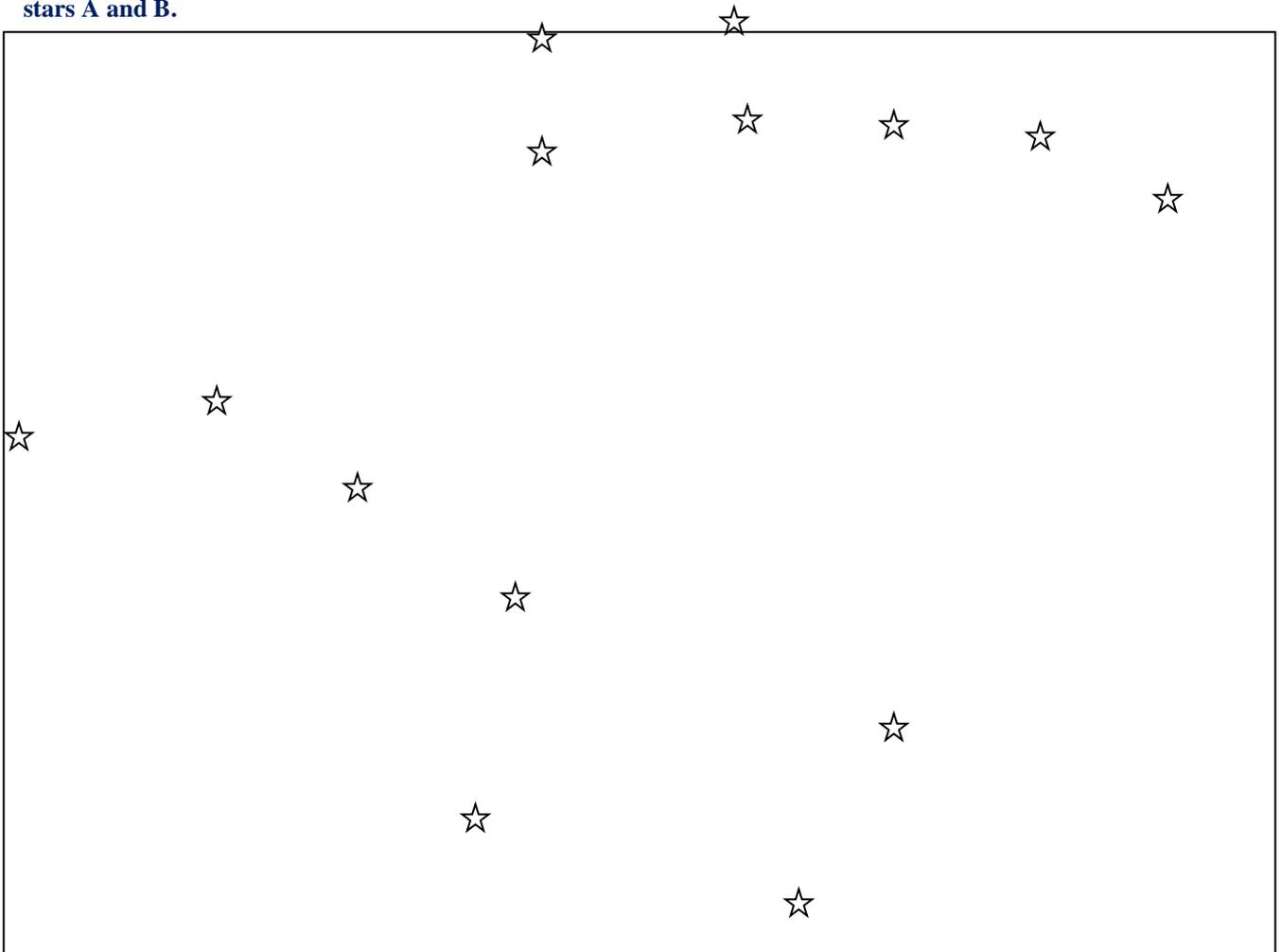
Our Galaxy is called the Milky Way.

- The galactic disk
  - » Galactic nucleus
  - » Central prominence
  - » Spiral arms



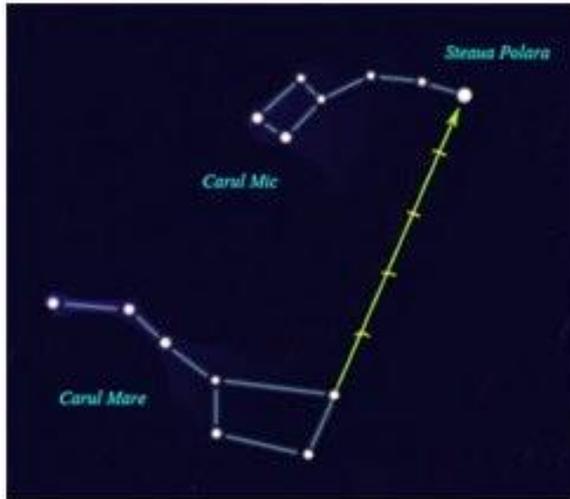
### Exercise 1

Join the stars in the drawing and identify the constellations. Then find the measure of the distance between the stars A and B.

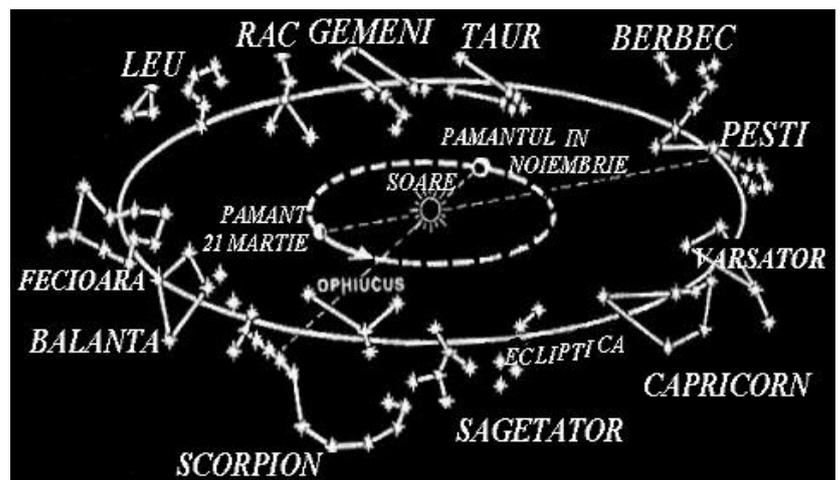




Solution:



## 2. Constellations. Presentation.



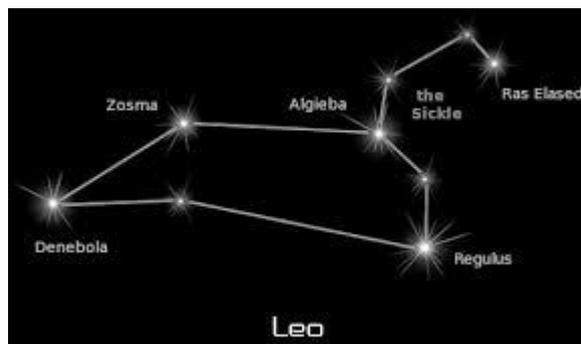
(ROMANIAN – ENGLISH: LEU = LEO; RAC = CANCER; TAUR = TAURUS; BERBEC = ARIES; PESTI = PISCES; VARSATOR = AQUARIUS; CAPRICORN = CAPRICORN; SAGETATOR = SAGETARIUS; BALANTA = LIBRA; FECIOARA = VIRGO; PAMANT = THE EARTH; SOARE = THE SUN; 21 MARTIE = 21 MARCH; NOIEMBRIE = NOVEMBER)

### Exercise 2

Using the mobile phone, find the stars that make up the constellation under the sign of which you were born. Then make a drawing, join the stars and find the similarities with the name of the constellation.

Example:

Leo:





### Exercise 3

A star explodes, turning into 2 stars. Every month, the existing stars explode, turning into 2 other stars. What is the number of stars that we get in a year?

## **BIOLOGY**

*“According to an ancient Romanian belief, the Sun and the Moon used to be saints who were lighting up the world, but a mean woman threw mud at them. Then the Moon and the Sun distanced themselves from the world and ascended to the sky, from which they light up the world, one during the day and the other during the night.”*

In reality, human beings depend on the sun light just as they depend on food. The ultraviolet rays of the sun are the real engine of vitamin D natural production, which favours the settlement of vitamin D into the bones, thus contributing to the development of the skeletal system. This is a system of organs with roles of support, protection and movement. As a result, bones can be both strong and fragile at the same time. Their strength and density is provided by the presence of the mineral salts, fixed into bones by the light of the sun, while their fragility and elasticity are given by an organic, proteic substance called ossein.

1. Mention the nutritional function through which the skeletal system receives calcium in order to develop its bones.

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2. Give examples of foods someone has to eat in particular in order to provide the body with calcium and other vital mineral salts to your bones.

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3. Using the Internet, answer the following question: What is the time of the day that doctors recommend for sun exposure?

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4. *Experiment* “The presence of calcium in the chemical composition of the bones”

**Stages:**

- a. Choose a bird bone average in size.
- b. Use a flame device to set fire to the bone, in a safe container.
- c. Put out the flame after the bone turns into ashes.

*Bear in mind:* Why has the bone, strong and light in colour initially, turned into a black powder? What has happened to the water? What has happened to the ossein?

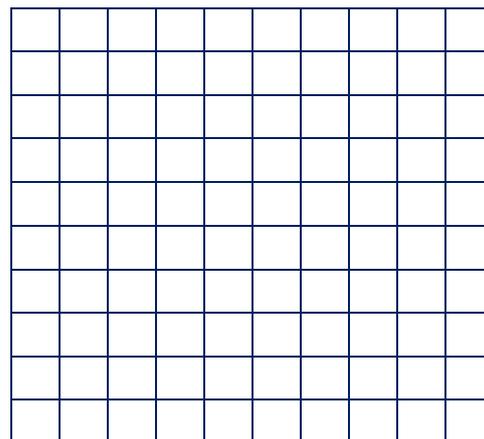
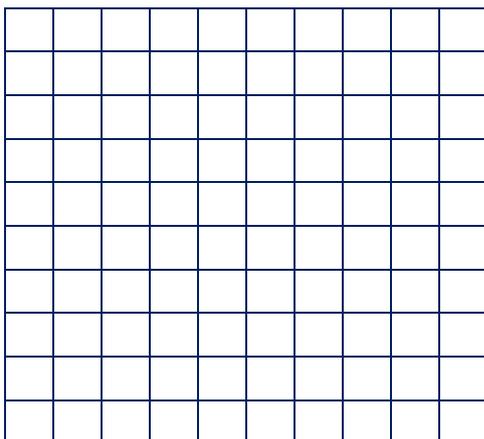
5. Access information on diseases contracted due to the lack of calcium in nutrition and to the lack of sun exposure. ( <https://www.youtube.com/watch?v=WDjYxmI9z8k>)
6. Working in groups, create a personal representation of the relationship between the human being and the Sun, at the border of legend and science.

## GEOGRAPHY

1. The Sun is a medium-sized star, situated in the centre of the Solar System. The Sun concentrates 99,85% of the mass of the Solar system. It is made up of gases: hydrogen 81% and helium 18%. Hydrogen turns into helium and by the means of this transformation, light and heat are produced.

Using the text, answer the following questions:

- a) Colour in yellow the number of squares that, out of the mass of the Solar System, represent the Sun and in blue the other celestial bodies.
- b) Represent in the same manner in the second square the amount of hydrogen and helium that makes up the Sun.





2. Solve the following tasks:

a) What is the diameter of the Earth, if we know that it is 3 times bigger than that of the Moon, which is 3475.

b) Explain the multitude of meteoric-impact craters on the surface of the Moon.

c) On the lightened surface of the Moon, the temperature is 214 degrees, and on the dark surface it is of -184 degrees. Determine the difference in temperature between the two sides. Why do you think there are such big differences?

3. Read the text and complete the answers:

“On the 11<sup>th</sup> of August 1999, the following phenomenon could be seen on Romania’s territory: at daytime, the Sun was gradually covered by a circular shadow. It was complete darkness for 2 minutes and 23 seconds. Then, gradually, the Sun showed up and the day went on.”

a) What phenomenon could be noticed on Romania’s territory?

b) What was the phase of the Moon that allowed this phenomenon to happen?

c) Why can the Moon cover the Sun completely?

### PRIMARY SCHOOL LEVEL – 1<sup>st</sup> grade – LANGUAGE AND ART

1. Extract and write, from the text you have listened to, the words that begin in Romanian with the group of letters ”ce”.

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2. Spell the words you have extracted.

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3. Make up sentences with the word ”sky”.

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4. Draw a picture with the title ”The Palace of the Sun”.



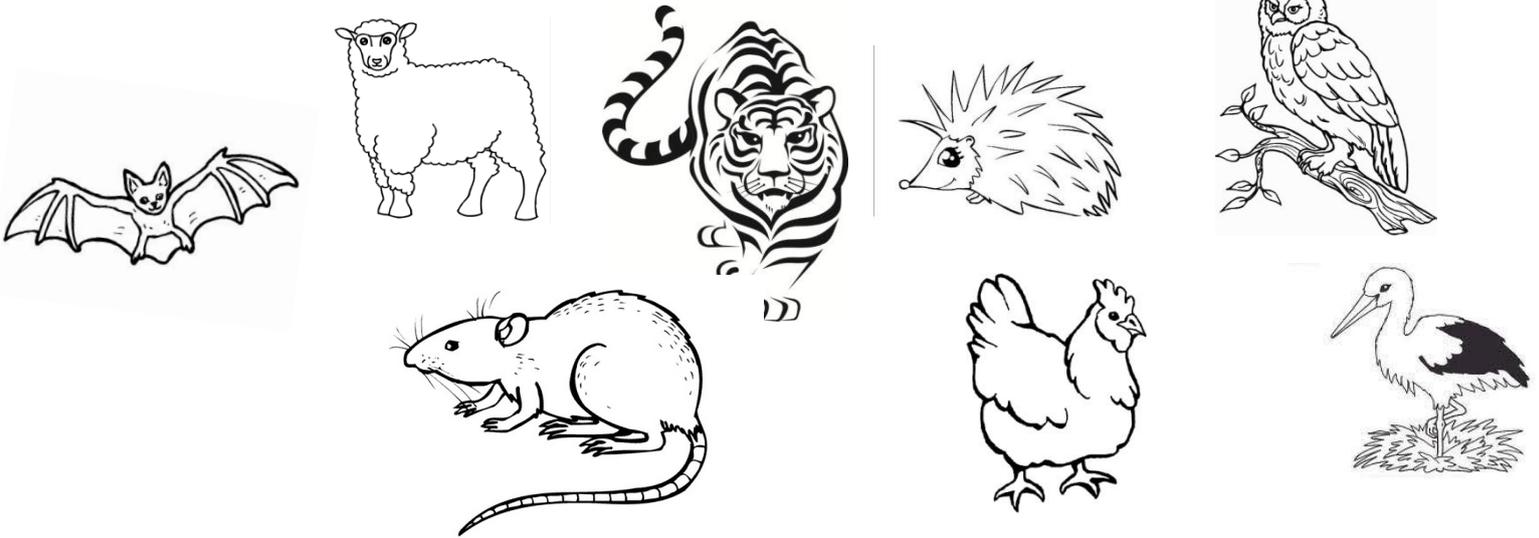
**PRIMARY SCHOOL LEVEL – 3<sup>rd</sup> grade – SCIENCE, ART AND LITERATURE**

1. Write 3 nocturnal animals that are active at night, in the moonlight and 3 diurnal animals:

*Nocturnal Animals:* \_\_\_\_\_

*Diurnal Animals:* \_\_\_\_\_

2. Group the following animals into the charts:



**Diurnal animals**

**Nocturnal animals**

3. True or False?

Nocturnal animals sleep all night.

Animals don't need light, just heat and water.

All the plants need light.

Plants prepare their food when they have light.

The swallow, being a nocturnal bird, flies often during the night.

Nocturnal animals don't see well during the night.

The pig is a diurnal animal.

The ferns love the bright sunlight.

The sunflower doesn't rotate after the sun.



4. Complete the following sentences:

Most of the plants can't survive without .....of the sun.

Nocturnal animals are more active at .....

The daylight comes from .....

Fish and mice have activity both during ..... and during .....

Owls and felines are ..... animals.

Sunflower rotates after the.....

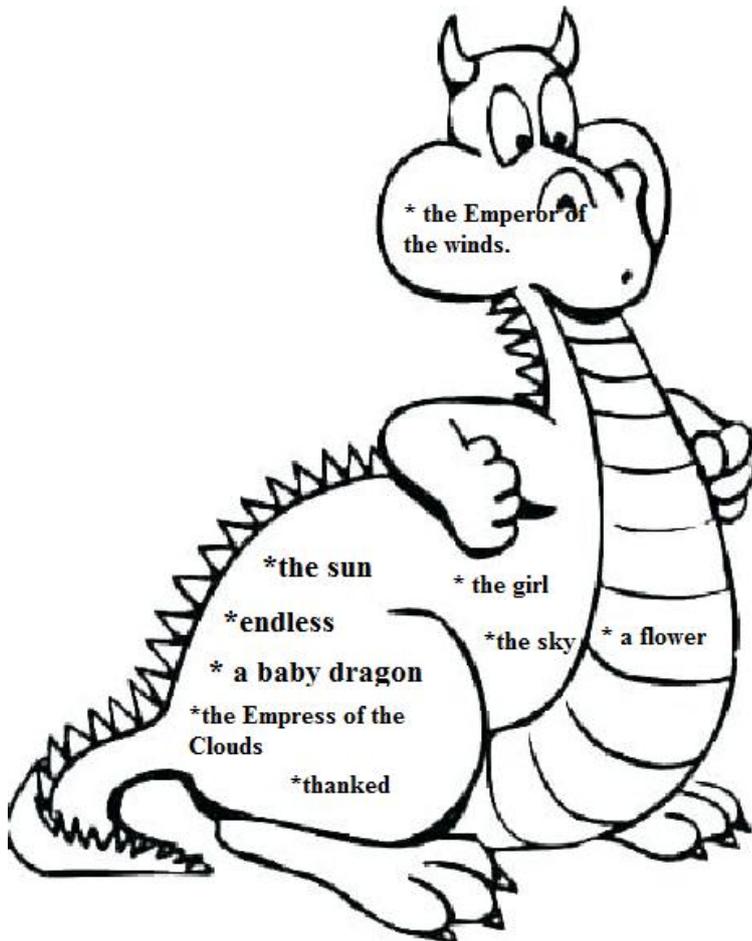
5. Draw a plant that has light from the sun and another one that is kept in the dark.

6. Complete the following sentences using the information from the text.

An Emperor girl started looking for..... Her hope to find him was .....

In a nest, out of a dark forest, she found ..... He was frightened because his mother, ....., had been banished by the .....

After that, the Emperor of the winds, came to eat the baby dragon. .... managed to persuade him not to eat the baby dragon.



The Empress of the Clouds arrived and ..... the girl for saving her baby.

When the Emperor of the wind turned again, the girl asked him to let the Empress of the Clouds to walk her in .....

Finally, the girl was transformed into ..... that looks like the sun.



**7. Put a tick for the correct answer:**

*a. The Sunflower Story is a narrative text*

**Only fantastic characters are involved in the story**

**There are both real and fantastic events**

*b. The characters in the text are:*

**the emperor's daughter, two dwarves, and a dragon**

**the emperor's daughter, a child, his mother, a princess and a dragon**

**the emperor's daughter, a baby dragon, the king of the clouds, the emperor of the wind and**

**the mother of the Sun**

**8. Put the ideas in order**

- The baby Dragon is saved
- The desire of the emperor's daughter
- The emperor's daughter is transformed into a flower
- The promise of the Empire of the clouds
- The suffering of the baby dragon

**9. Imagine how characters look like. Draw them!**

The Emperor's daughter	The Baby Dragon	The Empress of the Clouds
The Emperor of the Winds	The Mother of the Sun	The emperor's daughter transformed into a flower



10. Match the information from the text with the suitable term from the boxes:

The girl got into a dark forest.

The emperor's daughter was transformed into a seed.

The Emperor's daughter went for a walk.

The girl fell in love with the sun.

REAL

FANTASTIC

The seed grew up and turned into a flower that looks like the sun.

The girl would have gone over a hundred years to meet the sun.

The girl met a baby dragon.

The baby dragon has

The emperor of the wind kidnapped the dragon's brothers.

## PERSONAL DEVELOPMENT

### ACTIVITY 1

1. Read the following text:

”According to an ancient Romanian belief, the Sun and the Moon used to be saints who were lighting up the world, but a mean woman threw mud at them. Then the Moon and the Sun distanced themselves from the world and ascended to the sky, from which they light up the world, one during the day and the other during the night.”



2. Accomplish the following tasks:
  - a. Discover the message of the text.
  - b. Identify the real connection between the stars mentioned in the text and the people.
  - c. Model the story onto the flip-chart sheet.
  - d. Prepare a presentation of your posters and of your conclusions.

## ACTIVITY 2

1. Read the following text:

“According to an ancient Romanian belief, the Sun and the Moon USED TO BE God’S eyes on Earth and they helped God watch the world both at day and at night time.”

2. Accomplish the following tasks:
  - a. Discover the message of the text.
  - b. Identify the real connection between the stars mentioned in the text and the people.
  - c. Model the story onto the flip-chart sheet.
  - d. Prepare a presentation of your posters and of your conclusions.

## ACTIVITY 3

1. Read the following text:

“According to an ancient Romanian belief, the Sun had human character, and just like people, he was happy at sunrise, and the place from which it rose was Heaven. He used to rise from the water and when he did, he would always throw water drops. As proof, there are always water drops on his face, which us, people, call rays. Tradition says that it is a sin to look at the Sun without washing first, and if you do, you will catch a disease called “the sun on the head”.”

2. Accomplish the following tasks:
  - a. Discover the message of the text.
  - b. Identify the real connection between the stars mentioned in the text and the people.
  - c. Model the story onto the flip-chart sheet.
  - d. Prepare a presentation of your posters and of your conclusions.



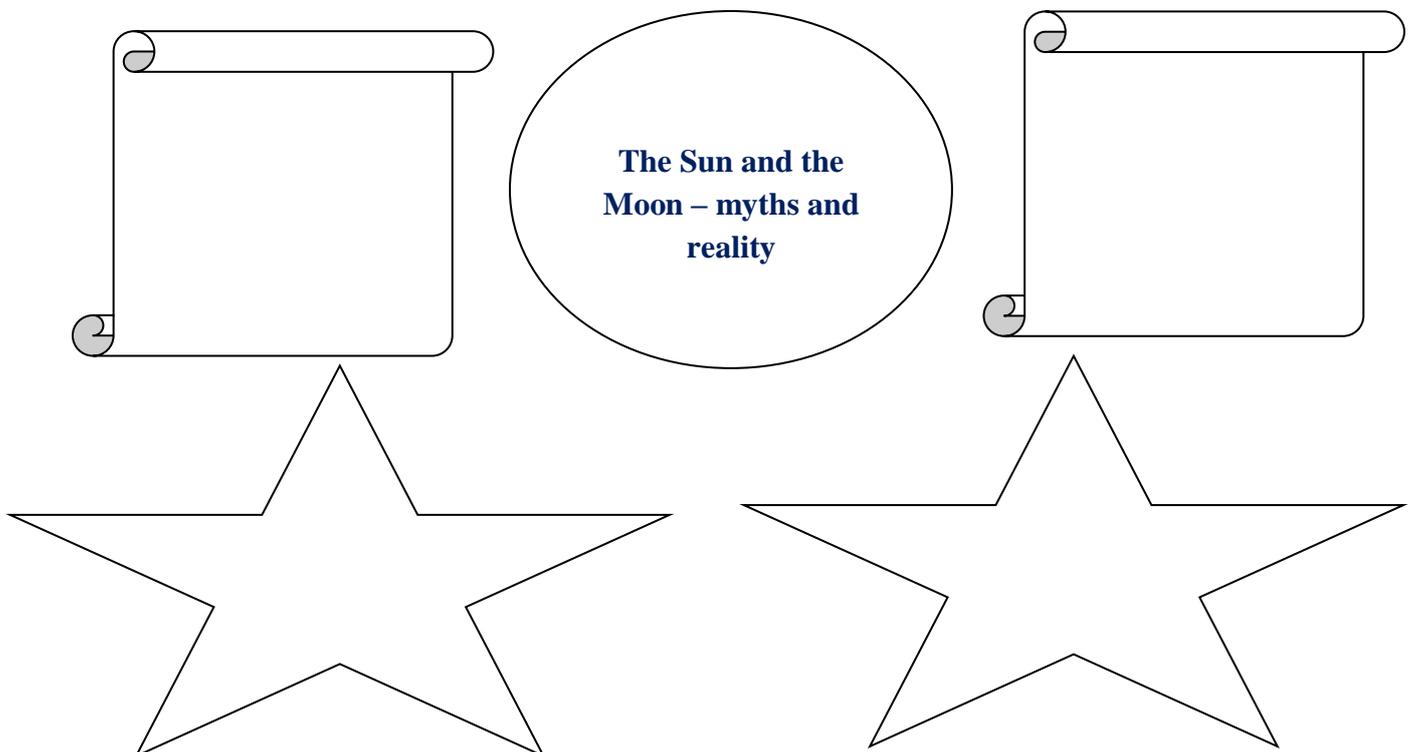
## ACTIVITY 4

### 1. Read the following text:

“According to an ancient Romanian belief, the Sun was Prince-Charming and the Moon was Ileana Cosinzeana. The two of them met in the sky and fell in love with each other, so they wanted to come down to Earth. God did not approve of their leaving the sky and ruled that the Sun would light the day and the Moon would light the night, thus forcing them to live alone. They were both very sad when they realised they would never hug each other. The Moon was in tears and would hide every night behind the clouds to weep for the Sun. The Sun was not happy, either. God called them both and said: “You shouldn’t be sad and suffering, since I have given each of you their own brightness. You, wonderful Moon, will light up the nights, be them cold or warm, will charm the lovers and will be the poets’ muse. While you, strong Sun, will be the most important star, will light up the Earth and the beings every day, and your mere presence will bring joy to everyone.” God created millions of stars to keep the Moon company. To this very day, the Sun burns with desire to see the Moon, while the Moon, moody, cannot always be seen in full. The two can only meet during the Eclipse.”

### 2. Accomplish the following tasks:

- Discover the message of the text.
- Identify the real connection between the stars mentioned in the text and the people.
- Model the story onto the flip-chart sheet.
- Prepare a presentation of your posters and of your conclusions.





## ROMANIAN LITERATURE

The sun and the moon were, according to the ancient popular beliefs of the Romanian people, saints who lightened the world, but because a woman would have thrown muddy in them they got rid of people, climbing up to heaven. According to other superstitions, the sun would be God's day eye, while the moon would be the night eye, says Tudor Pamfile. Other reports give the sun a human character: "It is believed that the sun is always cheerful, because it stays in the mouth of heaven.

The sun rises out of the water, the proof of it is the splash of water that drips from his face when he sees a little high and which we, the unknowing, call rays. Being out of the water, the sun is pure, therefore it is a shame for someone to look at it before it is washed. One like this will get a headache called sun in the head, that can be taken also by whoever looks at the sunrise, because who puts them to look at it, some human beings, to the sun, who, in the moment of the dawn, is a glorious empress. When the sun's rays are cool, it is believed the weather will be beautiful: A good day is known from its beginning, "says the ethnologist.

1. Name the theme of the text.

---

2. Identify the characters in this fragment.

---

3. Resume the given text in 3-6 lines.

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4. Name the morphological value for *light* and *moon*.

---

5. Name the gender and case for *sun* and *character*.

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6. Indicate the syntactic function of the words *which*, *they*.

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7. Make a sentence with the homonym of the Romanian word *care*.

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8. Give examples of one metaphor and an epithet.

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9. Analyze the first sentence



## **THE LEGEND OF THE MOON - ROMANIA**

### **CIVIC EDUCATION**

The Sun lightened up the world for about 7 years. The Moon hadn't been created yet, so it was very dark at night. The Devil had found out how good it was to be able to see, so he wanted light at night as well. "Come on, Lord! Let's lighten up the night as well", the Devil said. And God answered: "All right. Let's! Go back to where you went when I made the Sun and fetch flint, precious stone and silver."

Yet, people found out that God was about to give them something to their benefit and kept wondering what that was. The Devil fetched what he had been asked, but, again, God refused to work in his presence.

"Now what should I do?", asked the Devil, who wouldn't leave. "Go make the Hell", said God, in order to get rid of the Devil. Make a strong brick wall all around it and cover it with iron doors on top, for no one to be able to escape. And the Devil went away, glad he could create something himself.

As soon as God was left alone, he lit up the flint against the precious stone and out sprung the Moon: a virgin. Then God created for her a small silver road with trees on its sides and said: "Go along this path until you reach the house of the Sun, for you are his sister. But you should always be behind him and start lighting up when he comes home to rest."

God was aware of the Moon's arrival, because God had told him in advance. When he woke up in the morning, he told his mother: "Mind that my sister, the Moon, is going to come after I leave. Show her around and tell her what she needs to do."

The Moon arrived and knocked on the door and the Sun's mother opened and greeted her. After some rest, she set out to do what she was supposed to – she put on her silver coat and set off in her chariot pulled by 7 white horses to ride behind the Sun.

The evening had come on earth and everyone had gone to bed; there were few people who kept working around the house. All of a sudden, the Moon's chariot showed up high in the sky, and the people had no idea what that bright light entering their houses meant. They all went outside and, when they saw the white face of the Moon, they felt really happy to have light at night from then on and brought praise to God.

Yet, the Devil was the happiest. "People will be able to work at night from now on, so I will be able to accomplish my own deeds, as well!" But God replied: "That won't be possible, for you'll be able to see the Moon at night only half a month. You won't be able to see it during the other half!"



### THE METHOD “WWW”

WHAT do I know?	WHAT do I want to know?	WHAT did I find out?
<ul style="list-style-type: none"><li>➤ The Sun lightened up the world alone for 7 years.</li><li>➤ There was no light at night.</li><li>➤ God sent the Devil to fetch flint, precious stone and silver from the same place he had done for the Sun.</li></ul>	<ul style="list-style-type: none"><li>➤ How did God make the Moon?</li><li>➤ How did the Moon get to the house of the Sun?</li><li>➤ When did the Moon show up in the sky?</li><li>➤ What was the people's reaction?</li><li>➤ What was the Devil's reaction?</li></ul>	<ul style="list-style-type: none"><li>➤ God lit up the flint against the precious stone and the Moon was created.</li><li>➤ God created a silver road to the house of the Sun, where the Moon, the Sun's sister, was supposed to go and put on a silver dress.</li><li>➤ The Moon starts shining after the Sun comes back home to rest.</li><li>➤ People were happy to have light at night.</li><li>➤ The Devil was even happier, because he expected people to commit bad deeds at night. God told him that people will be able to see the Moon only half a month.</li></ul>



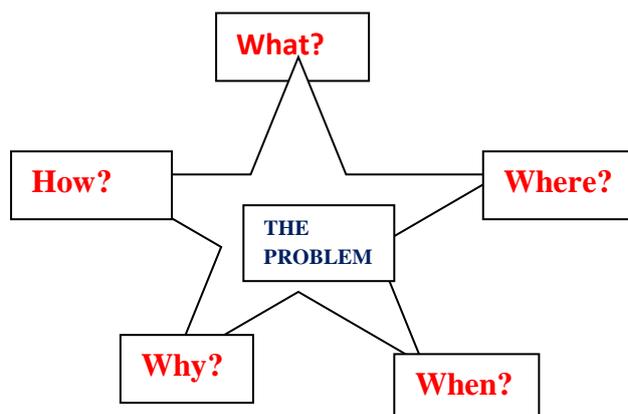
## THE CREATION OF THE SUN - ROMANIA HISTORY AND CRITICAL THINKING

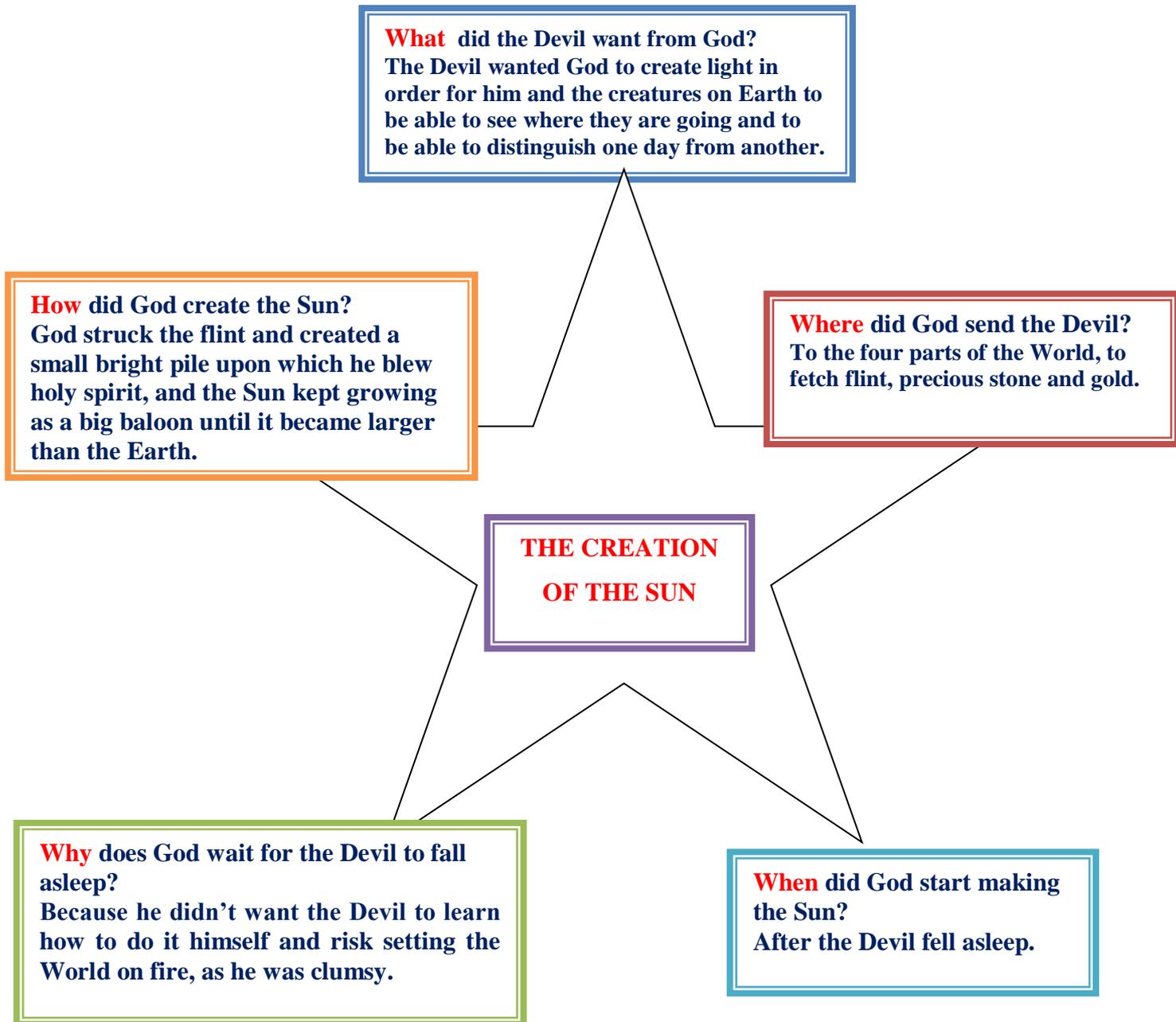
### PART 1

God had made the Earth and he was smiling, content with his deed. However, the Devil kept grumbling with dissatisfaction. Darkness was still floating all around the World, and there was no light yet. God could wander around anywhere he wanted, since his sight could go through all the darkness, even within the Devil's soul. Yet, the Devil was complaining about stumbling while walking as a blind through moors and ravines. "Why don't you, my Lord, create some light, for me and all the creatures on Earth be able to see where we're going and distinguish one day from the other?"

God made the Devil's will and sent the Devil to the four parts of the World to fetch flint, precious stone and gold. Having received these, he put them aside, as he did not want the Devil to see how he was creating light and be able to do it himself afterwards, since the Devil was clumsy and might have set fire to the World while doing so. God asked the Devil to go to bed, for he himself was tired and was going to create the light the next day. They did so, but as soon as God heard the Devil snoring, he got up and made the sun. He struck the flint with the precious stone and a bright sword appeared; he struck the flint the second time and he obtained a small bright pile, as a cat's eye. He blew holy spirit into this pile and the Sun grew bigger and bigger, as a balloon, until it became larger than the Earth and blindingly shiny. But as soon as God made the Sun, he hid it under the Earth for no one to see it, and then went back to bed.

### THE STELLAR EXPLOSION







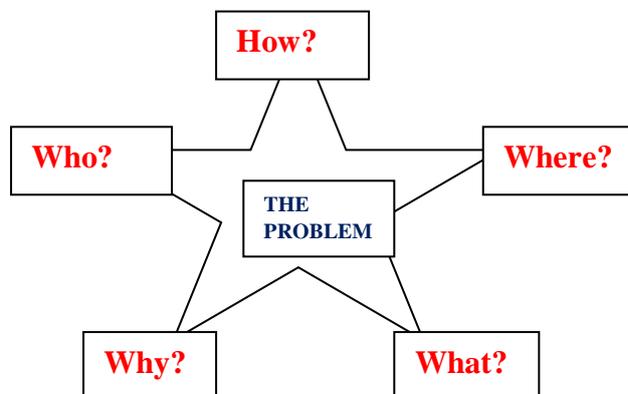
## PART 2

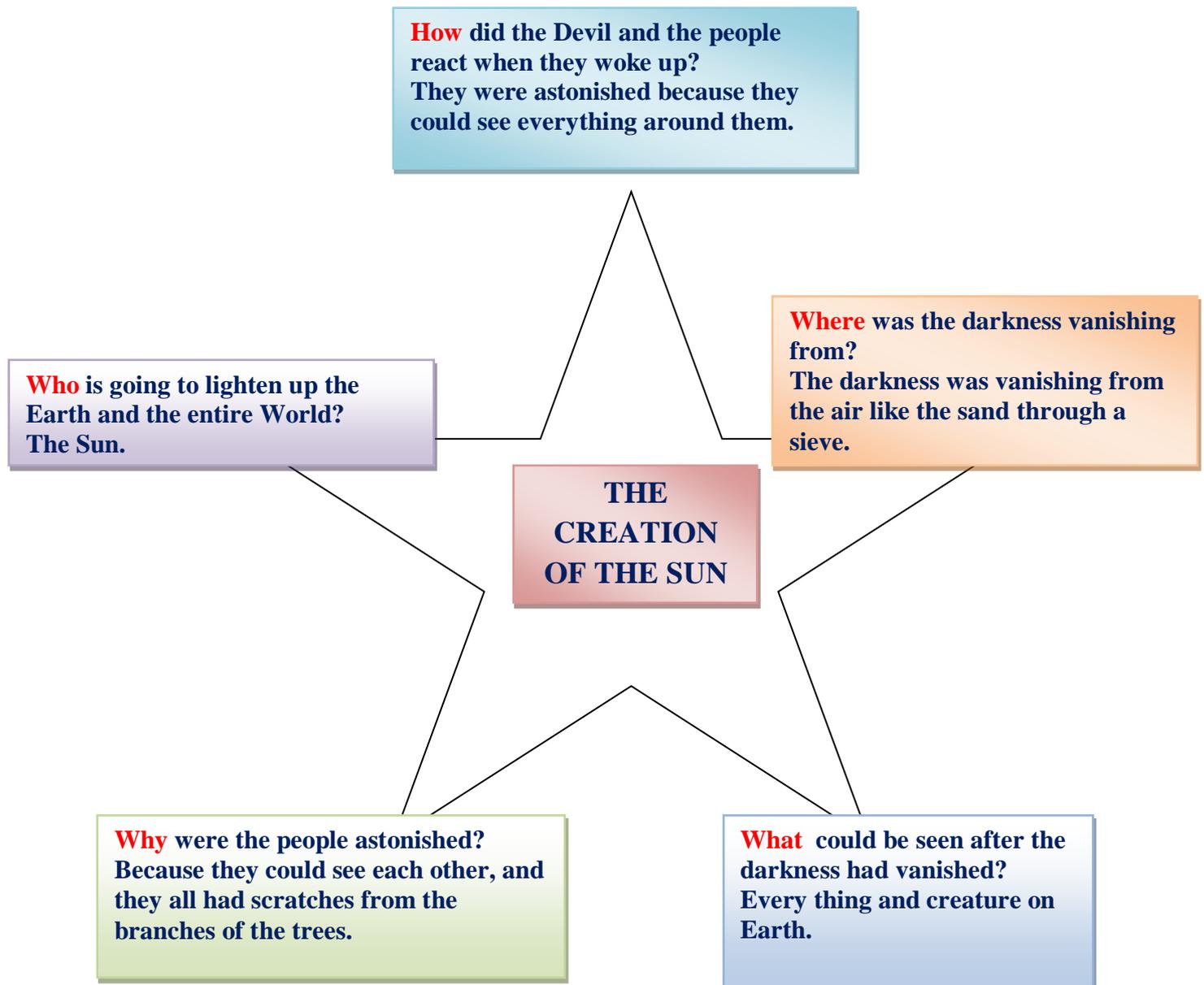
When the Devil and the people woke up, they were astonished, as it didn't seem to be as dark as it used to, and they could see the things around them. They were looking at each other and didn't know what to believe. All of a sudden, the dawn started turning the edges of the Earth red, the darkness was vanishing from the air like the sand from a sieve, and a white light allowed each thing and creature to be seen. People were looking at each other's faces, as they hadn't seen them until then. They were as blind people with veils taken away from their eyes. But what did they see? They all had scratches from the branches of the trees they had hit against while walking in the dark.

After the first moments of astonishment, a great joy filled their hearts. They were laughing, kissing each other, jumping, dancing and crying with happiness. But all of a sudden, in a place far from the Earth, a huge brightness showed up, and little by little, a shining round object was rising in the air. It was the holy Sun. All the people stopped, in great fright. They fell to the ground and, fearing misfortune, asked God for help.

The Devil, awoken by the people's noise, was blinded by the brightness of the Sun; after rubbing his eyes till he got used to the light, he said, in astonishment and anger: "What could this be?". He ran to God to find out what that ball of fire was. "I have done what you asked me to do. This is the sun, which will lighten up the Earth and the entire World."

## THE STELLAR EXPLOSION



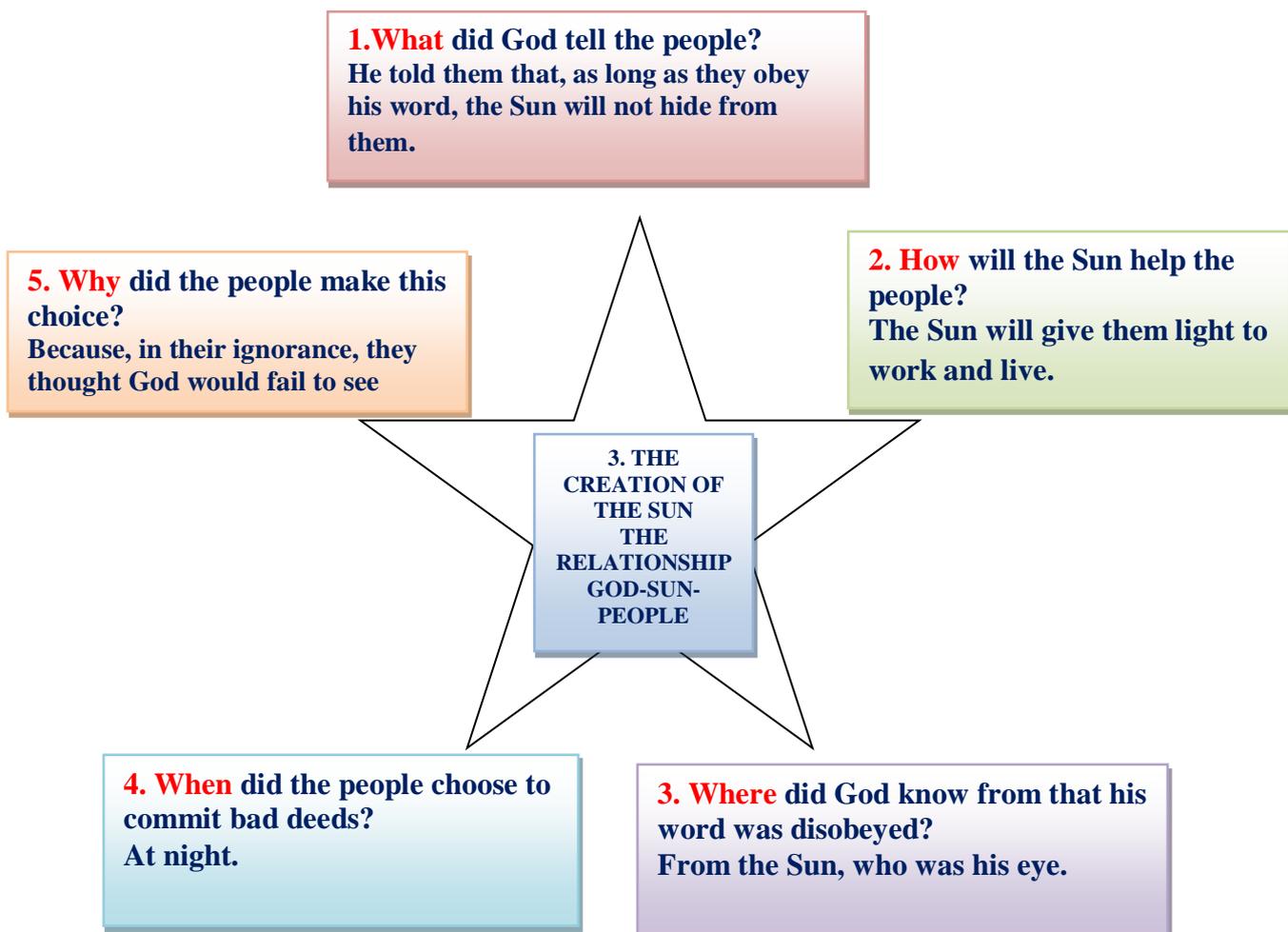




### PART 3

Then God turned to the people and told them that, as long as they obey his word, the Sun will not hide from them. From now on, they will have light to work and live. And he also said they should not disobey, for the Sun is his eye, and it sees everything, good and bad. This is why people, in their ignorance, commit most of their bad deeds at night, as they think God will fail to see them.

### THE STELLAR EXPLOSION





## THE BIRTH OF THE SUN - LITHUANIA

Siaulių Dainų Progimnazija, Siauliai



In the ancient times there lived a man. He was a blacksmith. Back then, it was dark everywhere - only the night. Once a blacksmith decided to make a sun. He took a shiny iron and had been working hard for six years until he finished it.

After that, the blacksmith climbed up on to the highest hut and threw the sun into the sky. We can enjoy and see the sun in the same place till nowadays.

### LITERATURE

Answer the questions

1. What was the man?

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2. What did the man decide to do?

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3. What material did he use for his craftwork?

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4. How long did it take to finish the work?

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5. Where did he put his work?

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**ART**

Make the sun using aluminum foil.

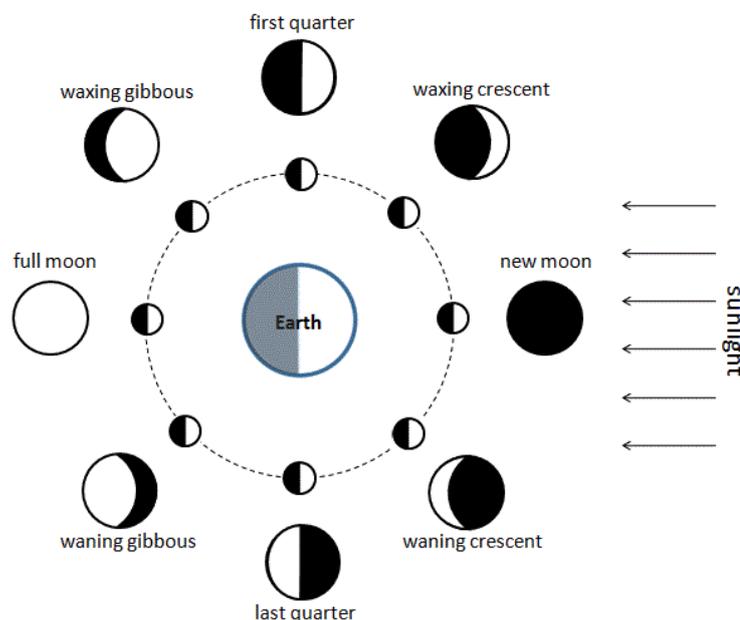




## GEOGRAPHY - NATURAL RYTHMS AND CALENDAR

Relics of the lunar calendar in the Lithuanian ethnography: upon seeing the new crescent Moon, one addresses it as *kunigaikštis* (a duke) or *dievaitis* (a young god) and begs for good health. The four phases of the Moon are considered important for beginning of most farm work, especially, sowing and planting.

The lunar phases gradually change over a synodic month (about 29.53 days) as the Moon's orbital positions around Earth and Earth around the Sun shift. The visible side of the moon is variously sunlit, depending on the position of the Moon in its orbit.



The basic idea behind Gardening by the Moon is that the cycles of the Moon affect plant growth. Just as the Moon's gravitational pull causes tides to rise and fall, it also affects moisture in the soil.

Therefore, it's said that seeds will absorb more water during the full Moon and the new Moon, when more moisture is pulled to the soil surface. This causes seeds to swell, resulting in greater germination and better-established plants.

To plant by the Moon, follow these guidelines:

- Plant your annual flowers and fruit and vegetables that bear crops above ground (such as corn, tomatoes, watermelon, and zucchini) during the waxing of the Moon—from the day the Moon is new to the day it is full. As the moonlight increases night by night, plants are encouraged to grow leaves and stems.
- Plant flowering bulbs, biennial and perennial flowers, and vegetables that bear crops below ground (such as onions, carrots, and potatoes) during the waning of the Moon—from the day after it is full to the day before it is new again. As the moonlight decreases night by night, plants are encouraged to grow roots, tubers, and bulbs.



**Answer the questions:**

**1. What are the lunar phases?**

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**2. What plants are best to plant in the full Moon?**

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**3. What is the duration of lunar phase?**

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**4. On which Moon phase should we seed onion and carrots?**

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**5. Draw all lunar phases and remember them.**



## **PEDAGOGICAL MATERIALS OF PHASE 2**

### **- FAIRIES - GHOULS - ANASKELADES - VIXENS - ILLNESSES - FATES AND DESTINY**

#### **THE MERMAID - GREECE**

2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens



The most popular myth about the Mermaid is connected with Alexander the Great. According to the Alexander romance, a collection of legends concerning his exploits, composed in the 3rd century but very popular throughout the Middle Ages, one of Alexander's soldiers managed to find the Water of Life or Immortal Water during the expedition, but did not reveal the secret to Alexander, so that he could become immortal.

Later on, the people's imagination changed the story a little. In the popular myth, Alexander collects the water in a cup, but his sister drinks it or spills it by accident. This sister is often identified with a real person, his sister Thessaloniki, who gave her name to the second biggest city of Greece. In a rage, Alexander curses his sister to become half woman and half fish. But she bears him no grudge. She travels the sea and asks the sailors if King Alexander is still alive. The wise sailors should answer "He is alive and reigns and conquers the world.", so that she lets them continue their voyage. But if they make the mistake and answer that he is dead, she flies into a fury and sinks the ship.

#### **ENGLISH LANGUAGE**

1. Write the myth of the Mermaid in English in the form of a summary of 8-10 lines.

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2. Describe the character of king Alexander based on what you have read in the myth.

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3. Read carefully the following text about the Mermaid of the English mythology. Find how the concept of immortality is mentioned in the Greek and in the English myth. Why is it so important to people?

Mermaid's Pool is a small pool on Kinder Scout in Derbyshire, England, which, according to legend, is inhabited by a beautiful mermaid who can be seen if you look into the water at sunrise on Easter Sunday. It is also said that its water is salty due to its connection by an underground passage to the Atlantic.



Another version describes her rather as a nymph who lives on Kinder Scout, and who bathes in the pool daily. This version describes how a local man to whom she took a liking was led to a nearby cavern by her and made immortal. This promise of immortality is said to apply to anyone who sees the mermaid on Easter Eve.

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4. Πολυχρονεμένος, αθάνατο, ανέγγιχτος: Translate the three adjectives in English and combine each one of them with a noun in order to form your own sentences.

Πολυχρονεμένος:

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Αθάνατο:

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Ανέγγιχτος:

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## MEDIEVAL GREEK HISTORY - THE IMMORTAL WATER

### Teaching and pedagogical aims

1. According to the curriculum, after the unit about the emperor Konstantinos A' (4<sup>th</sup> century A.D.), the students need to be taught about the emperor Justinian (6<sup>th</sup> century A.D.). Based on the legend of the Life-giving Source, the students will learn about another important emperor who reigned in the 5<sup>th</sup> century A.D., Leon A' the Thracian.
2. The students will understand the concept of imperial dynasty.
3. The students will become familiar with a Byzantine legend (Byzantine folk tradition).
4. The students will establish how concepts and elements of the Greek civilization developed from the ancient times until the Middle Ages.
5. The students will practise searching internet sites with educational content.
6. The students will use drawing to consolidate historic knowledge.

### QUESTIONS – ACTIVITIES

1. Visit the website:

[http://users.sch.gr/aiasgr/Buzantio/Autokratores/Buzantinoi\\_Autokratores.htm](http://users.sch.gr/aiasgr/Buzantio/Autokratores/Buzantinoi_Autokratores.htm)

and find the emperor Leon A' the Thracian in the list of Byzantine emperors. What kind of information is given about him?

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2. Visit the website:

[https://el.wikipedia.org/wiki/Λέων\\_Α](https://el.wikipedia.org/wiki/Λέων_Α)

and find the work based on which he is classified as one of the most important Byzantine emperors.

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3. Visit the website: [https://www.pigizois.net/enoria/zoodoxos\\_pigi.htm](https://www.pigizois.net/enoria/zoodoxos_pigi.htm) and answer the following questions:

A. What is the Life-giving Source?

B. How is Leon A' the Thracian connected to the Life-giving Source according to the Byzantine legend?

C. What are the properties of the water of the Life-giving Source?

D. Which other important fact of the Byzantine history is the Life-giving Source connected to?



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4. Visit the website: <http://mythagogia.blogspot.com/2013/11/blog-post-7.html> and compare the properties of the “immortal water” of Styx (antiquity) with those of the water of the Life-giving Source (Byzantine era).

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5. Search the internet and find pictures of the source of Styx and the Life-giving Source and draw two paintings inspired by the myth and the legend you read.

### ANCIENT GREEK LANGUAGE TRANSLATED (ODYSSEY) - INTERVENTION BY INO/LEUCOTHEA

**SUMMARY Rhapsody E (Odysseus’ raft):** During the gods’ council Zeus decides to send Hermes to Calypso. Obeying the gods’ will Calypso guides Odysseus to make a raft and allows him to leave. After sailing for 18 days, Odysseus is perceived by Poseidon who causes a tempest. Odysseus is saved thanks to Leucothea’s intervention. He reaches the shore of Sheria, in the land of Phaeakes, three days after the shipwreck. There, he falls into a deep sleep.



*ODYSSEUS & LEUCOTHEA Alessandro Allori*

*«Pell-mell the rollers tossed her along down-current,  
wild as the North Wind tossing thistle along the fields*



*at high harvest—dry stalks clutching each other tightly  
— so the galewinds tumbled her down the sea, this way, that way,  
now the South Wind flinging her over to North to sport with,  
now the East Wind giving her up to West to harry on and on.  
But someone saw him—Cadmus’ daughter with lovely ankles,  
Ino, a mortal woman once with human voice and called  
Leucothea now she lives in the sea’s salt depths,  
esteemed by all the gods as she deserves.  
She pitied Odysseus, tossed, tormented so—  
she broke from the waves like a shearwater on the wing,  
lit on the wreck and asked him kindly, “Ah poor man,  
why is the god of earthquakes so dead set against you?  
Strewing your way with such a crop of troubles!  
But he can’t destroy you, not for all his anger.  
Just do as I say. You seem no fool to me.  
Strip off those clothes and leave your craft  
for the winds to hurl, and swim for it now, you must,  
strike out with your arms for landfall there,  
Phaeacian land where destined safety waits.  
Here, take this scarf,  
tie it around your waist—it is immortal.  
Nothing to fear now, neither pain nor death.  
But once you grasp the mainland with your hands  
untie it quickly, throw it into the wine-dark sea,  
far from the shore, but you, you turn your head away!”  
«Sothe man prayed  
and the god stemmed his current, held his surge at once  
and smoothing out the swells before Odysseus now,  
drew him safe to shore at the river’s mouth.  
His knees buckled, massive arms fell limp,  
the sea had beaten down his striving heart.  
His whole body swollen, brine aplenty gushing  
out of his mouth and nostrils—breathless, speechless,  
there he lay, with only a little strength left in him,  
deathly waves of exhaustion overwhelmed him now ...  
But once he regained his breath and rallied back to life,  
at last he loosed the goddess’ scarf from his body,  
dropped it into the river flowing out to sea  
and a swift current bore it far downstream  
and suddenly Ino caught it in her hands.  
Struggling up from the banks, he flung himself  
in the deep reeds, he kissed the good green earth».*



**Questions – Activities**

1. Answer the following questions based on the extract:

- A. What kind of information does Homer give about Ino/Leucothea?
- B. In which form was Ino/Leucothea presented to Odysseus?
- C. What kind of advice – instructions did she give to Odysseus to help him?
- D. Apart from advice what else did she give him and what did she ask him to do?
- E. What was the result of the goddess’ intervention?
- F. Did Odysseus do exactly what the goddess asked him to do?

2. The unexpected appearance of Leucothea as “deus ex machina” and the reference to the magic scarf are elements often found in fairy tales and folk myths and traditions. Find the relation of the fairy with her magic scarf and tell the difference between the fairy’s and Ino’s scarf

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3. Search the internet for more myths, legends and traditions from different parts of your country about fairies and their magic scarf and write a text for your school newspaper. Add your own drawings so that you make it a visual text. Alternatively, you can make a power point presentation using text and images.

**MODERN GREEK LITERATURE - NIKOS KAZANTZAKIS «THE MOTHER» (REPORT TO GRECO)**

*N. Kazantzakis: «The mother»*

*Απόσπασμα από το βιβλίο: «Report to Greco» (1961)*

*translated from the Greek by P.A. Bien  
Bruno Cassirer, Oxford 1965*

«MY MOTHER was a saintly woman. How was she able to feel the lion's heavy inhalations and suspirations at her side for fifty years without suffering a broken heart? She had the patience, endurance, and sweetness of the earth itself.....

What peace when my father was not at home! How happily and quickly time passed in the little garden inside our walled courtyard. The vine arbor over the well, the tall fragrant acacia in the corner, the pots of basil, marigolds, and Arabian jasmine around the edges... My mother sat in front of the window knit-ting socks, cleaning vegetables, combing my little



sister's hair, or helping her to toddle; and I, squatting on a stool, watched her. As I listened to the people pass by outside the closed door and inhaled the odor of jasmine and wet soil, the bones of my head creaked and opened wide in order to contain the world which was entering my body.

The hours I spent with my mother were full of mystery. We used to sit facing each other—she on a chair next to the window, I on my stool—and I felt my breast being filled to satisfaction amid the silence, as though the air between us were milk and I was nursing.

Above our heads rose the acacia; when it flowered, the courtyard filled with perfume. How very much I loved its sweet-smelling yellow blossoms! My mother put them in our coffers, our under-wear, our sheets. My entire childhood smelled of acacia.

We talked, had many quiet conversations together. Sometimes my mother told about her father and the village where she was born; sometimes I recounted to her the saints' lives I had read, embellishing them in my imagination. The martyrs' ordeals were not enough for me. I added new ones of my own until my mother began to weep. Then, pitying her, I sat on her knees, stroked her hair and consoled her.

"They went to paradise, Mother. Don't be sad. Now they take walks beneath flowering trees and talk with angels, and they've forgotten all about their tortures. And every Sunday they put on clothes all of gold, and red caps with pompons, and go to visit God."

My mother used to wipe away her tears and look at me with a smile, as though to ask, Is it really true? And the canary in its cage used to hear us, stretch forth its throat, and chirp away with drunken contentment, as if it had descended from paradise, left the saints for a few moments, and come to earth in order to gladden men's hearts.

My mother, the acacia, and the canary have blended in my mind inseparably, immortally. I cannot smell an acacia or hear a canary without feeling my mother rise from her grave—from my vitals—and unite with this fragrance and the canary's song.

I had never seen my mother laugh; she simply smiled and regarded everyone with deep-set eyes filled with patience and kindness. She came and went in the house like a kindly sprite, anticipating our every need without noise or effort, as though her hands possessed some magical, beneficent power which exercised a benevolent rule over everyday needs. As I sat silently watching her, I reflected that she might be the Nereid mentioned in the fairy tales, and imagination set to work in my childhood mind: My father had glimpsed her dancing beneath the moon one night as he passed the river. He pounced, caught hold of her kerchief, and that was when he brought her home and made her his wife. Now my mother came and went all day long in the house, searching for the kerchief so that she could throw it over her hair, become a Nereid again, and depart. I used to watch her coming and going, opening the wardrobes and coffers, uncovering the jugs, stooping to look under the beds, and I trembled lest she chance to find her magic kerchief and become invisible. This fear lasted many years, deeply wounding my newborn soul. It remains within me even today, still more indescribably. It is with anguish that I observe all the people or ideas that I love, because I know they are searching for their kerchiefs in order to depart».



### Questions

1. Find the nouns and adjectives which the writer uses in the text to outline the character and the personality of his mother.

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2. How does he characterize the hours he spent with his mother? Justify the characterization using elements from the text.

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3. Which were the topics discussed by the child and his mother?

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4. Which characteristics of the mother made the child believe he was a fairy? In your opinion what was he influenced by?

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5. How was the author's life influenced by the untold fear of abandonment by his mother?

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### Other Activities

1. Compare the text by N. Kazantzakis with fairy tales from the folk tradition of your country and find their common points.

2. Watch and listen to the extract of Kazantzakis' work using the following link:

<https://www.youtube.com/watch?v=lcwT6hOmWEI>

Nikos Kazantzakis, my mother, the musk tree, the canary

Music: Giovanni Marradi

Thuốc Nào Cho Tôi Uống Để Quên

Artist: Various Artists



Album: Audio Book - Chuyện Đồi Tụ Kê 2

Lyric-writers/Composers: Bill Rice, Jerry Foster

3. Choose an image from the extract and make a drawing of it.

4. Listen to the song “Tired Fairy”

<https://www.youtube.com/watch?v=GKyLbMPVteQ>

Lyrics - Music: Loudovikos of Anogeia

CD "Sand Gate" (1997)

Song: Nena Venetsanou

Tired fairy

Sleeping on the lake's rock

The day is breaking the sun is out

But do not wake her

Last night there was a wedding

Crowning on the sand

She gave away her white scarf, it's gone

To a young man in the colour of May

And if he does not return to leave the scarf

The fairy of the rocks will die out alone

Her white veils

wet

in the wind of dawn

given

And if he does not return to leave the scarf

The fairy of the rocks will die out alone

### HOME ECONOMICS - THE MERMAID IN FOLK ART

The Greek folk tradition has its roots in Byzantium. It has also been affected by the art of both the East and the West. Furthermore, it is related to the art of other Balkan countries. Its works are creations of people who were not taught at school, but who were experienced craftsmen.

One of the most important characteristics of folk art is the combination of usability and aesthetics. For example, a ship drawn in the home of a seaman does not only make the home beautiful, but it also symbolizes life at sea.

Folk art may include geometric drawings, scenes from everyday life (wedding, dancing, hunting, etc.) or symbols with magic characteristics (snake, cross, flower pot, rooster, saint).



There are also topics from the ancient and the byzantine world, such as the mermaid and the two-headed eagle.

### Questions – Activities

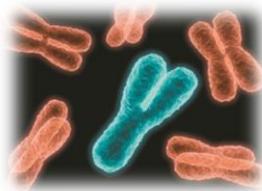
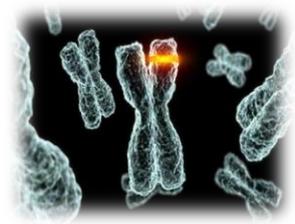
Let's make our own mermaids...

Students are divided in two groups. The first group will paint mermaids, while the second will make embroidery with mermaids.



### BIOLOGY – DNA MUTATIONS

✿ DNA, or deoxyribonucleic acid, is the hereditary material in humans and almost all other organisms. Nearly every cell in a person's body has the same DNA. Most DNA is located in the cell nucleus. In the nucleus of each cell, the DNA molecule is packaged into thread-like structures called



chromosomes. Each chromosome is made up of DNA tightly coiled many times around proteins called histones that support its structure. **The number of chromosomes is characteristic of every kind of organism.** In humans, each cell normally contains 23 pairs of chromosomes, for a total of 46.

✿ **Homologous chromosomes:** They are chromosome pairs (one from each parent) that are similar in length, gene position and centromere location. The position of the genes on each homologous chromosome is the same, however, the genes may contain different alleles.

✿ **Autosomal Chromosomes:** the chromosomes that determine individual traits but not the individual's sex.

✿ **Sex chromosomes:** the pair of chromosomes that determines whether an



individual is male or female.

✿ A **karyotype** is simply a picture of an individual's chromosomes. The chromosomes are lined up from largest to smallest.

✿ **Genes** are small sections of DNA that contain the instructions for our individual characteristics. The purpose of genes is to store information.

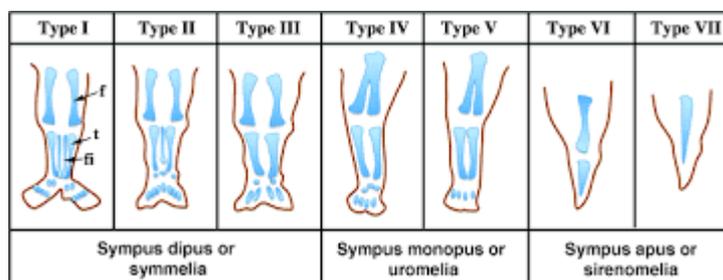
✿ A mutation is a change that occurs in our DNA sequence (in a gene or a chromosome), either due to mistakes when the DNA is copied or as the result of environmental factors such as UV light and cigarette smoke. **Gene mutations do not appear in the karyotype in contrast with chromosomal mutations.**

**A gene mutation: Sirenomelia or The Mermaid Syndrome:** The word *sirenomelia* derives from the ancient Greek word *seirēn*, referring to the mythological Sirens, who were sometimes depicted as mermaids, and *melos*, meaning "limb".

It is an extremely rare congenital developmental disorder characterized by anomalies of the lower spine and the lower limbs. Affected infants are born with partial or complete fusion of the legs. Additional malformations may also occur including genitourinary abnormalities, gastrointestinal abnormalities, anomalies of the lumbarsacral spine and pelvis and absence or underdevelopment (agenesis) of one or both kidneys.



Sirenomelia is associated with severe life-threatening complications and is often fatal in the first years of life. The exact cause of sirenomelia is unknown. Researchers believe that both environmental and genetic factors may play a role in the development of the disorder. Most cases appear to occur randomly for no apparent reason



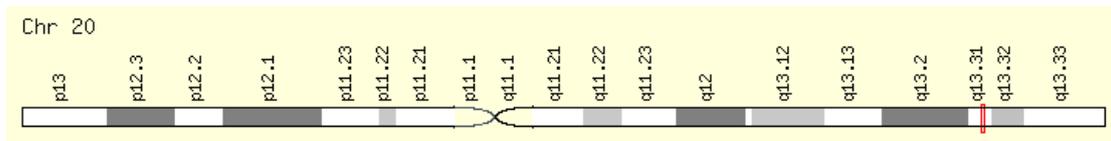
(sporadically), which suggests environmental factors or a new mutation. In addition, different genetic factors may contribute to the disorder in different people (genetic heterogeneity).

Sirenomelia affects males more often than females by a ratio of 3:1. The exact incidence is unknown, but sirenomelia is estimated to occur in approximately 1 in 60000 to 100000 births. Sirenomelia occurs with greater frequency in one twin of identical (monozygotic) twins than it does in fraternal (dizygotic) twins or individuals.

Sirenomelia was first reported in 1542 but the first hypothesis of its origin was developed in 1927 by Otto Kempmeier who proposed that a lack of blood supply to the lower limbs during their development is responsible for the defect.



In animal models, several genes have been found to cause or be associated with sirenomelia. The *srn* (*siren*) gene is observed to cause hindlimb fusion in homozygous mice. Mice with knockouts or mutations in both *tsf1* and *bmp7* will also have hindlimb fusion.



### Activities

1. The sequence of bases in human gene *bmp7* which is located on chromosome 20 is: “CAGCCACCAGCAACT”.

a. Replicate the above DNA branch.

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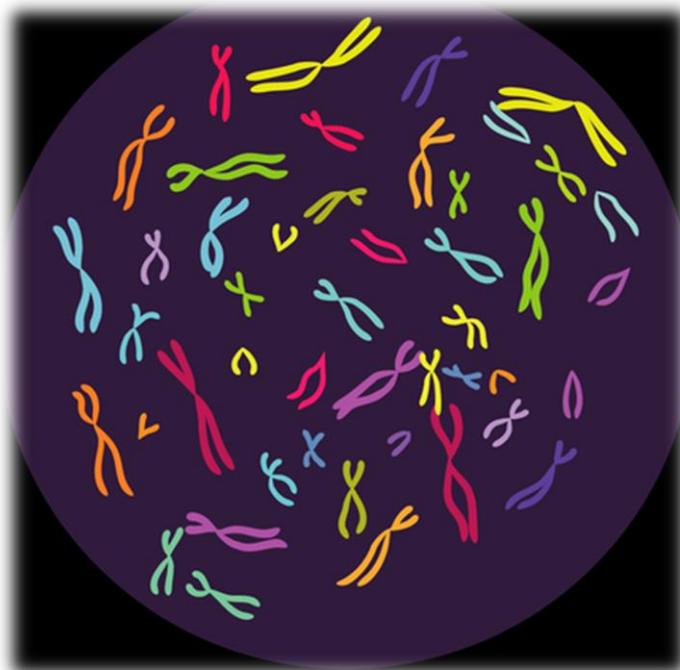
β. Transcribe the above branch so that you can compose the homonymous protein.

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2. This is a picture of the chromosomes from a human cell.





**A. Count the number of chromosomes in the picture and write it down.**

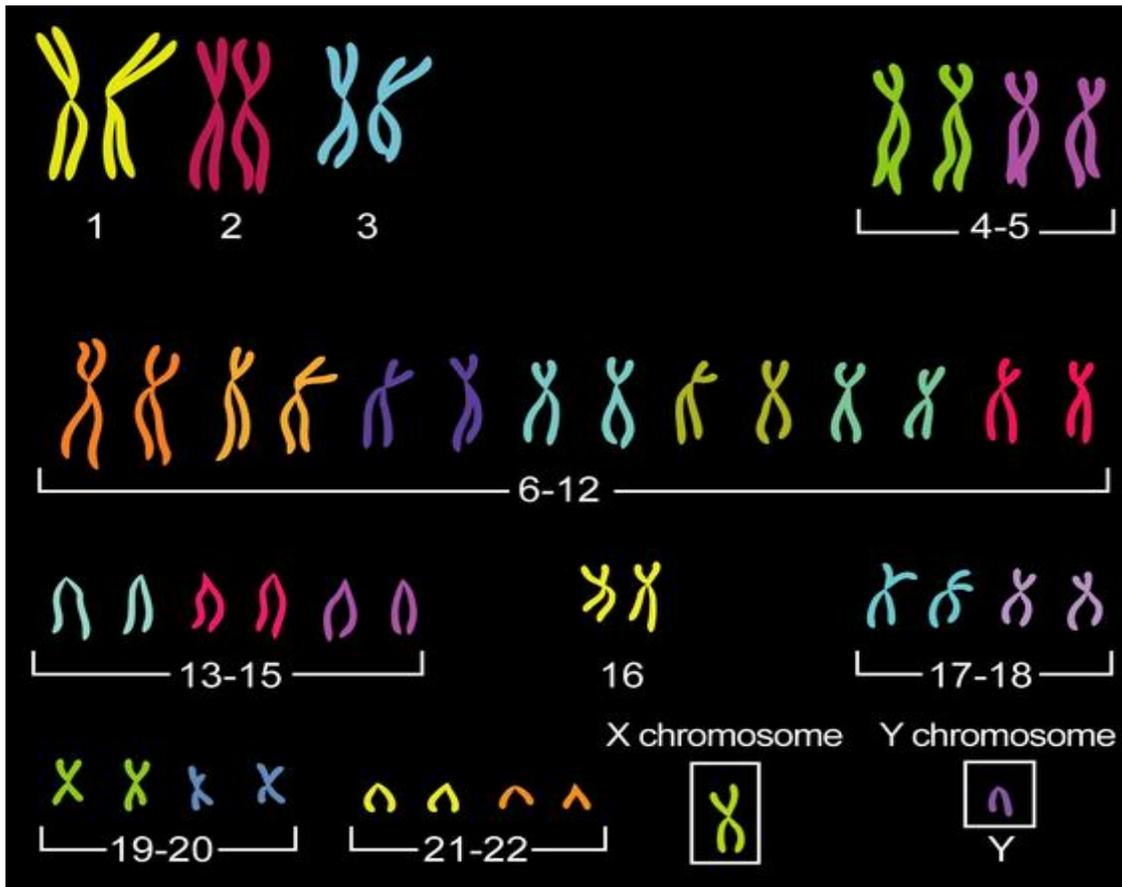
**B. Cut all the chromosomes in the picture carefully, so that all the chromosomes are in separate pieces.**

**C. You are given a table with 23 numbered boxes. A pair of homologous chromosomes belongs to each of these boxes.**

**D. Put the chromosomes in pairs and place them on the worksheet, so that each pair is placed in the proper numbered box depending on its size. In order to place the pairs correctly look at the given guide.**

**E. Congratulations! You have created the karyotype of a healthy person!**

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24



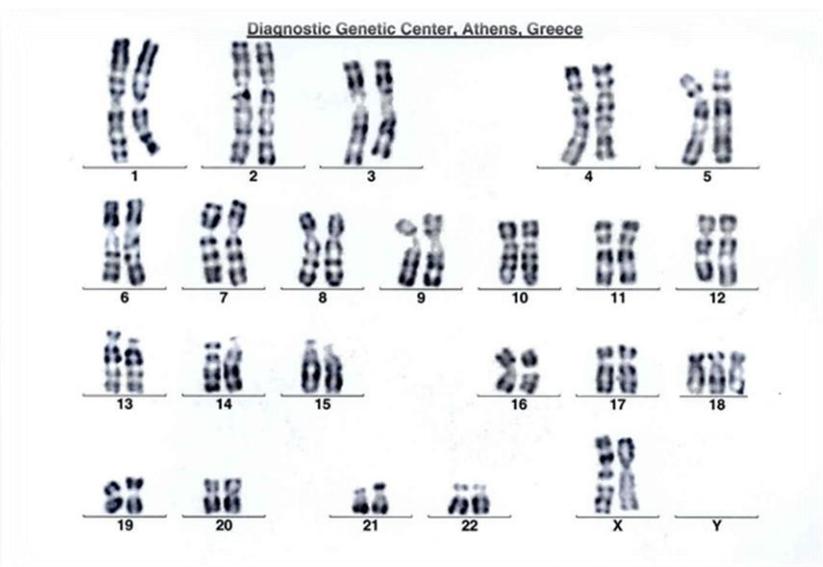
**F. Compare the karyotype which you created with those depicted in pictures (1), (2) and (3). What do you observe? Find information about the diseases related to these karyotypes.**

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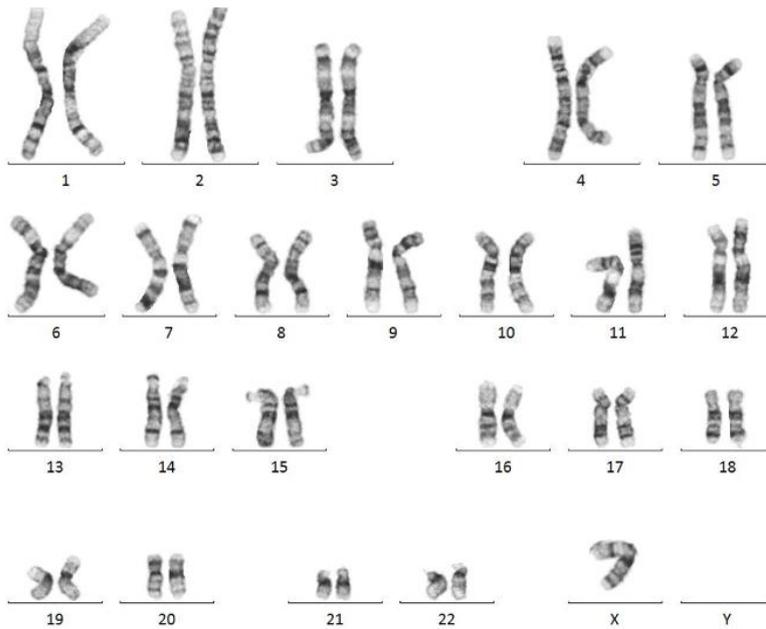
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1.

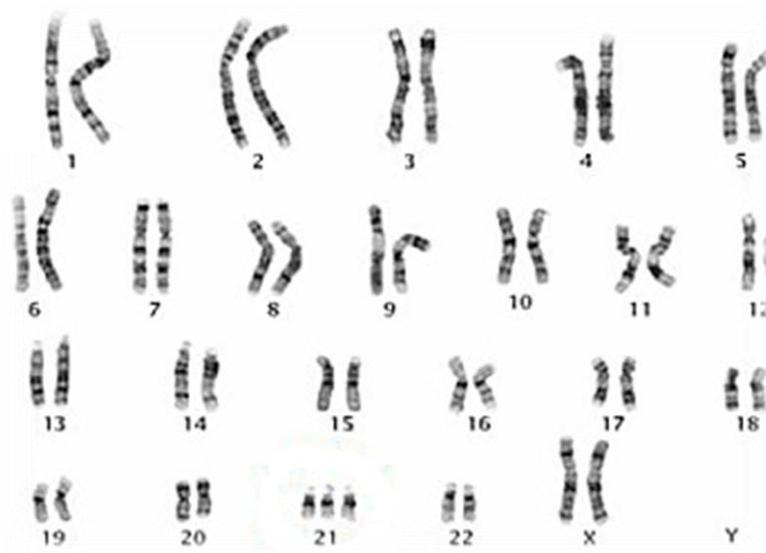




2.



3.



## MUSIC - IF I ONLY HAD THE IMMORTAL WATER

### *If only I had the Immortal Water*

from Yannis Ritsos' "Epitaphios", melodized by Mikis Theodorakis, 1936,1956

It was May 1936, a time when widespread industrial action and protests rocked Greece. One, a rally by striking tobacco workers in Thessaloniki, ended in bloodshed, with 12 dead, among them 25-year-old Tassos Tousis.

On May 10, the day after, the left-wing daily Rizospastis published a heart-wrenching photograph of the young man's mother mourning over her dead son's body. Poet Yiannis



Ritsos saw the image and he was so moved by it that the very next day he began writing “Epitaphios,” his most celebrated work. “In two days, almost without eating and sleeping, and often sobbing like a Maniot lamenter, I wrote the first 14 parts of ‘Epitaphios,’” he said.

The first two were published immediately, while 10,000 copies of the full poem came out a few months later, at a time when no one printed more than 500 or 1,000 copies of poetry, not even Kostis Palamas, “the patriarch of modern Greek letters.” Within a few days, the bookstore – run by the Greek Communist Party – which had published the epic poem, had sold 9,750 copies. The remaining 250, together with books by Marx, Lenin and Gorky, were burned at the Temple of Olympian Zeus by Ioannis Metaxas’s, the dictator, men. The dictatorship may have banned “Epitaphios,” but it had already sown its seed.

When the poem was republished in 1956, Ritsos sent a copy to Mikis Theodorakis, who was studying on a scholarship in Paris at the time. “I was suddenly seized by a deep desire to set it to music,” he said later in an interview. By that same afternoon he had composed most of the music.

When he completed the music, he sent three copies: to Ritsos, to his friend Vyronas Samios and to fellow-composer Manos Hadjidakis, who offered to orchestrate and record it in Athens with Nana Mouskouri, in what turned out to be one of her finest performances.

On his return from Paris, Theodorakis wanted something more powerful to stir the sentiment of the popular masses, so, with Columbia records, he began recording the songs with rebetiko masters Grigoris Bithikotsis, whom he had met during his military service, and Manolis Hiotis.

The two versions of “Epitaphios” split the country, which had only just started recovering from a bloody civil war, but for different reasons. Those in the Hadjidakis camp preferred Mouskouri’s more lyrical rendition, while those in Theodorakis’s corner appreciated Bithikotsis’s laconic interpretation. Performances became rowdy affairs, with the crowd arguing over which version was better. In October 1960, at the Union of Cretan Students, Theodorakis defended Hadjidakis’s lyrical take, but said that he still preferred Bithikotsis’s emotive style. “Epitaphios” was performed all over the country to the delight of audiences everywhere, though there were also acts of sabotage against it, such as electrical cables at theaters being cut or the artists receiving threats.

Staunch communists were as reluctant to embrace it as were conservative composers and critics.

“Epitaphios” as melodized by Theodorakis is still one of the greatest revolutions that ever happened in Greek music.

“Epitaphios”, set into music by M. Theodorakis gave Greek people for the first time the chance to sing the poems of the great Greek poets.

<https://www.youtube.com/watch?v=y4nPzTKeOpw>

<https://www.youtube.com/watch?v=c2IOIGEFYUg>



*If only I had the immortal water*

*If only I had the immortal water, if only I had a new soul to give you, so that  
you could awaken for just one moment,  
To see and tell and rejoice that your dream in all its fulfillment is standing full  
of life next to you by your side.*

*The streets and marketplaces are thundering, balconies and side-streets, and  
the girls are plucking flowers for your hair.*

*With your two dear arms, which I caressed thousands of times, I'd embrace all  
the earth, and everything was mine.*

*My fragrant forest with a thousand roots and a thousand leaves, how could  
luckless I believe I could lose you?*

*Translation:*

*Rick M. Newton, Journal of the Hellenic Diaspora*

**Questions**

1. Where does “If only I had the immortal water” come from? Who is the poet and who set it to music?

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2. What was the incident which inspired Yannis Ritsos to write Epitaphios?

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3. Can you find any connection between the song and the myth of the mermaid, the sister of Alexander the Great?

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4. You’ve listened to the two different versions of the song. What is the difference in the orchestration between them? Which one moves you more? Why?

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5. What are the differences between the two versions concerning the form? What is the impact that each version has on the listener?

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6. Spot the words where the highest note of the melody is heard. Why did the composer choose to match these notes to these words?

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7. Why is the melodizing of Epitaphios very important?

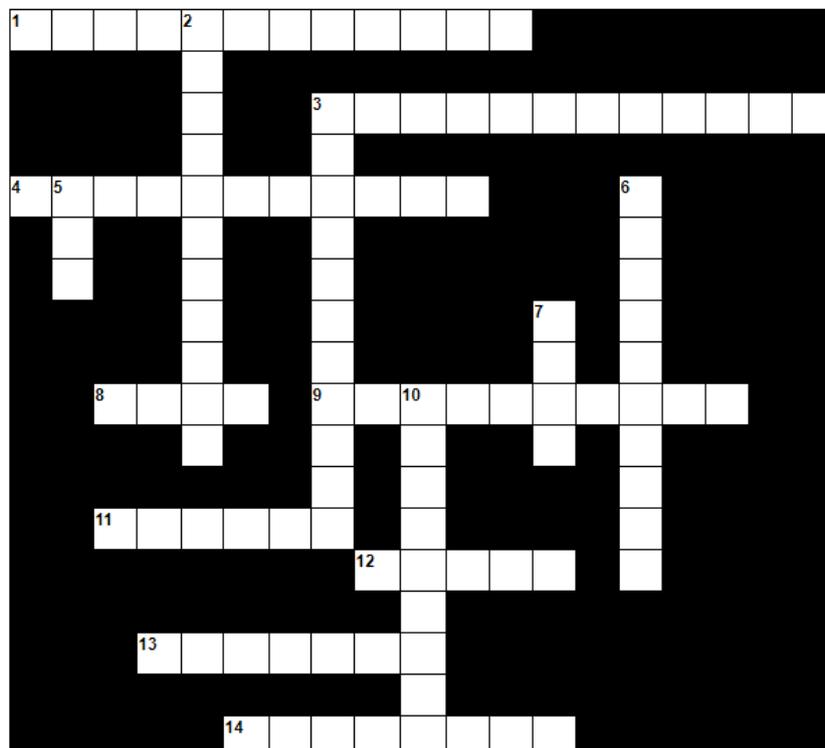
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### LEARNING ACTIVITIES

#### Crossword





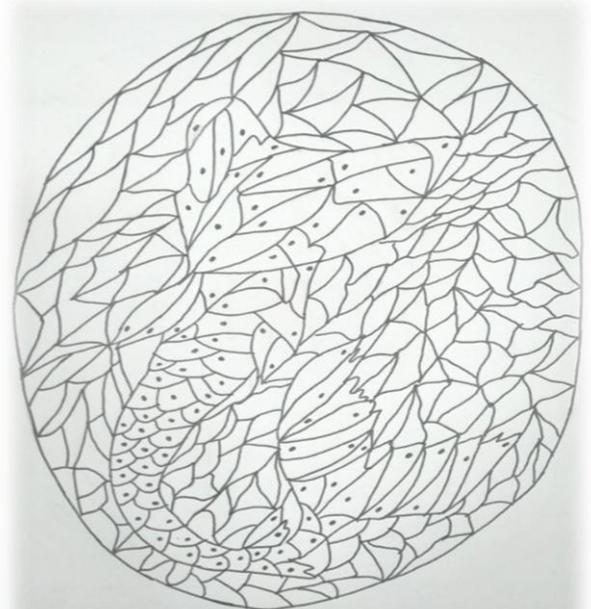
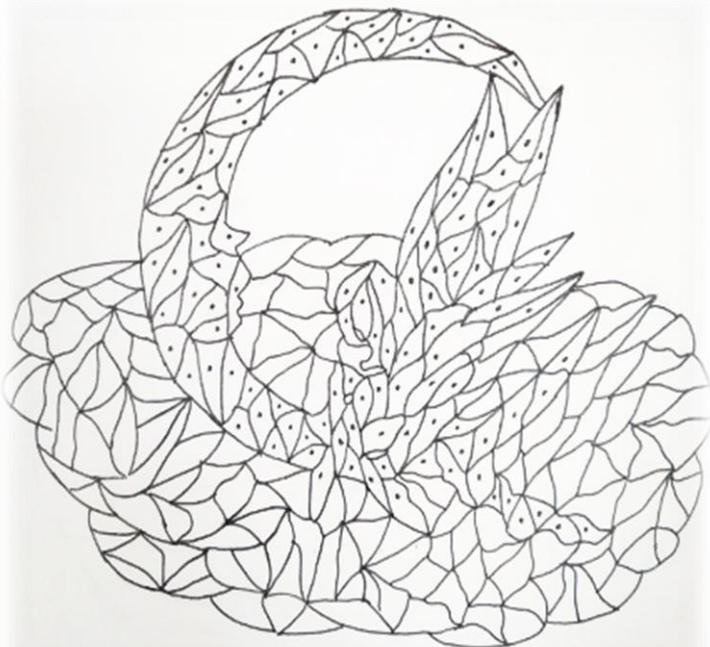
**Across**

1. It can be carried in your pocket or handbag
3. The name of Alexander's sister
4. The kid with this birth disease has feet like mermaid's
8. It is sailing in the sea
9. The plant on which Alexander's sister spoilt the immortal water
11. Yannis...: A famous Greek poet
12. A type of mythical being or legendary creature, a form of spirit
13. Alexander cursed his sister so she became a ...
14. The water that Alexander the Great wanted to drink

**Down**

5. Nikos...: A Greek writer
6. A Greek songwriter and composer
7. A mortal queen of Boeotia, also known as Lefkothea after her death
6. The horse of Alexander the Great
7. The kid has probably the same...with its parents
10. He wanted to drink the immortal water

*Colour the pieces with the dot...*





## L'AFFASCINO - ITALY

Istituto Comprensivo „Marconi-Oliva”, Locorotondo



### HISTORY



#### L'AFFASCINO

Non importa in che anno siamo, non importa se abbiamo superato l'era della conoscenza accessibile a tutti, certi riti popolari meritano attenzione e rispetto, sono carichi di fascino anche solo per il fatto di aver attraversato secoli, convinto generazioni ed essere entrati a far parte dell'identità culturale di questa terra.

Con approccio scettico o credente, mossi da devozione o semplice curiosità non è difficile affermare che il rito dell'*affascino* è sicuramente uno dei più seducenti.



#### AFFASCINO

No matter what year we are, no matter if we have passed the age of knowledge accessible to all, certain popular rites deserve attention and respect as they are full of fascination. They have survived over centuries, convinced generations and become part of the cultural identity of this region.

With a sceptical or believing approach, motivated by devotion or simple curiosity, it is not difficult to affirm that this rite is certainly one of the most attractive.



<p><b>Cos'è l'affascino?</b></p> <p>Il suo nome deriva dal latino <i>fascinum</i> e significa sortilegio. Si tratta di un curioso maleficio che prenderebbe vita attraverso le parole o anche solo con uno sguardo, e nasconderebbe un sentimento d'invidia verso chi lo subisce. Potrebbe trattarsi quindi, di un semplice complimento, una lode verso la persona succube, successivamente soggetta a mal di testa, capogiri, stanchezza persistente, sonnolenza e sfortuna in generale.</p>	<p><b>What is affascino?</b></p> <p>Its name derives from the Latin <i>fascinum</i> and it means spell. It is a very peculiar curse activated by words or even a glance. It seems to hide a feeling of envy for the person who is under the spell. The curse could come with a compliment, a praise for the person under attack, who will then feel headaches, dizziness, persistent tiredness, drowsiness and misfortune in general as a consequence.</p>
<p><b>Come scongiurarlo?</b></p> <p>Questa specie di malocchio, che in teoria potrebbe derivare anche da un atto involontario, potrebbe essere scongiurato pronunciando la parola "benedica" alla fine del pensiero invidioso, salvando la sfortunata vittima dal sortilegio. Nel caso tale parola non venisse pronunciata, la soluzione sarebbe il rito.</p>	<p><b>How to avoid it?</b></p> <p>This kind of curse, even involuntary, could be Neutralized by saying the word "bless" after the envious thought, so saving the unfortunate victim of the curse. If this word is not said, the victim can only be saved by the rite.</p>
<p><b>Come sciogliere il sortilegio?</b></p> <p>La superstizione vuole che chi conosce l'antico rituale possa scoprire l'<i>affascino</i> attraverso la disposizione che assumono delle gocce d'olio lasciate cadere in un piatto pieno d'acqua. Il rituale completo ha comunque delle varianti, a seconda della zona geografica di riferimento: c'è chi segna delle croci con il pollice sulla fronte dell'<i>affascinato</i>, chi si serve di sale, chi di forbici, chi di fiammiferi. Un altro elemento costante, oltre all'acqua e all'olio è il sussurrare una preghiera segreta circondati dal massimo silenzio.</p>	<p><b>How to dissolve the spell?</b></p> <p>Superstition rely on those who know the ancient ritual as they can discover the affascino through the disposition taken by some drops of oil they let fall into a plate full of water. The ritual has however variants, depending on the geographic area of reference. Some mark crosses with the thumb on the face of the person under the spell, those who use salt, scissors, matches. Another constant element in addition to water and oil is whispering a secret prayer in a total surrounding silence.</p>



### Come praticarlo?

Oggi a praticarlo in Puglia sono soprattutto le signore più anziane che hanno la possibilità di trasmettere il *dono guaritore* nel giorno del Venerdì Santo e soltanto ad altre tre persone nel corso della loro vita, in caso contrario il potere di neutralizzare il malocchio svanirebbe, sia per chi lo insegna, sia per chi lo impara.

In questa terra "*farsi fare l'affascino*" è una pratica ancora molto viva, naturalmente non è consentito o tollerato alcuno scambio di denaro, le anziane signore mettono a disposizione le loro preghiere sussurrate come atto di gentilezza e premura, basta chiedere e ripagare con un grazie.

### How to practice it?

Today old ladies are the only ones left to practise it in Puglia. They have the chance to transmit the *healing gift* only on Good Friday and only to three people in all the course of their life, otherwise they will lose the power to neutralize the evil spell, both those who teach it and those who learn it.

In this region "*the Call for Affascino*" is a regular practice, and usually no money exchange is allowed or tolerated. The old ladies offer their whispered prayers as an act of kindness and care... You just need to ask and pay back with a thank you.

## IL MONACHICCHIO - ITALY



### IL MONACHICCHIO

Dispettoso, giocherellone e burlone, una leggenda in Puglia racconta del Monac hello, *U Monacidd, Municeddhu, la Iura, Uru, Lauro*, a seconda delle zone.

#### Chi è?

Si tratta di un piccolo omino non più alto di due palmi di mano, i suoi occhietti sono neri e intensi, la sua chioma è folta e arruffata.

In molti giurano di aver visto questo leggendario folletto aggirarsi come un'ombra nelle case dei pugliesi. Si invaghisce spesso delle belle fanciulle e, secondo alcuni, ama frequentare le stalle in quanto ghiotto di biada. Questo spiritello piuttosto suscettibile è bene tenerlo buono, infatti non risparmia scherzetti che adora mettere in atto nel cuore della notte.



### The little Monk

Spiteful, playful and prankster, an Apulian legend reports of a little monk called Monac hello, *Monacidd, Municeddhu, Iura, Uru* or *Lauro* depending on the areas.

#### Who is it?

It is a small little man not taller than two palms with black and deep eyes, bushy and ruffled hair. Many swear to have seen this legendary goblin prowling like a shadow in the local homes.

He is often very fond of beautiful maidens and he likes wondering around stables as he loves fodder.

This rather susceptible goblin should be always treated nicely as he won't save jokes at night otherwise!



### **Cosa fa?**

Nell'oscurità si diverte a giocare con le lunghe criniere dei cavalli, crea delle perfette trecioline oppure, se gli animali gli hanno negato la biada, le arruffa, le aggroviglia in un modo così stringente che risulta molto difficile metterle in ordine.

Altre volte ama spostare o far sparire oggetti, sussurrare all'orecchio dei suoi prescelti, far cadere dalle sedie la gente, sporca il bucato appena steso e, quando è molto arrabbiato, si posa di prepotenza sul petto dei dormienti per far mancare loro il respiro.

La sua presenza però non è strettamente connessa all'abitazione in cui dimora, bensì alla famiglia che decide di tormentare e se chi, disperato e stanco dei suoi dispetti dovesse tentare un trasloco, risolverebbe ben poco, se lo ritroverebbe pronto a fare i bagagli.

In fondo quindi, si tratta di uno spiritello sentimentale mosso da una sorta di affetto e simpatia verso le sue vittime, qualche volta persino pronto ad esaudire piccoli desideri.

### **What does he do?**

In the darkness he enjoys playing with the long manes of the horses, he creates perfect little braids or, if the animals have denied him the fodder, he ruffles them in such a tight way that it is very difficult to put them in order.

At other times he loves moving or making objects disappear, whisper in the ear of his chosen ones, make people fall from the chairs, dirty the laundry just stretched out and, when he is very angry, he poses with arrogance on the chest of the sleepers to make their breath difficult.

His presence however is not strictly connected to the dwelling he is in, but to the family that he decides to torment; if those who, desperate and tired of his jokes, try to attempt a move out, this would solve very little, as he would find his way to reach them anyway.

In the end then, it is a sentimental faerie moved by a kind of affection and sympathy towards his victims, sometimes even ready to fulfill small desires.

### **Se lo incontrassimo...**

Alcuni sostengono che l'unico modo per mettere il Monachello alla porta sarebbe quello di porre un ferro di cavallo e delle corna di bue sull'uscio. Questo buffo e permaloso omino tiene in modo particolare al suo lungo cappello rosso a forma di cono e adorno di campanelli che indossa in ogni momento. Se i suoi coinquilini dovessero riuscire a sfilarlo dal suo capo, lo spiritello sarebbe disposto a sborsare fior di quattrini pur di riaverlo indietro.

Attenti però a non fissarlo negli occhietti, infatti in quel caso lui potrebbe immobilizzare per qualche minuto la sua vittima, rendendola passiva di fronte ai suoi malefici scherzetti.

### **If we met him...**

Some argue that the only way to put the Monachello out of the door would be to place a horseshoe and some ox horns on the doorway. This funny and touty little man loves his long red hat in the shape of a cone and full of bells that he wears all times. If his housemates were able to pull the hat out of his owner, the Faerie would be willing to shell out a lot of money to get it back.

However never stare his eyes, otherwise he could immobilize his victims for a few minutes, making them passive during his evil jokes.



## NOCINO - ITALY



### Il Nocino

La notte di San Giovanni - racconta la leggenda - le streghe organizzano il sabba intorno all'albero di noce. Sarà per questo che, mentre per loro è un albero "sacro", dai contadini è sempre stato visto con un po' di sospetto (ritenuto addirittura velenoso per gli altri alberi) e quindi piantato ai margini del frutteto. La notte tra il 23 e il 24 giugno è quella più corta dell'anno e in questa ricorrenza la donna più abile di tutte nella preparazione del nocino raccoglieva a piedi nudi le noci ancora verdi per poi metterle in infusione nell'alcol fino alla notte del 31 ottobre (altra data ritenuta magica). Non stupisce quindi che le ricette con il mallo di noce (è la parte carnosa e verde che circonda il seme, che invece solitamente identifichiamo come l'intera noce) siano legate fin dall'inizio alle pozioni magiche e, non senza un fondo di verità, utili per curare molti disturbi. Il nocino oggi consumato come digestivo e liquore da meditazione ha origine proprio da questa tradizione, probabilmente da un ratafià di noce importato dalla Francia dov'è molto più radicata la credenza del noce "magico".

La ricetta della Casa del Confetto di Fermo  
Il 24 di giugno, giorno di San Giovanni Battista, raccogliete 39 malli verdi di noce e, dopo averli tagliati in quattro parti, metteteli in infusione in due litri di alcol buongusto a 95°C insieme a un rotolo di cannella, 10 chiodi di garofano e la scorza gialla di 2 limoni. Infine, sigillate il composto ermeticamente. A questo punto occorre aggiungere un altro ingrediente: il sole, al quale il contenitore va esposto per 40 giorni, per essere ritirato al buio di notte. Il 3 di agosto filtrate il liquido del contenitore e mescolatelo con uno sciroppo ottenuto dopo aver sciolto in un pentolino 1 kg



On St. John's night – according to the legend-the witches organize the Sabba Dance around a walnut tree. It will be for this reason that, while for them it is a "sacred" tree, the peasants have always looked at it with a little suspicion (considered even poisonous to the other trees) and therefore planted on the margins of the orchard. The night between the 23rd and the 24th of June is the shortest one of the year and in this occasion the most skilled woman of all in the preparation of the Nocino collects the still green nuts bare feet to then put them in infusion in the alcohol until the night of 31 October (another magical date). It is therefore not surprising that the recipes with walnut (it is the fleshy and green part surrounding the seed, which we usually identify as the whole walnut) have always been linked to the magic potions and, not without some truths in it, useful to cure many disorders. The Nocino today used as a digestive and relaxing liqueur originates from this tradition, probably from a Ratafia walnut imported from France where the belief of the "magic" walnut is much more rooted.

The recipe of Casa del Confetto in Fermo

On June 24th, day of St. John the Baptist, 39 green walnut must be picked and, after cutting them into four parts, put them in infusion in two litres of alcohol of 95 ° C, together with a roll of cinnamon, 10 cloves and the yellow zest of 2 lemons. Finally, seal the mix tightly. At this point it is necessary to add another ingredient: the Sun, to which the container should be exposed for 40 days, to be withdrawn in the dark at night. On the 3rd of August filter the liquid of the container and mix it with a syrup obtained after having dissolved in a saucepan 1 kg of white sugar in 400 cc of water. At this point, bottle it and let it rest until Christmas. The Nocino will settle down and



di zucchero bianco in 400 cc di acqua. A questo punto imbottigliate e fate riposare perlomeno fino a Natale per far depositare e schiarire il nocino che poi allieterà le vostre feste. Nella medicina cinese gli ingredienti di questo nocino (compreso il sole) tonificano lo yang del rene e sono, se centellinati a piccole dosi, un vero elisir di lunga vita.

become lighter in colour; it will then cheer your parties. In Chinese medicine the ingredients of this nocino (including the sun) tone down the yang of the kidney and are, if sipped in small doses, a true elixir of long life.

### HOME ECONOMICS



#### **Nocino (ricetta)**

**Noci intere verdi**

**Alcohol etilico 95 gradi, mezzo litro**

**Zucchero semolato, 400/600 gr. secondo il proprio gusto**

**Cannella**

**Chiodi di garofano, 4-6**

**Buccia di limone**

#### **Procedimento**

Tagliare le noci in 4 parti. Esporle al sole per due giorni. Mettere in infusione in vetro le noci, le bucce di limone, la cannella e i chiodi di garofano con alcohol. Tappare il contenitore in vetro e lasciare al buio per 40 giorni, agitandolo di tanto in tanto. Dopo 40 giorni, filtrare bene l'infuso e metterlo in un altro contenitore in vetro. Versare quindi nella parte solida restante lo sciroppo ottenuto sciogliendo lo zucchero nell'acqua calda e tenendolo in infusione per qualche giorno. Infine scolarlo e filtrarlo, miscelando questo liquido dolcificato con l'infuso alcolico precedente conservato sigillato al buio. Il composto va conservato al buio per altri 30 giorni, poi filtrato e imbottigliato.



#### **Nocino (the recipe)**

**Green Whole nuts**

**Alcohol ethyl 95 degrees, half a litre  
caster sugar, 400/600 gr. according to personal taste**

**Cinnamon Cloves, 4-6**

**Lemon skin**

#### **Procedure**

Cut the walnuts into 4 parts. Expose them to the sun for two days. Put the walnuts, lemon skins, cinnamon and cloves with alcohol into the glass infusion. Plug the glass container and leave it in the dark for 40 days, shaking it from time to time. After 40 days, filter the infusion well and put it into another glass container. Then pour in the remaining solid part the syrup obtained by melting the sugar in the hot water and keep it in infusion for a few days. Finally drain and filter it, mixing this sweetened liquid with the previous alcoholic infusion preserved and sealed in the dark. The mixture should be stored in the dark for another 30 days, then filtered and bottled.



## LA PIZZICA - ITALY MUSIC



### La Pizzica

La pizzica (detta anche pizzica pizzica) è una danza popolare attribuita particolarmente a Taranto e a tutto il Salento, ma fino a tutt'oggi diffusa anche in un'altra subregione della Puglia, la Bassa Murgia e Matera (appartenuta anch'essa alla Terra d'Otranto). Fino ai primi decenni del XX secolo presente in tutto il territorio pugliese, assumeva nomi differenti rispetto ai vari dialetti della regione confondendola spesso con le tarantelle.

Già dal XIX secolo la pizzica si è legata alle pratiche terapeutiche musicali del tarantismo, ma è accertato che dal XIV secolo in poi musicisti e tarantolati hanno adoperato per curare e curarsi dal veleno di tarantole e scorpioni le danze locali del periodo, che si sono alternate, succedute, o adattate, lungo il corso dei secoli.

Essa, quindi, veniva eseguita da orchestre composte da vari strumenti - tra i quali emergevano il tamburello ed il violino per le loro caratteristiche ritmiche e melodiche - con lo scopo di "esorcizzare" le donne tarantate e guarirle, attraverso il ballo che questa musica frenetica scatenava, dal loro male.



### The Pizzica dance

The Pizzica (also called Pizzica Pizzica) is a popular dance particularly linked to Taranto and to all the Salento, but until today also widespread in another subregion of Puglia, the Bassa Murgia and Matera (which used to be part of the land of Otranto). Until the first decades of the twentieth century it was present throughout the territory of Puglia, it took different names according to the various dialects of the region and it was often confused with the tarantellas.

Since the nineteenth century the Pizzica dance has been linked to the therapeutic musical practices of tarantismo, but it is stated that from the XIV century onwards musicians and tarantolati have used the local dances of the period to cure others and themselves from the poison of tarantulas and scorpions. This dances have been changed or adapted along the course of the centuries.

It was, therefore, performed by small orchestras composed of various instruments- among which the tambourine and the violin emerged for their rhythmic and melodic characteristics-with the aim of "exorcise" the poisoned women and heal them from their mischief through this frenetic dance.



## LA TARANTELLA - ITALY



### La Tarantella

Secondo alcuni studiosi il nome "tarantella" deriva da "taranta", termine dialettale delle regioni meridionali italiane per designare la tarantola o *Lycosa tarentula*, un ragno velenoso diffuso nell'Europa meridionale. In quelle zone il ballo della tarantella è in parte legato alla terapia del morso della tarantola. La tradizione affidava al veleno di questo ragno effetti diversi, a seconda delle credenze locali: malinconia, convulsioni, disagio psichico, agitazione, dolore fisico e sofferenza morale.

Chi veniva morso o credeva di essere stato morso da una tarantola (ma anche da scorpioni, insetti o rettili vari) tendeva ad un esagerato dinamismo e ricorreva a terapie musicali, particolarmente efficaci durante la festività dei santi Pietro e Paolo che, mediante la pratica della danza, provocassero l'espulsione del veleno attraverso sudori ed umori. Non tutte le forme di danza erano comunque legate a questo fenomeno: si danzava anche in occasioni pubbliche (festività religiose, pellegrinaggi ai santuari, ricorrenze agricole) e private (matrimoni, battesimi, ecc.) come espressione di religiosità e gioia.

Non è trascurabile l'ascendenza che alcuni storici della musica attribuiscono alla città di Taranto per le origini del ballo, chiamato anticamente *Tarantedde*.

In entrambi i casi il termine sarebbe poi passato a descrivere tutte le forme di musica e ballo "non colte" del Centro-Sud Italia.



### The Tarantella Dance

According to some scholars, the name "Tarantella" derives from "Taranta", a dialectal term of the southern Italian regions to designate the tarantula or *Lycosa tarentula*, a poisonous spider in southern Europe. In those areas, the Tarantella dance is partly related to the tarantula bite therapy. The tradition entrusted to the poison of this spider different effects, depending on the local beliefs: melancholy, convulsions, psychic discomfort, agitation, physical pain and moral suffering.

Whoever was bitten or believed to have been bitten by a tarantula (but also by scorpions, insects or various reptiles) tended to an exaggerated dynamism and resorted to musical therapies, particularly effective during the Feast of Saints Peter and Paul who, through the dance, provoked the expulsion of the poison through sweat and humors. Not all forms of dance were however related to this phenomenon: it was also danced in public occasions (religious festivals, pilgrimages to sanctuaries, agricultural anniversaries) and private (weddings, baptisms, etc.) as an expression of religiosity and joy.

The ancestry that some music historians relate to the city of Taranto for the origins of the dance, formerly called *Tarantedde*, is very important.

In both cases the term would then be passed to describe all the forms of "not educated" music and dance of the middle-south of Italy.



## THE LEGEND ABOUT LECH - POLAND

Szkola Podstawowa nr 10 w Rzeszowie, Rzeszow



### THE LEGEND ABOUT LECH – A SCHOOL PERFORMANCE

**CZECH:** Dear brothers. It's high time to start the journey in looking for a place to live both for us and our people.

**LECH:** Let's go brothers, be happy!

**RUS:** I wish you health and strenght.

**CZECH:** I'm going to travel south to set up my city.

**RUS:** I'll go where the sun rises and I'll find my own place there.

**LECH:** I'll go westward through great forests. The sun is setting. I'll stop at this woody meadow. I am to spend the night under this beautiful oak. What can I see? It's an eagle's nest – a fearless king of birds. It's not afraid of difficulties and adversities. I'll build my city on this glade. I will name it 'Gniazdo' (the Nest) at the eagle remembrance. Let the white eagle be an emblem of mine and my nation.

**CZECH:** What a beautiful and rich region it is! I'll build my city here. I'll call it Praga.

**Rus:** I've been travelling across grasslands and woods for many days and nights. I'll establish my city at the bank of the Dniepr river. It'll be called Kijów. It will be famous in the world.

### LOOKING FOR SOMETHING PROLOGUE

Each country and its inhabitants have their own history, tradition and customs. However everything can't be found in books. In this reason the stories/legends are created and told. Try to image for a while that you are a story-teller.

Let's move to a fascinating land, full of fairy-stories. Let's awake our imagination to prepare an unusual story. Myths and legends hide a great wisdom, which has to be handed down to the future generation. This is a task for story-tellers. So let your creative writing begin...

.....  
Once upon a time three brothers, Lech, Czech and Rus went to look for a safety place for living. Rus headed for the east, Czech – for the south. Lech was marching to the west. He came to the beautiful place covered with a lot of forests and wonderful, green meadows. While Lech and his servants, knights were resting under spreading oaks, he noticed a magnificent bird, flying in the sky. It was feeding its chicks. It was an amazing, white eagle. The knight was delighted in this view – the beauty of flight. Lech thought that the eagle had chosen this place for its own, so he and his companions would find this countryside as a homeland. Lech



decided to build a town which was a first capital of Poland - Gniezno. The white eagle was chosen as an emblem of the country. It became a royal bird. It was shown on a red background because the red is a colour of the king's gowns. According to this rich, friendly place, the nation was called 'Polanie'. The country was named Poland. Lech and his subjects were leading a very prosperous life. They loved changing seasons of the year. They didn't feel hungry, because there were a lot of animals in the forests. Fertile fields gave great crops. But some day the peace was interrupted. After Lech had eaten a delicious dinner, he went outside to look at a winding river. It was a snowy weather. Suddenly Lech saw an old man and a younger one, coming straight to him. The men had a team consisted of 20 strong warriors. Lech was famous for his hospitality, thus he welcomed the newcomers and invited them to warm by the fireplace. The ruler of Poland asked what the names of the strangers were. To his surprise the first man introduced himself as 'Odysseus', but the second – Jason. Both of them had the same destination of their wandering – looking for something, which would make people from their countries perpetually happy, kind and glad. Odysseus and Jason said that they were from very remote countries (Ithaca and Iolcos). They were sailing a long distance. Odysseus started to tell about two monsters – Scylla and Charybdes. Fortunately he managed to escape from them. Nothing happened without gods' will. The goddess Athena was Odysseus' guardian. Illnesses were common among the members of his crew. Nevertheless he met Jason and the Argonauts. Odysseus asked them to sail altogether. At last they reached on Lech's land. They claimed that they wouldn't come back home unless they found 'this something'. From this time the life of Lech and his subjects had never been the same. The arrival of these two strangers changed their life forever...

.....  
**EPILOGUE**

**Dear Readers!**

There are many unexpected situations and events in our project story. The plot is very interesting.

**What's worth looking for?**

**What's worth wandering, travelling?**

People have had the same answer for ages. Like our heroes from the story men wanted to get 'something'. Each of us has own 'wandering', 'looking for'.

Some people would like to find love, happiness, family, friendship – a person at the side. And even a thing. It depends on the feature of character what you should look for and call 'your treasure'.

Our message is: if you want, you can be a better person. It depends on you. And the situation of course. It's great if we have a person who is a right example for us in our life. If he (or she) raises us up, we will be able to find something good, what we need in our life. You sometimes get a second chance to 'discover' yourself in reaction for different events.

**What do you think about it, our friends?**

**Is it only a dream?**



## WORKSHEET (THE RING) – OUR FATE

A workshop (lab) is divided into 4 parts:

### 1. Pre - listening activities:

A teacher asks students to sit on the carpet in circle. She has a question: What do I have in my left hand? Then the teacher shows a ring and passes it around. The students answer some questions:

What do you feel during holding and looking at the ring?

---

What kind of emotions have you got?

---

If you were a leader of a team what features of character would you need?

---

Give the ring to the person from the circle you choose. Tell us the reason why?

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Sit at the desks and draw your 'dream ring'.

### 2. The teacher asks the students to close their eyes and follow the story (visualisation):

While – listening activities: making notes to remember (key words):

*I lived in a small, green house. It was built in the middle of a meadow, near a beautiful forest. I led a peaceful, quiet life. There was everything I needed in this house. But one day something happened and interrupted my peace and silence. A stranger came to my house unexpectedly. I found out quickly that I used to know him in the past. My quest asked me to start travelling with him. At first I hesitated. However next morning I was eager to leave both my house and calm life. I listen to him and we began our unforgettable adventure...*

### 3. Post – listening activities: the teacher's questions:

What was there in your house?

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**Describe the view from your room.**

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**Who was the stranger?**

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**Were you able to sleep well all night long? Why?**

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**What did this person say that you had made up your mind in this way?**

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**Was it a right decision or not?**

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**Continue the story, write a short account about your adventures.**

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4. The teacher and the students think about main message of this workshops (brainstorm):

#### **MORAL/MESSAGE**

**Our decisions are sometimes wrong. They are made by emotions, temptations, an impulse.**

**Be careful! Don't trust immediately because you may lose what you have in your life!**

**'The ring of power' is only a symbol, a sign.**

**Remember! People change themselves, not only for better but for worse, too!**

**Stay yourself! Keep important values: love, friendship, dignity, family!**

#### **A LITTLE BIT OF HISTORY AND MYTHS/LEGENDS IN MATHEMATICS**

**Main objectives of a lesson:**

**to show students school subjects correlation - maths joined with English, geography, history (myths, legends), ICT tools (ebook in storybird);**

**to develop creativity, thinking;**

**to remind different branches of mathematics;**

**to improve the English language;**

**to maintain being good at counting;**

**to teach students cooperation and self-confidence.**



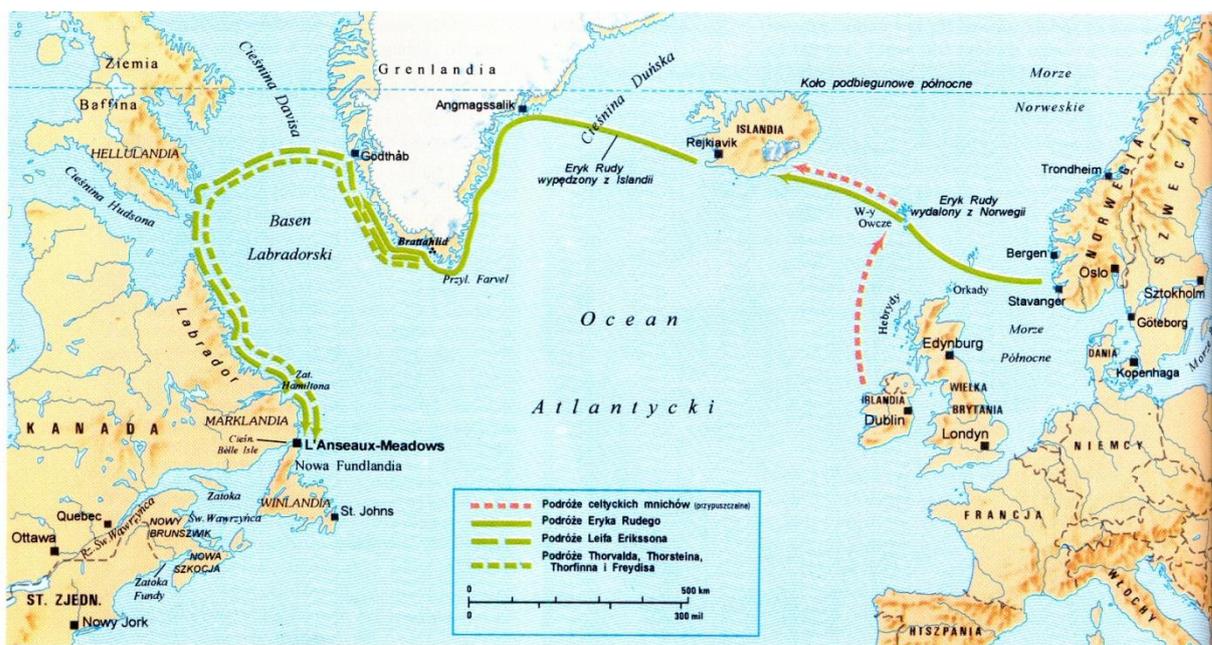
Teaching resources: thread, rulers, a map of Scandinavia, ebook, an additional account.

### EXERCISE 1

Find in kilometers a distance which was sailed by Eric, the Red on his voyage from Norway to Newfoundland. Divide the way into: Norway – Iceland, Iceland – Greenland, Greenland – Newfoundland. Propose how to measure this distance the most precisely.

How many nautical miles is it? 1 nautical mile (NM) = 1,852 km

The map scale is 1 : 14 300 000



### EXERCISE 2

Odysseus and Jason started to gather supplies for their wandering. They had 12 chests of fruit (11 kg in each) and 15 chests of meat (13 kg in each). One chest weighed 4 kg. Give the whole weight of goods and chests. Try to guess who was going to carry the heavy chests?

### EXERCISE 3

There were many wooden boxes of food on the board of the Argo ship. If you were Pythagoras you would choose a right-angled triangle as a lid of a box. Count an area of this kind of the lid. A base is 120 cm and a height – 90cm.



#### **EXERCISE 4**

Dratewka, the shoemaker was exhausted of full day of wandering to Cracow. He stopped for a while in front of a small, village church. There was an inscription above the entrance door: MCMIX. Help Dratewka to decipher this date.

#### **EXERCISE 5**

Achille wanted not only to rest but to keep fit as well. Every day he swam 10 times in a swimming-pool 30 m long. How many km did he swim during three weeks of resting?

#### **EXERCISE 6**

Do you remember a myth about Daedalus and Icarus? Icarus dreamt about wings in a deltoid shape. How much paper and feathers did he need to cover two of his deltoid wings (double-sided), with a horizontal diagonal 6 dm of length and a vertical one - 110 cm?

#### **EXERCISE 7**

Calculate the perimeter of the handkerchief which Ariadne was going to decorate for Theseus. She wanted to edge this hanky with some beautiful laces and threads. Ariadne's 'gift' was a rectangle with one side 20 cm of length and the second – 40 cm.

#### **EXERCISE 8**

Wheel vehicles were invented about 3500 BC. The great pyramids in Giza – about 2600 BC. How many years before pyramids were wheel vehicles invented?

#### **EXERCISE 9**

The battle of Marathon between the Athenians and the Persians took place in 490 BC. The Persians lost this battle. The first Olympic Games was held in (-776) in Greece. What was earlier: the Marathon battle or the first Olympic Games in Greece? How many years of difference was it between Olympic Games in Greece and the victory of the Athenians?

#### **EXERCISE 10**

The Julian calendar was established by Gajus Julius Cesar in 46 BC. The pope Gregory 13th announced a reform of this calendar in 1582 (the Gregorian calendar). How many years wasn't the Julian calendar changed?



### TRAVEL – A PAST AND MODERN NEED

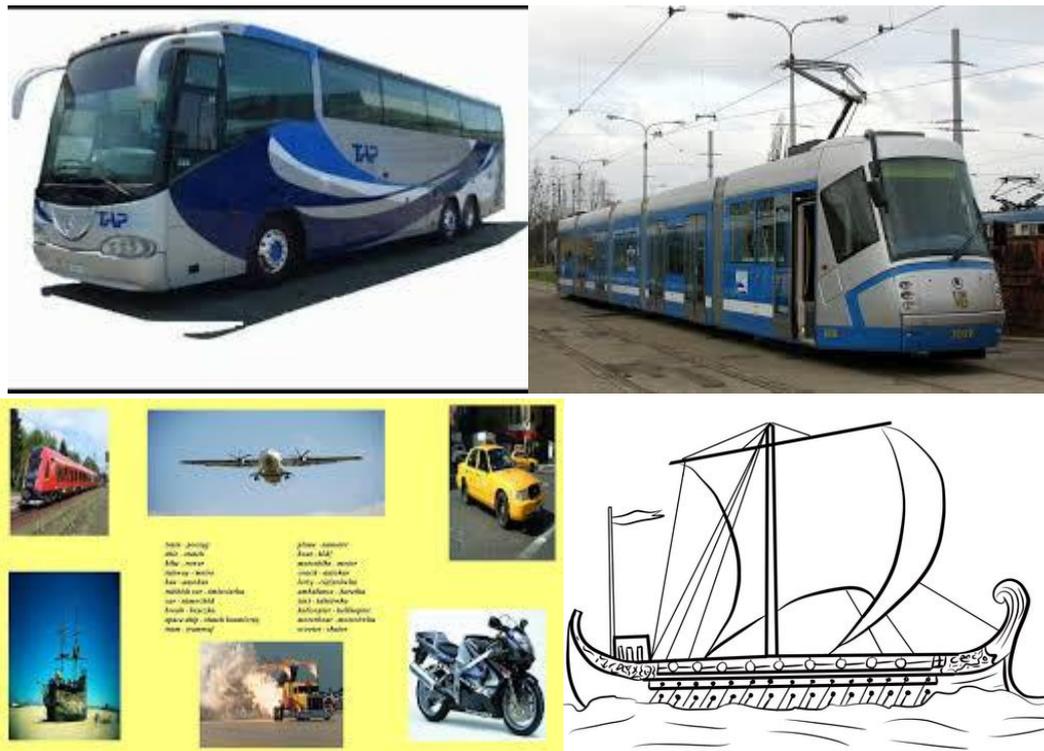
1. A teacher distributes pictures with the means of transport. She asks students to give names of them in English. The students divide the pictures into three groups; (examples)



#### TRANSPORT

SEA	LAND	AIR

2. The students answer some questions:  
 Did people travel (wander) less in the past than they do today?  
 Do you like travelling? Do you travel a lot?  
 What are your reasons for travelling?  
 Where have you been so far?  
 What big cities have you visited?  
 Have you been abroad? If yes, say ‘where’?  
 What is the fastest (the most dangerous, the safest) way of travelling?
3. The teacher asks the students to fill in a chart. She said to think about travelling (wandering) in the past according to the different myths/legends (for example Odysseus, Jason, Eric the Red, Lech, the king Arthur, etc.)



### TRAVEL – IN THE PAST AND NOWADAYS

SIMILARITIES	DIFFERENCES

4. The teacher divides the students into small groups. Each group writes rules for the ancient people about safety during sailing on the sea.
5. The teacher shows the students covers of the books, connected with a sea travel. The students' task is to write a short account, titled 'The role of the sea in the Greek mythology' or 'Travel broadens the mind – how would you have explained this statement if you had lived in the ancient times?'



## **THE ODYSSEUS' WANDERING**

### **PROCEEDING**

- 1. Odysseus comes back to Ithaca (Troy, the Turkish coast of the Mediterranean sea) - swimming out into the sea**
- 2. Looting of Cicones' city (the Mediterranean sea)**
- 3. Eating a lotus herb by some members of the Odysseus' crew - a lack of memory (the land of the Lotophagi)**
- 4. Imprisonment in a cave and an escape (the Cyclops Island)**
- 5. The Poliphem's curse**
- 6. A gift from a king of winds - a sack with bad winds (the Aeolis island)**
- 7. The untying of this sack by the intrusive crew (Ithaca coast)**
- 8. The anger of Aeolus (the Aeolis Island)**
- 9. The crew massacre by giants-cannibals (the Laestrygonians coast)**
- 10. Changing Odysseus' companions into pigs (the Circe island)**
- 11. Hermes' help (the Circe island)**
- 12. A lucky year on the Circe island**
- 13. A meeting with souls of the dead (the Land of Shadows)**
- 14. The goddess' advice how to avoid being in dangers (the Circe island)**
- 15. The plugging of the crew ears with wax (the Sirens Island)**
- 16. The lost of six men of the crew (between Scylla and Charybdes)**
- 17. Killing of Helios' oxen (Thrinacia - the Sun island)**
- 18. Helios' revenge - a severe wind, a lost of ships and the crew**
- 19. Odysseus alone on the sea**
- 20. A happy sailing across a strait (between Scylla and Charybdes)**
- 21. Ten days of drifting on a beam on the sea**
- 22. Seven years at a beautiful nymph (the island of Calypso)**
- 23. Longing for home and a building of a raft**
- 24. Suitors at home without Odysseus in Ithaca**
- 25. Penelope's faithfulness**
- 26. Telemachus' travel to get knowledge about his father (Ithaca)**
- 27. Sailing on a raft**
- 28. The Poliphem's curse fulfilled - a storm**
- 29. A damage of the raft**
- 30. A wonderful patch of a nymph Leucotea**
- 31. A long, refreshing Odysseus' dream (Scheria, the island of Phaeacians)**
- 32. Meeting Nausicaa, a daughter of Phaeacians' king (Scheria)**
- 33. Athena's taking care (Scheria, the Island of Phaeacians)**
- 34. At Alcinoos' court (Scheria, the island of Phaeacians)**



35. The Olympic Games (Scheria, the island of Phaeacians)
36. An evening meal (Scheria, the island of Phaeacians)
37. Odysseus tells his story
38. The Phaeacians' help (Scheria, the island of Phaeacians)
39. At last - a return to a homeland (Scheria, the island of Phaeacians)
40. Goddess Athena's advice (Ithaca)
41. Odysseus in Eumaeus' hut (Ithaca)
42. Telemach recognizes his father (Ithaca)
43. An appointment with Penelope (Ithaca)
44. A fight with the suitors and victory ! (Ithaca)
45. A happy life in Ithaca.

### ODYSSEUS' TRAVELLING

#### WORKSHEET

THE PLACE OF ACTION	AN EVENT	ENCOUNTERED PERSONS	A FIGURATIVE MEANING



**ODYSSEUS' MEETINGS –  
THE SYMBOLIC MEANING OF CHARACTERS**

ALLIES		ENEMIES	
GODS, INCREDIBLE CHARACTERS	PEOPLE	GODS, INCREDIBLE CHARACTERS	PEOPLE
FATE..... .....		FATE..... .....	

**CONCLUSIONS**

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**LEARNING ACTIVITIES**

How many years was Odysseus fighting in Troy?

- 20
- 10
- 15

What was the name of the one – eyed Cyclop that was blinded by Odysseus?

- Aeolus
- Poseidon
- Polyphemus



Where did an immortal nymph Calypso live?

- On the Sun Island
- On the little island called Ogygia
- On the Sirens Island

What goddess disguised herself as a king Mentos and was standing face to face with Telemachus?

- Demeter
- Aphrodite
- Athena

How many suitors were advancing to marry Penelope?

- One thousand
- About one hundred
- Fifty

What was the name of Odysseus' son?

- Telemachus
- Phemios
- Phaeton

How did Odysseus come back to Ithaca?

- Athena changed Odysseus into Phoenix which was flying to Ithaca
- Phaeacians with Odysseus on the board of a ship sailed to Ithaca
- Penelope came on the Scheria Island to take Odysseus home

Why did Athena change Odysseus into an old man?

- Odysseus was to become Zeus' advisor
- The inhabitants of Ithaca wanted their king to be a very old man
- He had to change his appearance – he was in danger because of the suitors.

What was the name of the one – eyed Cyclops that was blinded by Odysseus?

- Polyphemus
- Poseidon
- Aeolus

King Aeolus put all the winds in a skinbag, tied it up tightly and gave it to Odysseus. Only one wind was left to help a hero come back home. What kind of wind?



- Monsoon
- Breeze
- Zephyrus

What was the name of an enchantress, who used magic herbs to change people into animals?

- Circe
- Perse
- Hera

Choose a right description of a sea monster, Scylla.

- A monster which had snakes instead of heads
- It had two heads
- A monster that had twelve paws and six heads and a giant body and it used to rest in a cave.

What was the name of the island of the Sun?

- The land of Laestrygonians
- Thrinacia
- Aeolia

Who was taking care of saint herds of sheeps and oxen on the Sun Island?

- Two nymphs – Lampecia and Pheatusa
- Hermes
- Odysseus

Athena created an arcane fog so Odysseus was invisible. This way he was able to get into Alkinoos' palace.

- True
- False

When Odysseus introduced himself to Polyphemus he used a special name: 'Nothing'.

- True
- False

Odysseus saved his life from a dangerous singing of sirens because he glued his ears with wax and ordered his companions to tied him to a mast.

- True
- False



## **THE LEGEND OF RAMIRO, THE FISHERMAN FROM RIA OF AVEIRO - PORTUGAL**

Agrupamento de Escolas Dr. Mario Sacramento, Aveiro



Once upon a time in the city of Aveiro, by the coast, lived a poor fisherman called Ramiro. He was a hardworking and simple man who kept to himself most of the time. He spent every night on the water, trying to catch fish for him and his family. One night, Ramiro was surprised by a marvellous sight: he saw a beautiful woman lying on a rock on the water. Attracted by her beauty, Ramiro came close to her and greeted her. The woman was startled but at the same time she felt happy with the approach of that humble and poor fisherman. Ramiro realized she was a mermaid but that did not stop him from befriending her.

They started meeting every night on the same spot and, eventually, they fell in love with each other. One night, Ramiro was brave enough to ask her to marry him. To his surprise, the mermaid started to cry. She told him that her father had promised her in marriage to another man, so they could not marry nor see each other again. Saying this, the mermaid dove into the water before Ramiro could even say something.

Ramiro was very sad with these news and it was visible in his face during the following days. His godmother, with whom he lived, saw that he needed help and told him to go see a woman with mysterious and magical powers who lived nearby, in a beach called Costa Nova. Although skeptical, Ramiro went to see the magical woman and told her what had happened with the mermaid.

Contrary to his expectations, the woman told Ramiro that it was still possible to revert the situation and marry the mermaid. However, he would have to perform some tasks to make it possible: first, he would have to build a wooden house in Costa Nova; then, he would have to paint it with lively colors, alternating with white for good luck. After finishing this task, he would have to come back and receive the last instructions.

And so Ramiro did. He built the house and painted it in red and white. Then, he returned to the woman's house. She congratulated him and told him that the final task, the one that would bring back his beloved mermaid, was to fish the Full Moon's reflection, in complete silence, and take it inside the house he had built. That way, the mermaid would become a woman and they could marry. Ramiro felt that it was impossible but he started thinking of a way to do it.

He went back to his boat and decided to build an arched bow in order to hide him to help him with this task. When everything was ready, it was Full Moon again and Ramiro set his hands to the task. In complete silence, he launched his net onto the water and managed to capture the Moon. In silence, he went back home and was almost there when he stepped on a bird, which started making noise. The Moon's reflection escaped and Ramiro started to cry and his tears salted the water...

This explains why the water from the Ria de Aveiro is salty, why the moliceiro boats have their original shape and why the houses in Costa Nova beach are painted in stripes.



## READING/WRITING

Answer the following questions about the legend:

1. Who was Ramiro? What did he do for a living? How would you describe him?

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2. Who did he meet one night? What was she like?

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3. Why did she not accept Ramiro's proposal?

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4. Where is Costa Nova? Why did Ramiro go there?

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5. What did Ramiro have to do to marry the woman he loved?

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6. How is the legend related to the Aveiro region?

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7. Imagine Ramiro succeeded in his tasks. Write an alternate ending to this legend.

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## SCIENCE

The legend you have just read talks about a mermaid.

1. What is a mermaid, in mythological terms?

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2. Fish have certain characteristics that distinguish them from humans. Name five of those characteristics.

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3. How do fish reproduce?

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4. Fish live in aquatic ecosystems. Describe the typical aquatic ecosystem.

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5. Which are the most common dangers to the aquatic ecosystem?

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6. What can you do to prevent those dangers from happening?

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7. During the field trip to the 'Ria de Aveiro', you are going to collect a sample of the water to be analyzed in the lab. Write down your main findings.

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## GEOGRAPHY

The legend of Ramiro provides an ‘explanation’ to the characteristics you find in Aveiro:

1. In the map below, color the area that reflects where the ‘Ria’ of Aveiro is situated:



2. The geographical term for the ‘Ria’ of Aveiro is a ‘lagoon’. What is a lagoon?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What type of water do you find in this particular lagoon? Why does that happen?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Which other major course of water do you find close to the city of Aveiro? Where is its spring?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. In the legend, Ramiro has to ‘fish the full moon’. The full moon is one of the phases of the moon. How many more are there? What are they called?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



6. How is the full moon different from the other phases?

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7. What is the relationship between the moon and the ocean?

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8. Look at the year calendar and count how often you have full moon. Relate that frequency to the 12-month calendar.

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### CIVIC EDUCATION

The legend of Ramiro raises some interesting questions and addresses important issues and values.

1. What image do you have of Ramiro? What kind of person do you imagine him to be? What made you make those conclusions?

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2. The mermaid can't marry Ramiro because she had been promised to another man. What is your opinion about arranged marriages?

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3. Do you believe in superstitions? Why do you think they exist? Why do people believe in them?

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4. After reading the legend of Ramiro, what do you believe is the main 'message' it conveys?



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### ARTS

1. The legend you have just read talks about the houses in Costa Nova beach and their typical colors. Build a typical house from Costa Nova and customize it to one of the partner countries in this project.

2. The Portuguese symbol for this project is the Rooster from Barcelos. Use it as a model to create a version for one of the partner countries of the project.



## THE MYTH OF THE WICKED FAIRIES - ROMANIA

Școala Gimnazială “Ion Băncilă”, Brăila



### GEOGRAPHY - PLACES AND ... LEGENDS

1. Read within the group the accounts about some cases which testify the existence of the wicked fairies within the Romanian area, then spot on the map of Romania the mystical places, using stars and pins.
2. Use the given maps to identify the locations on the map of Romania.
3. Colour the counties in which such cases have been reported.
4. At the end of the activity, present your findings to your colleagues.



#### 1. The Mysteries of the Drocaia Forest

“Beyond Jiu, among the hills in the west of Oltenia, there is a wood of secular trees and ancient legends. Wicked fairies, bells that can be heard from under the ground, springs with magical powers, oak trees that grow in a year as others do in seven give shivers even to this very day to a poor and long-forgotten village. At the border of the Băileștilor Field and Blahnița, the earth starts to grow and to turn into round backs of hills. Thick under the dry winter light, they seem to be a herd of





**3. In Plopeni there is still “the myth of the wicked fairies” or “the myth of the brides as tall as a house”.**

People say that in the 1940s and the 1950s, the wicked fairies would show up at night, and the people who would see them without permission would get blind after a while.

In Plopeni, Constanța, the people still bear in mind the old stories about the wicked fairies, which have been widely spread around this area. In the past, when she was stonger and less mindful about the troubles of life, the old Anghelina Band used to go to the village dances, near the willows, where she had also fallen in love with a boy.

During one youth night, Anghelina was cleaning corn cobs in her yard; her entire family was there – parents, sisters and neighbours – to help her. This was when she found out that the wicked fairies really existed. “That night we were all sitting in a circle, cleaning cobs and chatting. (...) All of a sudden I see my poor mother astonished at something: she was with her mouth wide open, I wanted to laugh at her, she looked as if she had seen the village idiot sitted at the mayor’s desk. Yet, when I saw her eyes, I understood that she was actually looking at something evil.” “As tall as to reach the house beam” .(...) There was moonlight and I could see two women. They were standing still, at the corner of the house.” But what women??? They were as tall as to reach the house beam, we could all see them now and we all kept silent. They were just standing still and looking at us. They were fully dressed in white. My mother wasn’t able to speak – otherwise, she would have told me “These are the wicked fairies”. We stood silent and listened. And, at some moment, we could hear someone locking the door, and then there was some music passing above the house, a cherub music. So sweet the music was that I say it was meant for angels. One could hear bells as the ones on the chariots in winter, and a nice violin wining. That night I found out that the wicked fairies really existed and I stopped laughing at my mother.

Source: [www.spiritelenaturii.go.ro](http://www.spiritelenaturii.go.ro)



4. In Bărbulețu, Dâmbovița county, there is an area called At the Dead Man where people say the wicked fairies gather and dance during Saint Andrew's night.

“A man more curious of nature wanted to see the wicked fairies during their dance, but he returned mutilated and dumb, which convinced the people that the legend of the place is actually a real fact.”

5. In Sebeșul de jos

“Everyone knows Achim Roman's story, a boy who was mutilated by the wicked fairies when he was 11 years old. The boy got paralysed, stopped growing and suffered severe pain for the next 19 years. His mother, Paraschiva, tried everything one could try, took him to a lot of doctors, but none of them could find either the cause, or the cure. Only after she started





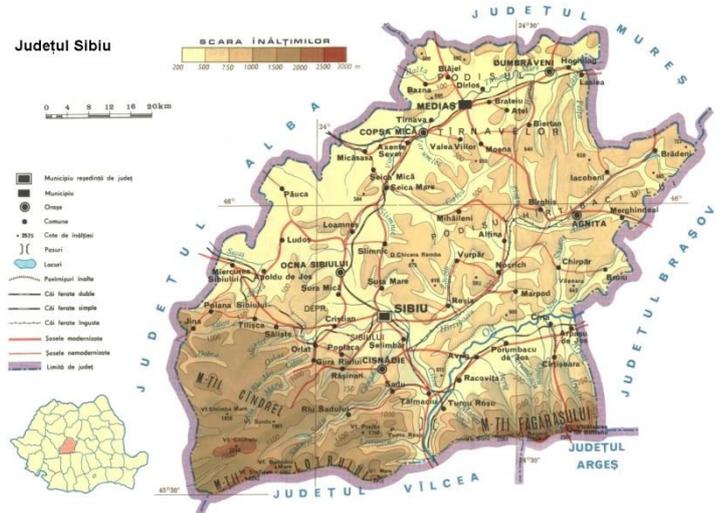
praying for him at the church in Turnu Roșu, was Achim able to walk again and to make himself useful around the house, although he remained mutilated.”

Source: [www.spiritelenaturii.go.ro](http://www.spiritelenaturii.go.ro)

Sebeșu de Jos is a village in the commune Turnu Roșu in Sibiu county, Transylvania, Romania.

Source: [www.wikipwdia.ro](http://www.wikipwdia.ro)

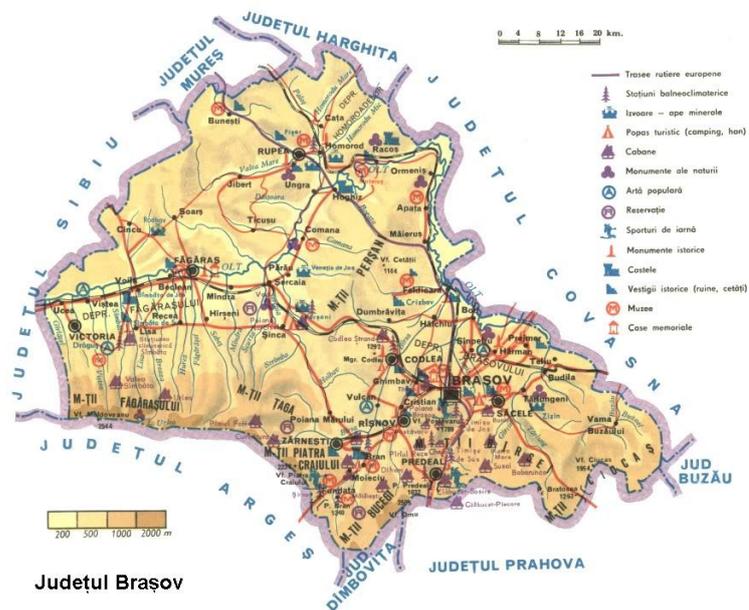
The village lies 9 km away from Turnu Rosu, towards east. The main occupation in the village used to be gathering honeycombs, squeezing them and making wax. The village is renowned for the Dance at Rusca, which is celebrated every year at Pentecost, on a field nearby.



## 6. In Hoghiz, Brașov county

Such mysterious apparitions have often been spotted in the fields, in clearings or in cereal fields, the most recent being the ones in Brașov county, in Hoghiz, in the 2000s.

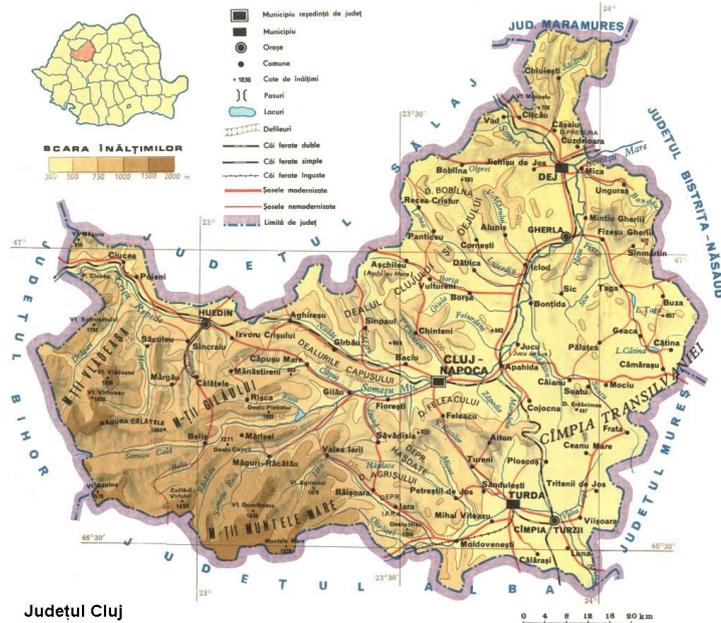
On the spot where the Beautiful Ones dance, one can often find beads, hair or others, and whoever touches such things may remain mutilated. A legend in Brașov county has it that, during a dance in which girls and boys from various villages were gathered, they could hear girls singing from above, in the sky, and everybody entered their houses, convinced that it was the wicked fairies who were singing. The next day, before dawn, a girl from a nearby village set out to her home and she met a group of girls selling earrings, beads and other jewellery at a table on the grass. The girls asked her to buy something, and as the young girls said she had no money on her, they said that she can pay by letting them kiss her once and by giving them one hair for each item she would like to choose. This is what they've done, but, as the morning came, the girls and their fair raised up in the air, and the girl from the other village remained with a blotch on each spot she had allowed them to kiss her, and she only had half of her hair left.





### 7. The Hoiu-Baciu forest, near Cluj

is on the list of the most haunted places in the world. It is said that, during the Sînzienne night, the wicked fairies show up and dance in the wood. The men who see them remain mutilated for life.



## MATHEMATICS

<< Their number is not always nine, but it may also be three, five, seven, nine, it is rarely an even number (2, 4, 12) [4, p. 189]. Ivan Evseev claims that “The wicked fairies show up, variably, in numbers of three or seven, both numbers bearing a special symbol:

-7 is «the number of the cosmic wholeness, in accordance with the equation:

$$3 \text{ (sky)} + 4 \text{ (earth)} = 7 \text{ (cosmos).}$$

It represents perfection, harmony, luck, happiness”;

- 3 is «a perfect order, an organised and hierarchised wholeness in the view of creation>>

1. Knowing that:

$$3 + 4 = 7$$

$$5 + 4 = 9$$

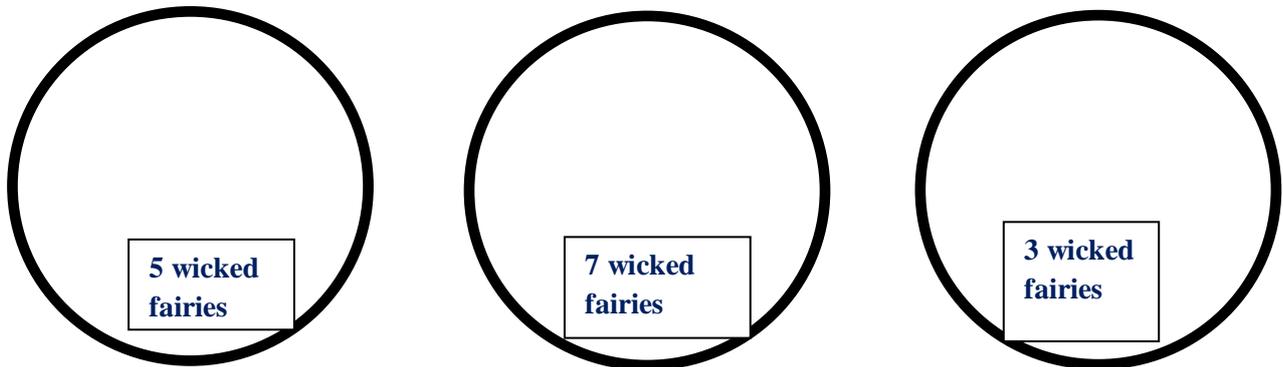
$$7 + 4 = 11$$

Apply the rule and find out:

$$9 + 4 = ?$$



2. Calculate and set the wicked fairies in the circles below ( in their dance), using the instruments provided ( ruler, compass, protractor):

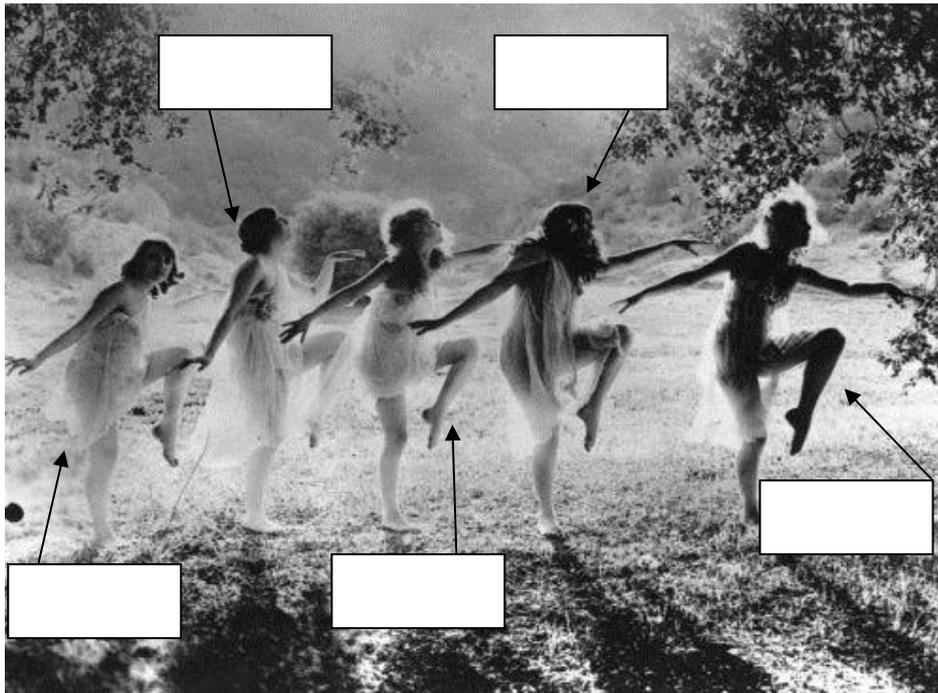


3. Five wicked fairies start dancing. Their names are Ana, Ruja, Trandafira, Cosânzeana, Ruxandra. Each is wearing a wreath of a different colour than the others (red, yellow, orange, blue, violet), each of them can play a different musical instrument( flute, violin, guitar, lyre, bagpipe).

What is their order in the dance?

Who is wearing the orange wreath?... if you know that:

- Ruxandra is wearing a blue wreath.
- Trandafira is playing the bagpipe.
- Ana is dancing to the left of Ruxandra.
- The blue wreath is between the yellow and the red one.
- Ruja likes playing the lyre.
- Cosânzeana is dancing between Ana and Ruja.
- Ana loves the guitar.
- Cosânzeana has got a violet wreath.
- Ruja doesn't like either blue, or yellow.
- Whoever is playing the bagpipe prefers yellow flowers.
- Ruxandra isn't playing the flute.





## MUSIC AND MOVEMENT

1. Based on one of the quotes below, and listening to the song “The wicked fairies”, by Doina Rotaru, improvise a choreography for the wicked fairies’ dance. Use the veils, the bells, the wreaths provided.

2. Present your dance to your colleagues.

”[...]their dance also bears the significance of a cosmic wholeness, of the circle, which «at cosmic level, symbolises the sky, as opposed to the square, which symbolises the earth. It is also the symbol of the time, of the eternal starting-over, depicted on icons as a snake biting its own tail ».

It goes without saying why, given this interpretation, one may find a punishment of those common mortals who dare to access the superior world of the sky, without any initiation and without taking the human way of ascending to heaven.” [11].”( Ivan Evseev)

“[...] the impetuosity of the dances which often imitate the trotting or galloping through undecipherable formulae and noises made by bells and others”[7, p. 156].

“They only meet once a year and then, out of joy, they start a devilish dance, turning round like crazy [1, p. 317]

While singing:

*„Hai, de n-ar fi in lumea asta  
Leuștean și hodolean  
Avrămeasă, cartineasă  
Usturoi de samurastră/  
Toată lumea-ar fi a noastră” [10, p. 344]*





## ROMANIAN LANGUAGE AND LITERATURE

1. Look carefully at the picture below and write a short story of no more than 30 lines. Use the words and expressions listed below. Provide an appropriate title for it.

### Words and expressions:

fascination, sheer, the gate to Heaven, the taste of immortality, fairy, enticing move, wild dance, the spell of the night, laughters of light

2. At the end of the activity, read the story to your colleagues.

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## VISUAL ARTS AND PRACTICAL SKILLS

1. Study the materials located in the activities centre (crepe, wire, string, scissors, tiara). Watch the video, then make wreaths for the wicked fairies.

2. At the end of the activity, present the products to your colleagues. Give the products to the colleagues who have designed the wicked fairies' dance.

The holiday of Sânzieni (another name for the Wicked Fairies) involved customs related to finding out who the future spouse and the luck in the household would be. In the morning of this holiday, before the sunrise, people would gather bunches of goldenrods (bearing the same name as the holiday in Romanian – “Sânzieni”) which they would turn into wreaths and they would throw to the roofs of the houses – if the wreath would remain on the roof, the superstitions say the person who had thrown it would live a long life, while if the wreath would slide off the roof towards the edge, the person will die soon. The night before this holiday, girls would put goldenrods under their pillows, in the hope they would dream who their future husband would be. Both women and girls alike would wear goldenrods in their hair or bosom to attract attention to their beauty...





## THE MYTH OF THE DESTINY – „MIHAI-VODĂ AND THE EXECUTIONER” - ROMANIA

### ROMANIAN LANGUAGE AND LITERATURE

1. Write two words/expressions that depict the moral traits of Mihai and of Alexandru cel Rău (the Evil One):

Mihai-Vodă (the Ruler)	Alexandru cel Rău

2. Extract, from the given text, two space references.

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3. Copy a phrase that depicts the aim for which Alexandru cel Rău sent a group of riders.

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4. Mention, in a sentence, the promise the Ruler makes to Saint Nicholas.

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5. Copy the sentence which presents the reason for which the Executioner cannot kill Mihai.

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6. Present, in 30-50 words, by referring to the deeds presented in the text, the meaning of the Romanian saying: “The good is rewarded by something good”.

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7. Write a message to Mihai-Voievod across the time.

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**THE MYTH OF THE SNAKE - ROMANIA**  
**PRIMARY LEVEL - ROMANIAN LANGUAGE AND LITERATURE**

**THE GOAT AND THE SNAKE**

Based on Petre Ispirescu

A goat wanted to reach an orchard. But there was a body of water between him and the orchard. He tried to cross it. Halfway, he meets a snake who tells him:

“Goat, carry me to the shore!”

The goat replies:

“As you can see, I can hardly move in the water myself. Are you asking me to carry you, as well?”

“Can’t I find so little friendship in you? asked the snake, demuringly. Help me, I’m drowning!”

The goat strived to carry the snake to the shore. But the snake swirled so hard around the goat’s neck, that he could hardly breathe. The snake wanted to eat the goat. With his last powers, the goat said:

“Before you eat me, I’ve got a last wish: I want to measure each other, to see who’s the longest.”

The snake came down from the goat’s neck, waiting for the measurement. This was exactly what the snake was waiting for. He crashed the snake’s head with his horns. Then he stepped on the snake with his hard hooves.

*1. Answer the following questions:*

a) Who are the main characters in the story?

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b) Where did the goat want to reach ?

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c) What did the snake want to do to the goat ?

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d) What does the goat suggest the snake to do ?

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e) How did the goat kill the snake ?

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**2. Match the words with the same meaning meaning:**

zdrobi	spuse
	moi
a găsi	dorea
	prima
se pomenește	sfârșită
	scurt
zise	se vede
	dușmănie
voia	a afla
	minciună

**3. Match the words with opposite**

adevăr
prietenie
ultima
lung
tari

**4. Order the moments of the text:**

- ( ) The snake swirls around the goat's neck.
- ( ) The goat kills the snake.
- ( ) Halfway, the goat encounters a snake.
- ( ) The goat says his last wish.

**5. I say one, you say many!**

snake -..... goat -..... orchard -..... road -.....  
shore -.....

**6. Split these words into syllables:**

jumătatea -..... pomenește -.....  
sfârșită -.....

**7. Cross out the wrong word:**

înghite – îngite    ghinion – ginion    înghețată – înghețată    gheată – geată    înceie - încheie

**8. write three sentences containing the words: goat, snake, water.**

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**PRIMARY LEVEL - SCIENCE**  
**REPTILES –THE HOUSE SNAKE**

**Environment:** forests, parks, gardens, near households.

**Body:** - covered in hard scales, varying temperature.

- it's 1,50- 2m in length

**Head** - small:- eyes with a fixed sight, it doesn't blink – connected eyelids;

→developed sight

- ears without pavilions → developed hearing;

- long, thin, split, high-mobility tongue;

- crescent-shaped spot on its sides - a distinctive sign;

**Trunk:** long, cylindrical;

- it ends in a tail which is sharp at the end;

- no limbs;

**Locomotion :** -by crawling with wavy movements of the body;

**Nervous system:** -more evolved than in the amphibians;

**Feeding:** -with mice, lizards, frogs, insects;

- they may swallow animals thicker than their bodies;

- *The traits that allow it to swallow a pray bigger than its body are:*

- a square bone;

- conic, sharp teeth, oriented towards the back of its mouth;

The salivary glands produce a lot of saliva; the lack of the sternum;

The elasticity of the walls of its stomach;

**Breathing:** - through well-developed lungs;

**Reproduction:** - through eggs laid in sand in the sun;

in order to grow – the snake sheds its skin;

**Examples of snakes:**

**Venomous snakes in our country:** the viper and the viper ammodytes

**Venomous snakes in other geographical areas:** the cobra, the rattle snake

**Constrictor snakes** (they suffocate their pray to death): the python, the anaconda, the boa snake.

**The longest snake** – the anaconda (7-10m)- Brasil



**I. Choose the correct answer: (4x0.5=2 p)**

**1. The tongue in a house snake is:**

- a) short
- b) long and with muscles
- c) jagged

**3. One can recognise the snake based on:**

- a) the shape of the body;
- b) the lack of limbs;
- c) fixed sight.

**2. The viper:**

- a) has a „V” on its head;
- b) hasn't got a vertebrae;
- c) is an amphibian

**4. The snake which suffocates its pray to death is:**

- a) the anaconda
- b) the rattle snake
- c) the viper ammodyte

**II. Fill in the blanks: (6x0.5=3p)**

- a) The house snake and the green lizard are part of the class .....
- b) The venomous snakes in our country are ..... and .....
- c) The house snake moves through .....
- d) The breathing of reptiles is .....
- e) Reptilese have a body temperature .....
- f) The reptile which has a V-shaped spot on its head and a black criss-cross spot on its body:  
.....

**III. Complete the following chart: 2p**

Animals	Limbs	Feeding	Breathing	Reproduction
The green lizard				
The house snake				



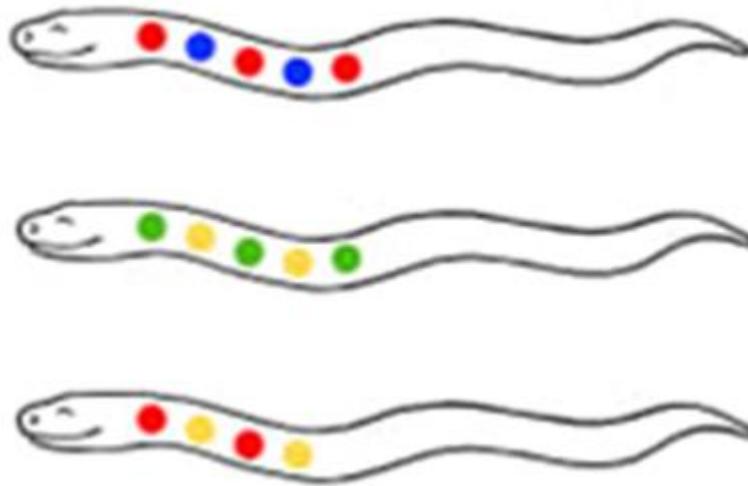
IV. Explain why the reptiles don't brood their eggs. 1p

V. How can we explain the snake's ability to swallow things larger than its body? 1p

One point is granted.

Work time 7 minutes.

GAME: Continue the logical string.





## DEVIL'S STONE - LITHUANIA

Siauliu Dainu Progimnazija, Siauliai



There is a mysterious stone in one village. How did it come up there? Nobody knows this. But its name Trišuolis („Triple jump“) has a legend...

The structure of the village church was somewhat unusual - the bell tower stood far away from the church. Somehow the devil tried to carry the bell tower, but couldn't hold it and lost it. Then he saw three boys jumping over the stone (which has become the Devil's stone). The devil offered them to jump over him while he stands on the stone. The boys agreed: without waiting they made a leap one after another. There was a hole leading straight to hell on the other side of the stone where all three boys fell. That's how the name Trišuolis („Triple jump“) has come.

Read the text and answer the questions.

1. What is the main object of the legend?  
A. Devil's Stone B. Perkūnas Stone C. The Hill of Witches
2. What was the stone named?  
A. Devil's Stone B. Triple Jump C. Double Jump
3. What did the devil carry?  
A. Church B. Cathedral C. Bell Tower
4. Who were jumping over the stone?  
A. Boys B. Girls C. Devils
5. How many children were there?  
A. One B. Three C. No children
6. How did the stone appeared in the village?



- A. Devil carried the stone and lost it B. Nobody knows  
C. lightning struck and the stone appeared
7. What did the devil offer to the children?  
A. Jump over the stone while the Devil stand on it  
B. Climb on the stone C. Run and hide
8. What was on the other side of the stone?  
A. Candy Box B. Water C. A hole to hell
9. What happened to the children?  
A. Ate candy and went home B. Bathe C. Went to hell
10. Why was the stone named Triple jump?  
A. Nobody knows B. Three boys were dancing through it  
C. It was Wednesday

### **PUNTUKAS STONE - LITHUANIA**

Legend about Puntukas tells that Puntukas stone earlier laid in the forest. In that place where now Anykšta river flows into Šventoji river, Anykšta family lived. The family was wealthy - didn't feel any hunger or misery. The mother Anykšta was powerful prophet. She had a magical sign - when the wicked people see it, they disappear. The wicked were angry on the mother Anykšta and her family. One time the oldest wicked wanted her to die and block her hut with big stone. Wicked commanded to his grandson to do that job. His grandson tried to do that in various ways but the stone didn't move. The grandson came to his grandfather and said that he couldn't move that stone. Then the wicked commanded to do that job to his son. The son tried to do that in various ways but the stone didn't move too. The angry old man shouted "How weak the wicked have become! See, I'm old but it doesn't mean that I'm weak like you! I can move that stone with my one hand!"

All the family of the evils went to this stone. The oldest evil grabbed the stone but it didn't move. He tried to pick the stone up again but just got sweated. The oldest evil felt tired and looked at his sons. He saw that the sons were laughing loud. He got angry and started to whistle so hard, that even the tree leaves fell down. Suddenly, there appeared so many evils as there are mosquitos in the woods. The old evil said to the youngsters, "Take that stone and throw it on the hut of the witch Anykšta". The evils minded his words. They all surrounded the stone and grabbed it. The stone moved. They tried again and picked it up from the ground. Then they tried the third time, managed to hold it high above the trees and started to carry it. The thunder hated the evils severely. Every time he saw them, he threw the burning arrows at them. So when he saw the evils' work, the thunder hit them. All the evils got scattered into different directions and the stone fell down on the ground. Since then people have called this stone Puntukas.



## Questions

1. How many of the wicked people tried to move the stone?

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2. What was the mother Anykšta?

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3. What did the old man said when he was angry?

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4. Where Puntukas stone laid earlier?

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5. What is the river's name which flows into Šventoji river?

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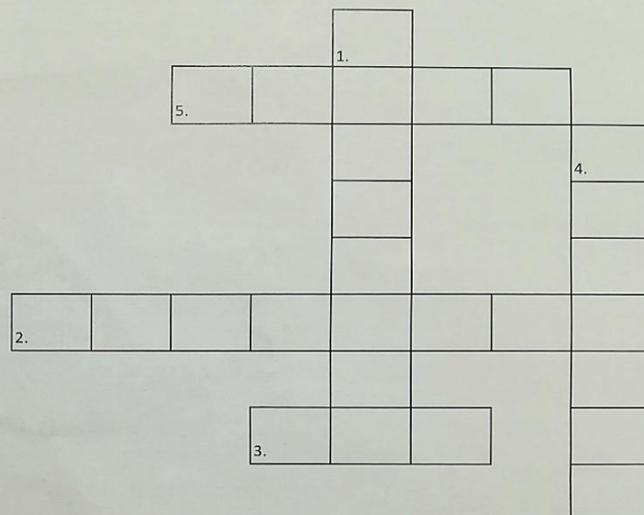


## THE DEVIL BRIDGE - LITHUANIA

Once upon a time there lived a shepherd named *Dvarelis*. From his very early age he herded the cattle of *Dvareliskis* country seat. He had a very pretty daughter. Since her age of eighteen his daughter had been visited by lots of matchmakers. Because of their plentiful visits the girl became snooty and she didn't want to marry any of the young men. One day the matchmakers came to the girl and the young man promised her to do anything she wanted. But the shepherd didn't like the strange guy with the only nostril in his nose. The girl had agreed to marry the one who would fulfil any of her wishes so why she couldn't reject his proposal. The young man had told her about his land on the other side of the river *Nemunas*. So the girl wanted him to build a stone bridge across the river in one night. The youngster agreed.

At nightfall he started his hard work to finish it till midnight. The shepherd hid himself and watched the devil being carrying huge rocks and throwing them into the river. Those rocks might cause the *Nemunas* tide and make an enormous damage for their village. But the shepherd had an idea. He got into the vat and crowed loudly like a rooster. The devil dropped the rock and disappeared for his fear. Since then the bridge near the town *Rumsiskes* has remained unfinished and it has been called the Devil bridge. After the girl knew the devil's plans she learned a good lesson. She resigned her false pride and got married to the guy next door.

1. The girl's age for possible marriage
2. Shepherd's name
3. The number of nostrils in the devil's nose
4. The animal to scare the devil
5. The reason of the girl's snooty behavior.





**TECHNOLOGY LESSONS BASED ON THE LEGEND  
„HILL OF ŠATRIJA“**

**ACTIVITIES:**

- 1. Make a book of illustrations.**
- 2. Make stylized illustrations and cut them.**
- 3. Make the legend characters of clay.**



## **PEDAGOGICAL MATERIALS OF PHASE 3**

### **- GHOSTS, SPIRITS AND HAUNTED PLACES – MARBLE CREATURES – SEA BOGEYS**

#### **THE STONE SHIP - GREECE**

2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens



The Stone Ship is a deserted barren island opposite Cape Bisti of Poros and Methana. It used to be one of the greatest luggers in the world. It was the fastest of all the ships. Its captain was a fairy who was lost because of her great pride. It was not enough that she was the first one in the sea; she wanted to be the first in the sky as well. That's why she swore to be faster than the moon or to die.

One night, after she had prepared her ship, she said to the moon: "Come and see who is going to be master of the sea." The moon kept quiet on its way and the fairy tried hard to reach it. She struggled for three days and three nights, until she saw her white sails in tatters. She started swearing and cursing her mother because of her anger and shame. After that, the rough sea and a thunderbolt turned her ship into stone.

If someone goes to the island and puts their ear in a hole in the middle of the stone ship, they hear something like screaming or mourning. The fairy's room is said to have been there. When ships pass by this place during the night of a great storm, the seamen see a woman dressed in white holding the shimmering light in her right hand.

#### **ENGLISH LANGUAGE**

1. Write the myth of the Stone Ship in English in the form of a summary of 8-10 lines.

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2. The concept of pride has two shades of meaning: dignity and arrogance. Which one is expressed in the myth? Why do contemporary people go beyond the limits and behave arrogantly? What are the consequences for their lives?

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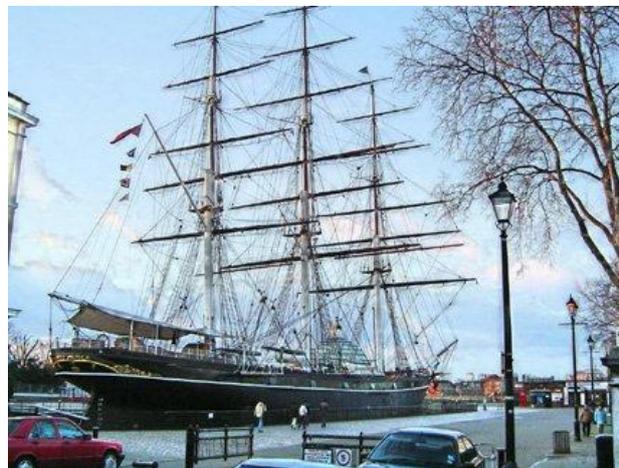
3. Study the English myth of Tam o' Shanter and write down the similarities and differences between the fairy of the Greek myth and the witch of the English one. Which is their prevailing feeling? Is it justified? How does the myth end for each one of them?

According to the poem by Robert Burns (1791), a peasant named Tam was riding his horse back home one night. On his way home he saw the haunted church of the village on fire. Witches were dancing around it!

He stood there watching the witches until his glance fell on one specific witch, Nannie Dee. She was wearing a short dress, which made Tam say out loud: "Weel done, cutty-sark", where cutty-sark meant "short skirt".

Suddenly, the music stopped and the witches started chasing Tam. He tried to cross Brig o' Doon, which is the bridge of the river Doon, so that he would be saved, because according to tradition witches cannot pass over running water.

However, Nannie Dee was desperate to catch him before crossing the river. So she stretched herself, but she only managed to reach the horse's tail and detach it.



Nannie Dee, also called Cutty Sark in the myth of Tam o' Shanter, is the figure-head on the bow of the legendary sailing - boat, which has been given the name of the witch.

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4. Study the following information on the merchant boat Cutty Sark and give a brief description of its story.



In 1869 the sailing – boat Cutty Sark was launched in Scotland in order to carry tea to China. It travelled for 84 years and its first voyage took place in 1870 with George Moodie as captain. The Cutty Sark was not a quick vessel and its owners did not make the expected profits. It had to compete with steamboats which had found a shorter passage from the Mediterranean to the Red Sea through the Suez Canal constructed in 1869. Sailing – boats could not use the Canal because they depended on wind to travel. When captain Tiptaft reached China in April 1878 he did not find any tea cargo, so he was forced to take various kinds of products to different parts of the world, such as coal from Nagasaki to Shanghai, linen from Manila to New York, linen, lubricants, tea and the Australian post from Calcutta to Melbourne.



After a period of poor management the Cutty Sark sailed from the port of Newcastle in Australia in December 1883 with 4.289 bales of wool and 12 barrels of fat and it reached London in March 1884. The 83 days of its return were the shortest voyage duration of the year leaving behind the rest of the boats by a month. It was an incredible achievement given that the Cutty Sark was already 14 years old, which was almost half of its expected life. In 1885 Richard Woodget became captain. He was the most successful of all its captains and the one who took it to the icebergs south of Cape Horn. The Cutty Sark was the fastest boat of the time sailing from Sydney to England and it was used in wool trade. It is remarkable that in July 1889 it outsailed the war steamboat Britannia, as the Cutty Sark moved at a speed of 17 knots per hour, while the Britannia sailed at a speed of 14,5-16 knots.

In 1895 the owners decided to sell the Cutty Sark to the Portuguese company J. Ferreira & Co. It carried products between Portugal and its colonies under the new name ‘Ferreira’, while its stops often included destinations such as Rio de Janeiro, New Orleans, Mozambique, Angola and Great Britain.

In 1923 the boat was sold to another British owner called Wilfred Dowman, who restored its name, repaired it and gave it to be used for the training of the cadets of the English war and merchant navy.

In 1938 Incorporated Thames Nautical Training College became its new owner. The boat was used for the training of the cadets until the early 1950s. The state undertook its maintenance and management in recognition of its historical value. The Cutty Sark has been in Greenwich since 1954. It belongs to the National Historical Fleet of England and it is used as a museum.

On 21 May 2007 a fire broke out on the Cutty Sark during maintenance work. Fortunately, it did not cause extended damage to the boat. On 25 April 2012 the Cutty Sark was ready to receive visitors again.

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5. «Πέρναγε όλα τ' άλλα καράβια».  
«Η Νεράιδα θέλησε να γίνει η πρώτη του ουρανού».  
«Ένα αστροπελέκι επέτρωσε το καράβι».

Translate the above sentences in English. Identify the tense of each verb and write them in the present and in the future tenses.

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## BIOLOGY - FOSSILS – THE PETRIFIED FOREST OF LESVOS

### *Charles Darwin: Theory of Evolution & The Natural Selection*

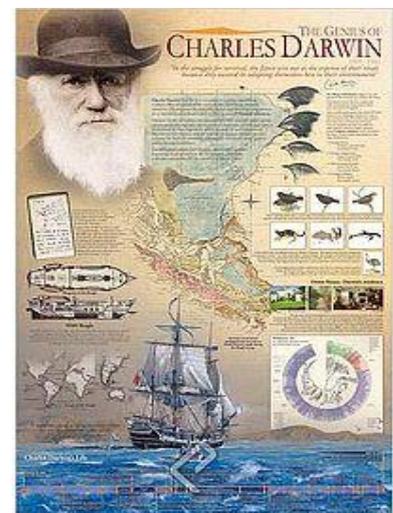
Darwin defined evolution as “descent with modification” the idea that species change over time, give rise to new species, and share a common ancestor. All kinds of plants and animals that have lived on Earth or are still living are the result of the unstoppable change, evolution from one or few primitive original forms. The reason for evolution is Physical Selection, due to the struggle for "perpetuation of the species". In this frame, each person and each species develops those qualities that help him to survive or create new, depending on what his adaptation to the environment requires in order to ensure continuity, "perpetuation".

With inheritance, the developed or new properties are passed on to the offspring, while the unnecessary are atrophied and often lost. Such a natural selection prevailed 600 million years before, when life came to land.

Nowadays, Theory of Evolution is completely admissible and, as the scientists have noted, the only question that may be found in the "orthodox view that the only factor of change and development in life was the natural choice in conjunction with sudden changes or mutations in the organisms" (Hokey Hacks, in the preface to the first volume of "History of Humanity," a UNESCO edition).

***Darwin's Journey:*** Darwin's journey begins on 27 December 1831. Four years later, on September 17, 1835, the Beagle anchors to the Galapagos Islands. The study of this area was to radically change what we know about the origin of the species.

The Theory of Evolution has sharpened the scientific and religious establishment of the time.





Darwin's extensive observations during his 5-week stay on the Galapagos Islands proved to be crucial for his later theory.

The Theory of Natural Selection can be summarized in 5 key observations and 3 outcomes.

*Observation 1: All species have such great potential fertility that their population size would increase exponentially if all individuals that are born go on to reproduce successfully.*

*Observation 2: Populations tend to remain stable in size except for seasonal fluctuations.*

*Observation 3: Environmental resources for things such as food and shelter are limited.*

*Observation 4: Individuals of a population vary extensively in their characteristics (to the extent that no two individuals are exactly alike) which impacts upon their own ability to survive and reproduce.*

*Observation 5: Much of this variation is genetic and is therefore heritable.*

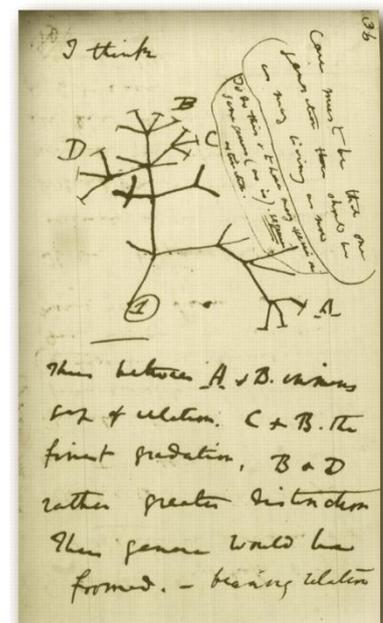
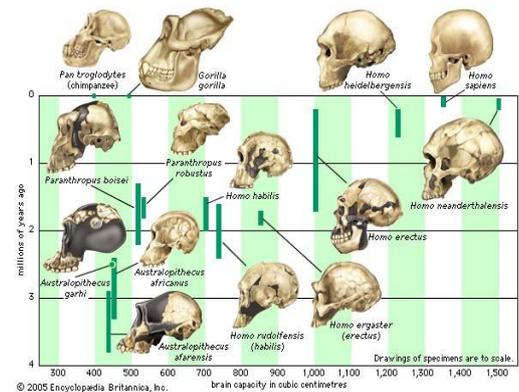
*Outcome 1: Due to the limited resources, there is a struggle for existence among individuals – often with only a fraction of offspring surviving through each generation to reproduce successfully.*

*Outcome 2: It is not a random process that determines which individuals will reproduce and which will not, as it depends in part on the genetic/hereditary constitution of those surviving individuals. Those individuals whose inherited characteristics best suit them to that environment in which they live are likely to have more offspring than those that are not so well adapted to the environment. This, by definition, is natural selection.*

*Outcome 3: The unequal ability between individuals to survive and reproduce will lead to gradual evolution of the population, with favourable characteristics accumulating over the generations through natural selection.*

### Geologic Time Scale (GTS)

Geologic Time Scale (GTS) is a system of chronological dating that relates geological strata to time, and is used by geologists, palaeontologists, and other Earth scientists to describe the timing and relationships of events that have occurred during Earth's history.





### *Fossils*

The history of the evolution of life on Earth has been imprinted with the fossils on the layers of the Earth's crust.

Leonardo da Vinci (1652 – 1686) and Robert Hooke (1625 – 1703) were the first to understand that fossils are the remains of the past organisms.

The process of fossilization can last up to 10000 years. Usually after 5000 years it is believed that the fossilization is completed.



### *The Petrified Forest of Lesvos*



In Greece, in Sigri, Lesvos is the Petrified Forest of Lesvos, which is one of the two largest petrified forests in the world (the other is in Arizona, USA).

Its creation is located 20,000,000 years ago (Miocene) and is due to intense volcanic activity in the North Aegean. In central Lesvos, large volcanic buildings were created. These are the volcanoes of Vatousa, Lepetymnos, Agra, Anemotia and Mesotopos, with volcanic domes and many different points of exit of volcanic materials.

Today, 2/3 of the area of Lesvos is covered by volcanic rocks created between 21 and 16 million years ago.

The volcanic eruptions caused huge quantities of lava, ash, and other volcanic materials which covered large areas. In many cases, volcanic ash was drifting from the intense rainfall that followed the volcanic eruptions and created large muds of pyroclastic materials.

These volcanic materials moved from the east to the west and covered the large, dense and rich forest that existed at the time. The movement of the pyroclastic materials was rapid and immediately covered the trunks, the branches, the fruit, and the

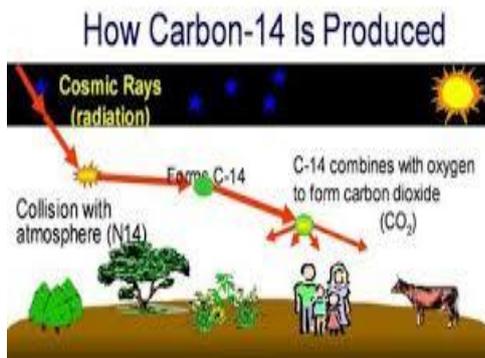
leaves of the trees. The isolation of plant tissues from the surface conditions and the intense hydrothermal circulation of the silicon-rich hot fluids that followed, allowed the perfect fossilization of plant tissues under ideal conditions. The large number of standing petrified tree trunks and their fully developed roots systems is a proof that the trees were petrified in their original position and they have not been transferred to the location that we find them





today. It is an autochthon petrified forest .

The findings in the Petrified Forest reveal that the area was part of a mixed forest of conifers and angiosperms, an indicator that the flora of the region has been evolved considerably. Conifers are represented by genera of the families Taxodiaceae , Protopinaceae, Pinaceae, Cupressaceae. Several of the fossil species which have been identified belong to angiosperms, such as cinnamon trees, laurel, poplar, walnut, beech, alder, platanus, maple, many kinds of oak etc. Findings of fossilized palms are of particular importance as they constitute the first record of standing petrified palms. The composition of fossilized



flora shows that the Petrified Forest of Lesvos grew in a subtropical climate.

In 1985, it was declared a Preservable Monument of Nature, and it has joined the UNESCO World Geopark Network.

*(Source: Natural History Museum of the Lesvos petrified Forest )*

### ***Radiocarbon Dating***

The absolute age of the fossils is determined by the analysis of the radioactive reaction residues. The process is known as radiocarbon dating. The method was developed in the late 1940s by Willard Libby, who received the Nobel Prize in Chemistry for his work in 1960. It is based on the fact that radiocarbon  $^{14}\text{C}$  is constantly being created in the atmosphere by the interaction of cosmic rays with atmospheric nitrogen. The resulting  $^{14}\text{C}$  combines with atmospheric oxygen to form radioactive carbon dioxide, which is incorporated into plants by photosynthesis; animals then acquire  $^{14}\text{C}$  by eating the plants. When the animal or plant dies, it stops exchanging carbon with its environment, and from that point onwards the amount of  $^{14}\text{C}$  it contains begins to decrease as the  $^{14}\text{C}$  undergoes radioactive decay. Measuring the amount of  $^{14}\text{C}$  in a sample from a dead plant or animal such as a piece of wood or a fragment of bone provides information that can be used to calculate when the animal or plant died. The older a sample is, the less  $^{14}\text{C}$  there is to be detected, and because the half-life of  $^{14}\text{C}$  (the period of time after which half of a given sample will have decayed) is about 5,730 years, the oldest dates that can be reliably measured by this process date to around 50,000 years ago, although special preparation methods occasionally permit accurate analysis of older samples.

However, the main problem with the method - and in the most recent periods - is another: the amount of carbon-14 in the atmosphere varies depending on fluctuations in the solar radiation and the Earth's magnetic field, with the consequence that carbon black dating are corrected by a supplementary measurement curve which takes into account these fluctuations.

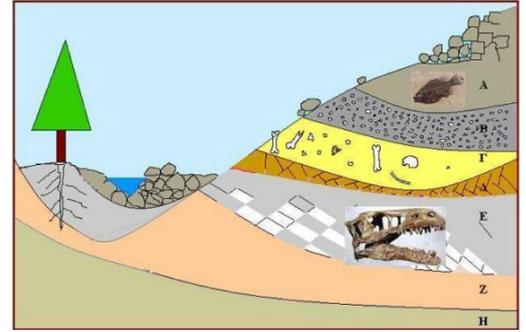
The accuracy of a measurement depends on the amount of initial sample available, its age and the format of the calibration curve at the time the sample is dated.



**Questions & Activities**

1. After excavation in this area, geologists have identified fossils in the rocks (C) and (E) as shown in the picture.

What fossils are earlier, those found in rock (C) or in rock (E)? How do you interpret the fact of locating the fossil into rock (A)? Justify your answers.




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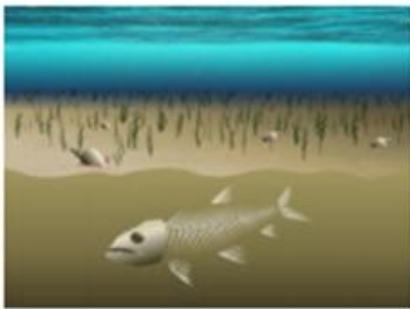
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2. Put the following images in the correct order to correctly illustrate the process of fossilization of an organism.

Image	Correct Order



A



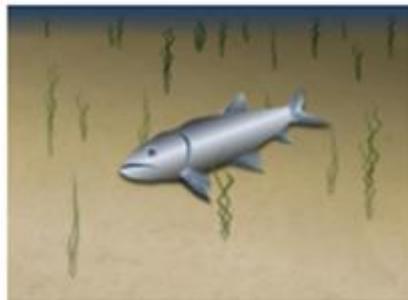
B



Γ



Δ



E



ΣΤ



3. Carry out a bibliographic and / or web-based research to create a ppt presentation about plant fossil species focusing on the Petrified Forest of Lesvos. Present your work in plenary.

## GEOLOGY – CHEMISTRY: MINERALS AND ROCKS

### A. MINERALS

According to the Mineral Committee of the International Mineralogical Association, the term “mineral” refers to a chemical compound or element formed as a result of a geological process and normally has a specific crystal structure (Nickel, 1995). Crystal structure is a description of the ordered arrangement of atoms, ions or molecules in a crystalline material. Ordered structures occur from the intrinsic nature of the constituent particles to form symmetric patterns that repeat along the principal directions of three-dimensional space in matter.

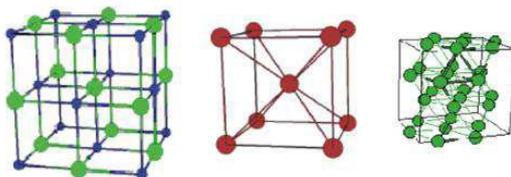


Minerals are natural, solid and homogeneous bodies of the lithosphere which, under certain conditions of pressure and temperature, acquire the following characteristics:

- ✚ Their chemical composition is stable
- ✚ Their structure is crystalline and
- ✚ Their physical properties are specific and unchanged.

The physical properties of minerals are:

1. **Crystalline shape and form:** Crystallinity refers to the regular placement of atoms or ions in a structural matrix having a normal geometric shape. When forming minerals, polyhedral structures are created, called crystals.
2. **Colour:** Many times crystals can be recognized by their colour.
3. **Hardness:** It is a property related to the intensity of the forces that develop between the molecules of minerals. The classification of minerals on the basis of their hardness is achieved using the Mohs scale, in which the diamond appears as the hardest material (10 in the Mohs scale).



4. **Slate:** The ability of some minerals to degrade on smooth flat surfaces after mechanical action.
5. **Density:** It depends on their chemical composition and their crystal structure. The density of minerals is calibrated based on how quickly the mineral in pure water.



Mineral density is calibrated on the basis of how quickly mineral is submerged in clean water.

6. Minerals, depending on how they appear on the Earth's crust, are distinguished in:
  1. **Metallogenic:** They are the minerals, they have a metallic color and a high specific weight
  2. **Petrogenetics:** They are the rocks, they do not have a metallic color and have a lower specific gravity than the metallogenesis.

## **B. ROCKS**

By "rock" is meant any geological formation consisting of one or more minerals. Rocks made up of a single mineral are characterized as "single", while those consisting of more minerals are characterized as "mixed".

Also, depending on the origin and the conditions of their creation, they can be distinguished in:

1. **Igneous (or Magma or Pyrogenetic):** They come from magma crystallization, which is achieved by changing the pressure and temperature when the magma rises to the Earth's surface. If the crystallization process is not completed, then the magma comes out as lava. The physical conditions during crystallization depend mainly on:
  - A. the depth
  - B. morphology and
  - C. the state of the surrounding rocks.

Due to these conditions, the pyrogenetic rocks are distinguished in:

- ✿ **Plutonic:** They come from crystallization of magma in deep depths in the lithosphere. They are rocks with perfect crystallization, appear to a large extent and present a homogeneous mineral composition.
  - ✿ **Venous:** They come from crystallization of magma in cracks in the rocks of the lithosphere. They are long in length and width. They show perfect crystallization while their mineral composition differs with the depth at which crystallization took place.
  - ✿ **Volcanic:** Volcanic rocks are igneous rocks that are formed near the Earth's surface and have a fine grain size. They can be separated into acidic, basic and ultrabasic types, according to their mineral and chemical composition.
2. **Metamorphic:** They are formed under the surface of the earth from the metamorphosis (change) that occurs due to intense heat and pressure (squeezing). The rocks that result from these processes often have ribbonlike layers and may have shiny crystals, formed by minerals growing slowly over time, on their surface.
  3. **Sedimentary:** They are formed from particles of sand, shells, pebbles, and other fragments of material. Together, all these particles are called sediment. Gradually, the sediment accumulates in layers and over a long period of time hardens into rock. Generally, sedimentary rock is fairly soft and may break apart or crumble easily. You can often see sand, pebbles, or stones in the rock, and it is usually the only type that contains fossils.



Sedimentary rocks, depending on how they are created, can be distinguished in the following categories:

**A. Mechanical:** The most important role in their creation is the mechanical energy of the fluid medium in which they are dissolved or suspended.

**B. Chemical:** The most important role in their creation is the chemical and physical properties of the fluid medium in which they are dissolved or suspended.

**C. Biochemical:** The most important role in their creation is both the chemical and physical properties of the fluid medium in which they are dissolved or suspended, as well as various plant or animal organisms.

From the very first moment that the solid rocks appeared on the surface of the Earth, the **Petrological Cycle**, the origin and the destruction of the crust rocks began. The movements of the lithospheric plates are the factor that keeps the land and sea ratio stable on the surface of the Earth and determines the creation of new rocks.

**Questions - Activities**

1. Describe the Petrological Cycle of the Rocks in a short paragraph.

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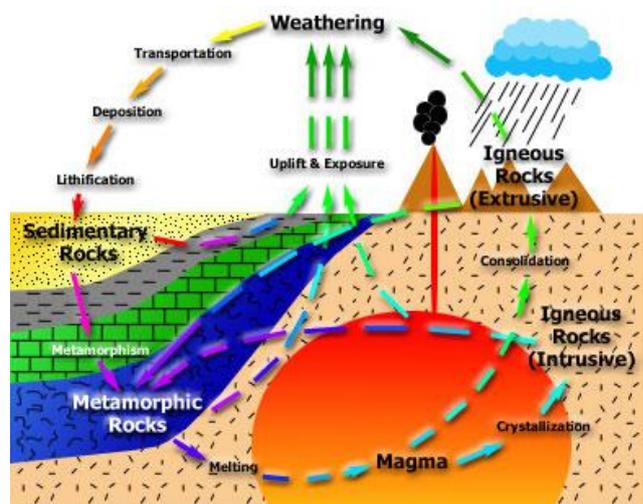
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2. Diamond and graphite are two mineral crystalline forms of natural carbon. What are the differences of these minerals? Where are these differences due?

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\_\_\_\_\_

\_\_\_\_\_

3. Which are the differences between the igneous (pyrogenetic) and the volcanic rocks? Name three (3) rocks from each category and their uses. Are there such rocks in our country?

\_\_\_\_\_

\_\_\_\_\_



4. Why are the metamorphic rocks formed in the convergence / collision regions of the lithospheric plates? Is it possible to create them on the surface of the Earth?

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5. Carry out a bibliographic and / or web-based research to create a ppt presentation on mineral quartz and its forms. Present your work in plenary.

### MEDIEVAL HISTORY - THE MARBLE KING

**1<sup>st</sup> hour:** The students watch the movie “The Fall of Constantinople” made by the National Geographic:

<https://www.youtube.com/watch?v=53yfMIws7DI>

The students complete the following table:

Who were the participants in the historic event of the Fall of Constantinople?	
Which were the strong points of the Turkish besiegers?	
Which were the weak points of the besieged?	

**2<sup>nd</sup> hour:** The students are taught the lesson about the Fall of Constantinople with the use of the school book (pages 67-68). They complete the worksheet created by the teacher.

**3<sup>rd</sup> hour:** After the students have comprehended the historic event, the teacher informs them that they will focus on the last Byzantine emperor Konstantinos IA Palaiologos.

The students are given the following worksheet:



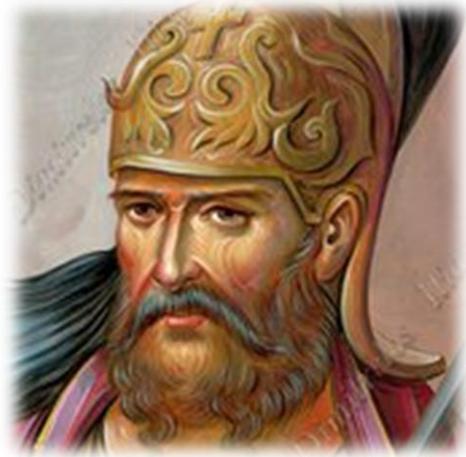
### «The legend about the Marble King»

A. Using information from the school book and the internet (you can visit the site: <https://mikraasia.gr/%CE%BF-%CE%BC%CE%B1%CF%81%CE%BC%CE%B1>) present emperor Konstantinos IA Palaiologos (origin, enthronement, action as emperor).

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B. Using information from the school book and the internet (you can visit the site: [https://www.huffingtonpost.gr/2015/05/29/alosi-konstantinoupolis\\_n\\_7465540.html](https://www.huffingtonpost.gr/2015/05/29/alosi-konstantinoupolis_n_7465540.html) ) describe the emperor's attitude towards the inhabitants of Constantinople and the Turkish besiegers.

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C. Read the following legend about emperor Konstantinos IA Palaiologos.

*«Constantine XI Palaiologos, the last emperor of the Eastern Roman Empire, said to have been turned into marble and thus was known as "Marmaromenos", "the Marble King". He was said to be hidden somewhere underground until his glorious return as the Immortal Emperor. Constantine XI Dragases Palaiologos, (1405 –1453) was the last reigning Byzantine Emperor, reigning as a member of the Palaiologos dynasty from 1449 to his death in battle at the fall of Constantinople. Following his death, he became a legendary figure in Greek folklore as the "Marble Emperor" who would awaken and recover the Empire and Constantinople from the Ottomans. His death marked the end of the Roman Empire, which had continued in the East for 977 years after the fall of the Western Roman Empire.*

*A legend tells that when the Ottomans entered the city, an angel rescued the emperor, turned him into marble and placed him in a cave under the earth near the Golden Gate, where he waits to be brought to life again to conquer the city back for Christians. While serving as ambassador to Russia in February 1834, Ahmed Pasha presented Tsar Nicholas with a number of gifts, including a jewel-encrusted sword supposedly taken from Constantine XI's corpse. Constantine XI's legacy was used as a rallying cry for Greeks during their war for Independence with the Ottoman Empire. Today the Emperor is considered a national hero in Greece. During the Balkan Wars and the Greco-Turkish War, under the influence of the "Megali Idea" (Great Idea), the name of the Greek king, Constantine, was used in Greece as a popular confirmation of the prophetic myth about the Marble King who would liberate Constantinople and recreate the lost Empire. Constantine Palaiologos' legacy is still a popular theme in Greek culture. Some Eastern Orthodox and Greek-Catholics consider Constantine XI*



*a saint (or a national martyr or ethnomartyr)...».*

<https://www.neakriti.gr/article/parapolitika/1524793/o-marmaromenos-vasilias-afimenos-sti-fthora-tou-hronou-kai-ton-vandalismon>

D. Which elements reported in the legend appear to be real and which ones imaginary?

Real	Imaginary

E. Try to decide how the element of the king becoming *marble* is important in the legend.

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F. Visit the site: <http://users.uoa.gr/~nektar/arts/tradition/lamentations-constantinople.htm> . After you have read as many poems about emperor Konstantinos IA Palaiologos as possible, note down the verses which express the poets' feelings about the last Byzantine emperor.

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G. Search the YouTube and find mourning songs concerning the Fall of Constantinople.

<https://www.youtube.com/watch?v=46vZu9dNzH4>  
<https://www.youtube.com/watch?v=wBwbT22zg3E>  
<https://www.youtube.com/watch?v=l8vjNa5botA>  
<https://www.youtube.com/watch?v=mohS5FanK34>  
<https://www.youtube.com/watch?v=jfQWI7c3PJE>  
<https://www.youtube.com/watch?v=qE-owdIsVvY>

Record the titles and singers in order of your preference.

Title	Singer/s
1.	
2.	
3.	
4.	
5.	
6.	
7.	



H. Make an album (printed or digital) which will include the verses of the songs you have chosen. Decorate the album with paintings about the Fall of Constantinople created by Greek and foreign painters. You can find paintings on the internet (Google → the Fall of Constantinople → pictures).

## MUSIC

### «BENJAMIN BRITTEN: 'SIX METAMORPHOSES AFTER OVID.' 3RD MOVEMENT: 'NIOBE'»

**Six Metamorphoses after Ovid** (Op. 49) is a piece of program music for solo oboe written by English composer Benjamin Britten in 1951 and inspired by Ovid's *Metamorphoses*. The third of the six movements of Britten's piece is based on the daughter of Tantalus and Dione, Niobe, who, according to the myth, boasted of her fourteen children, seven male and seven female (the Niobids), to Leto who only had two children, the twins Apollo and Artemis. Using arrows, Artemis killed Niobe's daughters and Apollo killed Niobe's sons as revenge for the slight against their mother. Devastated, Niobe fled back to Mount Sipylus and was turned into stone, and, as she wept unceasingly, waters started to pour from her petrified complexion.

Mount Sipylus indeed has a natural rock formation, which resembles a female face, and it has been associated with Niobe since ancient times and described by Pausanias. The rock formation is also known as the "Weeping Rock" since rainwater seeps through its porous limestone. In Britten's piece, this third part, Niobe, is briefly described, "who, lamenting the death of her fourteen children, was turned into a mountain".

*Edward Benjamin Britten, Baron Britten (22 November 1913 - 4 December 1976) was an English composer, conductor and pianist. He was a central figure of 20th-century British classical music, with a range of works including opera, other vocal music, orchestral and chamber pieces. His best-known works include the opera Peter Grimes (1945), the War Requiem (1962) and the orchestral showpiece The Young Person's Guide to the Orchestra (1945).*





The six movements of the piece are:

1. **Pan**, «who played upon the reed pipe which was Syrinx, his beloved»,
2. **Phaeton**, «who rode upon the chariot of the sun for one day and was hurled into the river Padus by a thunderbolt»,
3. **Niobe**, «who, lamenting the death of her fourteen children, was turned into a mountain»,
4. **Bacchus**, «at whose feasts is heard the noise of gaggling women's tattling tongues and shouting out of boys»,
5. **Narcissus**, «who fell in love with his own image and became a flower» και
6. **Arethousa**, «who, flying from the love of Alpheus the river god, was turned into a fountain».

**The Metamorphoses** is a Latin narrative poem by the Roman poet Ovid (43 BC–17 AD), written in dactylic hexameter about transformations in Greek and Roman mythology and considered his magnum opus. Comprising 11,995 lines, 15 books and over 250 myths, the poem chronicles the history of the world from its creation to the deification of Julius Caesar within a loose mythic-historical framework.

### Questions & Activities

1. Listen to “Niobe”. <https://www.youtube.com/watch?v=8zeaRhtumrM>

Choose and underline the words that describe the mood of this movement:

Joy Sorrow War Lament Adventure Life Peace Pleasure Death Agony  
Silence Pain Love Surprise Simplicity Amusement Speed Satisfaction  
Frozen Hate Boredom Noise Isolation Nature

2. Why are “Niobe” and the “Six Metamorphoses after Ovid” characterized as program music?

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3. “Niobe” has an ABA’ form. What does this mean? Listen to the movement again. Can you spot these three sections?

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4. Is there a difference in mood between the three sections?

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5. How does the composer create the difference in mood? Use musical terms to answer (according to the speed, loudness, pitch, melodic movement, pauses, etc.)

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6. In the A' section, the composer puts the mark "senza express." which means "without expression". Why? How is this instruction connected to our myth? Choose another word instead of "senza express."

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7. The piece is written for solo oboe. Which one of these instruments is the oboe? Which family of instruments does the oboe belong to?



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8. Choose one of the instruments of the school's music lab and create your own piece of music inspired by Niobe's lament.



## HOME ECONOMICS - THE STONE SHIPS IN FOLK TRADITION. INTERACTIVE MAP

*Marble places are part of Greek tradition found in mythology. Such an example is Nioides Stones in Asia Minor. It is a rock in the shape of a woman who mourns for the loss of her children and who turned into stone.*



*Stone ships are a similar tradition for our people. There is a great number of stone ships in the Greek sea, each with its particular myth!*

### Activity

Use the following map of Greece and put links in order to create an interactive map of the stone ships and the traditions which accompany them.





**ANCIENT GREEK LANGUAGE TRANSLATED, ODYSSEY  
«ODYSSEUS SETS SAIL FROM THE LAND OF PHAEAKES»**

**Introduction**

*Homer's Odyssey, rhapsody v, "Odysseus sets sail from the land of Phaeakes. Odysseus arrives at Ithaca", verses: 81- 87, 125-164.*

*Translation by Argyris Eftaliotis.*

Phaeakes are enchanted by Odysseus' narration and they honour him with additional gifts. On the following day they arrange everything on the ship and a farewell meal takes place in the palace with libation to the gods and wishes to thank Odysseus. In the evening the ship sets sail from Scheria.

*And the ship like a four-horse team careering down the plain,  
all breaking as one with the whiplash cracking smartly,  
leaping with hoofs high to run the course in no time-  
so the stern hove high and plunged with the seething rollers  
crashing dark in her wake as on she surged unwavering,  
never flagging, no, not even a darting hawk,  
the quickest thing on wings, could keep her pace...*

*The sailors leave Odysseus asleep at the port of Forkyna. They also leave the gifts and they head back to Scheria.*

*But now Poseidon, god of the earthquake, never once  
forgetting the first threats he leveled at the hero,  
probed almighty Zeus to learn his plans in full:  
"Zeus, Father, I will lose all my honor now  
among the immortals, now there are mortal men  
who show me no respect - Phaeacians, too,  
born of my own loins! I said myself  
that Odysseus would suffer long and hard  
before he made it home, but I never dreamed  
of blocking his return, not absolutely at least,  
once you had pledged your word and bowed your head.  
But now they 've swept him across the sea in their swift ship,  
they 've set him down in Ithaca, sound asleep, and loaded the man  
with boundless gifts - bronze and hoards of gold and robes -  
aye, more plunder than he could ever have won from Troy*



*if Odysseus had returned intact with his fair share!"*  
*"Incredible," Zeus who marshals the thunderheads replied.*  
*"Earth-shaker, you with your massive power, why moaning so?*  
*The gods don't disrespect you. What a stir there 'd be*  
*if they flung abuse at the oldest, noblest of them all.*  
*Those mortals? If any man, so lost in his strength*  
*and prowess, pays you no respect - just pay him back.*  
*The power is always yours.*

*Do what you like. Whatever warms your heart."*  
*"King of the dark cloud," the earthquake god agreed,*  
*"I'd like to avenge myself at once, as you advise,*  
*but I've always feared your wrath and shied away.*  
*But now I'll crush that fine Phaeacian cutter*  
*out on the misty sea, now on her homeward run*  
*from the latest convoy. They will learn at last*  
*to cease and desist from escorting every man alive -*  
*I'll pile a huge mountain round about their port!"*  
*"Wait, dear brother," Zeus who collects the clouds*  
*had second thoughts. "Here's what seems best to me.*  
*As the people all lean down from the city heights*  
*to watch her speeding home, strike her into a rock*  
*that looks like a racing vessel, just offshore -*  
*amaze all men with a marvel for the ages.*  
*Then pile your huge mountain round about their port."*  
*Hearing that from Zeus, the god of the earthquake*  
*sped to Scheria now, the Phaeacians' island home,*  
*and waited there till the ship came sweeping in,*  
*scudding lightly along - and surging close abreast,*  
*the earthquake god with one flat stroke of his hand*  
*struck her to stone, rooted her to the ocean floor*  
*and made for open sea.*

*Phaeakes are surprised to see the stone ship. However, Alkinoos explains that the ship turned into stone as a verification of an old prophecy and he asks everyone to stop seeing off the guests. He also asks them to offer sacrifice to god Poseidon, so that he has mercy on them and does not surround their city with rocky mountains. Phaeakes respond and they stand around the god's altar praying.*



## Questions and Activities

*The teacher reads the extract. The students are given a photocopy of the whole text because there is only a summary of it in the school book. The students read the text silently and they discuss lexical issues with the teacher.*

1. Taking the text under consideration put a tick under the indication TRUE or FALSE in the boxes next to the respective sentences.

	TRUE	FALSE
Phaeakes' ship travelled slowly.		
Phaeakes were Poseidon's descendants.		
Poseidon complains to Zeus that the mortals, such as Phaeakes, do not honour him.		
Zeus does not allow Poseidon to punish anyone who insults him.		
Poseidon wishes to destroy and sink Phaeakes' ship.		
In the end Poseidon decides to turn Phaeakes' ship into stone in the sea.		
Zeus expresses his opposition to Poseidon's decision.		

*We focus on Zeus' advice and Poseidon's decision to punish Phaeakes.*

Complete the following sentences taking the extract under consideration. Remember what you have read in rhapsody 0, verses 669-678, about Phaeakes' ships, as well as the predisposition about Phaeakes' punishment in the same rhapsody, verses 679- 88.

In order to learn more about Phaeakes and their relation with Poseidon visit the following sites:

<https://el.wikipedia.org/wiki/%CE%A6%CE%B1%CE%AF%CE%B1%CE%BA%CE%B5%CF%82>

[http://www.greeklanguage.gr/digitalResources/ancient\\_greek/mythology/lexicon/gods/poseidon/page\\_003.html](http://www.greeklanguage.gr/digitalResources/ancient_greek/mythology/lexicon/gods/poseidon/page_003.html)

Phaeakes' ships were not ordinary as they could

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Poseidon decides to turn Phaeakes' ship into stone because

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In order to punish Phaeakes Poseidon asks for Zeus' advice because

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Poseidon's most serious threat (surrounding Scheria with rocky mountains) was not carried out because

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**ANCIENT GREEK LANGUAGE TRANSLATED, ILIAD  
«THE MYTHOLOGICAL EXAMPLE OF NIOBI»**

*Godlike Achilles spoke,  
then went back once more into the hut and sat  
on the richly decorated chair he'd left  
by the opposite wall. Then he spoke to Priam:  
"Old man, your son has been given back,  
as you requested. He's lying on a bier.  
You'll see him for yourself at day break,  
when you take him. We should think of eating.  
Even fair-haired Niobe remembered food,  
with twelve of her own children murdered in her home,  
her six young daughters and her six strong sons.  
Apollo was so enraged at Niobe,  
with his silver bow he killed the sons. The daughters  
Artemis the Archer slaughtered, for Niobe  
had compared herself to lovely Leto,  
saying the goddess only had two children,  
while she had given birth to many. Even so,  
though only two, those gods killed all her children.  
For nine days they lay in their own blood-  
there was no one there to give them burial.  
Cronos' son had turned the people all to stone.  
The tenth day, the gods in heaven buried them.*



*That's when, worn out with weeping, Niobe  
had thoughts of food. And now, somewhere in the rocks,  
in Sipylus, among the lonely mountains,  
where, men say, goddess nymphs lie down to sleep,  
the ones that dance beside the Achelous,  
there Niobe, though turned to stone, still broods,  
thinking of the pain the gods have given her...."*  
*The Iliad, Rhapsody Ω, Verses 596-621*

### Questions & Activities

**1<sup>st</sup> teaching hour:** *The teacher reads the extract. The students read it again silently and discuss lexical issues with the teacher.*

*The teacher gives information about Niobe without mentioning what is reported in the extract.*

*For more information the students can visit the site:*

[http://ebooks.edu.gr/modules/ebook/show.php/DSGL-B121/627/4044,18232/extras/texts/indexb2\\_13/indexb2\\_13\\_Niobe.html](http://ebooks.edu.gr/modules/ebook/show.php/DSGL-B121/627/4044,18232/extras/texts/indexb2_13/indexb2_13_Niobe.html)

A) Why does Achilles use Niobe's myth?

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B) What kind of misfortune does Niobe face?

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C) Why was Niobe punished?

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D) What was Niobe's ending?

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### PARALLEL TEXTS

- Sophocles describes the end of the unfortunate mother in his work "Antigone", verses 823-833.
- The historical writer Pausanias describes the rock on mount Sipylus (1, 21, 3): "I saw



Niovi myself, when I went up mount Sipylus: when someone is close, it looks like a cliff or a rock, without the shape of a sad woman. However, if someone stands at a distance, she thinks that it is a melancholic woman in tears”.

Compare the information given in the two parallel texts about the rock of Niovi and about Sophocles’ and Pausanias’ attitude towards the myth which accompanies the rock.

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**2<sup>nd</sup> teaching hour:** Teaching takes place in the ICT laboratory using the internet.

There is a rock formation which looks like a mourning woman’s face on mount Sipylus in Turkey. According to tradition it is Niovi. Visit the following sites and collect material concerning mount Sipylus and Niovi’s myth and present the results of your research:

[https://www.google.com/search?q=%CE%A3%CE%AF%CF%80%CF%85%CE%BB%CE%BF%CF%82&rlz=1C1AVFC\\_enGR737GR737&oq=%CE%A3%CE%AF%CF%80%CF%85%CE%BB%CE%BF%CF%82&aqs=chrome..69i57.2115j0j7&sourceid=chrome&ie=UTF-8](https://www.google.com/search?q=%CE%A3%CE%AF%CF%80%CF%85%CE%BB%CE%BF%CF%82&rlz=1C1AVFC_enGR737GR737&oq=%CE%A3%CE%AF%CF%80%CF%85%CE%BB%CE%BF%CF%82&aqs=chrome..69i57.2115j0j7&sourceid=chrome&ie=UTF-8)

[https://paliakaidiafora.blogspot.com/2012/08/blog-post\\_27.html](https://paliakaidiafora.blogspot.com/2012/08/blog-post_27.html)

### ASSIGNMENTS

A. If the phrase “The weeping mountain” was the title of a book, draw its cover.

B. Choose words or phrases from Niovi’s myth and compose a poem.

C. Search the internet for paintings inspired by Niovi’s myth and create a presentation with them.

You can find material on the site:

[http://www.greek-language.gr/digitalResources/ancient\\_greek/mythology/lexicon/metamorfoseis/page\\_191.html](http://www.greek-language.gr/digitalResources/ancient_greek/mythology/lexicon/metamorfoseis/page_191.html)

D. Compare the Homeric tradition of Niovi with the folk tradition of the stone ship and find similarities and differences between the two.



## MODERN GREEK LITERATURE «ALEXANDROS PAPADIAMANTIS: SURVEYING»

*The daily life and customs of the local society of Skiathos are reflected in a representative manner in the short story "Surveying", published by Papadiamantis in 1899. Along with the ethnographic description of the human types, which focuses on the departures of sailors, various social roles and perceptions of the era have been made apparent with grace and simplicity.*

The short story in a few words:

On the rock of a shore on the island of Skiathos, where a woman would scan the sea “ever since the old Greeks worshiped the idols” to beg for her husband who travelled, to join her tears with the sea mourning for the eternal separation, to become a rock herself, like her gods and to be hit mercilessly by the raging waves. A few centuries later a mother built a country church on this rock dedicated to Holy Mary to protect her children who were on a trip to the sea. The women would go to the rock every spring, when their relatives set out on their long journey again, so that they would survey their ships going further and further away and they would wish “the children’s pray to be the breath on their sails”.

*The tradition described in Papadiamantis’ short story belongs to explanatory myths and it comes from Skiathos, Papadiamantis’ place of origin. It is included in the work of Nikolaos Politis entitled “Traditions” (1904).*

**1<sup>st</sup> teaching hour:** Teaching is conducted in the ICT laboratory

**Warm-up activity:** The students watch and listen to songs related to the topic of the sea on the YouTube channel. They are sensitized through the technique of brainstorming.

The students are asked to visit the following sites in order to collect information about the writer and his work.

<https://www.papadiamantis.org/>

<http://papadiamantis.net/>

<https://www.facebook.com/etaireiapapadiamantikonspoudon/?fref=ts>

<https://www.mixanitouxronou.gr/alexandros-papadiamantis-o-singrafeas-tis-fonissas-den-ide-kanena-vivlio-tou-tipomeno-oso-zouse-giati-ipe-oti-i-ellada-apla-ke-mono-allaxe-tirannous-ke-o-eranos-ton-filon-tou-gia-na-ton-enis/>

<http://users.sch.gr/amalsk/Arheio/7Issue/1BiografiaPapadiamandi.pdf>

**2<sup>nd</sup> teaching hour:** In the classroom

The short story is read in the classroom. The students find and record the place, time, characters, narrator and topics of the text.



**3<sup>rd</sup> teaching hour:** The students work together in four groups. Each group answers one of the following questions:

1. Read carefully old Syrrachina's narration. What kind of correspondences can you find between Flandro's story and the lives of the women of seamen? What does the old woman want to achieve with this narration?

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2. Compare the role of women in the society of Skiathos in the beginning of the 20th century with their role in contemporary society.

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3. Our people use the expression "turn into stone" and other related words and phrases to describe difficult emotional situations. Use a dictionary to find and record some of them.

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4. Read Niovi's story (The Iliad, rhapsody Ω, verses 596-621) and compare it with the mythological example of Flandro. Find similarities and differences.

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**4<sup>th</sup> teaching hour:** In the ICT laboratory. The students are divided in three groups.

1. Imagine that your school is going to stage a theatrical play based on Papdiamantis' short story. You are asked to create a poster and an invitation for it.
2. Choose representative scenes from the short story and draw pictures of them.
3. Create a digital presentation of works of art which depict the life of seamen and their families.



## ASSIGNMENTS

4. Try to find someone who works at sea and interview them and their relatives. Before you start prepare a questionnaire about their life at sea and the difficulties of their profession. Interview their wives or mothers as well.
5. Search the following site and watch the theatrical performance of Papadiamantis' short story "Surveying" by the Art Society "Violetta":  
[https://www.youtube.com/watch?v=K4ubC\\_LsgIU](https://www.youtube.com/watch?v=K4ubC_LsgIU)

## EXPERIENTIAL WORKSHOP «SETTING GOALS IN OUR LIFE»

*The students sit around in a circle. We read the myth to the team. The students try to understand the myth following the instructions:*

**A, Present the characters in the myth.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**B. What was the goal in the fairy's life? Why was it important to her?**

\_\_\_\_\_

\_\_\_\_\_

**C. Why do you think she was not able to fulfil it?**

\_\_\_\_\_

\_\_\_\_\_

**D. How did she experience the failure of her goal? Does her behavior seem normal?**

\_\_\_\_\_

\_\_\_\_\_

**E. Have a retrospection of your life and answer the questions in the table about an important goal that you set but failed.**

What was the goal?	
What was the motive to set the goal?	
What did you do to achieve it?	



Why did you fail?	
How did you react when you realized that you had failed?	

**F. Read the following article written by a teacher – psychologist**

*Setting goals in our life*  
by  
*Anna Charalambidou*  
*Teacher - Psychologist*  
*Member of the Consultative Youth Committee*

*One of the most important things in our life is setting goals. There are many factors which influence the selection of our goals. The most determinative factor is the way we have been raised by our family and the values we have adopted at school. However, setting goals also includes activating our imagination. We may choose to materialize “crazy” dreams we would love to live, but we should be careful not to harm other people. After selecting our goals, we should decide on the way and the means by which we will make them true, as well as how we will deal with possible obstacles. So we need to have time, persistence and flexibility. This is the only way we will achieve the goals we have set.*

**G. After reading the article and based on your experience answer the following questions:**

**1. How do we choose our goals?**

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**2. How can we ensure the quality of the goals we set?**

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**3. How should we act in order to materialize our goals?**

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4. Write down a life goal that you have set and check if it has the prerequisites to be fulfilled (based on the article that you have read).

### APPENDIX: “CREATION OF A ‘MODERN MYTH’ ”

*And now let’s look into an interesting case of creation of a contemporary myth. It concerns the ship Ourang Medan which was found “as stone” along with its crew.*

In February 1948, the Dutch cargo ship “SS Ourang Medan”, which was sailing near Malaysia, sent out a strange SOS message: “All officers, including the captain, are dead. Perhaps the entire crew is dead...I’m dying, too”. This scary and enigmatic message was the beginning of one of the greatest mysteries in the history of marine commercial transportation. The port officers who approached the ship tried to communicate with the crew but they did not receive any answer. A member of their team got on board the ship and faced a ghastly sight. The ship was full of dead bodies. *The bodies looked as if they had become...stone!* Their mouths and eyes were open looking at the sky. The research led to a discovery. The ship illegally transported a cargo of nitroglycerine and potassium cyanide. Both could be extremely dangerous if they came in contact with water.

**Potassium Cyanide** (KCN) is highly toxic. It is a potent inhibitor of cellular respiration acting on mitochondrial cytochrome c oxidase hence blocking oxidative phosphorylation. This prevents the body from oxidizing food to produce useful energy. Initially, acute cyanide poisoning causes a red or ruddy complexion on the victim because the tissues are not able to use the oxygen in the blood.

*Symptoms of poisoning typically occur within a few minutes of ingesting the substance: the person loses consciousness and brain death eventually follows. Death is caused by cerebral hypoxia. The median lethal dose (for humans) to potassium cyanide is estimated at 200 – 300mg!*

Visit the following sites to collect more information:

<https://www.mixanitouxronou.gr/olo-to-plerioma-mazi-me-ton-kapetanio-ine-nekri-petheno-afta-itan-ta-teleftea-logia-pou-akoustikan-apo-to-ollandiko-fortigo-plio-ourang-medan-to-alito-mistirio-me-ta-petromena-ptomata-pou-ki/>

<https://www.e-daily.gr/themata/83966/to-mysthrio-toy-ploiou-ourang-medan-poy-vrethhke-me-to-plhrwma-toy-petrwmeno>

<https://doryforos.gr/%CF%84%CE%BF-%CF%80%CE%B5%CF%84%CF%81%CF%89%CE%BC%CE%AD%CE%BD%CE%BF-%CF%80%CE%BB%CE%AE%CF%81%CF%89%CE%BC%CE%B1-%CF%84%CE%BF%CF%85-ss-ourang-medan-%CE%B2%CE%AF%CE%BD%CF%84%CE%B5%CE%BF/>

<https://doryforos.gr/%CF%84%CE%BF-%CF%80%CE%B5%CF%84%CF%81%CF%89%CE%BC%CE%AD%CE%BD%CE%BF-%CF%80%CE%BB%CE%AE%CF%81%CF%89%CE%BC%CE%B1-%CF%84%CE%BF%CF%85-ss-ourang-medan-%CE%B2%CE%AF%CE%BD%CF%84%CE%B5%CE%BF/>

<https://doryforos.gr/%CF%84%CE%BF-%CF%80%CE%B5%CF%84%CF%81%CF%89%CE%BC%CE%AD%CE%BD%CE%BF-%CF%80%CE%BB%CE%AE%CF%81%CF%89%CE%BC%CE%B1-%CF%84%CE%BF%CF%85-ss-ourang-medan-%CE%B2%CE%AF%CE%BD%CF%84%CE%B5%CE%BF/>

<https://doryforos.gr/%CF%84%CE%BF-%CF%80%CE%B5%CF%84%CF%81%CF%89%CE%BC%CE%AD%CE%BD%CE%BF-%CF%80%CE%BB%CE%AE%CF%81%CF%89%CE%BC%CE%B1-%CF%84%CE%BF%CF%85-ss-ourang-medan-%CE%B2%CE%AF%CE%BD%CF%84%CE%B5%CE%BF/>



## THE LEGEND OF PIZZOMUNNO AND CRISTALDA - ITALY

Istituto Comprensivo „Marconi-Oliva”, Locorotondo



### HISTORY AND ENGLISH

Vieste is a beautiful village on the Apulian coast, where the clear sea kisses the sand of the beaches and the warm colors of the sunset magically transform this land, making it the ideal place for a wonderful romance.

25 meters high, the rock of Pizzomunno stands on the coast, proud and powerful. Some people believe that sometimes the monolith disappears inexplicably. In the old days, the population of Vieste was mostly composed of fishermen. Among these fishermen, stood out for its strength, beauty and vigor, the young Pizzomunno. All the girls in the village loved him. He was tall, charming, friendly. His heart was only for the sea and for Cristalda, the most beautiful of the village. Her blond hair were like the sun, her skin was like a rose and her eyes had the same colour of the sea. An indissoluble love that aroused envy in the girls of the village... And not only that.

Every day, fascinated by its beauty, a group of mermaids tried to catch Pizzomunno's love with their songs, promising him power and eternity in their magical kingdom. But his love for Cristalda was so strong that he ignored them. Pizzomunno told them that his love for Cristalda was endless, it would have lasted even after their death.

While he was sitting on the beach in the loving arms of Cristalda, looking towards the sea, during the calm summer nights, they could hear the song of the Sirens in the distance. Pizzomunno laughed but something terrible was going to happen soon...

Refused by Pizzomunno and furious with him, the sirens decided that his love so pure had to be punished.

One night, the two lovers were embraced by the sea, looking at the stars. Suddenly, the sirens approached the two lovers and forcibly tore the beautiful Cristalda from the arms of Pizzomunno, chained her and dragged her with them at the bottom of the sea.

In vain Pizzomunno tried to reach Cristalda but his tiredness gradually drained his strength. The desperation for losing Cristalda took him and eventually petrified him... stuck, inanimate... becoming a rock forever. Seeing her beloved in the shape of a huge, immobile rock, Cristalda, chained and desperate, began to cry...

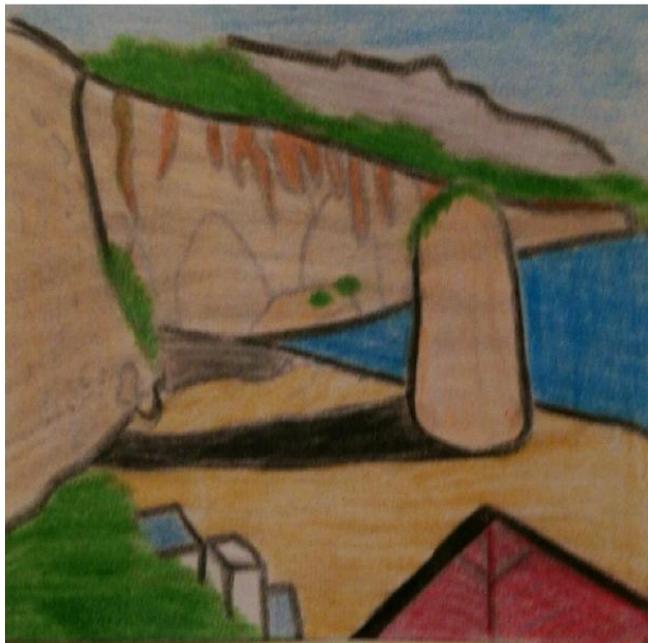
The sudden transformation of the young man and the desperate cry of Cristalda deeply



moved the sirens, who realized the pain they had caused. So the mermaids allowed them to embrace again, but only for one night every one hundred years. Since then, Pizzomunno returns human and Cristalda reemerges from the depths of the sea, on August 15<sup>th</sup> every 100 years, so that they can embrace and love each other again on their beloved beach.

If any of you, passing by that beach on the night of 15<sup>th</sup> of August (so they say) realises that Pizzomunno is not where it is supposed to be, then it means that it is a night of love, compassion and passion. A special night in which the two reunited lovers tighten up, aware that at dawn they will be divided for another hundred years.

They say that Cristalda was also a mermaid and that her love for Pizzomunno had provoked the envy and indignation of the sisters, who, jealous of her fortune, transformed the young man into a rock, allowing the two to be reunited only for one night every hundred years. The Rock of Pizzomunno is also linked to another story: they say that if you turn around the rock and make a wish, it will come true.



Painting by Maryam Valentini, class 2D



## **MUSIC - THE SONG: LA LEGGENDA DI PIZZOMUNNO BY MAX GAZZÈ**

**Tu che ora non temi  
Ignorane nel canto quel coro ammaliante  
Che irrompe alla mente e per quanto mulini  
Le braccia oramai non potrai far più niente  
Ma se ti rilassi e abbandoni il tuo viso  
A un lunghissimo sonno  
O mio Pizzomunno tu guarda quell'onda beffarda  
Che affonda il tuo amore indifeso  
Io ti resterò per la vita fedele  
E se fossero pochi, anche altri cent'anni  
Così addolcirai gli inganni delle tue sirene  
Cristalda era bella e lui da lontano  
Poteva vederla ancora così  
Con la mano protesa  
E forse una lacrima scesa nel vento  
Fu solo un momento  
Poi lui sparì al largo  
E lei in casa cantando, neppure il sospetto  
Che intanto da sotto la loro vendetta ed il loro lamento  
Perché poveretta già avevano in cuore  
I muscoli tesi del bel pescatore  
E all'ennesimo suo rifiuto  
Un giorno fu punito  
Ma io ti aspetterò  
Io ti aspetterò  
Fosse anche per cent'anni aspetterò  
Fosse anche per cent'anni  
E allora dal mare salirono insieme alle spiagge di Vieste  
Malvage sirene, qualcuno le ha viste  
Portare nel fondo Cristalda in catene  
E quando le urla raggiunsero il cielo  
Lui impazzì davvero provando a salvarla  
Perché più non c'era e quell'ira accecante lo fermò per sempre  
E così la gente lo ammira da allora  
Gigante di bianco calcare che aspetta tuttora il suo amore rapito  
E mai più tornato  
Ma io ti aspetterò  
Fosse anche per cent'anni aspetterò  
Fosse anche per cent'anni aspetterò  
Fosse anche per cent'anni**



**Io ti aspetterò  
Fosse anche per cent'anni  
Si dice che adesso e non sia leggenda  
In un'alba d'agosto la bella Cristalda  
Risalga dall'onda a vivere ancora  
Una storia stupenda**

**Compositori: Massimiliano Gazzè / Francesco Gazzè / Francesco De Benedettis  
Testo di La leggenda di Cristalda e Pizzomunno © Universal Music Publishing Group**

### **THE LEGEND OF PIZZOMUNNO**

**You who do not now fear  
in singing that haunting chorus  
that bursts into the mind  
and as far as Mills arms now you cannot do anything  
But if you relax and abandon your face to a very long sleep  
or my Pizzomunno you look at that mocking wave  
that sinks your helpless love  
I will stay for the faithful life  
and if they were few, even another hundred years  
so sweeten the deceit of your Sirens  
Cristalda was beautiful  
and he from afar could see her again  
so with his hand stretched  
and perhaps a tear fell in the wind  
it was only a moment then he vanished off  
and she in the house singing,  
not even the suspicion that meanwhile  
from under their vengeance and their lamentation  
Because the poor man already had the muscles of the beautiful fisherman in his heart  
and yet another rejection of his  
one day he was punished**

**But I'll wait for you  
I will wait for you even for a hundred years  
I'll wait for a hundred years  
And then from the sea went up together with the beaches of Vieste evil sirens,  
someone has seen them bring in the bottom Cristalda in chains  
and when the screams reached the sky  
he went mad really trying to save her because no longer was there  
and that blinding wrath stopped him forever**



And so people admire him since then  
giant white limestone still waiting for his love kidnapped and never returned  
But I'll wait for you  
even for a hundred years I'll wait  
Even for a hundred years I'll be waiting for a hundred years  
I will wait for you even for a hundred years  
It is said that now and not be legend In a dawn of August  
the beautiful Cristalda rises from the wave to live a beautiful story again

<https://youtu.be/hdOw1na3m4c>

## THE LEGEND OF TORRE DELL'ORSO - ITALY HISTORY AND ENGLISH

Legends of Puglia: The two sisters of Torre dell'Orso

This location is well known, thanks to its extraordinary beaches that attract millions of tourists every year. Here there are two very close rocks, called "The Two sisters". There were, in



fact, once two young maidens who one day decided to evade the efforts of the countryside; so they went to the beach of Torre dell'Orso. But one of the two leaned too far towards the sea, and fell into the depths of the abyss. The other dived to save her, but neither of them could get back to the shore. So the gods, moved with compassion, turned them into rock, and the two rocks are still there, among the many tourists who flock this wonderful beach every year.

## ART - THE MAKING OF MASKS

Material required:

- liquid glue (2 parts)
- water (1 part)
- newspaper sheets
- plastic mask
- cling film
- plastic bowl





**Procedure:**

**Dilute two glasses of liquid glue into a bowl with a glass of water and mix together.**

**Then add strips of paper into the liquid.**

**Cover the mask with cling film and add slowly the strips of wet paper over the mask.**

**Press gently.**

**Continue adding strips until the mask is fully covered.**

**Let it dry near on a radiator or at the sun.**

**Finally, when it is dry, remove the mask from its base and paint it as you like it.**



### ART - THE MAKING OF MASKS

**Material required:**

- liquid glue (2 parts)
- water (1 part)
- newspaper sheets
- clay
- varnish paint

**Procedure:**

**Students have taken pictures of all stony creatures featuring our historic centre. They printed their pictures and then made masks out of them. The material used are clay, paper, glue, varnish.**





## **PUGLIA - ITALY**

### **GEOGRAPHY**

Apulia is a region in Southern Italy bordering the Adriatic Sea to the east, the Ionian Sea to the southeast, and the Strait of Otranto and Gulf of Taranto to the south. The region comprises 19,345 square kilometers (7,469 sq mi), and its population is about four million.

It is bordered by the other Italian regions of Molise to the north, Campania to the west, and Basilicata to the southwest. Across the Adriatic and Ionian Seas, it faces Albania, Bosnia-Herzegovina, Croatia, Greece, and Montenegro. Its capital city is Bari.

Apulia's coastline is longer than that of any other mainland Italian region. In the north, the Gargano promontory extends out into the Adriatic like a 'sperone' ('spur'), while in the south, the Salento peninsula forms the 'tacco' ('heel') of Italy's boot.<sup>[3]</sup> The highest peak in the region is *Mount Cornacchia* (1,152 meters above sea level) within the Daunian Mountains, in the north along the Apennines.

It is home to two national parks, the Alta Murgia National Park and Gargano National Park

Outside of national parks in the North and West, most of Apulia and particularly Salento is geographically flat with only moderate hills.

The climate is typically mediterranean with hot, dry and sunny summers and mild, rainy winters. Snowfall, especially on the coast is rare but has occurred as recently as January 2019 (following on from snow in March 2018 and January 2017). Apulia is among the hottest and driest regions of Italy in summer with temperatures sometimes reaching up to and above 40 °C in Lecce and Foggia.

The coastal areas, particularly on the Adriatic and in the southern Salento region are frequently exposed to winds of varying strengths and directions, strongly affecting local temperatures and conditions, sometimes within the same day. The Northerly Bora wind from the Adriatic can lower temperatures, humidity and moderate summer heat while the Southerly Sirocco wind from North Africa can raise temperatures, humidity and occasionally drop red dust from the Sahara. On some days in spring and autumn, it can be warm enough to swim in Gallipoli and Porto Cesareo on the Ionian coast while at the same time, cool winds warrant jackets and sweaters in Monopoli and Otranto on the Adriatic coast.

#### **Lesson Plan Steps:**

- 1. Draw a map of the Region**
- 2. Draw the crest of the Region**
- 3. Highlight the Region borders**
- 4. Find the main rivers on the map**
- 5. Find the main lakes on the map**
- 6. Find the main plains on the map**
- 7. Name all these features on your map**
- 8. Write about the typical climate in the Region according to the seasons**



9. Draw a mind map of the plains in the Region

10. Name a famous feature of the Region

Answer the following questions:

1. What is the capital city of the Region?
2. What are the provinces of the Region?
3. Can you define what a landscape is?
4. What is the difference between natural landscape and urban landscape?
5. Can you name some kinds of coastlines?

## FIVE THE MOST HAUNTED PLACES IN POLAND

Szkola Podstawowa nr 10 w Rzeszowie, Rzeszow



### CASTLE OF CHEĆCINY

There is the ghost of a white lady in the castle of Chećciny. It was connected with Bona Sforza, the Queen of Poland. She died in the 16th century. After Bona Sforza had migrated to Poland from Italy, she hid some treasures in this castle, for example in the chambers.. It is believed that she comes and looks for those treasures even nowadays.



### CHOJNIK CASTLE

This castle is situated on a top of a mountain. A great number of battles were fought nearby. The fortified hillfort was burnt down by a thunder. Hans Ulrich Schaffgotch is said to be the last owner of this castle. He was killed in 1645 after being accused of betraying the ruler. A long time ago people started observing the shadow of a rider on a horse, appearing from dark mist during the night hours. It's suggested keeping guard upon the castle by Hans Ulrich. And he will never stop doing this.





### THE CASTLE IN DARLOWO

This castle is haunted by the ghost of Duchess Sofia who can be seen in a long, silk, white dress, wearing golden flat shoes. The duchess walks very carefully, without making any noise. You can see her holding a candle and guarding the castle. Sofia was the wife of Duke Eric II, of the Pomeranian dynasty of Gryfit. She was a powerful and a very wise woman. She lived in the second-half of 15th century and loved this castle. She used to control everyone and everything surrounding her.



### CASTLE OF DRZEWICA

The castle is haunted by nuns. According to the legend, they make noises at night. Many people have confirmed noticing these group of women. The women wear dark-coloured, long clothes. They can be seen walking around this place, holding candles, and marching towards the castle's gate.



### THE CASTLE OF GRODZIEC

The ghost that haunts this castle was cruel to people. However, he changed his behaviour after meeting a red ghou. He gave away all his riches to the poor and let the castle's prisoners go free. You can see him as a skeleton disguised in an armour, with his body covered with tongues of fire. The red ghou normally appears when something bad is done to people. He always attacks people who harm vulnerable ones.





## THE WILANÓW PALACE - POLAND

It is situated near Warsaw, the capital of Poland. In 17th century it was a residence of the King John Sobieski III and his beautiful wife Marysieńka, the Queen.



Both of them loved the Greek mythology. At present there are a great number of paintings, sculptures in many rooms and corridors of this palace.

In the Queen's bedroom a mythical animal, hippokampoi is presented. There is also a figure of Sphynx not only in this room but in a splendid park as well.



There are sculptures of four gods of winds in the magnificent dining room ('the Large Hallway'). Four elements: water, fire, earth and air are shown, too.

The term *gargoyle* applied to some means of water diversion. In the ancient Greek architecture, gargoyles showed little variation, typically in the form of a lion's head. Similar lion-mouthed water spouts were seen on the Greek temples, modelled in the marble. A splendid example of this are the 39 remaining lion-headed water spouts on the Temple of Zeus. Originally, it had 102 gargoyles, but according to the heavy weight (they were crafted from marble), many of them collapsed and had to be replaced.

During building of the Wilanów Palace the gargoyles were used as a water system.





## THE GREEK MONSTERS

Echidna was a half-woman, half-snake creature in Greek mythology, also known as the "mother of all monsters". She was a human meat eater, always claiming blood. She was the wife of Typhon. Both she and her husband were the children of Gaia and Tartarus. The examples of the most famous children of Echidna and Typhon were Cerberus, the three-headed hound who guarded the gates of the Underworld; the Lernaean Hydra, the multi-headed serpent that grew two heads if one was cut off; the Gorgon sisters, the best known being Medusa; and the Chimera, a creature that had the heads of a lion, a goat and snake.

Typhon was considered the deadliest monster in Greek mythology. Typhon was known as the "father of all monsters". Typhon was a fire-breathing dragon who had one hundred heads that never slept. He was a half hairy man, his legs were a snake pit. He was taller than mountains. When he spread his shoulders, they were from the east to the west of the globe. Typhon confronted Zeus in their first battle. He managed to depose almost all of the Olympian gods and tear out Zeus' tendons. Hermes got the tendons back and gave them to Zeus, who threw his lightning bolts against Typhon. He finally trapped him forever under the Mount Etna.

## SEA BOGEYS

Ceto ("sea monster") was a sea goddess in Greek mythology, the daughter of Gaia and Pontus. Keto and Phorcys had monstrous children.

Many various mythological beings referred to as ketos. This is a general term for "sea monster" ("sea bogeys") in Ancient Greek.

Kraken in the Greek Mythology was a Seamonster of tremendous size and strenght. It was a child of the titan Oceanus and Keto. Its tentacles were huge enough to be able to pull ships under the water and destroy cities. The creature possessed an amazing endurance. In addition the tentacles were armed with many sharp teeth. The creature was a splendid swimmer.

Kraken was considered to be similar to both giant crabs and whales. In later versions, kraken was described as a giant creature resembling an octopus.

In the Greek mythology, Charybdis was a sea monster, once a beautiful naiad and the daughter of Poseidon and Gaia.

She took a form of a creature whose face was all mouth. Arms and legs were flippers and swallows huge amounts of water three times a day before belching them back out again, creating whirlpools. Charybdis was very loyal to her father in his disagreement with Zeus. She won so much land for her father's kingdom that Zeus became envy and changed her into a monster.



## SKOLOPENDRA

Skolopendra is the largest of Sea-Monsters. It is a child of Keto and Phorkys. The Skolopendra has hairy nostrils, a flat crayfish tail and rows of webbed feet.

The Ketos Aithiopios Sea Monster was sent to Ethiopia. The kingdom's queen, Kassiopeia was compared in her beauty to that of Aphrodite. Aphrodite was jealous and complained to Zeus.

He told Poseidon to send the monster to terrorize the kingdom. The land's king, Kepheus went to Delphi. The only way to get rid of the monster was to sacrifice Kepheus and Kassiopeia's daughter Andromeda. The king and queen chained her to a rock and waited for the monster to come. While they were waiting, Perseus arrived and learned of the horrible fate of Andromeda. Perseus had come back from killing Medusa and taking her head. When the monster Ketos Aithiopios arrived to claim its victim, Perseus removed from his sack the head of Medusa. The monster was changed into stone. Perseus freed Andromeda and married her.

## HIPPOKAMPOI

Hippokampoi are horses of the sea. Poseidon's chariot is pulled by four giant Hippokampoi.

The hippokampoi is a creature which has the frontparts of a horse and the rest part of a fish. They are often shown pulling the chariot of Okeanos or Poseidon. They are also often shown riding on the back of a single hippokampoi.

The Ketos Troias or Trojan Sea Monster was a gigantic sea monster sent by Poseidon to Troy as a punishment because King Laomedon refused to pay for Poseidon's building the walls of Troy. When the Argonauts got blown off course they came across the monster and Herakles exterminated the beast. There are two myths of how he managed to kill it. He either shot arrows at it or he used two large fish hooks to make the monster be dead.

## THE TELKHINES

THE TELKHINES (Telchines) were four mysterious sea-god magicians and smiths native to the islands of Keos (Ceos) and Rhodes. They invented the art of metal-working - the magical trident for Poseidon. These strange sea-daimones were sometimes described as having the heads of dogs and fish-fins for hands.

## SCYLLA

Scylla was a beautiful girl. One day while she was sitting at the seaside, among rocks, combing golden hair, Glaucos noticed her. At first he was a mortal man – a fisherman but



because of tasting some grass he became a sea figure. He fell in love with Scylla and wanted to marry her. She was very proud and refused him. He was sad and went to an enchantress Circe to ask for a love potion. Circe fell in love with a handsome Glaucos. He didn't care about her. So Circe was jealous and gave him a magical beverage. Glaucos poured mixture into a fountain where Scylla used to take a bath. When a girl came into water she was surrounded by monsters. They stuck to her body, changing her to a sea bogey. Scylla had six dogs' heads. There were three rows of teeth in each head. Scylla roared like a lion, thus she was heard from a long distance. The monster had twelve paws and ate everything – people, dogs, dolphins. The body was hidden in a cave contrary to the heads, which leaned out.

### LEARNING ACTIVITIES

1. What is the mother's of all monsters name?

- a) Hera
- b) Echidne
- c) Athena

2. Hippokampoi is the kind of:

- a) Sea Horse
- b) Spider
- c) Wolf

3. What is the father's of all monsters name ?

- a) Typhon
- b) Oceanos
- c) Boreas

4. Glaucos fell in love with:

- a) Charybdes
- b) Demeter
- c) Scylla

5. What was Perseus keeping in his sack to help Andromeda?

- a) Winds
- b) the head of Medusa
- c) sand

6. Charybdes was a sea monster, who swallowed huge amount of water before belching them back out again, without creating whirlpools.

- a) False
- b) true



**7. What did the most dangerous monster, Kraken do?**

- a) It rested from time to time
- b) It changed itself into a giant crab
- c) It pulled ships under water and destroyed cities.

**8. The body of Scylla was hidden into a cave contrary to the heads, which leaned out.**

- a) false
- b) true

**9. Zeus finally trapped Typhon under:**

- a) The mount Etna
- b) The Mount Blanc
- c) The mount Olympus

**10. Chimera was a creature with the heads of:**

- a) lizards
- b) A lion, a goat and a snake
- c) A Dog and a black panther



## THE LEGEND OF PEDRO AND INÊS - PORTUGAL

Agrupamento de Escolas Dr. Mario Sacramento, Aveiro



In the 14<sup>th</sup> century, the Portuguese king Afonso IV had the priority of protecting the country's borders with Spain. In order to do that in a more effective manner, he arranged the marriage between his son, Pedro, and Constança, the Castilian king's daughter. The marriage took place and Constança moved to Portugal to live with her husband.

Constança came in the company of Inês de Castro, her maid, a beautiful woman, and they started to live in Coimbra, in the land that is today St. Claire's Convent. As soon as he met Inês, Pedro fell in love with her... and she with him. However, it was a forbidden and unaccepted relationship.

Nevertheless, Pedro and Inês started meeting on the woods close to the convent, near some water spring sources. They kept on meeting for years, regardless of Pedro's marriage and they had children. The king was not very happy about it and tried to convince his son to stop seeing Inês; he was unsuccessful...

In 1345, Constança died of natural illness, leaving Pedro free of his marital bonds. From that moment on, he started living with Inês in the palace, as if they were a married couple. They were very happy and all seemed to go well for them.

However, the king was still unsatisfied with the situation. The noblemen and the people were very suspicious of Inês's influence with the future king and, in a sudden moment of despair, Afonso IV ordered Inês to be assassinated.

One afternoon in 1355, when Pedro was out of the palace for a few days, the assassins went to Coimbra and met Inês by one of the water sources where she and Pedro used to meet. Although she was in the company of her three little children, the assassins had no mercy and killed her, as well as her children, by the water spring, which became known as Quinta das Lágrimas (Tear Farm) to express the sadness and the cruelty of her death.

When Pedro returned and discovered what had happened, he went into a spiral of despair, starting a rebellion against his father. In 1357, he became king of Portugal and exercised his vengeance by having all the assassins killed. The legend says that he then ate their hearts, earning him the name "The Cruel".

Alleging he had married Inês while she was still alive, he enthroned her queen of Portugal and, in 1360, moved her corpse to the Monastery of Alcobaça, where two beautiful tombs had been built facing each other, so that they would be able to see each other on the day they met their final divine judgement...



### READING/WRITING

Answer the following questions about the legend:

1. Why did Constança and Pedro get married?

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2. What was Inês's original function?

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3. What kind of relationship did Inês and Pedro have? How did it change after Constança's death?

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4. Why was Inês assassinated?

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5. How did Pedro react? What did he do?

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6. Comment on Pedro's reaction while Inês was alive and after her death. What kind of person did he seem to be?

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7. After having visited Quinta das Lágrimas in Coimbra, talk about your experience.



## PORTUGUESE LITERATURE

The legend you have just read talks about a romantic and tragic episode in Portuguese history. Luís de Camões, in *The Lusiads*, talked about this episode in Canto III, st. 118 to 135.

1. Refer to this episode in relation to its situation in the structure of the poem.

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2. What type of narrator do you find in this episode? Who is the narrator?

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3. In stanza 119, the subject addresses “Love”. Why does that happen?

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4. Look at stanzas 120 and 121. How would you describe Inês’s state of mind? Take from the text expressions that signal the imminent tragedy.

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5. Identify the figures of speech present in verse 1 of stanza 123 and verse 3 of stanza 127. Why are they specifically used?

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6. In stanzas 126 to 129, Inês directly addresses the king. Which arguments does she present in order to convince the king not to have her assassinated?

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7. Which alternative does she offer to avoid her death?

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8. In a short text, explain why this episode appears in Luís de Camões's epic poem given the context of the work.

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## HISTORY

The legend takes place in the first centuries of Portuguese nationality.

1. What was the name of the first Portuguese king and when did he become a king?

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2. The first dynasty of Portuguese kings had nine kings. Name them.

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3. In the 14<sup>th</sup> century, Portugal had already established its definite borders. Which king was responsible for that?

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4. Being neighbors, Portugal and Castille had always had a history of battles and wars as well as of allegiances. Name two episodes in Portuguese history where you can see this rivalry or allegiance.

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5. Why would Pedro marry a Castillian noblewoman? Comment on the geopolitical reasons behind this decision.

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6. Why was Coimbra an important city in 14<sup>th</sup>-century Portugal?

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7. Speculate on how this episode may have influenced the outcome of the 1383 crisis.

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### CIVIC EDUCATION/ETHICS

The story of Pedro and Inês raises some important issues about personal relationships.

1. How do you feel about Pedro's illegitimate relationship with Inês?

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2. Do you think Pedro truly loved Inês? Why?

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3. How important is love in a person's life?

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4. Bearing in mind the historical contextualization of the story, do you think Inês's assassination was the correct solution? What would you have done differently?

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## BIOLOGY

In the context of the love story between Pedro and Inês, you have visited Quinta das Lágrimas in Coimbra.

1. Name some of the trees you have observed.

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2. Explain the importance of water for Pedro and Inês's love story and why this place became so important in their relationship.

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3. During the visit you were able to see two types of garden. Which are they?

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4. Explain the differences between those two types in terms of design and plants.

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## ARTS

After reading about the story of Pedro and Inês and after the visit to Coimbra, you are going to create a comic influenced by this story. Write down the script and do the storyboarding of the narrative you are going to illustrate.

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## THE MYTH OF THE DULF (THE DOLPHIN) - ROMANIA

Școala Gimnazială “Ion Băncilă”, Brăila

**IonBăncilă**  
ȘCOALA GIMNAZIALĂ

“The Black Sea Dulf,  
When he arrives at dusk,  
From the wind,  
On the ground,  
Jumps into the apple tree,  
And eats at his will.  
”Don’t eat,  
Don’t spoil them,  
Don’t damage the leaf”,  
The apple tree started wining.  
Desperate, the tree started crying for help:  
The apple tree started wining,  
Crying in a loud voice:  
”Who in the world would be able,  
To shoot an arrow at the Sea Dulf?”

A young man hears the apple tree’s cry for help, takes his bow and a “secret” arrow and starts lurking. The Dulf comes again, to feed on the apples, and the young man prepares to aim at the thief, but...

Dulf found out  
And told him:

”Niță, don’t shoot your arrow,  
For you’re trying in vain,  
You can’t kill us,  
For we are nine brothers,  
All of us shot by arrows,  
But none of us died,  
For we hid into the sea”.

TRANSLATED TEXT: (the Romanian version - sources: <http://epochtimes-romania.com/news/marea-si-legendele-ei---168415> and <http://www.radioconstanta.ro/2014/12/19/audio-dulfonul-duhul-marii-in-colindele-din-satul-tulcean-razboieni/>)



## BIOLOGY AND GEOGRAPHY

1. Watch the PowerPoint presentation “The Black Sea – home of the Dulf” and apply what you have discovered in order to solve Task 2.

2. Read Anex 1 and solve the following tasks:

a. Mention the real name of the mythological Dulf.

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b. Indicate the environment the Dolphin lives in.

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c. Discover and name the Dulfes that live in the Black Sea.

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d. Indicate 3 characteristics of the environment that favour the existence of the Dulf.

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e. Mention how the Dulf moves. Name the adaptations to this way of moving.

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f. Indicate what the Dulfes feed on by comparing the myth to the scientific facts.

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g. Present curiosities that have caught your attention regarding the dolphins.

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f. Modify the last stanza about the Dulf in order to make it true!

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g. Build the Dulf's house using the materials put at your disposal on the desk and the information you have just found out by solving the items a-f.

### ICT

Using the Paint programme, draw the character the Dulf of the Black Sea and the enchanted apple tree which grows on the bottom of the sea, as they are depicted by the Dobrudgea carols. Use information from the Internet after you check the copyright specifications.

1. Use straight lines and curves to draw the body.
2. Using the pencil function, draw the eyes, the wings. Then, with the transparent selection, select/copy/paste/rotate/reshape the Dulf to obtain a family.
3. Colour the Dulf's in different colours.
4. Use the brushes or/and other shapes to decorate the drawing.
5. Insert elements that might suggest the attributes of this character
6. Save the image with the title Dulf\_Ro

### MATHEMATICS - THE MYSTERIES OF THE WATERS

1. On the bottom of the sea, Poseidon discovers an amphora on which it is engraved: XUPIRBHYH. Out of curiosity, he goes to Athena, the goddess of science, who gives him the following directions:

“In order to decode each letter in this message, one must:

- find its place within the alphabet (1 is A, 2 is B, etc.);
- multiply that number by 3;
- add 7 to the result;
- calculate the remainder of the Euclidean subtraction of this last result to 26;
- associate this remainder to its corresponding letter within the alphabet (A is 1, B is 2, etc.)”

Decode the inscription engraved on the amphora.

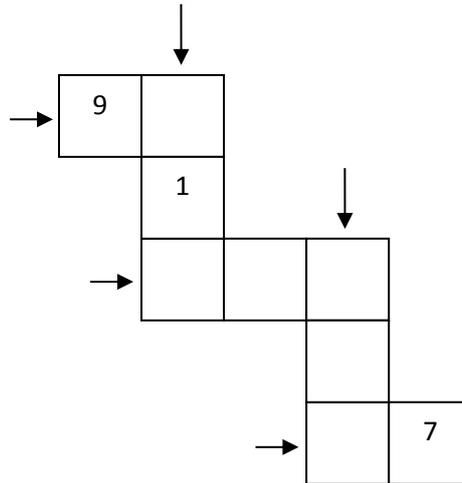
#### 2. The Magic Grid

Complete each empty box of the grid, taking into account that:

- The grid must contain all the whole numbers from 1 to 9;



- The sum of the numbers on each line and each column signaled through an arrow must be the same.



### LANGUAGE AND LITERATURE

Read the following text and answer the questions:

1. Extract from the text a derivative word with a diminutive suffix.

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2. Establish the syntactic function of the following words: *cranberry*, *earth*.

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3. Establish the morphological value of: *leaf*, *to scream*.

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4. Extract from the text two words without syntactic function.

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5. Name the gender and the case of: *wind, them*.

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6. Write an essay, about 15-30 lines, with the following title: “The dolphin and the sea”.

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### LANGUAGE AND LITERATURE

1. Give examples of words that indicate the time and the place of the action, based on the given text.

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2. Write two main ideas of the text.

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3. Is the mythical dolphin a positive or a negative character? Justify.

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4. Fill in the following chart based on the given text.

I. WHAT CAN YOU SEE	III. HOW DO YOU FEEL
II. WHAT CAN YOU HEAR	IV. SHARE A PERSONAL EXPERIENCE RELATED TO THIS TEXT





6. Make a drawing inspired by the text.

7. Write a continuation of the text, either in verse or in prose.

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8. Make up a dialogue between Nita and the Dulf (6 – 8 lines).

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9. Make up a survival “recipe” for the Dulf.

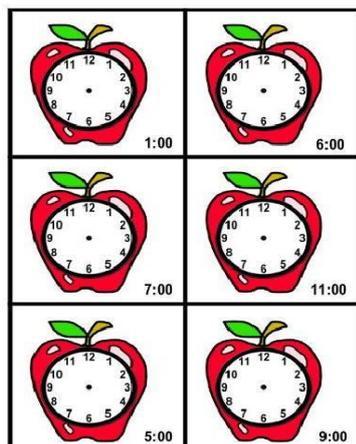
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**SCIENCE & ARTS - 1<sup>st</sup> grade – PRIMARY LEVEL**

1. Set the times on the clocks to discover when the Dulf (Dolphin) stole the apples.





2. Complete the statements:

The dolphin lives .....

The dolphin is part of the category of animals called .....

3. Draw the Dulf as you think it looks like, in its appropriate environment.

**LITERATURE, SCIENCE & ARTS - 3<sup>rd</sup> grade - PRIMARY LEVEL  
LITERATURE**

*The golden fish*

*Helene A. Guerber*

Once there lived a poor fisherman and his nagging wife. One day, the fisherman went to the sea and caught a golden fish. The fish pleaded, “Oh, please let me go! I am the king of the sea! I will grant you any wish!” The fisherman was surprised to see the golden fish, and let it go. He went home and told this to his wife and she became angry. She said, “You fool! You should have asked for a new bathtub! Haven’t you seen how bad our old one is?” So, the fisherman went to the sea again and told the golden fish about his wife’s wish. When he came home, he found a brand new bathtub, but the greedy wife was not happy. She ordered, “Go to the fish again and ask him for a big house now!”

The fisherman was scared of his wife and he went to see the golden fish again. When the fish heard about the new wish he said, “I will grant you the wish because you are kind. Go, be happy!”

When the fisherman reached home, he found the wife in a palace wearing expensive clothes. But the ungrateful wife was still not satisfied and ordered, “Go find that fish right now and ask him to make me the queen of this world! Go!”

The witless fisherman ran to find the fish. However, this time, the little golden fish did not appear. Suddenly, there was a flash of lightning and a bolt of thunder. He ran home to find that the golden fish had taken back all the wishes. The fisherman realised that if he had not listened to his greedy wife, they would not have lost the bathtub or the palace and would have been very rich.

Work tasks:

1. Read the text carefully.

2. Fill in the sentences with the information from the text:

a) The fisherman went to the sea and caught .....



- b) The fisherman was ..... to see the golden fish, and .....
- c) He went home and told this to ..... and she became .....
- d) The fisherman went to the ..... again and told the golden fish about his .....
- e) When the fisherman reached....., he found the wife in a .....wearing .....
- f) The fisherman realised that if he had not listened to his ....., they would not have lost ..... or ..... and would have been very rich.

**3. Opposite words:**

- |                |                |
|----------------|----------------|
| poor - .....   | greedy - ..... |
| angry- .....   | bad - .....    |
| appear - ..... | kind - .....   |

**4. Write the plural form:**

- |               |                 |
|---------------|-----------------|
| palace -..... | fisherman-..... |
| fish - .....  | wish-.....      |
| wife - .....  | queen-.....     |

**5. Answer the questions:**

a) Who caught the golden fish?

\_\_\_\_\_

b) What did he do with the fish?

\_\_\_\_\_

c) Which was the first wish?

\_\_\_\_\_

d) What happened with the palace at the end of the story?

\_\_\_\_\_

**6. Ask questions:**

1. Q .....  
The fisherman's wife was greedy.

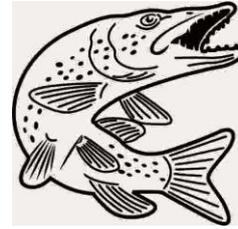
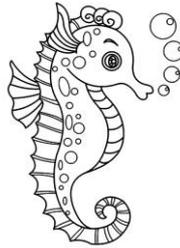
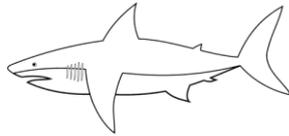
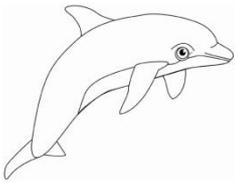
2. Q .....  
The fisherman caught a golden fish.

3. Q .....  
All the wonderful gifts have disappeared.



**SCIENCE**

1. Match the picture with the name:



LUCE

DOLPHIN

CATFISH

SHARK

SEAHORSE

2. True or false ?

- a) A dolphin is a mammal.
- b) The luce's mouth has no teeth, so it swallows the prey.
- c) The fish's body is slippery to swim easier.
- d) Large fish eat small fish.
- e) A catfish has two mustaches.

3. Complete the sentences:

- a) Fish feed on with.....
- b) A fish has the body covered with.....
- c) The fins help the fish to.....
- d)..... is a mammal that lives in the aquatic environment.
- e) The fish breath through the.....

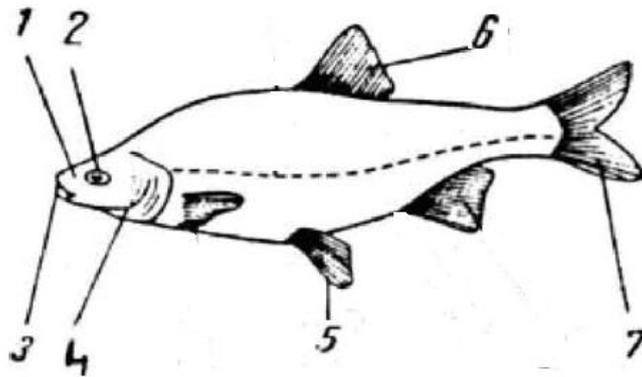
4. Find the words: shark, dolphin ,catfish, whale, seahorse, salmon

D	C	E	S	R	A	D	I	R	V
R	A	D	O	L	P	H	I	N	A
I	T	B	V	S	A	V	S	C	T
U	F	D	S	A	L	E	I	H	S
T	I	O	M	V	B	R	N	D	N
E	S	E	A	H	O	R	S	E	E
N	H	S	A	L	M	O	N	A	T
A	E	C	E	U	D	E	L	D	A
V	M	O	S	H	A	R	K	C	I
N	B	S	B	S	D	A	I	U	S
D	V	M	P	A	R	T	T	C	I
W	H	A	L	E	C	D	S	A	P



**5. Write the body parts of a fish:**

- 1....., 2....., 3....., 4.....,  
5....., 6....., 7.....



**ARTS**

**Draw a fish, paint it and stick scales using coloured paper.**





**CIVIC EDUCATION, LITERATURE, SCIENCE, MATHS, ARTS - 3<sup>rd</sup> grade –  
PRIMARY LEVEL**

**CIVIC EDUCATION**

**TASK:**

On behalf of the “Save the Dolphins” Organisation, make a poster through which you should warn against the danger the dolphins in the world live in. Use images, slogans, symbols meant to render the public opinion sensitive.



**LANGUAGE AND LITERATURE**

1. Use the given words and expressions to create a composition entitled  
*Dulf, the saviour dolphin*

storm, fishing boat, deck, sailors, John, skipper, huge waves, danger, saved him, accompanied, Dulf

2. Find the appropriate rhyme!

**DULF**  
Pe marea învolburată,  
Cum călătoreau .....  
Marinarii au văzut  
Un chip .....  
Era Dulf, delfinul care,  
L-a salvat pe John din .....  
A venit ca să-i salute.  
Niciodată să nu-l .....  
Era chiar de necrezut  
Cum din mare-a .....  
- Mulțumim, că ai salvat,



De la moarte un.....  
 Ca să le facă pe plac,  
 Dulf sărea până și-n .....  
 Iar la urmă, cu plăcere,  
 Le-a spus chiar “la.....”  
 Se-nțelege, o să vorbească  
 În limba lui “.....”

**SCIENCE**

Use the Internet to find out 6 things about dolphins.

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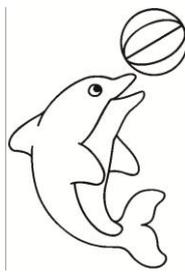
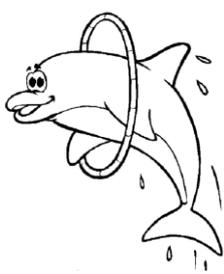
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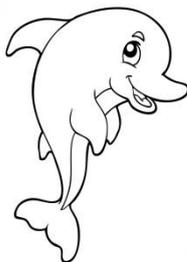
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**MATHEMATICS**

Set in an ascending order the fractions, beginning with the dolphin that is jumping through the hoop!



Fotofixi



.....  
 .....

.....  
 .....

.....



## ARTS

Use as many techniques as possible ( cutting, sticking, weaving, stringing) in order to create the work "THE WONDERFUL WORLD OF THE DOLPHINS".

### THE CURSED GIRL OR AKMEN BRIDE'S STONE - LITHUANIA

Siauliu Dainu Progimnazija, Siauliai



The cursed girl or Akmens bride's stone - a boulder in the territory of Varėna district municipality, in Akmenis village, near Varėna-Valkininkai old town. Archaeological monument.

The stone is 1,15 m high. An iron cross was attached to the top of the stone and a hole was carved to fill the consecrated water. Until the 20<sup>th</sup> century the Stone of Cursed Girl was high demande by pilgrims, expecially on the tenth Friday after Easter.



## GEOGRAPHY – STONES

Since ancient times, stones have had their purpose and distribution. Generally, field stones are divided into size, shape, special marks and color.

Working stones do not have special characters, colors or shapes or are cut. Used in house construction for walls, fences, pavements.

Dark stones with one sharp side, often still with some symbol or cross, were considered power stones. They were used for foundations or at least one was placed on the



wall.

Ritual stones are interesting shapes, drawings, can be with crosses or other symbols, constellations. Rituals can also be called stones with holes. The place to build them is usually carefully chosen to open up their energy.

Crumbling stones were not and should not be used.

Sleek multicolored, usually light stones are carriers of harmony. Large stones in this direction radiate peace, smaller ones can be used for stoning practices.

Pentagram-shaped stones were previously used in rituals, such as providing strength and protection from environmental influences.

Triangular stones are suitable for home protection, smaller stones - for stone paving practices, to direct energy.

Pebbled stones were used as rituals in ancient times and can now be placed next to a house. Their energy is calm and stable.

1. What kind of stones are used for home protection?

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2. What kind of stones should be not used at all?

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3. What kind of stones can be with crosses or other symbols?

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4. What kind of stones energy is calm and stable?

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5. What kind of stones are used in house construction for walls, fences, pavements?

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6. What kind of stones were used for in rituals previously?

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## **ELEVEN PLACES WHERE YOU CAN MEET GHOSTS IN LITHUANIA**

### **1. GHOSTS OF RADVILONIAI MANOR, RADVILISKIS D.**

The old Radviloniai manor was named in honour of the nobleman Radvila. It is said that he was the first to enter the at the time nameless village while hunting in the forests of that area. In the 19th-century the manor had become the residence of an offspring from the famous Ropa family. Huge celebrations took place here, ladies in hats walked along the park paths, and the inhabitants of the manor sat at the magnificent fireplaces. However, after a long period of prosperity, the manor lost inhabitants, and later its' charm began to decline. Fortunately, the meticulous hostess who acquired the house in 2006 has restored its' spirit and claims to be often receiving curious visitors. At night, the ghosts of the owners that lived in the manor still wander in once in a while. But according to the hostess, both she and the ghosts agree well. Is that true or a myth? The current owner of the manor invites you to see it for yourself.

### **2. BERŽĖNAI MANOR, WHERE SPIRITS WHISPER, BERŽĖNAI, KELMĖ DISTRICT.**

The thriving romantic neo-Gothic palace stands in the Samogitian region. It has a magnificent interior, a library, a conservatory, Gothic cabinets with a fireplace, artworks by Western European artists and even 19th-century porcelain and earthenware from China that once belonged to Counts Čapskis. People assert that the life of Beržėnai manor was interrupted by an unreasonable reconstruction, which dragged the building into bankruptcy. Fortunately, some of the valuables found in the interior of the manor house have been preserved, and now quietly rest in the country's museums. But the magnificent palace continues to decay sadly hidden in the dense autumn leaves. The manor has become a ghost house, and the courageous visitors say that they hear whispers of ghosts inside the mansion every time.

### **3. ROMANTIC GHOSTS IN SIESIKAI CASTLE, UKMERGĖ DISTRICT**

Those looking for a romantic adventure filled with adrenaline will like Siesikai Castle. According to the story, many years ago, the young wife of one of the Dukes of Daumantas fell in love with a knight from a foreign country. There is a belief that at night she would escape from the castle and rush to secret dates on the shores of Lake Siesikai. After learning about the betrayal, the duke became so angry that he sentenced his wife to a ruthless verdict — to immure her in the castle tower. Locals say that on nights you can see the princess walking by the lake, where she is waiting for her beloved.

### **4. SPIRITS OF KAUNAS DUNGEONS, KAUNAS**

According to the old legends, under the pavement of Kaunas city lies a well-developed underground labyrinth, connecting many buildings of the Old Town. People say that the Grand Duke of Lithuania Vytautas escaped from the Crusaders in one of the dungeons. Ghosts and the ringing of chains can still be experienced in Kaunas, during a tour. And while locals say the experience is not too frightening, it must be acknowledged that facing the spirits



of the dungeons and the unusual atmosphere still requires courage.

### **5. MYSTERIOUS TUNNELS OF OLD KĖDAINIAI**

If the encounter with ghosts seems a little too scary for you, but curiosity does not leave you alone, take a look at the mysterious dungeons of Kėdainiai, which hide many legends. People assert that there are many tunnels under old Kėdainiai, which can be used not only for walking, but also to move from one side of Nevėžis river to the other side, or to reach a park. Rumour has it that the vaulted tunnel from the Evangelical Reformed Church leads to the basements of St. George's Church, where the remains of the Crusaders who defended themselves against Lithuanian attacks, are buried. Their weapons and armour are hidden. Historian Vaidas Banyšius leads the excursions in the tunnels.

### **6. BELVEDERE MANOR, JURBARKAS DISTRICT**

On the high bank of Nemunas river, you can see the magnificent Belvedere manor house. This palace was built in the 19th-century according to an Italian villa design by an architect Pierre de Rosio. During the interwar and Soviet years, various educational institutions operated here: agricultural, dairy farming and beekeeping technical schools. By the way, the Belvedere manor is now open to the general public, although it radiates an aura of former majesty and luxury, the house retains a mystical atmosphere. People say that when walking in it, shivers in fear are often dancing on the body.

### **7. THE NOSTALGIC BISHOP, KRETINGA**

Locals say that Bishop Ignas Masalskis haunts the Kretinga manor. There is a belief that in the 18th-century he was the owner of the mansion, and renovated it. He ordered the construction of brick houses in the city, planted an orchard in the manor, and decorated the road from the house to the church with linden trees. People assert that the bishop brought some exotic plants to Kretinga, which decorated manor's winter garden. According to the locals, Masalskis liked it here so much that he still wanders quietly in the corridors of the manor.

### **8. ČIČINSKAS HILL, PANEVĖŽYS DISTRICT**

In Upytės hill, commonly known as Čičinskas Hill, stood a castle and Lake Vešeta, famous for stories about the wicked Mr Čičinskas. The man lived here and was cruel and angry and abused his subordinates. Many legends were born because of the hollow space and swamps in the castles' site. According to one of them, once on Christmas Eve, Čičinskas set fire at the nearby village with his evil friends. But on Christmas Day, a thunderstorm struck the clear sky and killed the cruel man. People say that after the manor began to sink in the open swamp, it disappeared in seven years. As locals say, people still hear bulls, singing roosters and other horrible sounds from the sunken manor at night.

### **9. STEPS OF THE CRUEL BARON, PAKRUOJIS D.**

The Pakruojis manor, once ruled by Baron von der Ropo, could also be included in the



category of ghost mansions. The rich man, famous for his wealth and cruel deeds, was nicknamed Herman the Cruel, as he tortured the serfs. The belief is that since then, strange footsteps are often heard in the palace, lamps go out on their own or light up, doors and windows open. The museum located in Pakruojis manor has a torture room inspired by the stories about the baron, who ruled the manor.

At present, a panopticon is also open in Pakruojis manor. There is a collection of strange objects and luxurious artefacts that tell the dark side of the life of the rich.

### 10. NORVILIŠKĖS CASTLE, SALCININKAI DISTRICT.

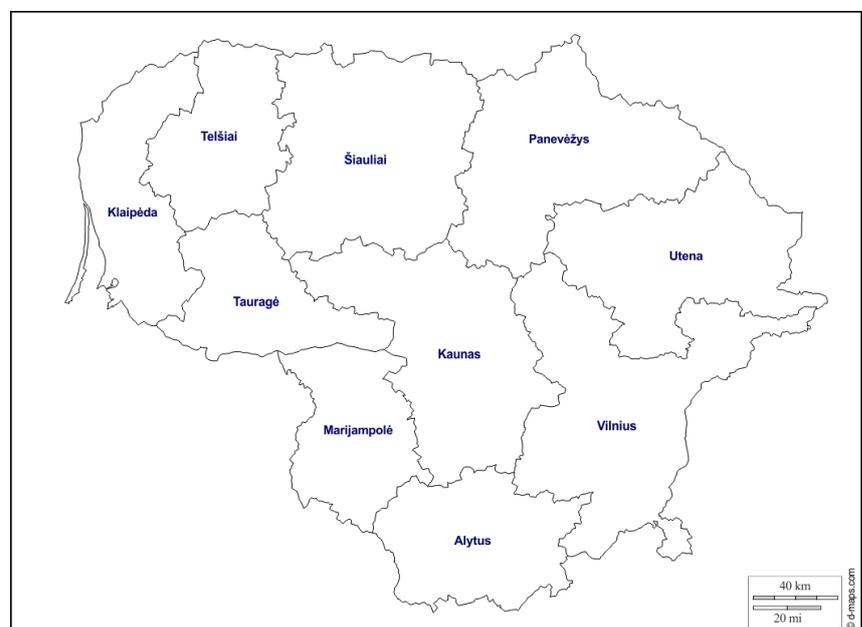
There were rumours that in the 16th-century Norviliškės castle, those who stay are frightened by a little girl. According to the legend, the monk who once lived in this castle fell in love with the girl, but because of his vows, he could not let himself start a family life. To annul the vows, the monk had to go to the Vatican, so he did. While waiting for her beloved, the young woman gave birth to a girl and named her Emilia. However, when the monk returned home, he did not find his beloved or his girl in the castle. They died during the uprising. Visitors here testify that they feel and see the pranks of little Emilia, and the wooden horse, mysteriously moving in the 6th room.

### 11. MYSTICAL VILLA “ANAPILIS”, PALANGA

The legend by Palanga residents tell about the somewhat unusual interest of Sofija Tiškevičienė, the owner of the mystical villa Anapilis. She communicated with ghosts. There is a belief that the Countess had set up a secret “mirror” room in the villa above the attic, where the summoned ghosts could no longer escape from it and return to their world. The locals also avoided the house due to the sounds of the wind organ emanating from the villa. Countess Sofija Tiškevičienė was in poor health, and only when she felt worse, she went to listen to the sounds emitted by this organ — they helped her to calm down.

#### TASK:

Find and mark (✓) in blank map all places where you can meet ghosts in Lithuania. Use geography atlas or google maps.





## **PEDAGOGICAL MATERIALS OF PHASE 4 – KINGS AND PRINCESSES. GREEK, GIANTS, HEROES**

### **THE MYTH OF THE GIANTS AND THE MYTH OF DIGENIS- GREECE**

2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens



#### **THE MYTH OF THE GIANTS**

The giants were taller and stronger than humans. They had a long beard and only one eye in the middle of their forehead which emitted flames. The first giant was the son of the devil and a ghoulish witch. The giants lived in the unseen parts of the Earth and they lifted heavy rocks in order to build towers and other buildings. Their wives also had huge bodies. A long time ago, when the giants fought against a king, their wives helped them win.

When the giants were born, their mother would immerse them in a river and they would become so strong that nothing could hurt their body, except the part where their mother held them.

#### **THE MYTH OF DIGENIS**

Digenis Akritas was the strongest of all the giants because he lived for two generations. He used to play by lifting heavy rocks and throwing them as far as he could. Some of those rocks still exist today.

Digenis' saddle is near Kamares. It is a furrow on the top of a mountain where he used to sit. His footprints can be seen on two mountains, because when he was thirsty, he would put one foot on one mountain and the other foot on the adjacent mountain and he would drink water from the river running between them. His beard blocked the river and the water flooded the plain.

When Digenis died, he was buried in a place high in the mountains. However, his body was too long, so they had to take it to pieces in order to put it in the ground.



## ENGLISH LANGUAGE

1. Write the myth of the Giants in English in the form of a summary of 8-10 lines

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2. According to the legend the giants had a very strong body, except the part of the heel by which their mother held them when she dipped them in the river. What is the origin of this folk belief? Study the following text and comment on the influence of ancient Greek civilization on contemporary folk tradition.

*The phrase «Achilles' heel» comes from Homer's epic poem «Iliad». Achilles was a hero who was killed by Pares, when his arrow pierced Achilles' heel. Thetis was Achilles' mother who dipped him in the water of the river Styx in order to make him immortal. As she held him by the heel that part of his body did not touch the water and it became his weak point. This would be the cause of his death.*

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3. Study the English myth about the Giant's Causeway. Which characteristics of Digenis Akritas and of Fionn MacCumhaill are mentioned in the two myths? Which values are promoted through the two heroes?

*The Giant's Causeway is an area in Antrim County on the north coast of Northern Ireland. It has 40.000 columns of basalt, which are the result of a volcanic eruption which took place 60 million years ago.*

*It was declared a Monument of World Cultural Heritage of UNESCO in 1986 and a National Natural Refuge in 1987 by the Environmental Department of Northern Ireland.*



*According to the legend, the columns are the remains of a causeway built by a giant. The story goes that the Irish giant Fionn Mac Cumhaill (Finn MacCool), from the Fenian Cycle of Gaelic*



*mythology, was challenged to a fight by the Scottish giant Benandonner. Fionn accepted the challenge and built the causeway across the North Channel so that the two giants could meet. In one version of the story, Fionn defeats Benandonner. It is also believed that Fionn picked up a piece of Irish soil to throw at the enemy, but he missed and the piece of soil fell into the Irish Sea. This is how the Isle of Man and Rockall were formed. In another version, Fionn hides from Benandonner when he realises that his foe is much bigger than he is. Fionn's wife, Oonagh, disguises Fionn as a baby and tucks him in a cradle. When Benandonner sees the size of the 'baby', he reckons that its father, Fionn, must be a giant among giants. He flees back to Scotland in fright, destroying the causeway behind him so that Fionn would be unable to chase him down. In Irish mythology Fionn Mac Cumhaill is not a giant but a hero with supernatural abilities, contrary to what this particular legend may suggest. In Fairy and Folk Tales of the Irish Peasantry (1888) it is noted that over time "the pagan gods of Ireland [...] grew smaller and smaller in the popular imagination, until they turned into fairies; the pagan heroes grew bigger and bigger, until they turned into giants".*

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«Οι Γίγαντες χτίζουνε πύργους».

«Ο Διγενής έριχνε τους μεγάλους βράχους μακριά για παιχνίδι».

«Ο Διγενής έπινε νερό από το ποτάμι».

**Translate the above sentences in English. Write down the subject, the verb and the object of each one of them. Then, choose three nouns and make your own sentences.**

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**1<sup>st</sup> Sentence:**

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**2<sup>nd</sup> Sentence:**

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**3<sup>rd</sup> Sentence:**

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## BYZANTINE HISTORY - «DIGENIS AKRITAS: MYTH AND REALITY»

*This approach is connected with the unit of the school book entitled: “Heraclius and his dynasty” (pgs. 19-23).*

**A.** After the above unit has been taught, the students are asked to answer the following questions:

**1.** What were the “themata”?

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**2.** What was the «Thematic Army»?



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**3.** Who were the “Akrites” and why were they called like this?

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**B.** The teacher informs the students that, through a small text, they will get to know the most famous Akritas of the Byzantine Empire. A student reads the following extract:

### *The story of Vasileios Digenis Akritas*

*Vasileios Digenis Akritas was the son of a Saracen emir, the Syrian Syrian, Moussur, who loved, christened and settled in Byzantine territory despite the objections of his parents, who however persuaded him even to the point where they did. It was*





*preceded by the kidnapping of Moussour's beloved, Eirini, the monk of Byzantine general Andronicus Doukas. The girl's five siblings asked for the reason, the younger one even fought with Musour and won him over, but he kept the girl ..*

*Moussour's son, Vasileios Digenis (of two genders, the Arabic and the Greek), grew up doing a number of achievements. He was just 12 years old when he drowned two bears and killed a lion. A young man fell in love with a general's daughter, Eudocia, and stole it, but her parents only came to terms when Digenis killed the men the general sent to capture him. He got married for good and left "to the extreme", the border, where he became Akritas. This is where Digenis' accomplishments begin, which have gained notoriety by winning by the Byzantine Emperor. Written in the first person, the achievements range from Digenis' battles against a dragon and a lion to those against 300 deportees (Byzantine robbers) and the invincible hunters Maximus who wanted to steal his wife. Glorified and known throughout the world, Digenis retired to a large tower on the banks of the Euphrates. His death from a disease at the age of 33 followed that of his wife from grief.*

*(Source: <http://www.pontos-news.gr/pontic-article/100699/epos-toy-vasileioy-digeni-akrita-kyriarho-sta-akritika>)*

**C. Then the students are asked to visit the above website and answer the following questions:**

**1. The information about the life and work of Digenis Akritas was taken from “The Epic of Vasileios Digenis Akritas”. What kind of information is given about this epic?**

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**2. Which pieces of information do you believe belong to a myth?**

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**D. A student reads the myth “Digenis” from Messara in Crete. Then the students are asked to answer the following questions:**

**1. Are there pieces of information about his life which appear to belong to a myth?**

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**2. Compare the epic and the myth regarding the element of hyperbole. What do you observe?**

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E. The students listen to the song “Digenis and Charontas (= death)” by Giannis Charoulis (Poem by Kostis Palamas) [https://www.youtube.com/watch?v=Zxmdj\\_IRTKA](https://www.youtube.com/watch?v=Zxmdj_IRTKA) and they answer the question:

According to the song / poem, what does Digenis symbolize for the Greeks? Can you justify the element of hyperbole in the descriptions of Digenis now?

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F. Search the internet for “songs about Akrites”. Choose the one you liked the most and present it to your classmates.

G. There are three images of Digenis in the myth:

1. Digenis plays \_\_\_\_\_.
2. Digenis rides \_\_\_\_\_.
3. Digenis drinks \_\_\_\_\_.

Choose one of them and draw it on a piece of paper A4.

### MUSIC - «THE AKRITIC GREEK FOLK SONGS

The Akritic songs are a significant part of the greek folk songs and the oldest folk songs that have survived. They are epic poems that narrate the life and the achievements of Akrites, the inhabitants and defenders of the akres, the Eastern frontier of the medieval Byzantine Empire. These songs are highly connected to the epic poem “Digenis Akritas”, written in Medieval Greek and marking the newer Greek literature, which narrates the origin, the childhood, the heroic achievements and the death of Digenis Akritas (his name means “of two races”). The heroes of these medieval songs are very brave, having supernatural characteristics and powers.

These are two versions of the song “Digenis is fighting with Death”, one from Thrace and the other from Crete.

1. <https://www.youtube.com/watch?v=ICrMwGTYNVs&list=RDICrMwGTYNVs&index=1>



*Ο Διγενής, ντιλμπέρι μ' ιμάν, ο Διγενής  
ψυχομαχάει,  
μαύρα μου μάτια, και τα βουνά  
τρομάζουν,  
μαύρα είν' τα μάτια, και τα βουνά  
τρομάζουν.*

*τρεις μέρες χα, ντιλμπέρι μ' ιμάν, τρεις  
μέρες χαροπάλευε  
μαύρα μου μάτια, ψυχή δεν παραδίνει  
μαύρα ειν' τα μάτια, ψυχή δεν  
παραδίνει.*

*Όσοι άρχοντες, ντιλμπέρι μ' ιμάν, όσοι  
άρχοντες κι αν τ' άκουσαν,  
μαύρα μου μάτια, παίρνουν δρόμο και  
πάνε,  
μαύρα είν' τα μάτια, παίρνουν δρόμο  
και πάνε*

*με μήλα, με δαμάσκηνα, με δροσερό  
σταφύλι.*

*Κι ο Διγενής ελάλησε και στην καλή του  
λέει.*

*- Στρώσε καλή μου τα χαλιά να κάτσουν  
οι αρχοντάδες  
και βγάλε και γλυκό κρασί και κέρασε  
τους φίλους.*

*- Δεν ήρθαμε για φάει, για πει, να φάμε  
και να πιούμε,  
μόν' ήρθαμε για την καλή σ', για τ'ν  
αρραβωνιαστ'κιά σου.*

*- Αν ήρθατε για την καλή μ', για τ'ν  
αρραβωνιαστ'κιά μου,  
άιντε για να πααίνετε, να πάτε στο καλό  
σας.*

*Digenis is dying and the mountains are  
trembling,  
He's been fighting for three days and he  
doesn't give in.*

*and all the lords that heard it set out to  
visit him,  
they set out, bringing apples, plums and  
sweet grapes.*

*And Digenis spoke and said to his  
beloved:*

*- Lay out the carpets, my dearest, for the  
lords to rest upon  
and fetch sweet wine to offer our guests.*

*- We did not come to eat or drink,  
we came for your beloved, for your  
betrothed.*

*- If you came for my beloved, for my  
betrothed,  
then it's time you left, so be gone!*



2. <https://www.youtube.com/watch?v=le7nutUmR8w>

*Ο Διγενής ψυχομαχεί κι η γης τονε  
τρομάσσει.*

*κι η πλάκα τον ανατριχιά πώς θα τονε  
σκεπάσει,*

*πώς θα σκεπάσει τον αητό*

*Digenis is fighting with Death, and the earth  
fears him.*

*And the gravestone shudders, how can it cover  
him,*

*How can it cover this eagle*

Watch both versions and answer the following questions and activities:

**Questions - Activities**

1. Can you tell the time signature of the first version? What about the second one?

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2. Match the pictures of the first column with the names of the instruments of the next column that you watched in the videos:



**Kanun**



**Lute**



Cretan Lyre



Goblet Drum

3. Name the musical instruments of the two versions and divide them into the four categories of musical instruments:

<i>Chordophones</i>	<i>Aerophones</i>	<i>Membranophones</i>	<i>Idiophones</i>

4. What is the role of each instrument in each version?

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5. Domna Samiou performs these two versions of the song. After a research in the Internet, write down some important information about the life and the work of this



significant woman of the Greek folk tradition.

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### ANCIENT GREEK LANGUAGE – TRANSLATED (HOMER’S ODYSSEY) - «ULYSSES IN POLYPHEMUS’ CAVE – CYCLOPS’ BLINDNESS»

1<sup>st</sup> teaching hour: Warm-up activity: The documentary “*Life and Art in the Greek Caves*” from the digital archive of ERT, Episode 4 “*Caves and Mythology*” (<https://archive.ert.gr/48320/>)

The lens examines the Cave of Maronia in Komotini, the Cave of Makri in Alexandroupoli and the Cave of Cyclops in Lefkada (Meganisi). Tradition connects these caves with the incident of Ulysses blinding Cyclops, while they also provide us with findings of great scientific value regarding the first inhabitants.

2<sup>nd</sup> teaching hour: Reading rhapsody 1, verses 240 – 512 “Ulysses in Polyphemus’ cave – Cyclops’ blindness”.

*Editing in English: Anthi Apostolidou*

*[...] Our party quickly made its way to his cave  
But we failed to find our host himself inside;  
He was off in his pasture, ranging his sleek flocks.  
So we explored his den, gazing wide - eyed at it all,  
The large flat racks loaded with drying cheeses,  
The folds crowded with young lambs and kids,  
Split into three groups - here the spring - born  
Here mid - yearlings, here the fresh sucklings  
Off to the side - each sort was penned apart. [...]  
From the start my comrades pressed me, pleading hard,  
“Let’s make away with the cheeses...” [...]  
But I would not give away -  
And how much better it would have been - -  
Not till I saw him, saw what gifts he ’d give.  
[...] we scuttled in panic into the deepest dark recess -  
And next, he drove his sleek flocks into the open vault, all he’d milk at least [...]  
Then to close his door he hoisted overhead a tremendous massive slab [...].  
Then down he squatted to milk his sheep and bleating goats. [...]  
[and half of the fresh white milk he curdled quickly, set it aside in wicker racks to press for  
cheese, the other half let stand in pails and buckets ready at hand to wash his supper down].*



*As soon as he'd briskly finished all his chores,  
He lit his fire, and spied us in the blaze and:  
"Strangers!" he thundered out, "now who are you?  
where did you sail from, over the running sea - lanes?  
Out on a trading spree or roving the waves like pirates  
Sea - wolves raiding at will, who risk their lives  
To plunder over men?"*

*The hearts inside us shook  
Terrified by his rumbling voice and monstrous hulk.  
Nevertheless I found the nerve to answer, firmly,  
"Men of Achaea we are and bound now from Troy!  
Driven far off course by the warring winds [...].  
But since we've chanced on you, we're at your knees  
In hopes of a warm welcome, even a guest - gift  
The sort that hosts give strangers. That's the custom.  
Respect the gods my friend. We're suppliants - at your mercy!  
Zeus of the strangers guards all guests and suppliants [...]."*

*"Stranger" he grumbled back from his brutal heart,  
"you must be a fool, stranger, or come from nowhere,  
Telling me to fear the gods or avoid their wrath!  
We Cyclops never blink at Zeus or Zeus' shield  
Of storm and thunder, or any other blessed god -  
We've got more force by far! [...]*

*But tell me, where did you moor your sturdy ship when you arrived? [...]]»  
So he laid his trap but he never caught me, no, wise to the world  
I shot back in my crafty way, "My ship?  
Poseidon god of the earthquake smashed my ship,  
He drove it against the rocks at your island's far cape  
Dashed it against a cliff as the winds rode us in  
I and the men you see escaped a sudden death".  
Not a word to reply to that, the ruthless brute.  
Lurching up, he lunged out with his hands toward my men  
And snatching two at once, rapping them on the ground  
He knocked them dead like pups -  
Their brains gushed out all over, soaked the floor -  
And ripping them limb from limb to his meal [...].  
We flung our arms to Zeus, we wept and cried aloud  
Looking on at his grisly work - paralyzed, appalled.  
But once the Cyclops had stuffed his enormous gut  
With human flesh, washing it down with raw milk,  
He slept in his cave, stretched out along his flocks.  
And I with my fighting heart, I thought at first*



*to steal up to him, draw the sharp sword at my hip  
And stab his chest,[...] but a fresh thought held me back.  
There at a stroke we'd finished ourselves as well -  
How could we with our bare hands heave back  
That slab he set to block his cavern's gaping maw?  
So we lay there groaning, waiting Dawn's first light.  
When young Dawn with her rose - red fingers shone once more  
The monster relit his fire and milked his handsome ewes [...].  
And as soon as he'd briskly finished all his chores  
He snatched up two more men and fixed his meal [...].  
Piercing whistles - turning his flocks to the hills  
He left me there, the heart inside me brooding on revenge:  
How could I pay him back? Would Athena give me glory?  
Here was the plan that struck my mind as best...[...]  
Nightfall brought him back, herding his woolly sheep [...].  
Then he hoisted the huge slab to block the door  
He squatted to milk his sheep and bleating goats [...].  
And as soon as he'd briskly finished all his chores  
He snatched up two more men and fixed his meal  
But this time I lifted a carved wooden bowl brimful of my ruddy wine  
And went right up to the Cyclops, enticing,  
"Here, Cyclops, try this wine - to top off the banquet of human flesh  
you've bolted down! Judge for yourself what stock out ship has stored! [...]  
At that he seized the bowl and tossed it off  
And the heady wine pleased him immensely. "More!" he demanded a second bowl  
"A hearty helping! And tell me your name now, quickly  
So I can hand my guest a gift to warm his heart. [...]"  
So he declared, I poured him another fiery bowl -  
Three bowls I brimmed him and three he drank to the last drop [...].  
When the wine was swirling round his brain,  
I approached my host with a cordial, winning word:  
"So, you ask me the name I'm known by, Cyclops?  
I will tell you. But you must give me a guest gift  
as you have promised. Nobody - that's my name. Nobody  
So my mother and father call me, all my friends".  
But he boomed back at me from his ruthless heart  
"Nobody? I'll eat Nobody last of all his friends -  
I'll eat the others first! That's my gift to you!"  
With that he toppled over, sprawled full - length, flat on his back  
And lay there, his massive neck slumping to one side and sleep [...]  
[Ulysses blinds the Cyclops with an olive stake]  
He loosed a hideous roar [...].*



*[...] The monster wrenched the spike from his eye  
and out it came with a red geyser of blood -  
he flung it aside with frantic hands, and mad with pain  
he bellowed out for help from his neighbor Cyclops [...].  
Hearing his cries they lumbered up from every side  
And hulking round asked what ailed him [...]  
"Nobody, friends" Polyphemus bellowed back from his cave -  
Nobody's killing me now by fraud and not by force."  
"If you're alone" his friends boomed back at once,  
"and nobody's trying to overpower you now - look  
It must be a plague sent here by mighty Zeus and there's no escape from that  
You'd better pray to your father, Lord Poseidon."  
The lumbered off, but laughter filled my heart  
To think how nobody's name - my great cunning stroke -  
Had duped them one and all. [...]  
[Ulysses organizes their escape from the cave]  
As soon as young Dawn with her rose - red fingers shone once more  
The rams went rumbling out of the cave toward pasture  
The ewes kept bleating round the pens, unmilked, their udders about to burst. [...].  
[...] Their master now heaving in torment  
Felt the back of each animal halting before him here  
But the idiot never sensed my men were trussed up under their thick fleecy ribs.  
And last of them all came my great ram now, striding out,  
weighted down with his dense wool and my deep plots.  
Stroking him gently, powerful Polyphemus murmured,  
"Dear old ram, why last of the flock to quit the cave?  
In the good old days you'd never lag behind the rest -  
With your long marching strides, first by far  
of the flock to graze the fresh young grasses [...].  
first to turn back home, keen for your fold when night comes on [...]  
And why? Sick at heart for your master's eye  
That coward gouged out with his wicked crew? -  
Only after he'd stunned my wits with wine -  
That, that Nobody...  
Who's not escaped his death, I swear, not yet.[...]"  
And with that threat he let my ram go free outside.*

The communicational and mythological framework of the unity are clarified. The students need to understand that Ulysses narrates his adventures on the island of the Cyclopes and in Polyphemus' cave when he is safe in his palace - in medias res technique. The students are asked to study the unit at home in order to be able to work on it during the following



teaching hours.

3<sup>rd</sup> teaching hour: The students work in groups of 4 or 5.

With the help of the teacher the students visit the site <http://users.sch.gr/ipap/Ellinikos%20Politismos/Yliko/OMHROS%20ODYSSSEIA/Odysseia/Didaskontas-Odysseia14.htm> and answer comprehension questions.

The text is divided into sub-units and side titles are written.

4<sup>th</sup> teaching hour: Each group works on a different worksheet.

**Group A:** Find words and phrases describing the characters of Ulysses and Polyphemus. Fill in the following table:

<i>Characteristics</i>	
<i>Ulysses</i>	<i>Polyphemus</i>

Compose a small text presenting your conclusions about the civilizations represented by Ulysses and Polyphemus.

**Group B:** Find material in the following sites and locate the places with the name “Cyclops’ cave” on the map of Greece. Write a small text presenting your conclusions.

Find more such places in Greece and/or your country.

1. <https://www.youtube.com/watch?v=CAyIJfLIXM>
2. <https://www.gtp.gr/TDirectoryDetails.asp?id=15013&lng=1>
3. <http://www.tourism.gr/blog/ellinika-spilaia-mnimeia-tis-fusis/#.Xb8xGDMzaBY>
4. <https://www.alliotikesprotaseis.gr/item/o-odysseas-ke-o-kyklopas-stin-maronia/>
5. <https://sites.google.com/site/politistikastoixeialakonias/our-company/spelaialakonias/spelaio-kyklopa>
6. <https://www.mixanitouxronou.gr/se-poio-nisi-vriskotan-i-spilia-toy-giganta-polyfimoy->



[poy-tyflose-o-odysseas-stin-sikelia-i-tin-irakleia-ton-kykladon-ta-quot-simadia-quot-ap/](#)

7. [http://odysseus.culture.gr/h/2/gh251.jsp?obj\\_id=9934](http://odysseus.culture.gr/h/2/gh251.jsp?obj_id=9934)

**Group C:** Use the sub-units and the side titles to create a digital presentation (Power Point) and to enrich the text with photographic material depicting works of art. Also use the following sites:

1. <http://www.google.gr> —> Εικόνες. Όροι: «Πολύφημος - Οδυσσέας» ή «Odysseus - Polyphemos» ή «blinding of Polyphemos»
2. <http://www.google.gr> —> cyclops κυκλωπας
3. <http://users.sch.gr/ipap/Ellinikos%20Politismos/Yliko/OMHROS%20ODYSSeia/Eikones.Odyssia/Polyphemos.htm>

**Group D:** Student's book activity, parallel texts, pg. 95

Read carefully the following contemporary folk fairy tales:

*Once upon a time there was a miller who was roasting meat on a spit. Suddenly, he saw a goblin roasting frogs. He didn't speak to the goblin. The goblin asked his name and the miller answered "By himself". The goblin put the frogs on the miller's meat and the miller burnt the goblin with a torch. Then the goblin started yelling: - Help, brothers, he burnt me, - Who burnt you? asked the rest of the goblins, - By himself, he answered. - If you got burnt by yourself, why are you yelling? So, the goblin was tricked.*

(Fairy tale from Kynouria, N.G. Politis, Traditions, no 626)

*One day a priest with a monk were lost in the forest. When the night fell they saw fire from a distance. When they approached they were in front of a one-eyed giant's cave. The giant opened the door, which was too heavy for one hundred men to move, and let them enter in order to sit in front of the fire and get warm. Then he looked at their necks and saw that the priest was fatter. He roasted the priest and ate him. When he fell asleep, the monk took a piece of wood and started making its edge sharp with his knife. The giant woke up and asked the monk what he was doing. The monk replied that he liked carving wood. When the giant fell asleep again the monk stuck the piece of wood into the giant's eye and blinded him. Then, he put on the skin of a dead ram and he managed to escape with the rest of the herd.*

(Fairy tale from Serbia – E. Kakridi, "Teaching Homer's epics", OEDB, Athens 1988, pgs. 281-282)

Record the similarities and differences between the myth of Cyclops and contemporary fairy tales. Write a small text and present your conclusions in class.

5<sup>th</sup> teaching hour: Presentation of all groups' work in the plenary. Recapitulation and conclusions.



**6<sup>th</sup> teaching hour:** The students visit the site

<http://elbi.evolution-isa.gr/article/xronografimata/politismos/elliniki-muthologia/i-apomuthopoiisi-tis-ellinikis-muthologias/2832>

and with the help of the teacher they read the scientific study:

*“The cave of Oliarou (Antiparos). A new point of view that there lived Cyclops Polyphemus”.*

Our goal is to pass from myth to scientific research in order to understand the existence or not of people with gigantic dimensions.

Through this text we introduce the following subject of Biology. So, we accomplish the interdisciplinary teaching of “Odyssey”.



There is a discussion about the content of the text.

## BIOLOGY - «HOMEOSTASIS: THE ENDOCRINE SYSTEM - HORMONES»

☀ Homeostasis, from the Greek words for “same” and “steady”, is defined as a dynamic process by which an organism maintains and controls its internal environment despite disturbances from external sources.

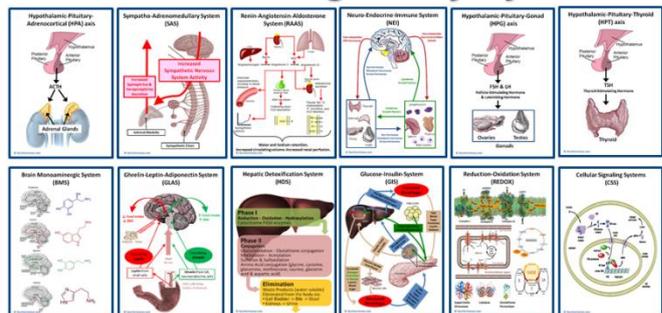
☀ Maintaining homeostasis requires the expenditure of energy.

☀ The regulatory mechanisms by which homeostasis is achieved are called homeostatic mechanisms.

☀ With homeostatic mechanisms, body temperature, blood acidity (pH), glucose concentration and blood salts, etc. are regulated.

☀ A number of organs and organ systems are involved in homeostasis, and these include the lungs, pancreas, kidneys and skin. The total control of all the functions of the body is the result of cooperation between the nervous system and the endocrine system. Hormones along with the nervous system regulate the functioning of the human body. Their presence or absence affects on the metabolism, the appearance of the person and its behaviour. The nervous system is responsible for the rapid adjustment while the endocrine glands for regulating changes which require more time.

### Homeostasis Regulatory Systems



© Your Hormones, Inc. | www.YourHormones.com

**The Endocrine System:** It consists of endocrine glands producing hormones. Hormones (from the Greek word «ορμό» - setting in motion) are chemical signaling molecules that although reaching all the cells of the body, they stimulate some of them which are called ‘target cells’ in

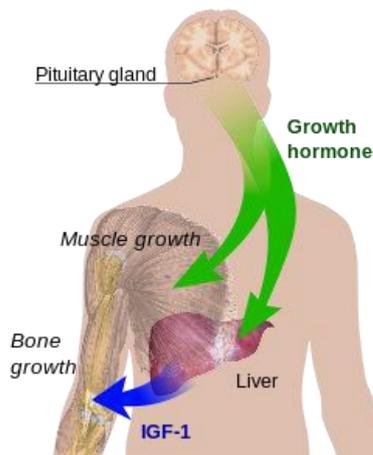


specialized biochemical activities. They are transported by the circulatory system to target distant organs in order to regulate growth and development, changes in puberty and pregnancy, metabolism, respiration, sleep, sensory perception, mood, stress, reproduction, functioning of the kidneys and the digestive system. Endocrine glands include the hypothalamus, pituitary, thyroid and the like.

The most important human hormones as well as the glands from which they are produced are:

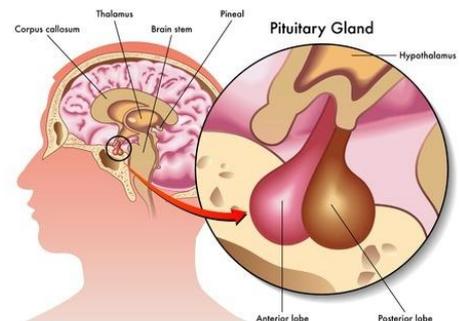
1. Testosterone from testes
2. Estrogen and progesterone from ovaries
3. Insulin and glucagon from pancreas
4. Thyroxine from thyroid gland.
5. Adrenaline and noradrenaline from adrenal glands
6. Anti-diuretic hormone from posterior pituitary
7. Growth hormone and thyroid stimulating hormone from anterior pituitary gland.

Hormones, depending on their mode of action, can be divided into two categories: peptide and steroid.



**Peptide hormones** are lipophobic (fat-hating) and they cannot freely cross the plasma membrane. They bind to receptors on the surface of the cell to activate a series of intracellular molecules which initiate cell activity. This process is called signal transduction. Peptide hormones include insulin, glucagon, leptin, ADH and oxytocin.

Steroid hormones are lipophilic (fat-loving) and they can freely diffuse across the plasma membrane of a cell. They bind to receptors in either the cytoplasm or nucleus of the target cell to form an active hormone-receptor complex which will move into the nucleus and bind directly to DNA. Examples of steroid hormones include estrogen, progesterone and testosterone.



**Somatotropin or Growth Hormone:** It is a protein of 191 amino acids produced in the pituitary gland. The pituitary gland is considered to be the most important gland in the body as it controls the action of all other peripheral glands. Growth hormone generally affects the growth of the body as it works in almost all organ systems of the human body and is involved in many metabolic processes. By its action it promotes cell growth in number and size.

Growth hormone plays a very important role in growth during childhood but continues to be produced after adulthood. The systems that are most affected are the skeletal and the muscular, and even during childhood. When the growth of the body is complete, the growth hormone continues to act to maintain the size of the body relatively stable. Growth hormone

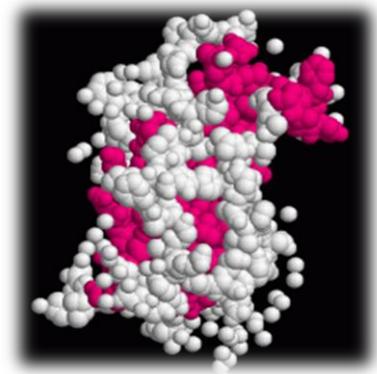


also affects the metabolism of fats and glucose and accelerates the transfer of amino acids to cells, thereby increasing the rate of protein synthesis.

Disturbances in the function of the pituitary gland cause increased or decreased amounts of growth hormone with the following effects:

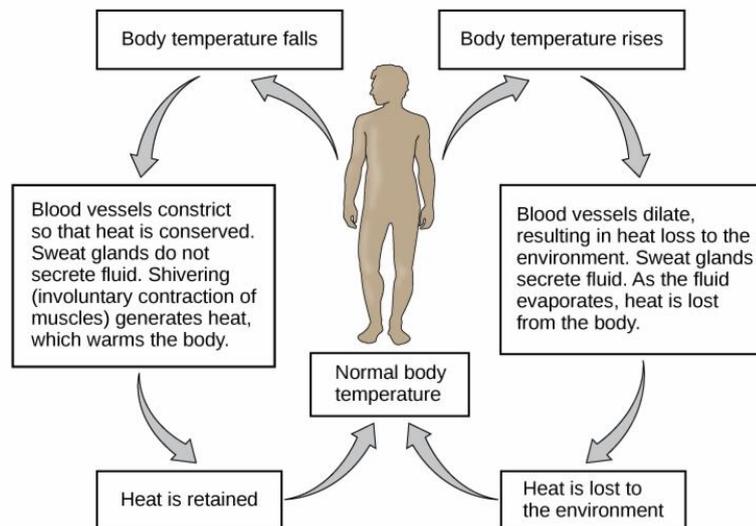
A. Overexpression of growth hormone during development causes gigantism, with excessive growth of long bones. If this happens during adulthood or later, the bones are no longer able to grow in length and thus increase their thickness. This phenomenon is called acromegaly.

B. Low levels of growth hormone during development result in growth failure and dwarfism.

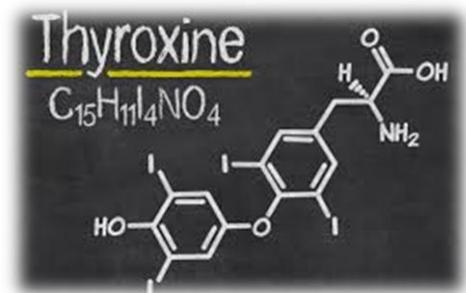


### Activities

1. After studying the "Homeostasis" section of your textbook and the diagram that follows, describe the role of blood and blood vessels in achieving homeostasis of the human body.



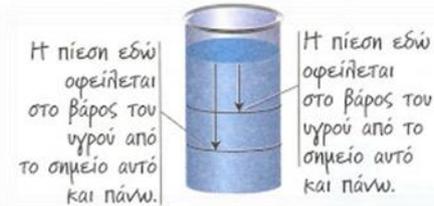
2. The thyroid gland is a very important human gland in which the thyroxine hormone is produced. Do bibliographic research and web exploration in order to create a ppt presentation explaining the importance of this hormone and how it affects the organism. Which organs and / or organ systems are affected?





## PHYSICS - «HYDROSTATIC PRESSURE - DAMS»

☀ Hydrostatic pressure is defined as the pressure exerted by a liquid that balances on any surface with which it is in contact. This pressure is due to the weight of the liquid. Hydrostatic pressure only makes sense if the liquid is in a gravity field.



☀ *What does hydrostatic pressure depend on?*

*A simple experiment...* We take a tall container, e.g. a bottle of water, and we open holes of the same diameter on its side surface. Ensure all holes are in the same vertical line and are about 3cm apart. On the rows of holes, we stick a tape and we fill the container with water. We remove the film from bottom to top.

What do you observe?

*I remember that...*

$$p = F_k / A$$

where:

- ⊙  $F_k$  is the force which is vertical to a surface and
- ⊙  $A$  is the surface

☀ *Law of Hydrostatic Pressure:*

The hydrostatic pressure is proportional to:

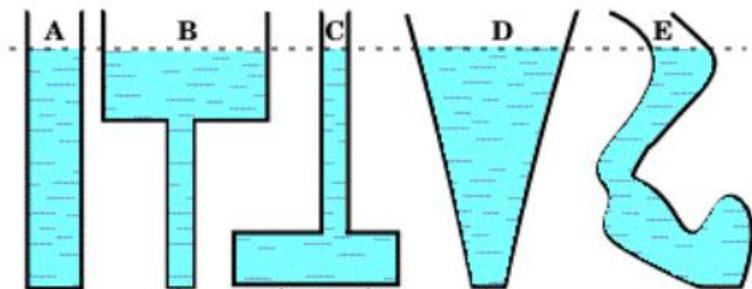
- a. the depth from the surface of the liquid
- b. the density of the liquid and
- c. the acceleration of gravity

So:

$$P_{hydr} = \rho \cdot g \cdot h$$

☀ *Caution! The hydrostatic pressure does NOT depend on the shape of the container or the volume of the liquid.*

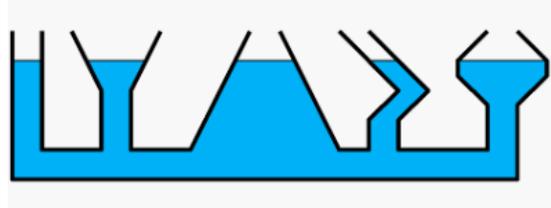
☀ *The hydrostatic paradox!*





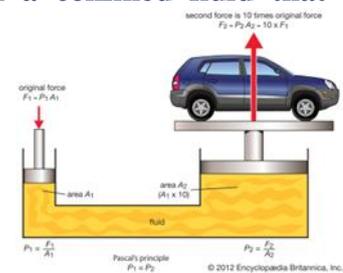
When a liquid of any shape is placed in a container, the pressure at its bottom depends only on the height of the liquid in it. The force exerted on the bottom of the container equals the product of the pressure on the surface and not the weight of the liquid.

☀ **Communicating Vessels:** When a liquid is equilibrated in transporting containers, all points of the fluid have the same pressure and its free surface in all containers is at the same horizontal plane.

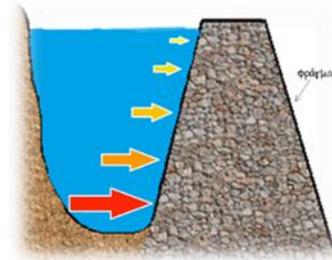


☀ **Pascal's Principle:** Any change in pressure at a point in a confined fluid that is stationary causes an equal change in pressure at all points. This principle applies to the hydraulic press.

$$p_1 = p_2, \quad \frac{F_2}{A_2} = \frac{F_1}{A_1}, \quad F_2 = \frac{A_2}{A_1} \cdot F_1$$



☀ **Hydrostatic pressure gauges are called pressure gauges.**



☀ **Dams:** The dams are made thicker at the bottom as the hydrostatic pressure increases with depth from the surface of the liquid. The deeper a dam, the more pressure its walls receive.

☀ **Diving and boats:** At great depths divers are obliged to wear scuba diving due to the pressures that are developing. The boats are constructed in such a way and with thick walls that they can withstand the tremendous pressures they are undergoing in the depths of the sea at every point on the surface. It is typically reported that the pressure in the Mariana Trench, at an depth of almost 11000m, is more than 1000 times that of the sea surface!



### Activities

1. A human can, without endangering his or her health, be subject to pressure of up to about 300,000Pa. If the pressure rises by 10,340 Pa for each meter that sinks into the sea, calculate how deep a diver can safely dive into the sea.

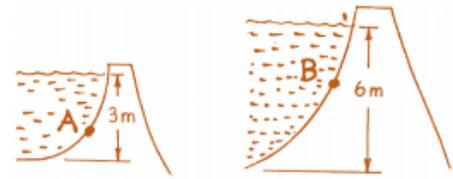
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2. Consider two similar dams that hold different amounts of water. Points A and B are the same distance from the free surface of the liquid. At what point is more pressure exerted? Justify your answer.



3. A diver swimming at a constant depth below sea level receives a hydrostatic pressure of  $20.8 \text{ N / cm}^2$ . If the density of seawater is  $\rho = 1.04 \text{ g / cm}^3$ , calculate:

- the depth  $h$  at which the diver swims
- how much force  $F$  is exerted on each ear if the surface of the ear drum is  $70 \text{ mm}^2$ . If the drum can withstand power up to  $7 \text{ N}$ , do you think that the diver's drums are in danger?
- what is the maximum depth to which it can dive without endangering its hearing?

4. **The diving reflex:** Free diving is a sport that requires the best possible physical condition of the diver, as it very often brings it to the limits of the normal functioning of its body. Our technological facilities and our knowledge of free diving health have now created the right conditions for humans to extend their seabed without the aid of an air supply system. Year after year, we observe that professionals of this kind are achieving ever greater apnea times, so that we can talk about durations that can exceed 8 minutes. Create a ppt presentation for your class plenary that answers the following questions:

- What is hydrostatic pressure and what is its mathematical formula?
- Describe what will happen to a body, e.g. an empty water bottle, as it sinks into the sea
- What is a diving reflex and how does it protect the human body?

5. The mug of Pythagoras, or "fair mug", devised by the philosopher (from Samos island), mathematician, geometrist and music theorist, was aimed at suggesting and observing the measure, "measure of excellence".

- Describe the operating principle of the "Pythagoras mug" based on the hydrostatic pressure and principle of the transport containers.
- Build a mug shape with simple, everyday materials



## **SOCIAL AND POLITICAL EDUCATION - «MODELS AND AVATARS»**

Following on the myth of Digenis Akritas, who was considered a role model for that time, we will look at today's youth patterns.

- ✿ Models are different attitudes and lifestyles that have a positive or negative impact on the psyche and behavior of young people in particular. They are specific individuals that inspire us with respect and a willingness to imitate them because they represent the moral or spiritual values of our society and culture.
- ✿ Avatars are famous persons, such as artists, actors, singers, athletes, models. who are admired or worshiped by young people in particular.

### ***Activities - Questions***

1. Describe your own avatars.

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2. State what you think your avatar is.

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3. What do you think is the value of positive models?

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4. Describe how negative models can affect young people's lives.

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5. Design a poster with the features you deem necessary to have your avatars.



## THE LEGEND OF PERIANDRO LOCRESE – THE MAGNA GRECIA - CARDS - ITALY

Istituto Comprensivo „Marconi-Oliva”, Locorotondo



### Giants: Periandro Locrese

On the remote origins of Locorotondo, two local historians, Father Serafino Tamborrini from Ostuni (1784 – 1869) and doctor Angelo Convertini (1771 – 1831) from Locorotondo, have handed down historical reconstructions too often seasoned with mythology. Both trace the foundation several centuries before Christ, by a colony of Locresi Greeks: the first based on the correspondence between the words Locorotondo and Locros-Tonos, or strong Locresi, states that a group of these, veterans of the war of Troy, settled here after landing on the coast of Puglia due to a shipwreck; the other calls into question Periandro Locrese founder precisely of the city of Locreuse, that is Locorotondo. Beyond these imaginative hypotheses, over time it has been proved that the site where Locorotondo now stands has actually had an ancient human settling. In 1840 numerous graves were found during some works for the planting of a vineyard, a few hundred meters from the village, in the direction of the current road to Martina, Franca.

Recent collections of surface finds (fragments, pottery, utensils and coins) dating from the third millennium to the 7th century BC, in the Grofoleo hamlet, as well as the 1989 found in the same area, of collapsed remains of structural parts made of stone, brick and tiles together with three rudimentary bothroi (votive pits in the shape of ellipses, made of stone embedded in the ground) provided a series of valuable data, on which historians were able to formulate early hypotheses: after sporadic nomad human presences, related to hunting and herding, between the 9th and 7th centuries BC, small foothill clusters were formed for the agricultural management of the site and a more important site perched on the hill. Thus the settlement must have kept its importance linked to the fact that it was at the crossroads to two ancient arteries during the Roman colonization: one, starting from Brindisi area, led to the Appian Way near Altamura, and the other from the Ionic coast led to the opposite one on the Adriatic. (tesoriditaliamagazine.it)

<https://books.google.it/books/content?id=jNIDpMCpfjoC&hl=it&pg=PA181&img=1&zoom=3&sig=ACfU3U1fW22Gu3wez44bbCMKUJnPqW0Efw&ci=113%2C490%2C718%2C826&edge=0>



## HISTORY, ARTS, GEOGRAPHY, ENGLISH

### ACTIVITY 1. VOCABULARY

Find in the texts all the expressions used to describe Periandro Locrese. They are in Italian. Once you find them all, translate them into English.

Italiano	English

### ACTIVITY 2. CREATIVE WRITING

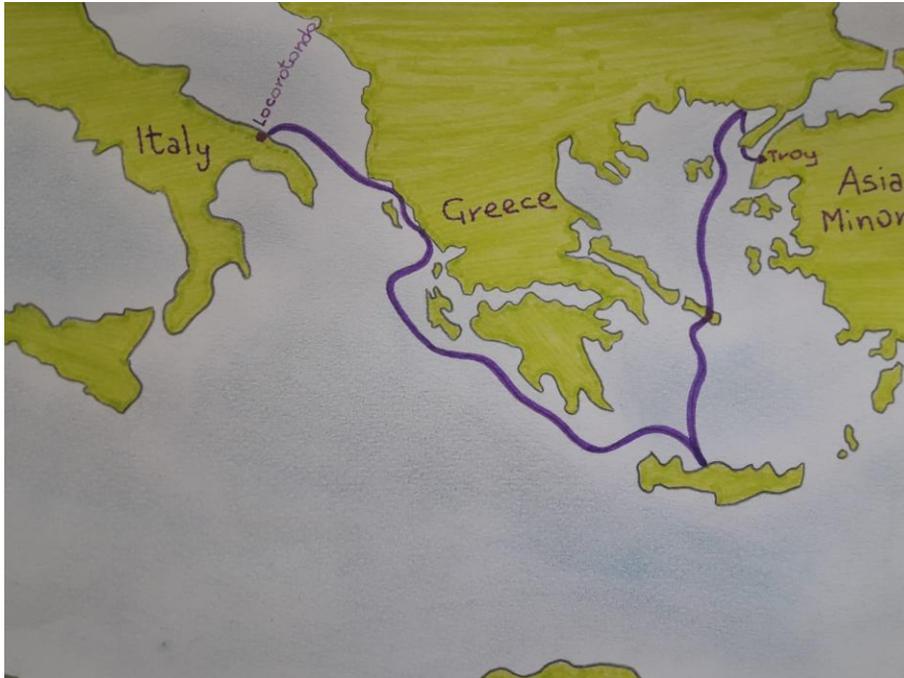
Having in mind the descriptions found about Periandro Locrese, use your creativity and imagination to draw a portrait of the giant and a short comic strip below.





### ACTIVITY 3. GEOGRAPHY

Draw a map of the journey of Periandro Locrese from Troia to Locorotondo in the Mediterranean sea, considering the territories of the time (search online).



### ACTIVITY 4. ICT

Take a picture of your map and then make a puzzle of it by using [www.jigsawplanet.com](http://www.jigsawplanet.com)

## **KINGS: FREDERICK II - ITALY**

Frederick II (26 December 1194 – 13 December 1250) was King of Sicily from 1198, King of Germany from 1212, King of Italy and Holy Roman Emperor from 1220 and King of Jerusalem from 1225. He was the son of emperor Henry VI of the Hohenstaufen dynasty and of Constance, heiress to the Norman kings of Sicily.

His political and cultural ambitions were enormous as he ruled a vast area, beginning with Sicily and stretching through Italy all the way north to Germany. As the Crusades progressed, he acquired control of Jerusalem and styled himself its king. However, the Papacy became his enemy, and it eventually prevailed. Viewing himself as a direct successor to the Roman emperors of antiquity he was Emperor of the Romans from his papal coronation in 1220 until his death.

As such, he was King of Germany, of Italy, and of Burgundy. At the age of three, he was crowned King of Sicily as a co-ruler with his mother, Constance. His other royal title was King of Jerusalem by virtue of marriage and his connection with the Sixth Crusade. He



was excommunicated four times and often vilified in pro-papal chronicles of the time and after. Pope Gregory IX went so far as to call him an Antichrist.

Speaking six languages (Latin, Sicilian, Middle High German, Langues d'oïl, Greek and Arabic), Frederick was an avid patron of science and the arts. He played a major role in promoting literature through the Sicilian School of poetry.

Historian Donald Detwiler wrote: A man of extraordinary culture, energy, and ability – called by a contemporary chronicler *stupor mundi* (the wonder of the world), by Nietzsche the first European, and by many historians the first modern ruler – Frederick established in Sicily and southern Italy something very much like a modern, centrally governed kingdom with an efficient bureaucracy.

Castel del Monte is a fortress of the thirteenth century built by the emperor of the Holy Roman Emperor Frederick II, in a village of the town of Andria, 17 km from the city, near the town of *Santa Maria del Monte*, in the province of Barletta-Andria-Trani, on the top of a hill, at 540 meters above sea level.

Submitted in the list of Italian national monuments in 1936 (repealed in 2010) and that of the World Heritage Site of UNESCO in 1996, in 2014 was the thirtieth Italian state's most visited site, with 206,924 visitors and a total gross income of 518,960 Euros.



The castle in an 1890 print

The origin of the building dates back to January 29, 1240, when Federico II Hohenstaufen ordered Riccardo da Montefusco, the executioner of Capitanata, that the materials and everything necessary for the construction of a castle at the church of *Santa Maria del Monte* be prepared (disappeared today). This date, however, is not accepted by all scholars: according to some, in fact, the construction of the castle on that date had already reached the roofs.

The attribution to a specific architect is also uncertain: some refer the work to Riccardo da Lentini but many argue that the construction was designed by Federico II himself. It seems that it was built on the ruins of a previous fortress, first Lombard and then Norman. Probably at the death of Frederick II (which took place in 1250) the building was not yet finished.

From the times of Emperor Frederick to Giovanna I, Queen of Naples, this splendid fortress was always called "Castle of Santa Maria del Monte". The first time it was described without the appellation "Santa Maria", therefore simply "Castel del Monte" is in a decree of King Ferdinando d'Aragona, dated from the Castle of Altamura, on 1st December 1463.

Castel del Monte was also a place intended for prison function. Under the reign



of Manfredi Marino from Eboli was imprisoned there after the conspiracy of 1253.

In 1528 due to a French expedition to the Kingdom of Naples, Castel del Monte was devastated and bombed. On September 8, 1552 it was sold to the Count of Ruvo, Don Fabrizio Carafa, at the price of 100,000 Ducati. In the following years, the Carafa family appointed the castellans and set up a bakery with a mill and an oven there. For the Carafa it was an enchanting holiday resort.

From the seventeenth century followed a long period of abandonment, during which the castle was stripped of the marble furnishings and wall decorations (the traces of which remain visible only behind the capitals) and became not only a prison but also a shelter for shepherds, brigands and political refugees.

In 1876 the castle, under extremely precarious conservation conditions, was finally purchased (for the sum of £ 25,000) by the Italian state. In 1936 Castel del Monte was declared a national monument.

In 1996 the ' UNESCO has listed as a World Heritage Site by the mathematical and astronomical rigor of its shapes and the harmonious union of cultural elements from northern Europe, the world's Islamic and classical antiquities, a typical example of architecture of the Middle Ages.

**ACTIVITY 1:** What do you know of Frederick II? Read the passage above and find out his famous nickname.

**ACTIVITY 2:** What is the geometrical shape of its castle? Can you draw it?



## THE LEGEND OF JURATA - POLAND

Szkoła Podstawowa nr 10 w Rzeszowie, Rzeszów



At the bottom of the Baltic Sea, very close to today's Hel Peninsula, the queen of the Baltic had her beautiful golden palace. Her name was Jurata. She was known of her beauty, grace and wisdom. She understood the hard work of fishermen and their poor but honest life. Dangerous waves became calm and soft while she was observing fishing boats at the sea. Jurata used to command the winds not to destroy nets.

A wonderful fishing song was written to her adoration. Once she heard a young fisherman singing it and delighted with his extraordinary voice, she fell in love with him. She looked for him on the shore every day and she even dared to kiss him. Their love started to annoy the god of the Seas and Earth, called Perkun. He was jealous seeing Jurata and her boyfriend's happiness. One day Perkun struck a lightning bolt on Jurata's golden underwater palace, and it shattered into small pieces. It is said the sea waters sometimes throw golden crumbs ashore. They are ambers, the pieces of the palace of the goddess Jurata.



### MORAL/MESSAGE

Don't be jealous!

Don't feel anger and revenge! It harms...

### AMBER CAN CURE...

The Baltic amber has aroused curiosity in people for millennia - if only because of its electrostatic properties, or because it is warm to the touch and burns, giving off a pleasant smell. It was considered a magic medicine for rheumatic diseases, asthma and diseases of the nervous system. The fossilized resin of trees growing 50 million years ago was also supposed to accelerate the healing of wounds, and the amber powder scattered under the sheet - to cure insomnia. Nicolaus Copernicus was prescribing amber for heart ailments. However, the therapeutic properties of amber have not been sufficiently scientifically verified - there are practically no contemporary publications on this subject.



## **THE FELLOWSHIP OF THE RING - THE MYTHOLOGICAL STORY OF MIDDLE EARTH BASED ON TOLKIEN'S NOVEL „THE LORD OF THE RINGS”**

### **FRODO**

The main character of the novel. Frodo is a hobbit who went to Mordor to destroy the One Ring. He is modest, calm and brave. He doesn't hide his weaknesses, but he is also very stubborn to fulfill destination. Frodo wants to finish his mission at all costs. He knows that the fate of the world depends on him. He is aware of large responsibility.

### **SAM GAMGEE**

Frodo's trusted servant, his friend and companion. Sam is a bit naive and rather cowardly, but he is ready to give his life for Frodo. He accompanies him all the way to Mordor. Sam leads Frodo to the Holes of Doom. He is a pattern of friendship.

### **GANDALF the Gray / White**

A wizard, assisting the inhabitants of Middle-earth in the fight against Sauron. He is ready to sacrifice his life, to die for good in the world. He is extremely brave, honorable, mysterious. He leads the expedition for some time, wins the demon Balrog and next leads the fight against Sauron. Gandalf changes his face and gains new power: from Gandalf Gray he becomes Gandalf the White, a powerful opponent of Sauron.

### **ARAGORN**

He is a son of Arathorn, a descendant of Isildur who once took Sauron's One Ring. Travelman (Guardian), fighting the servants of ancient evil, Aragorn waits for the moment when the final hearing with Sauron will come. He is a king and has the special attitude: he is mentally strong - nothing can decrease his motivation. He is heroic, brave. He calls even the dead to fight. At last, after defeating the evil, he sits on the throne of Gondor. He marries beloved Arwena.

### **LEGOLAS**

He is an elf, a member of the Fellowship of the Ring, a great friend of Dwarf Gimli. He is devoted to his friends, ready for the biggest sacrifices, including losing his life. He is good at archery.

### **GIMLI**

He is a dwarf, a friend of the Legolas elf. These two tribes are hostile to each other. Gimli made friends with Legolas because he appreciated the advantages of the elf. Gimli is a very strong, perfect warrior. He wields the axe well.



### **BOROMIR**

Boromir is a man, son of Gondor's governor, Denethor. He's got courage. However his shortcomings are the rule of power and greed. So the Ring managed to capture and manipulate him. Boromir tries to take him away from the hobbit. But one day he understands his mistake and bravely fights the overwhelming power of the orcs. He dies in this fight. Boromir is helpful: thanks to him Frodo and Sam are able to sail away safely.

### **MERRY and PIPPIN**

They are hobbits who accompanied Frodo. At first they become the knights of Theoden, the second Denethor. Both of them are faithful, devoted, brave, very cheerful, with neverending sense of humour. They are sometimes irresponsible and unpredictable.

### **ARWEN**

She is half-elf. It is said that she is an exceptionally beautiful woman. She has long, dark hair, light complexion and gray eyes. She is fallen in love with Aragorn. She gives up immortality for him. She saved Frodo's and Aragorn's life. She can cure and control the power of water.

### **EOWINA**

She is a brave princess, fallen in love with Aragorn unhappily. She takes part in a main battle. She kills the most powerful ghoul.

### **MORAL/MESSAGE**

„Good in the world’ motivates the members of the Fellowship of the Ring to change themselves for better, think about friendship, honour, values at all. They are eager to sacrifice life. Evil doesn't tempt them. Our heroes (brave men) don't care about danger.

They want to save the world!

The members of the Fellowship of the Ring struggled together against evil. Their travelling (wandering) was successfully completed. This mission destroyed evil. Good won – peace appeared in the world. The words, written on the Ring, were fulfilled.

### **LEARNING ACTIVITIES**

1. Choose a subtitle of the first volume of ‘The Lord of the Ring’:
  - a) ‘Hurin’s children’;
  - b) ‘Durin’s children’;
  - c) ‘The Team of the Ring’;
  - d) No title at all.
  
2. The novel consists of:
  - a) 3 books;
  - b) 4 books;
  - c) 5 books;
  - d) 6 books.



3. How old was Frodo when he started his journey?
  - a) 16;
  - b) 23;
  - c) 33;
  - d) 50.
  
4. Who was chasing Hobbits during travelling to Buckland?
  - a) Wargows ;
  - b) Big dogs;
  - c) The Black Riders;
  - d) Gandalf.
  
5. What kind of creatures did the Hobbits meet after leaving Tom's house?
  - a) Kurhans' fantoms;
  - b) The Black Riders;
  - c) Grey dogs;
  - d) Dragons.
  
6. Who was Globe- trotter?
  - a) Elf;
  - b) The son of the Mountains;
  - c) The Inheritor of the throne of Gordon;
  - d) The Inheritor of the throne of Erebr.
  
7. Match the curse of Durin, which the Team of the Ring met:
  - a) Barlog;
  - b) Begon;
  - c) The Big Troll;
  - d) The throng of Orks.
  
8. Who bred Uruk-Hai?
  - a) Sauron;
  - b) Saruman;
  - c) Gandalf;
  - d) People.
  
9. The Orks were:
  - a) Fallen / Kidnapped elves;
  - b) Bad people;
  - c) Fallen wizards;
  - d) People changed by wizards.



10. Benevolent Goblins didn't like:

- a) Hobbits;
- b) Wizards;
- c) People;
- d) Elfs.

### **FINN MCCOOL AND A GIANT'S DAM (A LEGEND OF IRLAND WORLD)**

Finn McCool was one of the most famous Irish giants. He lived with his wife Oonagha in a beautiful house near the Irish coast. Oonagh was a calm and very wise woman. Finn had a good heart, but he was both impatient and quickly bored. One sunny day, Finn went outside. The sun had just risen and he decided to go to the sea shore to throw stones into the water along the coast. As he was staring at the sea, he saw a figure on the other side of it. The creature seemed to be very tiny. Suddenly Finn heard the figure shouting offensive words at him. Finn was very furious. He felt that he had to get it in his hands immediately. He could not swim, he did not have a boat, and there were no trees nearby to build a raft. There were plenty of stones around him. Finn built a stone bridge. He started throwing stones into the water one by one. He worked all day long and even all night. In the morning the stone bridge between both shores was ready.

Finn began to walk across the bridge to the other side of the sea. The closer he was to the Scottish coast the less courage he had. Instead of a small figure, the largest giant was seen at the distance. He was at least ten times Finn's size. Finn turned quietly and started to run away. Unfortunately he lost his shoe. Then the Scottish giant (Benandonner) looked around and saw Finn running away. He gasped angrily and started chasing him. He wanted to give a lesson to the intruder who came to his house without permission. Meanwhile Finn came into his home and begged his wife Oonagh for help. The steps of the approaching giant could be heard right outside the house. The earth was shaking under his feet. Finn McCool looked at his wife.

Oonagh smiled, took her husband hand, and led him to the cradle that stood in the room. She told him to lie down in it. Finn's hands hung down to the ground, his legs were leaning against the wall. A strange view! Oonagh covered her husband with the largest sheet she found, and put a pillowcase on his head that looked like a hat. The Scottish giant Benandonner was knocking at the entire door and destroyed the hinges. Oonagh invited him inside and showed an armchair by the fireplace. The Scottish giant wasn't intelligent. He was surprised by Oonagh' kindness and hospitality. Suddenly he jumped up from his chair and claimed a meeting with Finn.

Oonagh calmed down the giant pointing at the cradle. They slowly approached Finn lying in the cradle and pretending to be a sleeping baby. Benandonner was paralised when he saw Flinn's huge legs hanging from the cradle to the ground, hands and a big head covered



with a giant cap. The giant couldn't move in fear. He thought if the baby in the cradle was so huge, how great and strong his father was. Benandonner slowly started backing toward the door saying goodbye to Oonagh. He ran quickly out of Finn's house. The giant hit the bridge with his fists because he didn't want Finn to follow him. Under his blows, the stones that made up the bridge, fell into the water. He was standing glad and safe on the coast of Scotland. There was no the bridge at all. But on the Antrim coast in Northern Ireland you will find ruins of Finn's building. They are called the Giant's Dam.

#### MORAL/MESSAGE

This legend says that being smart and creative is necessary to win bad persons.  
The power of brain is stronger than the power of muscles.

### **WALIGÓRA AND WYRWIDĄB - POLAND TWO TWIN BROTHERS OF EXTREMELY GREAT STRENGTH.**

According to a legend the brothers' mother died after the twins had been born in the woods. However, there was no one around who could talk to her, so after the birth of the children the woman died. Two boys without motherly care, began to cry loudly. The bear took one child with her, the she-wolf took care of the second boy. The animals fed the twins and protected from danger. Together with their wolf and bear families, they lived deep in the forest, where no man appeared. They were brought up separately, but the boys stayed in touch and when they grew up, they decided to leave the forest. They didn't have any occasion to meet human beings although they sometimes heard a human voice. They were not aware of the world outside the forest.

They were different from other people not only by their upbringing by animals but being inhumanly strong and much larger than other people. One of the brothers was able to uproot trees, even if they were powerful oaks. The second one was able to move the mountain from one place to another without effort. The forest was their only home. They lived in neighbourhood of forest animals, having extraordinary strength as their protection. They felt a great need to experience something new, adventure. They often felt challenge. So they said goodbye to their families and set off into the unknown and mysterious world. They decided to travel straight ahead because they were curious about everything. They were wandering for many hours. The sun started to set when suddenly the brothers saw a small man who waved to them friendly.

Contrary to the twins, a stranger seemed to be very small. Despite these differences they became friends very fast. One day the little man gave the brothers an unusual gift: magical shoes that could move a man a lot of miles. The shoes allowed a person to escape in case of being in danger. The little man also had a magic carpet to fly quickly. When the small man saw that Waligóra and Wyrwidąb were completely exhausted of their long walking, he suggested giving them the magic shoes. Each of the brothers received one shoe. They were happy because they could move from one place to another and explore the world. The little



man told the brothers a secret. The mystery was about a king and his two daughters, living in a splendid kingdom. The king ruled very well. He was just and good to his subjects, who lived peaceful and safely with him.

But a terrible dragon started to threaten this country. The beast lived in a cave and disturbed the inhabitants of the kingdom by hunting in the lands belonged to the king. When somebody tried to come close the dragon's cavern, he lost his life immediately. When the dragon was hungry, he kidnapped animals and small children, adults, even strong men. The sad king promised the hand of one of his daughters and a half kingdom to a man who would kill the dragon. When the brothers heard this story, they knew at once that they were the best to defeat the dangerous dragon and save the kingdom. They put on their magical shoes and went to the kingdom to help. The huge cavern of the dragon were in front of them. They heard the terrifying howl of the monster.

The brothers found out that defeating the dragon would not be an easy task. They thought about a plan how to get rid of the monster. Wyrwidąb ripped the largest tree from the ground which grew next to the dragon's pit. When he heard the beast's heavy footsteps and roars, he lurked near the cavern waiting for the dragon to come out. When he saw the large, dragon's head he closed his eyes from fear. He swung a tree and chopped the trunk on the dragon's head. The beast staggered on its paws, but did not suffer harm but became angry. Wyrwidąb managed to escape from the threat by moving thanks to the magic shoes. At the same time, Waligóra crushed the dragon with a large rock, which he held in his hands. He threw the boulder on the tail of the beast and Wyrwidąb returned with a large tree. Waligóra was crushing the dragon's tail with a rock so that the beast could not escape. Wyrwidąb hit the dragon's head with all his strength, killing him at last. The brothers defeated the dragon. The whole kingdom was free from the beast.

The king kept his promise. He gave his brothers two daughters for wives and princes titles. Both brothers lived in happiness. They ruled with the king and enjoyed the respect of the subjects of this kingdom.

#### MORAL/MESSAGE

The characters show agreement with their actions and they are an example of benefits from cooperation.

It's sometimes good to listen to somebody's else advice  
(to change life for better).

Don't give up getting knowledge and exploring the world. New challenges wait for you every day!



## THE LEGEND OF BRAVE WANDA - POLAND

Once upon a time, after the death of the King Krak, his only child - daughter Wanda - took over the throne in Wawel castle. The people didn't know if this very young princess would manage to be a queen. But Wanda ruled wisely and justly. The inhabitants of Krakow loved their young queen for her good heart and calmness. Words about her beauty, grace and wisdom spread around the whole world.



Princes from abroad began to come to Wawel castle. They brought gifts and wanted to marry the queen. However Wanda dreamt about a husband from the house of Piast, a hard-working, noble Pole who would, like her, devote his life to the country.

Simultaneously, at the Łaba river, a young German prince – Roderyk – reigned the country. He was interested in the beautiful Krak's daughter. Roderyk was going to marry her at any price!

One day, a great number of German knights came to the gate of the castle. They were travelling a long way. They were astonished at the magnificent city Krakow and the beauty of Wanda. She looked wonderful like sunny, spring morning.

The knights spoke to her in the name of prince Roderyk. He asked her to give him her hand. The envoys brought valuable jewellery, priceless rings and necklaces. When they stood in front of the queen they started to extol the power and force of Roderyk and his country. They were arrogant and boastful. Wanda looked at the gifts but she didn't enjoy them. Smile disappeared from her gentle face, She grew sad. Wanda raised her proud head and said:

Thank to your master, please. I can neither accept his presents nor be his wife. I belong to this land, which I love with all my heart. I love my people, too. I will never leave them and go to the foreign country.

Suddenly the German knights were angry and very rude. The oldest of them told Wanda not to refuse to marry Roderyk. In the contrary he would destroy her land and kill her subjects. It wasn't going to be only a little skirmish but an outrageous fight.

Wanda firmly declined the proposal once more. She knew that it wasn't only the principle of a sword. The offended Germans left Krakow swearing revenge.

The Queen wasn't frightened by the threat. On the other hand she realized how determined Germans were if they desired something.

She called a meeting with her noble men to prepare a suitable defense. The inhabitants were gathering food. Knights sharpened swords. Archers oiled bows and counted arrows. Even old people helped to fill barrels with tar. The town didn't sleep.

Everyone knew what was worth fighting for – the city and the land. There was both excitement and fear, in the same time.



At last the day of battle came. Roderyk's splendid army approached the gate to the castle. His knights formed several black columns. The battle for life or death had begun. The citizens of Krakow defended themselves. Not only soldiers fought but women and children helped as well. The queen herself put on shining armour and mounted a white stallion to fight. It was a murderous and bloody battle.

Although the German army was larger and stronger than the Polish one, the enemy was forced to retreat. The Krakowians gained a victory!

The citizens celebrated this special time. Colourful processions marched through the town. Honey flowed in streams. Roast lambs and beef were served to everybody who had a wish.

The queen didn't share the joy of her subjects. Tears of happiness and sadness flowed down her cheeks. She was sure that as long as she was alive, Roderyk would never stop tormenting the city of Krakow. Only her death could bring a real peace to her nation.

Wanda, the queen was sitting in her chamber, in completely silence she thought what to do. She put on a shimmering dress, let her golden hair down and put a wreath of wild meadow flowers on her head. She looked beautifully.

She left Wawel unexpectedly in the darkness, at the same night. She didn't want to be seen by anyone.

She was running straight at the banks of the Vistula river. She looked around for the last time. The queen heard the sounds of music, coming from the town.

Wanda, wiping the tears from her crystal blue eyes, jumped into the waters of the swiftly flowing river.

In the morning somebody noticed her body borne by the calm waves of the Vistula river. News of the queen's death spread quickly through the town. The inhabitants couldn't believe what had happened. The castle was in the grief. A heavy rain began to fall on Krakow. A strong wind started to blow. It seemed that the whole nature was crying over Wanda's death. The people who lived in Krakow swore to always remember about their brave queen.

They found a right place to bury Wanda. They made a mound above the grave. At the top of the high hill they built a stone monument.

When Roderyk found out about Wanda's death, he regretted being so cruel. He understood that love could neither be bought nor forced. Unfortunately it was too late for her forgiveness...

**MESSAGE:** Some 'things' are worth sacrificing. For each person – different ones. What's important for you? Think of it for a while, please.



## THE DOWRY OF SAINT KINGA - POLAND

Boleslaw, called the Shy became the ruler of Poland at the age of six. When he was thirteen the noble men decided to find him a wife. They chose Kinga, the daughter of the Hungarian king. They sent some envoys to Hungary on behalf of Boleslaw to ask for approval.

The Hungarian king liked the Polish people for their bravery and a respect to women. So he agreed for this marriage immediately. He wanted to give his daughter Kinga a very rich dowry – much gold and silver. To his surprise she didn't want to take it.

She said that the Poles didn't need gold and silver because they weren't poor. According to Kinga the Polish State needed other treasure – salt. Poland was buying it from Hungary.

The king was amused by this kind of request. He couldn't understand how many barrels of salt should have been prepared. And how was Kinga going to do it? Kinga asked her father to show her the place under the ground where the salt was. She claimed that she was able to carry salt to her new 'mother land' – the Polish realm.

The king loved her daughter very much so he didn't dare to refuse her. He told her to do what she was dreaming about. Then Kinga was led to the place where salt was drawn out. She looked into a dark, deep derrick and threw her wedding ring into a hole.

Soon she went to Krakow to marry Boleslaw, the Shy. After the wedding she told Boleslaw that she had lost her ring. But she knew where to find it. She and her young husband went to Wieliczka. Miners tried to dig a deep well. They were digging under the ground. One day they stopped working because of a hard rock. They told Kinga, the queen, that a hard boulder didn't allow to dig more. Kinga was stubborn, she didn't give up. She asked them to cut off a piece of the rock and bring it to her. When they put the cut part on the ground the miners shouted loudly in astonishment. The piece wasn't a rock but a real salt. Everyone started to stare at it and touch it.

Kinga ordered them to chip the clod of salt. When they did this her wedding ring fell down on the ground. Kinga was proud of herself. Furthermore the ring brought her happiness.

There has been a lot of salt in Poland since this event.

**MESSAGE:** If you're not selfish and do a lot for other people, you will be glad. It's possible you will find 'your' happiness. Because giving is better than receiving!





## THE VISLOK RIVER SAVED JADWIGA, THE QUEEN - POLAND

In mediaeval times boundaries between states or shires, rivers were crossed by fords which became the sites of towns, or by 246inding which were often points of battle. Upon rivers the people of that time depended for food, power and transport.



The story begins in 14<sup>th</sup> century. Our beautiful land, Podkarpacie was covered with huge, lush forests. The main church (Fara) was about to be built in Rzeszow. There were neither tenement houses nor rock pavements in the town. Travelling was tiresome because people went on muddy roads, across the wooden 246inding and the river's shrubberies. Some day the Queen Jadwiga was heading to Krakow from Łańcut. Near Rzeszow, in the forest, she and her followers were attacked by the horde of bandits. They saw rich carriages and large trunks. Ladies-in-waiting, courtiers were wearing valuable clothes. The robbers thought about an easy and a precious prey. It lured them.

Suddenly the queen with her followers came into the Vislok river. All of them were in a hurry. The ruffians were very close to the queen's coach. On the other hand they stayed at the back and far away from the followers.

The Vislok river caused this unusual situation. Shortly speaking the river's current defended the queen from the ruffians. The water made a chase harder because the river was 246inding perfectly. Falling ground was filled by the water of the river immediately.

That's rather steep! The robbers were both furious and exhausted by this kind of hunting. The bandits couldn't help the forces of nature. They gave up and ran away. The danger was averted. The queen was safe.

Nowadays it is said that only rushes and reeds whisper what happened over six hundred years ago.

### SUPPLEMENT:

Jadwiga was a queen and the saint. She was a very special woman. She loved her subjects and Poland. She helped the poor, took care of science. She gave the money to develop the Jagiellonian University. The people admired her for determination in creating a powerful country.

Jadwiga was the wife of Wladyslaw Jagiello. She died in the age of twenty five, several days after her daughter's death.



**MESSAGE:** It sometimes happens that nature (Mother Earth) helps you in need. Take care of our planet. And it will repay you the same.



## THE STONY SPINNERS - POLAND

Once upon a time the castellan's wife bore triplets (three daughters). The girls were as like as peas. They were also beautiful like stars in the sky. The castellan of the Odrzykoń castle boasted of his issue - although they weren't boys. None of his neighbours had never seen such beautiful children.

Bogna, Sława and Miła loved entertainment. They were able to ride a full gallop and shoot at a hawk with a bow at the same time. Three sisters often hunted in the forests and never came back without dead animals. Their beauty and charm were seen specially in the evenings. They were wearing rich gowns, laughing and dancing.

Their mother loved them very much. But she she wanted them to learn both embroidering and weaving. The girls always started their work but never had time to finish it. Bogna gave up weaving towels. Sława avoided reeling off a thread for curtains. Miła didn't mention about making a chasuble to the church. When their mother reminded them about the duties of young ladies, the sisters had a lot of excusations at once - 'of course their rooms are dirty so they have to dust the tables and they will prepare everything on time.' The sooner the better – it wasn't their favourite sentence.

Besides the castellan's daughters didn't have an intention to get married. Many knights came to the Odrzykoń castle and asked for the hand of one or another sister. But they preferred to be admired insted of being wives and mothers.

One day the situation changed when three brothers (the triplets) came to the castle. They were the king's knights. And they were to go to the war soon. The handsome boys fell in love with the wonderful sisters. And unexpectedly three sisters fell in love with these noble knights. The castellan and his wife were satisfied at last. A splendid engagement was held to celebrate a great love.

One of the brothers announced that they had to fight for the country in the name of the king. In fortnight on their way to Krakow to the king, three brothers will visit Odrzykoń once more to say goodbye. On the other hand they wanted their beloved to weave a little souvenir – a linen handkerchief. If the time of death at the battlefield comes, it will be a relief to look at the piece of material made by 'dear hands'.

The girls had to think about weaving. However they had never worked much earlier. So they couldn't stand this kind of effort. They enjoyed the fun and now the sisters felt a





sudden lack of laughter, singing and dancing. The careful mother noticed an easy life of her three daughters. The days passed and there was less time to the knights' arrival. Nevertheless the girls said that everything would be ready soon.

On Saturday, the day before the knights' returning, the girls thought about the work again. They were trembling, weaving in silence. They glanced in horror at the setting sun. Their servant was ordered to lit the fire at night. But the night was too short for the castellan's daughters. At dawn the mother told them to stop the work. It was a new day, Sunday – a special, God's day. The sun rose quickly. The girls were glad of the bright morning. The work will go faster than at night. They ran to the castleyard straight to the hill to continue working. From time to time they were raising their heads to see three brothers. The church bells rang. The girls didn't care of the people, going to the first mass. The old women and men whispered about the sin and that the girls were cursed.

While Slawa, Bogna and Miła were weaving step by step, the dust appeared on the road suddenly. The flashes of the armour were seen even at the castle's windows. The castellan with his wife went out to greet the worthy knights. The young men asked them why their fiances hadn't come themselves to the appointment. Then in despair the mother showed them the hill near the castle.

The boys were paralysed by the view! To their surprise three large, white rocks stood in front of their sight. The stones were covered with dew. When the church bells rang the noon, the girls were changed into stones. The boulders resembled the spinners.

It's an extraordinary story. The legend says that the stones grew higher and higher with the devil's power. Their size threatened the inhabitants of Odrzykoń and Korczyn to collapse.

But fine, smart and happy idea saved the countryside. The stones were sprinkled by the holy water. They stopped growing immediately. The evil, hidden inside the rocks lost its strenght for ever.



**MESSAGE:** Don't think about yourself all the time (dancing, having fun)! Stop being lazy! Remember - if you want to do your duties (tasks) very well, you will need time. You mustn't be in a hurry and panic. Listen to adults. They have a bigger life experience.



## THE GREEK MYTH OF SISYPHUS

Sisyphus was a king of Corinth. His palace at the top of a rocky mountain was surrounded by old trees. Every morning after bathing, the king went out to the terrace and admired his country, looking at the sandy plain and the streets of Corinth. He stared at ships, blackening in a blue bay, a crowd of people, working at harbour warehouses or in shipyards, forges, workshops. All this was the work of king Sisyphus who founded this rich city, because of its harbour, allowing ships to sail from the east to the west.



Sisyphus was not only a good king, but a favourite of the gods as well. Zeus was sending invitations to Sisyphus for Olympic feasts constantly. The king liked these visits because of the possibility of drinking nectar and ambrosia, which gave him strength. The visits to Olympus were also associated with the latest rumours, news and gossips. Sisyphus was really good at listening them. But one day he told people secret information received from Zeus. The Olympians' ruler sent the god of death Thanatos to Sisyphus, the king. Sisyphus, expecting the messenger's visit put him in chains and imprisoned him in the basement. People stopped dying. When Hades went to Zeus to complain, he sent Ares to Sisyphus.

After releasing the idol of death Sisyphus became his victim. Before death he asked his wife not to hide his corpse. Sisyphus wandered, complained, moaned, regretted his fate. Finally he was brought before Hades. When he was crying about his wife, who refused to give him a funeral, Hades finally agreed that Sisyphus would return to earth for a moment and punish his wife. However Sisyphus went and did not return.

The gods forgot about him thus he lived for a very long time. Hades remembered about the king. Thanatos surprised him and took the soul to the underground. The punishment of Sisyphus was to roll a heavy stone on a high mountain. He was sure of being brought back to life when he completed the task. Sisyphus lifted the rock to the top. Unfortunately the rock slipped and fell down. Sisyphus was completely astonished and disappointed but he couldn't help it. His task lasts even nowadays.



### MORAL/MESSAGE

Be persistent when something matters for you.

Don't announce secrets if someone asks you to keep them to yourself only.



## **POPIEL AND THE KRUSZWICA TOWER - POLAND**

Popiel was a ruler of Kruszwica. He revelled, drank, lazed, and avoided fighting like the fire. His wife, the German princess Gerda, was beautiful and greedy. She changed her husband so he listened only to her and not good advisers. When two their sons were born, the prince lost his head. Gerda hated Popiel's uncles. She wanted to kill them, fearing they would choose someone else instead of her sons. She made a horrible plan. She lied about Popiel. She informed the uncles about Popiel's illness and invited them to the stronghold to see and say goodbye. They were very glad, accepted her request and waited at the headboard for Popiel's death. The king asked them to drink a cup of honey with him.

The beverage was poisoned. Popiel pretended to drink. After some time the uncles fell breathless. They weren't able to move. The king announced that they wanted to get the throne. Thus they had been punished justly. He forbade to bury their bodies. Popiel and his wife were celebrating getting rid of the uncles. Suddenly they saw the swarms of mice hatched near the dead bodies. The mice were looking for food.

They headed towards the stronghold. They stormed and captured the castle. Popiel was terrified and started to run away. He headed for the island with his family, where he found a shelter in the tower. Nevertheless this did not help him because the mice got inside the walls, ate the whole family and disappeared. Since then, the Kruszwica tower was called the Mouse Tower.



### **MORAL/MESSAGE**

**Crime doesn't pay! It must be punishment of a cruel behaviour or action.**

## **COMING INTO BEING OF VISTULA, THE LONGEST RIVER IN POLAND**

Once upon a time, among the peaks of the high mountains, in the large castle there lived the powerful king of the Mountains, named Beskid. This king had a wife, Borana, queen of the forests, and three children: Lan, Bialka and Czarnocha. The royal couple ruled the country for many years in happiness and peace. But one day everyone felt sorrow and pain because Beskid, the king died. Borana called her children to give power to them according to her husband's last will.

“My beloved children, the time has come to divide the power and the royal insignia of your father.’ The queen took the scepter and raised it up, saying - Let the mountains be wild. Noone except my husband will never have power over them. After these words she aimed the



scepter at her son. “Lan, I am giving you people’s fields and meadows. Make them be always fertile and that those who use them will never feel lack of anything. Then she aimed the scepter at her daughters.- Bialka and Czarnocha, you are receiving the power over water. Spread it so that Lan's fields and meadows are always fertile, that both people and animals have something to drink, and that drought never surprises the valley. Now go and keep ruling what has been given to you. The queen finished and sat on the throne immediately. Full of life and joy Bialka went out of the castle and quickly ran down the mountains into the valley, leaving a stream of water behind. Cautious and careful Czarnocha walked on the rocks in a safer place, also leaving the stream of water behind her. When the sisters met, they decided to continue their journey together. Unexpectedly they saw a huge rock standing in front of them. It was guarded by the knight Czantor.

Why do you want to leave our land, the royal daughters? It’s great here, isn’t it? What would you like to look for in unknown countries of the far north? - the knight said. He encouraged the girls to remain in his valley. The sisters, charmed by the amazing place, decided to spread the water over it to make the place more beautiful. The glad Earth ordered the knight to let the girls pass so that they could carry water to the world. But the knight was scared that he would never see pretty sisters again. He told them his idea.

The north is very dangerous, don’t go further but send a wave there to see those lands and come back to you with the message. The sisters listened to the knight’s advice. When he pushed the rock, they let the first wave (which was called ‘Wyszła’) go the north. They asked the wave to come back with good news at midnight.

‘Wyszła’, the wave was flowing across plains, passing forests and stones, slowly forgetting about her mission. She was delighted with the beauty of the landscape. Wyszła decided to expand her current and join more rivers. One day she felt the taste of salt water. A large sea stretched out before her. She was in love with the view. So she let the sea kidnap her by the waves. Wyszła never returned to the sisters. The sisters waited for her return in vain. They were sending several waves to the sea. However none of the waves came back, because the charm of the Baltic Sea kept them forever. Two mountain rivers were called Biała and Czarna Wiselka in honour of the royal daughters. The river which was formed by their streams was called Vistula, from the name of the first wave.

#### MORAL/MESSAGE

If you are attracted by a beautiful place,  
you will be coming back there many times!



## **GIGANTHOMACHY (the Greek mythology)**

Zeus threw his father's supporters, the titans into Tartarus. Gaea was furious and sad because her children were severely punished. In revenge she gave birth to 24 giants. The giants, oversized with a huge power had the figure of a human being but with serpents in the hair and beards. Their legs looked like ended in a dragon tail. The giants were mortal. Nevertheless they attacked the Olympian gods unexpectedly, encouraged by their mother, Gaea. The giants threw rocks and burning trees against the gods. They moved mountains, sank islands and changed the riverbeds. Contrary the gods, with their leader Zeus holding the thundebolts in his hands, fought back bravely. The war between the gods and the giants lasted for a long time. The Hera's oracle said that the giants would lose if a mortal in a lion skin fought on the side of the Olympian gods. Zeus sent Athena to bring Heracles for help. However Gaea had a special herb that would protect the Giants from wounds. It grew in a very mysterious place on the earth. When Zeus knew the information, he immediately ordered Helios, Selene (the Moon) and Dawn not to come out before he had found this herb and brought it to the Olymp. Zeus wanted the nature to be dark. He found the herb so the giants fought without hope. The gods were exterminating the giants one after the other.

Porphirion jumped to the sky from the top of the large rock pyramids. Zeus knocked the giant down with his thunder.

Hekate burnt Clitios with a torch. Moirias used a brass pestle.

Hermes lent a helmet of invisibility from Hades and killed Hippolitos.

Artemis shot her arrow at Gration.

Athena killed the giant Pallas and armoured her chest with his skin.

Alcyoneus, the leader of the giants seemed to be unbeatable when he stayed on his homeland. Athena advised Hercules to take him in his arms and drag him out of his land. Heracles killed Alcyoneus by hitting him with his large club. The giant was buried under Vesuvius.

Enceladus wanted to marry Athena. She chased him to the Mediterranean Sea and buried him under the Sicily island. The goddess threw the whole island upon his head.

The giant Polybotes was hit by Poseidon with a rock from the island of Kos.

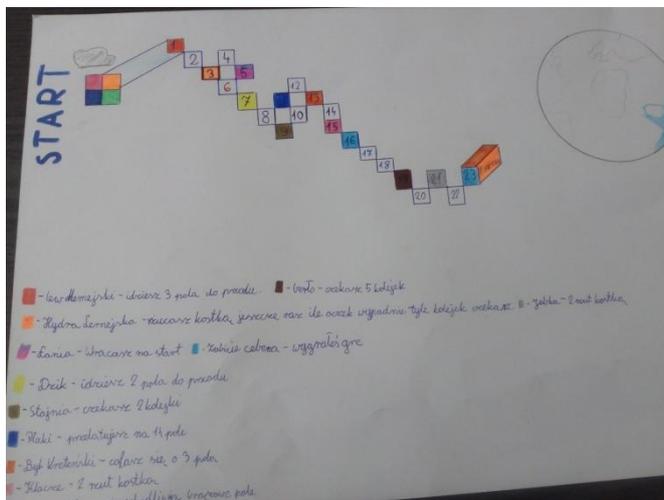
After the giant Pelorus had thrown a mountain Pelion against Dionysus, he was killed by the god Ares with a sword.

Ephialtes, a horrible giant, was destructed by Apollo and Heracles who pierced his eyes with their arrows.





- Labour number 1 – the elders prize you for killing a beast. You have an extra throw.
- Labour number 2 – your friend dies during fight. You lose one turn.
- Labour number 3 – you wander in a forest looking for a hind. You wait until you get 1 or 6 on a dice.
- Labour number 4 – you have been hurt. You lose one turn.
- Labour number 5 – you are rewarded and you receive a horse. Move six places forward.
- Labour number 6 – the birds have eaten your food. You must buy supplies. You lose one turn.
- Labour number 7 – a king is grateful for killing a bull. You get an extra turn.
- Labour number 8 – Diomedes gives you a lift. Move eight places ahead.
- Labour number 9 – the Amazons have captured you. You wait to have 1 or 6 on the dice.
- Labour number 10 – you have to wait until a guardian falls asleep. You lose one turn.
- Labour number 11 – you go blind from brightness of the apples. You lose three turns.
- Labour number 12 – you have been bitten by Cerberus. You go back 25 places.



This photo shows a board game prepared by the group of students called 'The Earth':

Additional tasks:

1. Zeus is abdicating. Write a letter of application to have his 'job' and be a ruler.
2. Draw a picture of 'your' own, Greek god.



## HERACLES

The most popular of all the heroes of the ancient Greeks. The myth about his twelve labours is full of animals.

1. to kill the Nemean Lion;
2. to kill the Lernaean Hydra;
3. to capture the Ceryneian Hind;
4. to capture the Erymanthian Boar;
5. to clean the stables of Augeas in one day;
6. to kill the Stymphalian Birds;
7. to capture the Cretan Bull;
8. to steal the Mares of Diomedes;
9. to steal the girdle of the queen of the Amazons, Hippolyta;
10. to steal the cattle of the monster Geryon;
11. to steal the Hesperidean Apples;
12. to capture Cerberus, guardian of the Underworld.

## LEARNING ACTIVITIES

1. Who was imprisoned by Sisyph in a dungeon of a palace?
  - A. Tanatos
  - B. Hermes
  - C. Charon

ANSWER: A

2. Who punished Sisyph?
  - A. Hades did.
  - B. Zeus



**C. Athena**

**ANSWER: A**

**3. What was the name of Sisyph's wife?**

- A. Merope**
- B. Persephone**
- C. Eurydice**

**ANSWER: A**

**4. Who was Prometheus?**

- A. a titan**
- B. a giant**
- C. a man**

**ANSWER: A**

**5. What was there in Pandora's box?**

- A. misfortunes and illnesses**
- B. a grain of truth**
- C. the dead's souls**

**6. What was the name of a giant, met by Odysseus?**

- A. Poliphem**
- B. Goliat**
- C. Eneas**

**ANSWER: A**

**7. Who killed Minotaur?**

- A. Theseus did.**
- B. Heracles**
- C. Minos, the king**

**ANSWER: A**

**8. A brave Tailor of the Grimm brothers' tales had a signature embroidered on his clothes:**

- A. 7 at one blow**
- B. 100 at one blow**



**C. 20 at one blow**

**ANSWER: A**

**9. What were king Lear's children charmed into?**

- A. swans**
- B. ravens**
- C. pigeons**

**ANSWER: A**

**10. Where does „The Giant's Dam” come from?**

- A. from Ireland**
- B. from France**
- C. from Scotland**

**ANSWER: A**

**11. Who did Waligóra and Wyrwidąb have to defeat?**

- A. a dragon**
- B. a bear**
- C. a bad king**

**ANSWER: A**

**12. Where is there a legendary tower in which Popiel, the king was eaten by mice?**

- A. in Kruszwica**
- B. in Gniezno**
- C. near Warsaw**

**ANSWER: A**

**13. What did Jadwiga, the queen left the poor living close to Sandomierz as a quarantee of her promise?**

- A. white gloves**
- B. a golden coin**
- C. a little shoe**

**ANSWER: A**



## THE MIRACLE OF THE ROSES AND THE LEGEND OF KING SEBASTIÃO - PORTUGAL

Agrupamento de Escolas Dr. Mario Sacramento, Aveiro



### THE MIRACLE OF THE ROSES

In the 13<sup>th</sup> century, Dinis was the King of Portugal and he was married to a Castilian lady called Isabel. Dinis was a very popular king and he was also a poet. They lived most of their time in Coimbra, where Dinis had founded the first university in Portugal, because Isabel was a devout follower of the nuns that lived in the St. Claire Monastery. Isabel was famous for her piety and benevolence, always offering a helping word or hand to the poor that lived around the monastery in the city of Coimbra.

One winter, in the month of January, the city had gone through a rough time due to heavy rains and extreme cold. Most of the poor people had become homeless and was staying close to the city walls and the monastery, waiting for some help from the nuns. Dinis, however, didn't want them around and forbade everyone in the court to give them food or money, arguing that such behavior would only prevent them from working. Isabel, his wife, however, had different thoughts and came out every day with some money or bread for the poor, a fact that came to the ears of the king and his subjects.

Called out by some of the Queen's 'enemies', the King decided to catch his wife red-handed. One day, without her noticing his presence, he appeared as she was coming out of the convent where they were staying. Caught by surprise, the Queen held the bread she was taking on her dress, hiding it from the King's sight. He insisted and asked her where she was going and what she was carrying. She said she was going to walk in the garden but she didn't answer his other question. He insisted in knowing what she was carrying and ordered her to show him. At first, she tried not to and accused him of not trusting her. But, at last, she was forced to show it and she said she was carrying some roses on her lap. As she said this, she showed her dress and roses came down from it instead of bread.

### THE LEGEND OF KING SEBASTIÃO

In 1557, at the age of 3, Sebastião became king of Portugal after the death of his grandfather, John III. Because of his tender age, his grandmother (Catherine of Austria), first, and his granduncle (Cardinal Henry), then, were country regents until Sebastião assumed the throne in 1568, at the age of 14. From the beginning, he showed a great military and religious spirit and dedicated his efforts to reconquer Portuguese power and domination in Moroccan territory. Under the spirit of a crusade against the Muslims, he fought numerous battles in Northern Africa.

In 1578, he was defeated at the Alcacer-Quibir battle, leading to his downfall. His corpse never appeared, so he was presumed dead in the battlefield, a fact that led to a dynastic crisis in Portugal, since he had left no legitimate heir. Because of that, the Spanish king Philip took over the Portuguese throne, uniting the two Iberian kingdoms for a period of six decades.

Because of the mystery that surrounds his disappearance/death and its consequences to the country, a legend rose: that he would, one day, return on a foggy day to save the country from this destiny...



## READING/WRITING

After having read the two legends, do the tasks below:

1. What do Dinis and Sebastião have in common?

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2. Why did Dinis and Isabel choose to live in Coimbra instead of Lisbon, the kingdom's capital?

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3. What was Isabel like? And Dinis?

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4. Why was Isabel carrying some bread on her dress? What happened to it?

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5. When did Sebastião assume the Portuguese throne? What happened earlier in his life?

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6. Why did Sebastião focus on Northern Africa?

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7. What happened in 1578? Which consequences for the Portuguese did it entail?

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8. What is the meaning of Sebastião's legend?

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9. Which of the three royal characters is your favorite? Why?

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### PORTUGUESE LITERATURE

Dinis was not only the king of Portugal but he was also a prolific poet in the medieval age.

1. The poetry produced in the medieval age was also known as troubadoresque. Why?

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2. Which different types of poetry can you find at this time? What are their main characteristics?

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3. Which are the main topics discussed in the poems produced in this period?

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4. Choose one of the poems written in this period and analyze it.

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5. Camões dedicated his poem *The Lusíads* to King Sebastião. Why?

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6. Write a short paragraph about the main ideas of Camões's epic poem.

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7. Camões lived and wrote the poem in the 16<sup>th</sup> century. What is the poem’s time frame? Why?

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8. Discuss the poem’s main topic and King Sebastião’s reign.

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## HISTORY

1. King Dinis and King Sebastião were from different dynasties. Which are their dynasties? Name three other kings/queens that are also from those dynasties.

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2. King Dinis was a very famous king whose actions affected future generations: he founded the University in Coimbra and he had the Leiria Woods planted. Why were these two actions important for future generations of Portuguese?

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3. By the time Sebastião became king of Portugal, the size of the Empire was very big. Describe, in a short paragraph, the main stages of the Portuguese Discoveries.

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4. Sebastião decided to focus his efforts on the North of Africa. Explain the strategic importance of this territory to the Portuguese Empire.

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5. After the king's death in Alcacer-Quibir, there was a succession crisis in Portugal. Write a short paragraph about this crisis. Talk about: the reasons for the crisis, who were the candidates to the throne, what was the outcome. Why was the outcome in 1580 different from the one in 1383?

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### GEOGRAPHY

1. The city of Coimbra is situated in the central part of Portugal. Name the river that flows through it and what is its main specificity in comparison to other rivers in Portugal.

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2. Name five other rivers in Portugal, stating where their springs and mouths are.

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3. Identify the main agricultural cultures around the Coimbra area and how they are important for the local and national economies.

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4. What kind of climate would you expect to find in Coimbra in January? Justify your answer.

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5. King Dinis was famous for having the Leiria Woods plained. What kind of trees would you find there and what was their importance?

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6. In which continent do you find Alcacer-Quibir? How would Portuguese troops be transported there?

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7. How different would the weather be in that part of the world? Justify your answer.

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8. Name ten countries from that continent and their capital cities.

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9. Portugal and Spain are neighboring countries. Identify Portuguese and Spanish geographical neighbors.

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10. Portugal and Spain form the Iberian Peninsula. What is a peninsula? What other peninsulas can you name in Europe and worldwide?

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## BIOLOGY

The legend of Queen Isabel talks about roses.

1. Write the scientific name of the rose.

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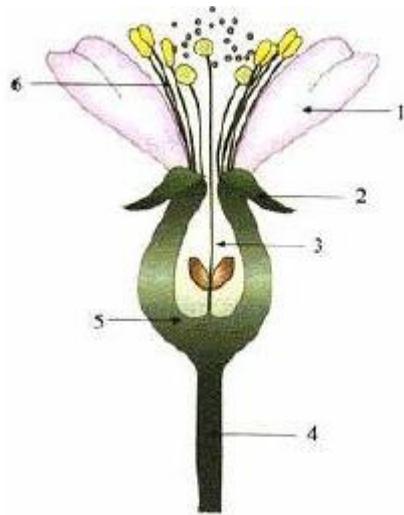
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2. Look at the image below. Label the parts of the flower.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

3. The flower has some organs which provide protection. Name them and describe how they do their function.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Describe in your own words the reproductive process of flowers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What is the importance of flowers for the natural ecosystem?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. Search the Internet and find out: which flowers are or are becoming extinct and what the reasons for that extinction are.

\_\_\_\_\_



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7. What can you/we do to stop the extinction of flowers and other natural species?

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### MUSIC

Both legends have been written about in music.

1. In the 1970s, a band called Quarteto 1111 wrote the song “A Lenda de D. Sebastião”. You can listen to the song in the following link: <https://youtu.be/ikITv-Xi1v4>

2. What does the song say about D. Sebastião? How do you relate that to the legend we have studied?

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3. In what music genre would you consider this song? Why?

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4. Which emotions do you feel when you listen to the song? How does the song succeed in that?

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5. In the 1980s, the fado singer Nuno da Câmara Pereira sang “Rainha Santa Isabel”. You can listen to the song in the following link: <https://youtu.be/oYMIInqUOjWI>

6. What does the song describe? How does that description relate to the legend you have read?

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7. Is this song a typical fado? Why/Why not?

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8. How does music, in these two particular cases, relate to history?

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## THE LEGEND OF MUREŞ AND OLT RIVERS - ROMANIA

Şcoala Gimnazială “Ion Băncilă”, Brăila



*Mureş is a river which springs from Romania and crosses Romania and Hungary to finally drain into the Tisa River. It is 761 kilometres long and more than 80% of it flows on Romanian territory. Olt is 615 kilometres long and drains into the Danube. There are about 30 barrier lakes and reservoirs built on it.*

The legend goes like this:

Once upon a time, on the top of the Eastern Carpathians, there was a fortress with two towers. The prince and the princess living there had twins. The two boys looked alike, but they were completely different in nature. The two boys used to fight hard for no reason. The boys grew up and their father went to a battle and never returned. The princess sent messengers to look for her husband. The truth was the prince was dead, but the princess didn't know it.

“What am I going to do about my two sons?” wondered the princess. “They keep on fighting and never seem to stop... I've built two separate towers for them to live in: Mures lives in the northern one, and Olt lives in the southern one. They will soon be ready to marry their brides, and yet they still don't manage to get along well...”

“Brother Olt”, Mures said, “our mother is still crying after our father, the prince. What should we do about this?”

“Mures, my brother, let's forget our arguments and go find our father. Maybe he is in a prison somewhere and he needs us to rescue him!”

The twins went to their mother and told her what they had decided. When hearing this, she



burst into tears... The queen didn't know whether to be happy or sad about the twins' decision – was she to be happy she had such brave sons, or should she fear they might be lost for good, just like her beloved husband? She advised the two young men to stay together and not to argue during their journey. She warned them that they would be much stronger together than on their own, separated.

“OK, my sons”, said the princess. “Go and find your father. I advise you to stay together like horses on a carriage.”

And the boys left... But as soon as they were out of the fortress, they started arguing about which way to go!

“Let's go to the north!” said Mures.

“No, let's go to the south!” said Olt.

“Since I grew up in the northern tower, I shall go north.”

“And I shall go south, because I grew up in the southern tower!”, said Olt.

And just like that, they split up. After a while, Mures started thinking: “In spite of all our arguments, we love each other. Our mother has also asked us to stick together... Will I ever be able to find my brother again?”

When he reached a valley, he turned south, but Olt was nowhere to be found.

Mures got lost and went to the west through such beautiful lands that he completely forgot about his brother...

When their mother, the princess, found out about their deed, she ran angrily to catch her sons up. However, she was never able to do so, because they were too fast for her to catch ...

And then the princess prayed: “Dear Lord, please take care of my sons... Make them immortal...”

So God turned them into immortal rivers, and the paths they had taken became their river beds...

(translated text - SOURCE: <http://www.traiestermaneste.ro/legenda-oltului-si-a-muresului/>)

## MATHEMATICS - PROBLEMS WITH PRINCES AND PRINCESSES

### ACTIVITY 1 – the height of the tower

The king asks the young man to calculate the height of the tower in which there is the princess he is about to marry. If he doesn't know, the prince will have the young man beheaded.

The prince knows that the size of an object is proportional to the size of its shadow.

His horse is 2 m and its shadow is 1.2 m;

A stick is 50 cm and its shadow is 30 cm;

The shadow of the tower is 9,3 m.



What is the height of the tower ?



### ACTIVITY 2 – The magic square

You need to place each number from 1 to 9 into the boxes of the grid below. All the sums of 3 numbers alligned (in line, in a column or diagonally) must be different.

Write the solution.


**SOLUTION:**

3	4	2
5	1	7
8	9	6

### ACTIVITY 3 – How you can get rich

The princess gives advice to her servant on how to get rich. There is a bowl full of 50 gold coins in front of him. The princess says:

”If you answer my question correctly, you may take 5 coins from the bowl. If you are wrong, you must put 2 coins into the bowl.”

After 21 questions, the bowl contains 50 gold coins.

How many correct answers did the servant provide? Justify your answer.



## HISTORY AND SOCIAL EDUCATION

### A. Critical approach to the text

Read the text carefully and answer the questions:

1. Identify the cause of the differences between the two brothers.
2. Mention what brought the two brothers together, united, and what led them to leave in search for their father.
3. Mention the direction towards which the two brothers left. Which of the two brothers went back to look for the other?
4. Why was the queen worried about the boys? What was the result of her prayers?
5. Mention why the preservation of the hydronyms (the names of the two rivers) Olt and Mures is important to the history of the Romanians.

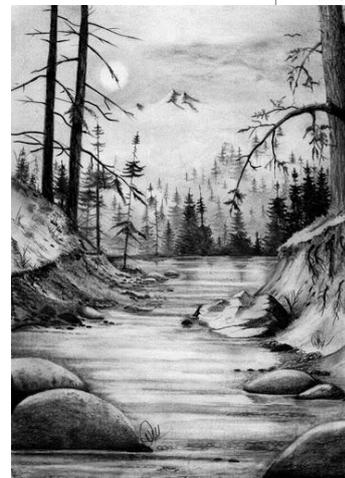
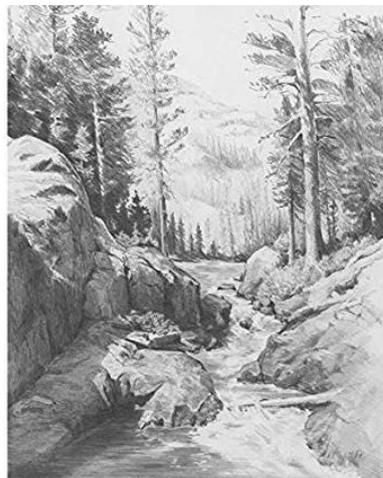
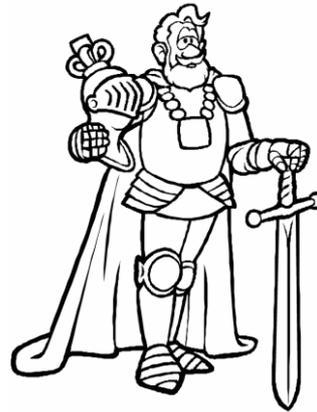
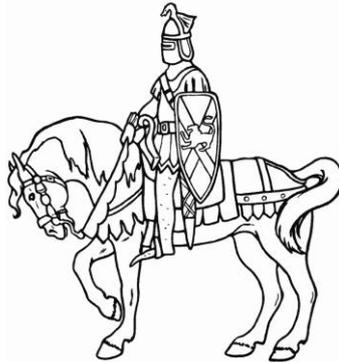
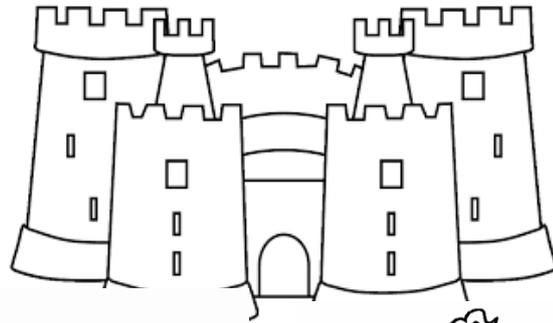
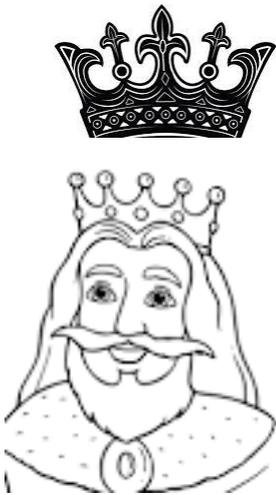
### B. Practical application

1. Colour the arrows that indicate the rivers mentioned in the legend.



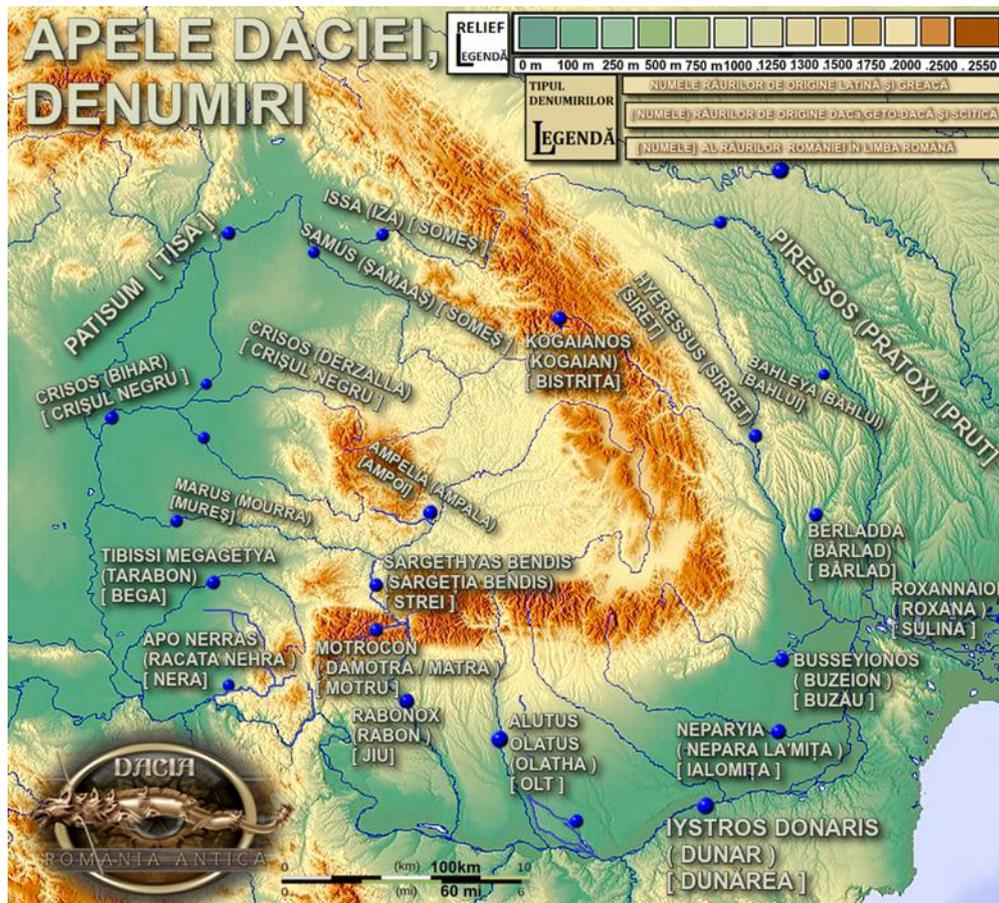


2. Cut out the pictures, make a poster and re-write the legend. Provide a different ending.





### 3. Create a puzzle based on the map of the rivers in Dacia.



### ICT

Using the Paint programme, draw the the legend of the two rivers. Use information from the Internet after you check the copyright specifications.

1. Use straight lines and curves to draw the landscape.
2. Using the pencil functions. Then, with the transparent selection, select/copy/paste/rotate/reshape the landscape.
3. Colour the landscape in different colours.
4. Use the brushes or/and other shapes to decorate the drawing.
5. Insert elements that might suggest the attributes of these characters
6. Save the image with the title Rivers\_Ro



## GEOGRAPHY

What students need to have:

- A physical-geographical map of Romania;
- A hydrographic map of Romania;
- A geographical school atlas

*Read the instructions carefully!*

**MAIN TASK: Describe the route of the Olt river from its spring to the end.**

*What you need to do:*

- I. Use a physical-geographical map of Romania,  
a – to identify the mountains from which the Olt river springs:

\_\_\_\_\_

b – to identify the major form of relief to which the above mentioned mountains belong to: \_\_\_\_\_

c – to identify the major form of relief crossed by the Olt river, from its spring to the end, in successive order, and fill in the chart below:

d – to identify at least one subunit of relief crossed by Olt in each of the major forms of relief crossed by Olt and fill in the chart below:

Major forms of relief crossed by Olt (from its spring to the end)	Major subunits of relief crossed by Olt (belonging to the major forms of relief next to them)
1. (spring) the Eastern Carpathians	the Central Group
2.	
3.	
4.	
5.	
6. (the end)	



**II. Using the hydrographic map of Romania:**

- 1. write the parallels and the meridians that cross the hydrographic basin of Olt river:**

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- 2. write the successive directions of flowing for Olt river, from its spring to the end, by using the cardinal:**

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- 3. write the names of the waters flowing into Olt river, in order, from its spring to the end:**

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**III. Use the administrative-territorial and physical maps of Romania to:**

- 1. Write in successive order, from its spring to the end, the counties crossed by Olt river.**

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- 2. Write in successive order, from its spring to the end, the county capital-cities crossed by Olt river and the county each of them represents.**

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- 3. For each county capital-city, write the major form of relief where it is located.**

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**IV. Try to explain why the Olt river has got that particular route, and not a different one.**

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## BIOLOGY

1. Look at the picture. Read the text and determine which ecosystem is present in the legend.



2. An ecosystem is made up of biotope/environment and biocoenosis/living things. Read the legend carefully and determine the characteristics of the biotope by quoting the text. Mention other characteristics that you know.

3. Mention types of living things that you know that belong to this ecosystem. Identify and name a few things they did to adapt to this life-style.

4. Identify the interspecific relationship presented in the text.

5. Present a story of the ecosystem identified in 1, 2, 3 as a drawing on the flipchart.

## THE LEGEND OF PRINCESS ILEANA COSÂNZEANA - ROMANIA

Ileana Cosânzeana is a figure in Romanian mythology. She is represented as a beautiful good-natured princess. In Romanian folklore, Ileana is the original concept of feminine beauty, the most beautiful amongst the fairies: her eyes look like the sun, her body is like the sea and her garments are made of flowers. Pearls and gold flow out of her mouth when she sings. She is also said to use her power of white magic to heal or revive. Ileana Cosânzeana signifies the most poetic imagination of Romanian genius. She personifies the beauty, the youth, and the angelic soul, in one word the perfection of humanity.

She is a mythical character with supernatural powers and with symbolic features. Ileana Cosânzeana succeeds in defeating the evil forces because she is very brave, smart, modest and diligent. In some tales "Ileana Cosânzeana" is the fairy of the Spring flowers, who gives each flower its perfume, although she also has the power to take it back. The elves love



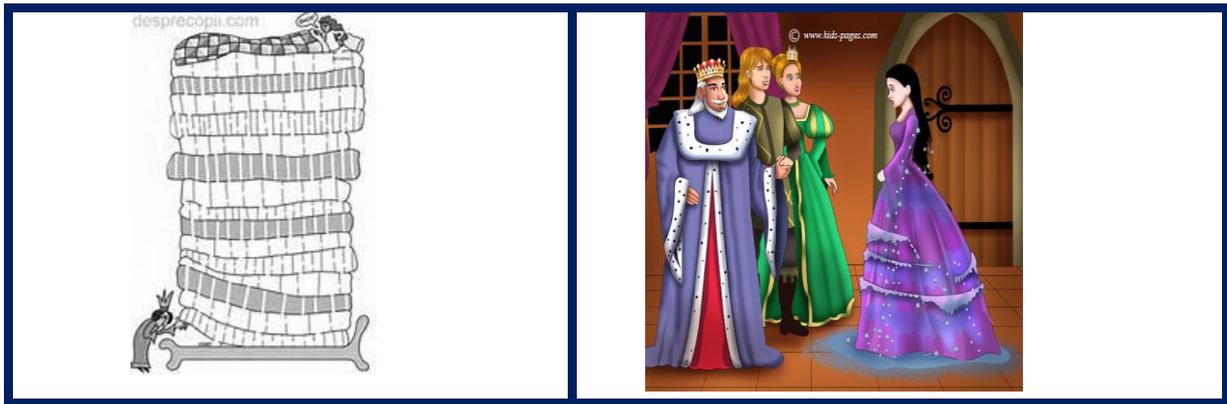
her, as do the flowers; even the wind loves Ileana, but he can never catch her. In the myth, she is a beautiful princess who is kidnapped by the Zmeu (a Dragon equivalent), who locks her in his castle and waits for her to give in to his marriage proposal. She is saved by Făt-Frumos, who is analogous to Prince Charming. Făt-Frumos is tested by many trials as he makes his way to Ileana Cosânzeana. Finally, he fights the Zmeu, beats him, and frees Ileana Cosânzeana. They both live happily ever after.

(SOURCE: [https://en.wikipedia.org/wiki/Ileana\\_Cos%C3%A2nzeana](https://en.wikipedia.org/wiki/Ileana_Cos%C3%A2nzeana))

### ART – 4<sup>th</sup> Grade – PRIMARY LEVEL

1. Cut out the picture to make up a story.





## 2. Colour the picture





## THE LEGEND JURATĖ IR KASTYTIS - LITHUANIA

Siaulių Dainų Progimnazija, Siauliai



*Jūratė and Kastytis is a traditional legend from Lithuania which has its roots in the Baltic mythology, but is written for the first time in the romantic narrative of the XIX century. It is a story of fearless love and godly power that tries to explain the origins of natural elements from the Baltic Sea, and, like most the love stories, it does not contain a “happily ever after” type of ending...*

Jūratė was the goddess of the sea (actually, “Jūra” means literally “the sea”), who lived under the waves of the Baltic Sea in a beautiful castle made of amber. She was the queen of the sea, and so she ruled over all the maritime creatures and maintained the peace and balance between them. One day, a young fisherman named Kastytis was fishing near to her castle. He was a very talented fisherman. That day he was catching in his nets a big amount of fish. This made Jūratė angry, as she thought he was disturbing the calmness of the ocean by taking too many animals at a time. She decided to punish the fisherman in order to restore the peace of her kingdom, but when she faced Kastytis, they fell hopelessly in love with each other.

They lived happily together in Jūratė’s amber castle for some time, but their happiness was not to last. Perkūnas, the god of thunder, the most powerful and feared of the Baltic gods, was the father of the sea queen, and he ended up discovering the affair between Jūratė and Kastytis. He got furious with Jūratė, not only for daring to love a mere human, which was not allowed for the gods as they were superior creatures, but also because she had been promised to marry the god of water, known as Patrimpas. Out of his rage, Perkūnas used his lightning bolts to kill Kastytis and struck the undersea amber palace reducing it to its ruins. As to Jūratė’s destiny, she was tied to the ruins of the castle to spend her life there to the eternity.

The legend says that until today, Jūratė still mourns in her underwater prison for the loss of Kastytis. It also says that this is the reason why little pieces of amber keep arriving to the shores and beaches of the Baltic Sea: they are what remain of Jūratė’s undersea palace after the struck of the God of Thunder. Those which shape looks like small amber tear are said to be the most precious, as they are the tears of Jūratė that arrive from her imprisonment to the shore during the stormy days that shake the ocean.

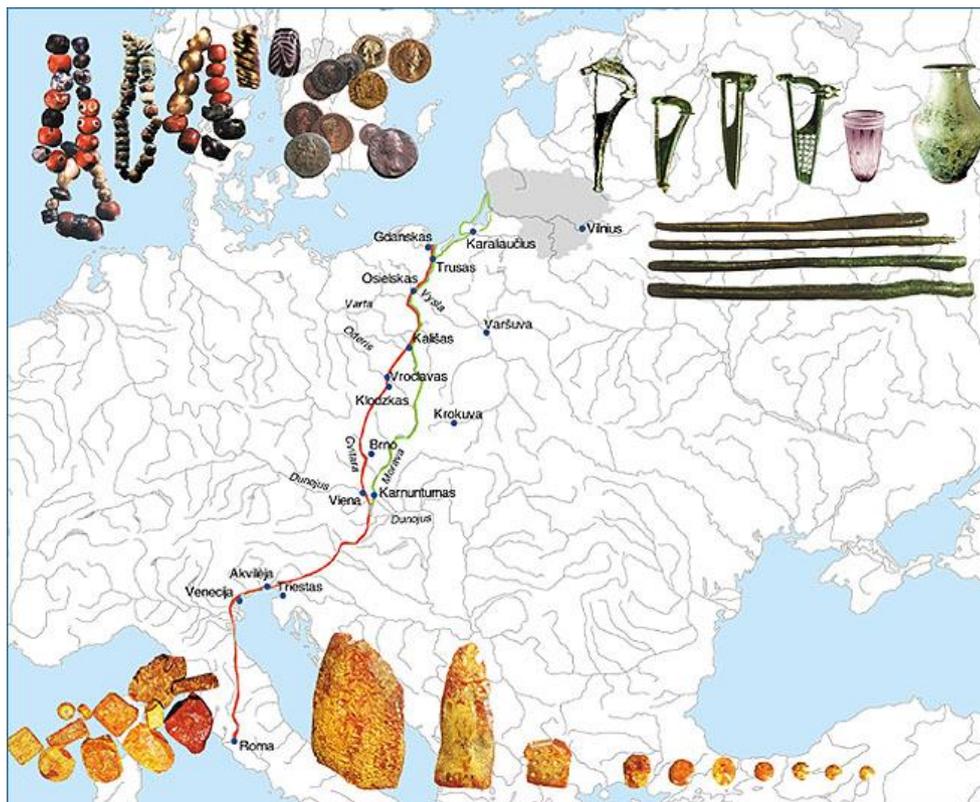


## HISTORY AND GEOGRAPHY - "AMBER ROAD"

The Amber Road was an ancient trade route for the transfer of amber from coastal areas of the North Sea and the Baltic Sea to the Mediterranean Sea. Prehistoric trade routes between Northern and Southern Europe were defined by the amber trade. As an important commodity, sometimes dubbed "the gold of the north", amber was transported from the North Sea and Baltic Sea coasts overland by way of the Vistula and Dnieper rivers to Italy, Greece, the Black Sea, Syria and Egypt over a period of thousands of years.

In Roman times, a main route ran south from the Baltic coast (modern Lithuania) through the land of the Boii (modern Czech Republic and Slovakia) to the head of the Adriatic Sea (Aquileia by the modern Gulf of Venice).

The Old Prussian towns of Kaup and Truso on the Baltic were the starting points of the route to the south. In Scandinavia the amber road probably gave rise to the thriving Nordic Bronze Age culture, bringing influences from the Mediterranean Sea to the northernmost countries of Europe.





## ACTIVITIES:

### 1. Mark the Amber road line in blank map of Europe.



### 2. Write down all today Europe countries, where the Amber road went through.

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### 3. Look at map, think and write meaning of points in the map.

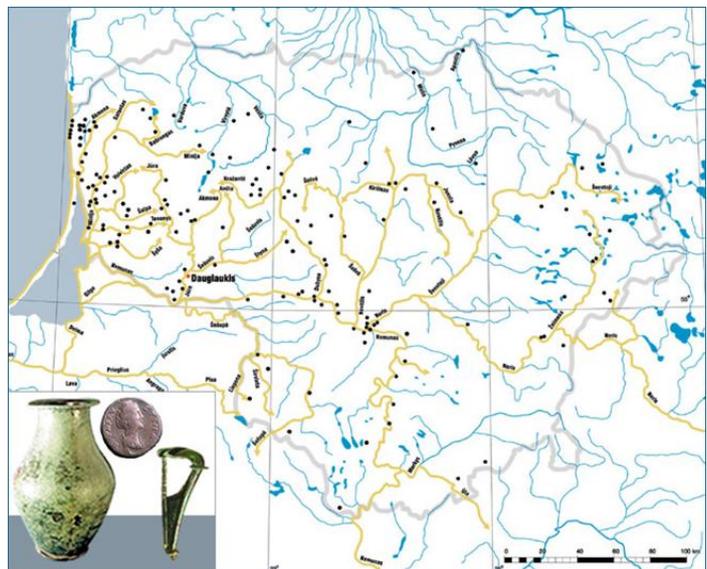
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## LITERATURE LESSON

Read the text and answer the questions:

Probably almost everyone in Lithuania has heard the story of Jūratė and Kastytis's unhappy love story. According to the legend, the mermaid Jūratė, the daughter of Perkūnas, lived in an amber palace built at the bottom of the Baltic Sea, managing the waters and protecting the fish. Once upon a time, where the river Šventoji flows into the Baltic Sea, the courageous seaside fisherman Kastytis cast his nets. Jūratė sent her mermaids to warn Kastytis that he should not disturb the waters of the sea and scare her fish, but the fisherman resisted the mermaids' seductions, did not obey the goddess and continued fishing. Jūratė wanted to see who dared to disobey her and appeared on the surface of the water. When she saw Kastytis, she was won over by his beauty and courage, and the young fisherman also instantly fell in love with Jūratė and surrendered to her charms. He stayed in the amber palace at the bottom of the sea.

The lovers' happiness did not last long, as the god Perkūnas became aware of Jūratė's love for an ordinary mortal and destroyed the amber palace with his lightning. The palace collapsed, Kastytis was killed and Jūratė was chained to the wall of the ruins for punishment. Her lamentations are so sorrowful and emotional that they move the very depths of the sea. Then the water throws ashore the remains of the amber palace and small pieces of amber – Jūratė's tears – as clear and transparent as the love of the goddess and mortal fisherman.

### ACTIVITIES:

1. Who was Kastytis? (What did he do?)

- a) A tradesman b) A fisherman c) He didn't have a job

2. Where did Kastytis live?

- a) In the earth b) In the sky c) Under the water

3. Who was Jurate?

- a) A mermaid b) A girl c) A witch

4. Where did Jurate live?

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5. How did Jurate show up for Kastytis?

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6. What was Jurate fiance's name?

- a) Romeo b) Jonas c) Perkunas



**7. Jurate made Kastytis to forget...**

**a) his mother b) Perkunas c) her**

**8. What did Jurate do to make him forget?**

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**9. Why was Jurate's fiance angry with her?**

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**10. Who killed Jurate?**

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**11. Was Jurate supposed to die?**

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**12. Has Jurate ever loved Kastytis?**

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**13. Who was Perkunas?**

**a) A fisherman b) A king c) A god**

**14. How was Jurate's home called? (Another legend's title)**

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**ANSWERS:**

- 1. b) A fisherman**
- 2. a) In the earth.**
- 3. a) A mermaid**
- 4. She lived in the castle of amber, under the water.**
- 5. When Kastytis was fishing, Jurate ripped his net, released all fish and made a deal with him that he won't take her servants (fish) anymore.**
- 6. c) Perkunas**
- 7. a) his mother**
- 8. She ordered her servants to entertain him.**
- 9. Because she was in love with another man.**
- 10. Perkunas killed Jurate.**
- 11. No, she sacrificed herself to save Kastytis.**
- 12. Yes, Jurate was in love with him.**
- 13. c) A god**
- 14. It was called The Amber Castle.**



## **PEDAGOGICAL MATERIALS OF PHASE 5** **– GOBLINS, DRAGONS, VAMPIRES**

### **THE VAMPIRE OF PATINOS (A MYTH FROM AMORGOS ISLAND) - GREECE**

2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens



A pedlar from Patinos travelled to the East to buy goods. Unfortunately, he died while he was abroad. When his wife heard of his death, she immediately sent a boat to bring him back. His body was put in a coffin in order to be transferred. During the voyage of his return, a sailor sat on the coffin and the body started moving. The sailor mentioned the incident to his companions and they opened the coffin. The dead man looked as if he was alive. Imagine their horror! However, they had to take the body to the widow because they had given their word. So, they closed the coffin again, and when they reached their destination, they delivered it without saying what had happened. The widow did the funeral and buried him.

After some time, the vampire got out of his grave at night, entered houses, screamed and shouted. More than fifteen people died because of fear or beating. The priests and monks of the island did whatever they could to exorcise him with prayers, but nothing changed. So, they decided to take the vampire to another place. They put him on a boat and took him to a small deserted island, where they started a fire and burnt him. He never bothered anyone ever since.

#### **ENGLISH LANGUAGE**

1. Write the myth of the Vampire of Patinos in English in the form of a summary of 8-10 lines.

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2. Study the following legend on the vampire of Ireland and find similarities between the Greek myth and the Irish legend.

### The Irish Legend

There is a place in the parish of Glenuilin in Derry called Slaghtaverty, the sepulchral monument of an abhartach or dwarf. This dwarf was a magician and a dreadful tyrant. After having perpetrated great cruelties on people, he was slain by a neighbouring chieftain. He was buried in a standing posture, but the very next day he appeared in his old haunts more cruel and vigorous than ever. Chief O’kane slew him a second time and buried him as before, but he escaped from the grave again and spread terror through the whole country. The chief then consulted a druid and according to his advice, he slew the dwarf a third time and buried him in the same place with his head downwards; this subdued his magical power, so that he never reappeared on earth.

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3. Give a brief justification of why people feel fear when they hear about such creatures.

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4. «Ένας πραματευτής πήγε στην Ανατολή».  
«Η γυναίκα του έστειλε αμέσως μια βάρκα».  
«Οι παπάδες και οι καλόγεροι έκαμαν ό,τι μπορούσαν».

Translate the above sentences in English. Then, identify the subject, the verb and the object of each one of them and rewrite them in the simple present tense.

Sentence 1:

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Sentence 2:

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Sentence 3:

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## FRENCH LANGUAGE LESSON - «LES VAMPIRES FRANÇAIS»

### EDUCATIONAL GOALS

1. Enriching students' vocabulary
2. Studying the French folk tradition
3. Finding common elements with the Greek folk tradition
4. Searching the map of France, so that the students will know the French province

### ACTIVITIES

1. A l'aide de six élèves, on fait la lecture du texte suivant à haute voix

#### Les Vampires Français

*Ah ! La France ! Paris, la tour Eiffel, les Champs Elysées, le vin, les fromages, la romance ! Voilà ce que nous évoque la France et pourtant, les français aussi croyaient en des créatures bien sombres ! On trouve donc dans ce folklore perdu l'Alouby, le Latusé ou encore la Dame Rouge !*

*- L'Alouby : l'Alouby est l'ancien nom donné au vampire en **Aquitaine**. Il se montre sous l'aspect d'un homme rachitique et insatiable qui, s'il rentre dans une maison apporte la famine à la famille habitant la demeure en question.*

*- Le Craqueuhhe, Karperman, Croppeman ou Gropeman : ce vampire **lorrain** rôdait à l'origine, autour des villages pour s'attaquer aux jeunes filles, qui revenaient des veillées. Puis, sa légende s'est transformée et il est devenu un ogre pour les enfants.*

*- La Dame Blanche : cette fée est originaire du **Jura** où elle séduit les garçons pour boire leur sang et dévorer leur cœur. Elle peut aussi être bienveillante.*

*- La Dame Rouge : la dame rouge séduit les hommes avec qui elle passe la nuit. Nuit à laquelle les malheureux jeunes gens ne survivent pas, la dame rouge ayant absorbé leur sang, mangé leur chair et réduit leurs os en cendres.*

*- Le Latusé : cet esprit sévit dans **le nord de la France**, où il se nourrit de l'énergie vitale des enfants qu'il absorbe en leur faisant peur. Il apparaît nu, la peau blafarde et affublée de gros yeux globuleux. Il se cache dans les planchers, les placards, sous les lits et sous les marches d'escalier.*

*- Les Ogresses Vertes : ces vampires aquatiques des étangs de Coges en **Franche-Comté** séduisent les hommes pour se repaître de leur sang et de leur chair.*

*Les Streghes ou Strega : sorte de sorcières corses, qui prennent l'aspect de chiens noirs pour boire le sang des vivants.*

*K. Quénot (France, 2011), Le Livre Secret des Vampires*

<http://creaturedelamort.e-monsite.com/pages/les-vampires-du-monde/les-vampires-francais.html>



2. Then, the students are expected to do the following exercises :

Ensuite, les élèves sont appelés à faire les exercices suivants.

A. With the use of a printed or digital French-Greek dictionary find the meaning of the following words:

A l'aide d'un dictionnaire, trouvez le sens des mots suivants.

Vocabulaire utile:

1. Evoquer=	11. Dévorer=
2. La créature=	12. Réduire=
3. L'aspect=	13. Sévir=
4. Insatiable=	14. Blafard=
5. La famine=	15. Affublé=
6. La demeure=	16. Gobuleux=
7. Rôder=	17. L'étang=
8. La veillée=	18. Se repaître=
9. L'ogre=	19. La sorcière=
10. Séduire=	

B. After you have read the above text again, fill in the following chart with information concerning the French vampires.

Relisez le texte. Ensuite complétez le tableau avec les informations qui concernent les vampires français

<i>Nom</i>	<i>Sexe</i>	<i>Origine</i>	<i>Caractéristiques</i>	<i>Action</i>




**C. According to the texts below, Empousa and Arpies are vampire beings of Ancient Greece. Find similarities and differences with the French vampires.**

**Empousa et Arpies sont des créatures vampiriques de la Grèce Antique. Trouvez des similitudes et des différences avec les vampires français.**

*Empusa or Empousa is a shape-shifting female being in Greek mythology, said to possess a single leg of copper, commanded by Hecate, whose precise nature is obscure. In Late Antiquity, the empousai has been described as a category of phantoms or spectres, equated with the "lamiai and mormolykeia, thought to seduce and feed on young men.*

*The Harpies were mythical monsters in Greek mythology, having the form of a bird and a human face. They carried evildoers to be punished by the Erinyes.*

*Zeus had given the gift of prophecy to King Phineus of Thrace, who used it to uncover the secret plan of the god. Angry, Zeus blinded him and put him on an island, where there was a lot of food; however, Phineus could not eat anything, because the Harpies would steal his food before he could eat it. Years later, Jason and the Argonauts arrived at the island, managing to drive the Harpies away. The Harpies escaped to their cave in Crete, while Phineus helped the Argonauts by telling them how to pass the Symplegades rocks.*



Similitudes	Différences



**D. And now a little bit of Geography! Using the following map put the French vampires in their place of origin.**

**Maintenant un peu de géographie! A l'aide de la carte suivante, trouvez le lieu de provenance des vampires français du texte.**



## ANCIENT HISTORY - «ART IN THE ARCHAIC TIMES»

### THE TEACHING SCENARIO

1. We teach the chapter “Art in the Archaic Times” from the school book (pages 65-66)
2. We explain to the students that through the following exercises:
  - a. We will approach the burial customs in Ancient Greece
  - b. We will observe how they are connected to art
  - c. We will compare them with the burial customs of contemporary Greece
  - d. We will find out how, in people’s conscience, dead people were connected with the feeling of horror.



## Activities

1. Read the myth of the Vampire of Patinos (from Amorgos island) and identify the words and phrases referring to the burial customs, characteristics of the vampire and its treatment by the villagers

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Read the following extract from Artemis Scumbourdi's book "Athens: A Magical City" (Athens, 2006, Sideris Editions):

*«Burial or cremation or burial in the era of the ancient Greeks is a religious necessity and not just for hygiene reasons. It is simply enough to spray the dead with dirt so as not to offend and to become the attacker and punisher. This task is performed by Antigone in the dead body of her brother Polyniki and defies the death sentence imposed by Creon (Sophocles, Antigone). The Homeric world of the dead was so deeply impressed by the conscience of the Greeks that even the philosophical theories (Orphic, Pythagorean, and Platonic), even Christianity, managed to uproot it from their souls. In our folk tradition, the Hades of today's Greeks are the subordinate world of Homer, the world without consolation ... The care of the dead was a ritual act. They washed and clothed the dead man in clean, usually white, clothes, and placed him on a table or bed, with his feet turned toward the exit. His head rested on a pillow of flowers. The dead man was accompanied by women from a very close family environment and male relatives and friends. Around it, fountains, flowers, lycos, and other perfumed pots, complemented the scene we often find on ancient burial pots. Scenes that are repeated live nowadays all over Greece.*

*Many times they put a coin in their mouth. It was the oval that had to pay to Harontas who was passing him by boat on the river Hades (the ancient people used their mouths for purses). At other times, they put a sweet honey close to the dead, because they believed it would flatter Kerberos, the guard dog of Hades. The funeral took place in the darkness of the night, before the first ray of sunshine came out and was contaminated by the deceased, who was believed to be dirty. They did purification ceremonies, while relatives washed water brought from another house and then ate together (buried). The next day, the house was cleaned with seawater. On the third day, the ninth, the thirtieth, and after a year, they made offerings, sacrifices, and banquets in memory of the dead. The last day of Antistiria, the end of February, was called Chytroi and was the great feast in memory of the dead. In clay pots, they prepared a pansy of seeds (panspermia), which had to be eaten before nightfall. They all came to the cemetery to honor their dead and sacrifice to Hermes Psychopobos, the guide of the dead in Hades. At the end of the day, to exorcise the bad fortune, they said: "At the door (outside) the Chires have finished the Antestria." The Chireses were goddesses of death. "*

Source: <http://www.mixanitouxronou.gr/i-tafi-stin-archea-ellada-i-peripiisi-tou-nekrou-i-mirololistres-i-vradines-kidies-ta-nekrodipna/>



The students do the following exercises in groups of four:

A. In the book “*Athens: A magical city*” by Artemis Skoubourdi, there is a description of a funeral in pagan Ancient Greece. After reading it, do the following exercises:

1. Describe the pedlar’s funeral in the myth entitled “*The Vampire of Patinos*” in Contemporary Christian Greece. You can find information on the internet or through discussion with your family.

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2. Find similarities and differences between the two practices and record them in the following chart:

<i>Similarities</i>	<i>Differences</i>

3. Compare the two columns of the chart and write down your conclusions regarding the changes in the process of burial customs in Greece from the ancient until the contemporary times.

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B. The school book (page 66) mentions:

1. «Great works of art are ... tombstone columns»
2. « ... scenes from everyday and religious life ... decorate the surface of smaller and bigger pots...»

Search the internet, find works of art and describe them. Use the key-words: *tombstone columns of archaic times* and *archaic vessels burial customs*. If it is possible, print them and present them to class.

*1<sup>st</sup> work of art.*

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2<sup>nd</sup> work of art

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C. Visit the following website <https://www.willowisps.gr/main/-/27/4/2017>. Find and record creatures of the ancient times which behaved similarly to the vampire of the urban myth.

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### **MODERN GREEK LITERATURE - MARIA IORDANIDOU «THE GHOSTS»**

The Walt Disney movie “*The Skeleton Dance*”(1929) is shown as a warm-up activity. <https://www.youtube.com/watch?v=vOGhAV-84iI>

The students are asked to describe their feelings when they pass by a cemetery, especially at night.

The students’ answers are the motive to discuss prejudice and superstition in general and also their beliefs concerning cemeteries and death.

With the help of a dictionary we define the terms “*prejudice*” and “*superstition*” and we explain the reasons for their creation.

We stress that people often attribute unusual incidents or phenomena to supernatural forces because they are unable to explain them. Besides, there is a powerful belief that cemeteries are places where spirits exist, i.e. the souls of the dead who wander and can be heard.

We point out the spread of such beliefs through time not only in Greece, but also in the entire world.

The teacher reads an extract from “*The Ghosts*” in class.

The teacher divides the students in groups and asks them to find the following information in the text:

**GROUP A:** the place(s), time(s) and characters of the extract.

**GROUP B:** the theme of the extract

**GROUP C:** the words and phrases connected with the central topic (“I began to believe in *supernatural forces and spirits* and to find them amusing”, “I remember what happened to us one day with *the spirit of the cemetery* outside Argos”, “Suddenly, in quiet, *heavy breath* was heard. Inhalation ... exhalation ... then again inhalation ... exhalation ... heavily and almost



with whistle”).

The teacher asks the plenary:

- To find and record the mother’s thoughts and feelings after the incident outside the cemetery. We remind students to take into consideration the introductory discussion about prejudice, superstition and fear of supernatural forces.
- To connect the mother’s thoughts and feelings with the abstract and to justify them.

*A few years later the mystery is solved. However, the mother is disappointed.* The students are asked to explain the mother’s attitude and to think about the power that life mysteries and supernatural forces have on people.

The extract is connected with Greek folk tradition about vampires. The students are given photocopies of the myth which has been chosen by the Erasmus pedagogical team. The myth is read to the plenary.

We underline that in many countries’ folk tradition vampires appear not only in the cemetery where they have been buried, but also in other places like mountains and gorges, deserted places, uninhabited houses and towers. Vampires sit on graves or they go inside or outside other cemeteries and tease the living.

The students are asked to find the common element which connects tradition with the extract.

The most important points of the lesson are summarized and conclusions are drawn.

### *Group-work exercises – Interdisciplinary activities*

Choose your partners and work on one of the following three assignments:

- ✓ Search books of folk tradition or the internet and find information related to prejudice concerning spirits or supernatural phenomena. You can present the results of your research in digital form, enriching it with sketches that you make yourselves or that you find on the internet.
- ✓ Ask your elderly relatives to tell you stories about spirits or supernatural phenomena from their place of origin. Record their narration using the camera of your mobile phone or any other digital means.
- ✓ Focus on the extract on page 30 “The moon glowed stronger... Was that a place to sleep in?” and draw sketches which you create yourselves. Put them in order and present them in the form of a power point. You can add a suitable piece of music.

### *Creative writing exercise (individual assignment)*

Continue the narration from the point: “Was that a place to sleep in?” (page 30) giving a different course of events from the one given by the author.



## MUSIC - «MUSIC IN VAMPIRE FILMS»

### Music in cinema

Music is one of the most basic elements of a film and it can be of various forms, as following:

1. **Original music.** It is called *film score* and it is original instrumental music written specifically to accompany the film. It is composed for the film by a composer.
2. **Songs (music with lyrics)** pre-existing or originally written for the movie.
3. **Pre-existing music.** Usually well-known classical works or popular music.

A variety of styles of music have been used during the cinematic history: classical music, jazz, rock, pop, blues, new-age, ambient music, ethnic and world music and electronic music, depending on the nature of the films they accompany.

### Music in Vampire Films

Music has played a significant role in vampire films as well. Let's have a look at some examples:

#### 1. *Dracula, 1931, USA*

**Directors:** Tod Browning, Karl Freund

Based on the Bram Stoker's novel "Dracula"

**Count Dracula:** Bela Lugosi

The music in the film is an example of the use of pre-existing music and it comes from the classical repertoire:

P.I.Tchaikovsky's «Swan Lake» during the opening credits, F. Schubert's «Unfinished Symphony» and R. Wagner's «Die Meistersinger von Nürnberg».

<https://youtu.be/kYDatfULkKM>

#### 2. *Dracula, 1992, U.S.A.*

**Director:** Francis Ford Coppola

**Writers:** Bram Stoker (novel), James V.

Hart (screenplay)

**Starring:** Gary Oldman, Winona Ryder, Anthony Hopkins, Keanu Reeves

**Music:** Wojciech Kilar

In this case, an original song was written for the movie. The song «Love Song for a Vampire» was composed by the composer and singer Annie Lennox and it's heard during the end credits.

<https://youtu.be/vhG8zC4npsE>

A *soundtrack* is all the sounds included in a film. A film soundtrack includes dialogue, the Score and the songs, the natural sound and the sound effects.

The term also refers to a commercially released soundtrack album which can vary a lot: it may include just the score, just the songs, a combination of the score and the songs, songs that "inspired" the film, or that were inspired by the film, parts of dialogue of the film.



### 3. *Dracula*, 1979, U.K.

**Director:** John Badham

**Writers:** W.D. Richter, Hamilton Deane

**Starring:** Frank Langella, Laurence Olivier, Donald Pleasence

**Music:** John Williams

This is a case of an original film score by one of the most famous film composers, John Williams, the composer of Star wars, The jaws, Harry Potter, Indiana Jones, Schindler's List.

<https://youtu.be/B3KqYNddqvQ>

### 4. *Twilight*, 2008, U.S.A.

**Director:** Catherine Hardwicke

**Writers:** Melissa Rosenberg (screenplay), Stephenie Meyer (novel)

**Starring:** Kristen Stewart, Robert Pattinson, Billy Burke

**Music:** Carter Burwell

In this film, the original score by Carter Burwell, classical music (C. Debussy's «Clair de lune») and songs by popular bands (Muse, Linkin Park) are combined.

<https://youtu.be/zubWdNmNzz>

Music in films can be «diegetic» or «non - diegetic». It is diegetic when the characters in the film can hear this music. It usually comes from a source, a radio, stereo, speakers, live musicians and it is part of the plot. It's "non-diegetic", when the characters cannot hear the music, the music does not affect them. It exists to reinforce the audience's sentiments, understanding and connection to the scene.

## Questions and Activities

1. Watch the following scene from the movie "Twilight" where the "Bella's Lullaby Song" is heard. <https://youtu.be/zubWdNmNzz>

What is the role of the music in this scene? Diegetic or non diegetic?

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2. Listen to the following extract from John Williams' score for *Dracula* and try to describe the elements of music through the following table: <https://youtu.be/nn8CCV58Has>

Dynamics	
Tempo	
Orchestration	
Texture	
Pitch	



*How do you feel while listening to this music?*

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*Imagine and describe a scene accompanied by this music*

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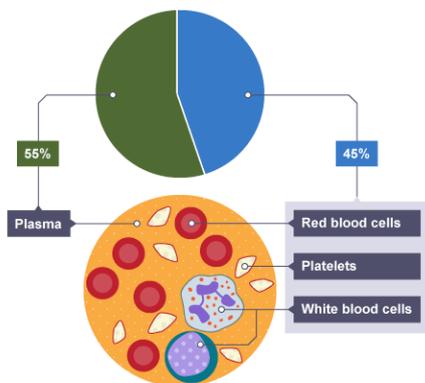
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3. Watch the following scene from the silent movie “Nosferatu”, 1922 (0:00-1:15) without sound and try to create your own music theme to accompany it using the instruments or any other object in the classroom (teamwork) <https://youtu.be/c3lizKN5aNc>

## BIOLOGY - «THE BLOOD»

- ✿ Blood is the body fluid in humans and other animals that delivers the essential materials for life to the body’s cells.
- ✿ It has sometimes been called a fluid “tissue”, because like solid tissues it contains several types of cells which perform complex functions for the human body.
- ✿ The components of blood are produced mainly in the bone marrow, where special cells produce red cells, white cells and platelets.
- ✿ The blood is responsible for transport of the materials and waste products throughout the body. It carries oxygen from and carbon dioxide to the lungs, nutrients from the digestive system or storage sites to tissues that require them, and waste products from the tissues to the liver for detoxification and to the kidneys for disposal.
- ✿ A human adult has 4 to 6 liters of blood, approximately 92% of which is water. Nearly half its volume is red blood cells. Proteins, sugars, salts, white blood cells and platelets make up the remainder.



- ✿ The noncellular portion is termed plasma, while the cellular parts are collectively referred to as formed elements.
- ✿ At anyone time there are more than 25 trillion red blood cells in circulation in an adult, more than the combined total of all other cell types in the body.
- ✿ The red blood cells live for about 4 months. Every second, 2,000,000 red blood cells die and so many more are produced! They are created as nucleated cells but

during their 'life' they lose their nucleus and therefore do not reproduce. They produce

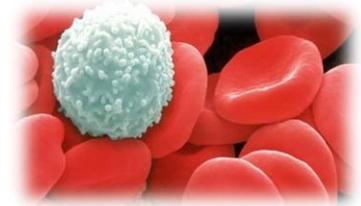


hemoglobin which helps in oxygen binding.

☀ Lymphocytes (white blood cells) are less than red blood cells and they are involved with immunity.

☀ Platelets are the smallest of the blood components and they participate in forming blood clots.

☀ The blood turns purple-red when it captures oxygen from the lungs and when it delivers oxygen to the tissues it turns blue (due to the carbon dioxide it captures) until it reaches the lungs and is enriched with oxygen. It looks red when it comes out of a wound because it reacts with the atmospheric oxygen.



☀ In 1628, William Harvey, an English physician, discovered how blood moves through vessels in the body and that it circulates through arteries and veins.

### Activities

1. Fill in the blanks in the following sentences:

A. The liquid part of blood is called .....

B. The red blood cells carry ..... and

..... while the white blood cells are involved with the ..... of the body.

Г. Vessels that carry oxygen to the body's tissues are called .....

3. Visit the following websites:

<https://www.ncbi.nlm.nih.gov/books/NBK305666/>,

<https://www.who.int/bloodsafety/publications/9789241599696/en/> and

<https://media.ifrc.org/ifrc/what-we-do/health/voluntary-blood-donation/>. After studying their

content, create a three-page brochure and a poster to let your classmates know about voluntary blood donation.





## HOME ECONOMICS - «MORALS AND CUSTOMS RELATED TO DEATH»



The first votive relief depicts a burial dinner. It comes from the area of Elefsina and it is believed to be from the 4<sup>th</sup> century BC. It is now kept in the National Archaeological Museum.

It shows a table laid with round and pyramidal objects representing bread, fruit and other kinds of food. On the left side there is a wine attendant.

The second relief also depicts a scene from a burial dinner. It comes from Mytilene. After the burial of the dead, the relatives washed themselves with water brought from another house and they all had burial dinner together.

At the end of February there was a great celebration in honour of the dead called Chytroi during which they prepared seed porridge in a kettle (panspermia), which had to be eaten before night.

### Questions - Activities

1. What kinds of food were included in burial dinners in ancient Greece compared to the present?

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2. Another religious habit related to the rest of the dead soul is boiled wheat.

Visit the following link <http://orthodoxplanet.com/2019/03/02/kollyba-giati-ftiaxnoyme-ti-shmainoy-n-ylika/> and explain the symbolism of the ingredients.

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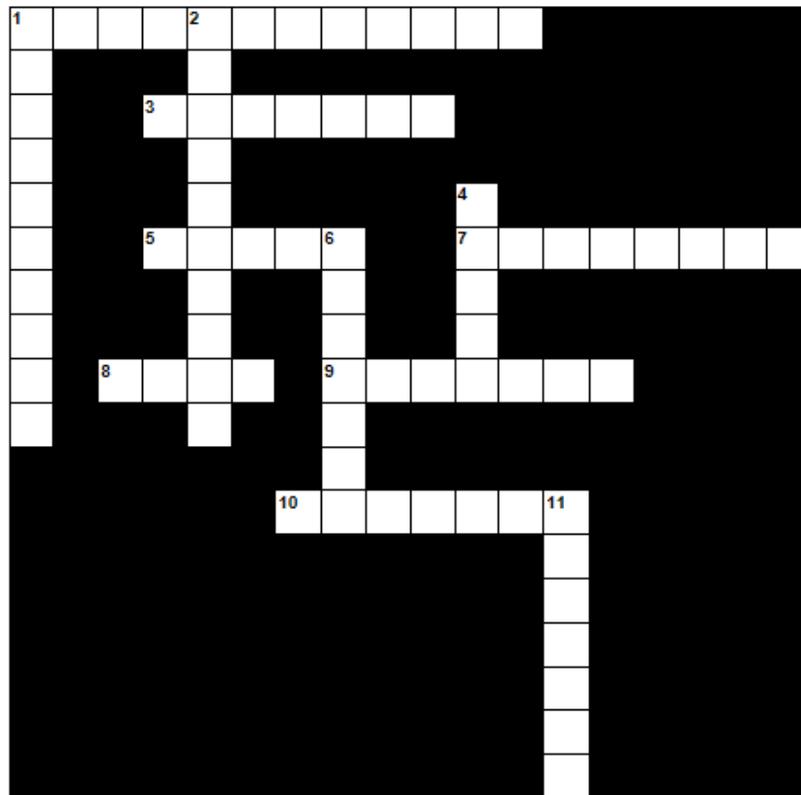
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3. Describe customs of your region and your country related to the burial dinner and the offerings to the dead. Which common characteristics do you observe?



## LEARNING ACTIVITIES

### Crossword



#### Across

2. A place in the parish of Glenuilin in Derry
3. “The Vampire of Patinos” is a folk traditional myth coming from this island
5. The only one liquid tissue of the human body
7. According to the Greek Mythology he was passing the dead people to Hades
8. The oval that dead people had to pay
9. At the end of February there was a great celebration in honour of the dead called  
.....
10. He drinks blood

#### Down

8. All the sounds in a film
9. The red blood cells produce ..... which helps in oxygen binding
4. In Maria Iordanidou’s novel, children thought that the noises in the cemetery were coming from a .....
5. Famous vampire film
11. A shape-shifting female being in Greek Mythology



## SAN GIORGIO AND THE DRAGON - ITALY

Istituto Comprensivo „Marconi-Oliva”, Locorotondo



The dragon is a mythical-legendary creature with features usually recalling serpentine or reptiles, and is present in the collective imagination of all cultures, in the Western ones as being evil bearer of death and destruction, in the eastern one as a creature carrying fortune and goodness. The term comes from the Latin draco (nominative), draconis (genitive), in turn coming from the Greek "drakon" with the homologous meaning of snake. The etymology of the term has often been discussed: connected with the verb "dèrkesthai" (dèrkesthai), probably in connection with the powers linked to the gaze of these beasts or their supposedly acute vision. In Sanskrit and ancient Indian: dragh-ayami, stretch.

St. George of Cappadocia is the patron saint of Locorotondo. He was a knight who converted to Christianity, an officer in the army of Diocletian. He sold his possessions, distributed the money to the poor, and freed his slaves. Diocletian had him chained and tortured, but as soon as the executioners had untied him, he found himself miraculously healed of all wounds, so many pagans embraced the faith of Christ. Finally Diocletian had him beheaded on April 23rd, 303, which is the day of his celebration.

One of the anecdotes of his life concerns the story of the dragon.

Legend has it that in a kingdom (in Beirut in Lebanon or Salem in Libya) there was a monstrous, invincible dragon at a pond, scaring the people by attacking them with a beating breath; to keep him quiet they gave him two goats every day for the meal; when the sheep began to run low, they decided to replace them with a young person drawn among all the inhabitants of the kingdom. One day, fate fell on the young and beautiful Silene, the king's only daughter. The king, in order to save her, also offered half of his wealth to anyone who found another victim. No one showed up so the princess went to the pond. Suddenly a young knight, the tribune George, came forward, willing to face the monster in order to finally free the people from that terrible slavery. He spurred his faithful horse, ran with his spear to the dragon and killed him, then dragged him to the square, where the brave knight was praised by all. From the blood of the defeated dragon a rose was born that St. George collected and gave to the princess.

Even from an evil creature, such as a dragon, something delicate can be born, which arouses emotions and generates love.





The statue placed in the Main Church in Locorotondo showing the dragon, as it can be clearly seen in the photo above, sums up the features of some animals, which we find in the ancient pagan cult: the lion's paws, the dog's head, the tail of a snake, a bat (or crow wings).

In the painting by Vittore Carpaccio over the altar we can see an inspiring beautiful scene of the killing of the dragon traditionally portrayed.

The dragon or the snake, which in other agrarian rites symbolizes the earth or water, in this specific case represents the destructive forces.

#### **PEDAGOGICAL OBJECTIVES OF THE LABORATORY:**

- ✓ Learning about Historical references to the Myth of saint George and the Dragon
- ✓ Discovering what Fire is
- ✓ Discovering Volcanos
- ✓ Fostering imagination and creativity by dealing with Myth, Art and Music
- ✓ Matching History and Myths in everyday life and customs
- ✓ Improving communication and fluency in English

### **HISTORY**

**Activity 1: Read the passage and then answer the following questions:**

1. Who was George?

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2. Can you name the Emperor who wanted his death?

---

3. What did the inhabitants of the village use to do in order to calm down the dragon?

---

4. Who was Silene?

---

5. Where did the rose come from?

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**Activity 2: Please find all the main characters in the passage, underline them and classify them in the table below**

People	Animals

**Activity 3: Please find and underline all adjectives in the passage and then distinguish them in the table below**

Positive	Negative

## MUSIC

The cute Dragon Grisù first appeared on television in 1975 on Rai Uno thanks to the drawings of the graphic designers Nino and Toni Pagot (the same authors of Calimero), who created it for an advertising campaign on Carosello. Due to the success of the character, several cartoons lasting about 30 minutes were made. Grisù's dream is to join the Fire Brigade, which is very strange given his dragon being!





### **Grisù, the authors, the beginning**

Grisù the dragon is the fictional character protagonist of an Italian cartoon series created by brothers Nino and Toni Pagot in 1964. Antonio, born 13 years after his brother Nino, is passionate about the world of animation and comics, starting a long and fruitful collaboration with his older brother. One of the first products born from what can be considered the first Italian animation studio, founded in 1938 under the name Pagot Film, Rever in 1972 (which over the years also sees the collaboration of Marco and Gina, sons of Nino) is the feature film *The Brothers Dynamite* (1949), which together with Anton Gino Domeneghini's *The Rose of Baghdad* (the same year), is the first feature film produced in Italy. In addition to the aforementioned collaborations with the world of advertising, for which the characters of Jo Condor were created, on the idea of Romano Bertola, and *Grisù the dragon*, created immediately after Nino's death (in 1972), the animation studio also began a working closely with the Americans William Hanna and Joseph Barbera, to produce short films with their characters. Toni later devoted herself to the world of comics. They began collaborations with *Corriere dei Piccoli* and *Corriere dei Ragazzi* who, for almost all the 1970s, published the adventures of Calimero, and then began, starting in 1977, a long and fruitful collaboration with *Il Giornalino*. As a complete author we also remember the comic reductions of the winning tales of Peter Pan competitions and *Write a fairy tale will become a comic book*, aimed at elementary school readers, his stories with the characters Hanna-Barbera, especially with *Braccobaldo* starring and the series *The Boys of Giocity*. As a screenwriter, however, he remembers above all the series *The sniff of Sherlock Holmes*, a comic version of the eponymous animated series co-produced by his studio along with Rai and Tokyo Movie Shinsha. His last story is *Karol Wojtyła*, the comic biography of John Paul II, made in collaboration with the other master Sergio Toppi, a work that went around the world, also obtaining a publication in the United States and a traveling exhibition. Pagot died, aged 79 and a half, in Roncello (Monza and Brianza), on July 7, 2001.

### **Grisù, the character, the cartoon, the story**

The protagonist is a young drapery named Grisù (from the eponymous combustible gas) who, despite being the last son of a great line-up of flamboyant dragons, the Draconis, dreams of becoming a fireman. The little dragon lives with his father Fume Draconis in Scotland, precisely in the Dragon Valley, a tourist destination of which Fume is the main attraction. But Grisù is different: instead of erupting volcanoes and destructive fires, Grisù dreams of the red fire engines in which, despite the constant recommendations of his benefactor Sir Cedric McDragon, and his wife Lady Rowena McDragon, he fails to enter. Grisù, however, is busy and does many other jobs including secret agent, fireman, director, domestic, jockey, nuclear and naval engineer, and many others. Grisù hates his fire: he thinks it is a useless and harmful element, not seeing the positives of his gift (fire is energy), perhaps because when he gets excited he incinerates everything. Often, when he visits Sir Cedric, he meets Torvo, a Scottish thrush who lives near the nobleman, who, despite trying every time to



escape the dragon, is invariably struck by a blaze. In addition, Grisù often visits his relatives: his grandfather Zampirone Draconis, uncles Fumicerio, Pyroman and Falò Draconis, Aunt Favilla Draconis and Loch Nessie. In the latter part of the series Grisù is often sent by Sir Cedric to carry out humanitarian missions in underdeveloped countries such as Cavernzia, Gommuria, Rupe Foschia etc. Grisù performs the task with great dedication. But just when he is thanked for his excellent work, the little Draghetto is moved and unleashes a powerful blaze that, only in his eyes, destroys all his effort. In truth, its flames almost always have a positive outcome by improving the lifestyle of the inhabitants of the country that Grisù helped. At one point in the series Grisù and his father make an exceptional discovery: the line of dragons was not born on earth, but on another planet: the planet Dracone. The arrival of the creatures on Earth occurred about 2,000,000 years ago when a team of draconian astronauts descended on Earth where oxygen turned them from blue to green and generated fire in their lungs. Following this discovery, the two dragons go to Dracone where they discover that a three-headed hydrating hydration named Flamagor terrorizes the poor Draconians. The two easily defeat the hydra and are later followed to Earth by Krazy, Brogan's dragon daughter, King and Father of all dragons, and Grisù's friend.

### Grisù, the characters

**Grisù Draconis:** sophisticated little dragon, he considers himself a "progressive drapery" and dreams of becoming a fireman. He has carried out several jobs including: postman, archaeologist, astronaut, scientist, farmer, spy, railwayman, naval captain, sailor, fireman, theatre director, forest ranger, but never fireman. Grisù can't stand the abrupt manners of his flammer father.

**Smoking Draconis:** he is a long-time flamboyant dragon, loves to flatter everything and can't stand his son's firefighter aspiration. He loves the heat, the fire and hates the water that is tremendous for his rheumatism. He likes to get wet in the boiling pitch lake, loves lava and everything that is hot or hot. He loves Dante's Italian literature and music, especially the romance "Of that pyre" from Verdi's *Trovatore*. There is no shortage of hints of other famous arias: "Exult!" from *The Othello*, "Of Provence the sea, the sole" from *the Traviata*, "O sole my!". He is very naive and abrupt, and almost selfish and stubborn, but in reality he is kind and understanding. In a "flashback" it is revealed that he too, when he was a young medieval dragon, aspired to become a fireman but ended up reeling when the knights complained that they would end up unemployed. On that occasion, the young Fume was also accused of being a subversive.

**Krazy:** Alien dragon. It comes from the planet Dracone. Unlike his two guests he doesn't spit flames out of his mouth. Krazy is small and can't speak, but expresses herself through sounds of various kinds.



**Sir Cedric McDragon:** He is the owner of the lair where Grisù and Fume live. He often finds recommendations to have Grisù do the most disparate trades, but not for the county fire department. He manages to frame Grisù and Fume in several charity missions that the dragons perform, sometimes, ill-willed.

Sir Cedric, of noble lineage, is very famous and quite rich, although in one episode Grisù accidentally burns 10 000 pounds[2] of the McDragon's legacy. Lady Rowena McDragon: Grassottella and well-intentioned lady of the Scottish aristocracy, wife of Sir Cedric.

**Stufy:** Sir Cedric's dog. This dog with a wig in the style of those of the English judges and very talkative at the occasion gives advice to the young Grisù. His role, in these cases, lies between the keeper and the butler.

### The song

blob:<https://www.youtube.com/076c1f07-4952-4fb3-9663-d01c4cd1fd81>

These lyrics have been written by our students based on the “DORAEMON” tune

*What cool Dragon  
You do surprise us  
Incredible jokes  
How come you're so good  
When you sort things out  
You can't get then out  
You're a funny dragon you! YOU YOU YOU YOU!*

*We all know you dragon  
how really amazing  
With an endless tail  
And a stream of fire  
You're good and funny  
Harmless and caring  
You're a funny dragon you! YOU YOU YOU YOU!*



## ART

A *dragon* is a large, serpent-like legendary creature that appears in the folklore of many cultures around the world. Beliefs about *dragons* vary drastically by region, but *dragons* in western cultures since the High Middle Ages have often been depicted as winged, horned, four-legged, and capable of breathing fire.

It usually represents evil and bad emotions, but also strenght and pride. It could portray a bad side of feelings but also strong and positive ones.

**ACTIVITY 1:** Have you ever thought about the negative and positive aspects of a dragon? Make some researches about the differences between the western and the eastern cultures related to a dragon.

Please, write down your results and opinions (no more than 40 words)

**ACTIVITY 2: MY DRAGON IS.....**

Write down 4 adjectives to feature YOUR idea of a dragon. Is it positive or negative? Is it male or female? Is it strong or caring? Think about it!

My Dragon is:

---

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**ACTIVITY 3:** Draw your dragon according to your feelings.

**ACTIVITY 4:** Make a lantern by featuring YOUR dragon

**Materials:**

- Paper
- Colouring pencils
- Plastic sheets
- Machine to make holes into paper
- Cords or soft strings
- Small glass containers
- Tea lights

**Procedure:**

Students have been invited to draw their dragons on half an A4 paper sheet. They have decorated and coloured their dragon according to their taste. These drawings have been



plastified at school. Then students made some holes on both sides of their plastified sheets and tied them with some strings. They put a tea-light inside a small glass and finally settle it into the opening of the lamp.

## SCIENCE

A volcano is a mountain that has lava (hot, liquid rock) coming out from a magma chamber under the ground, or did have in the past. ... Volcanoes are usually not created where two tectonic plates slide past one another. Most volcanoes have a volcanic crater at the top. In Italy we have some famous volcanos, such as Vesuvio in Campania and Etna in Sicily.

### What is a volcano?

- A volcano is an opening in the Earth's surface
- Most volcanoes are **dormant**
  - Not currently active
- Active volcanoes
  - Hawaii: Kilauea volcano
  - Iceland: "the land of fire and ice"



### LESSON PLAN: A VOLCANIC ERUPTION AT SCHOOL!

#### HOW TO PRODUCE A VOLCANIC ERUPTION

##### Materials:

- **Vinegar**
- **Baking soda**
- **A tea spoon**
- **A little volcano model**



### Procedure:

**Build a volcano model by using some salt paste, then painted as preferred. Insert half a plastic bottle inside. Mix two teaspoons of baking soda with colouring liquid and vinegar.**



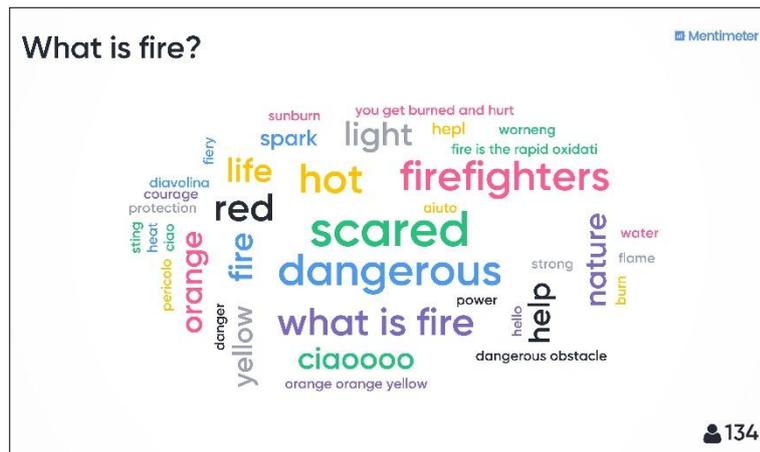
### THE FIRE

The 2-hour lesson is divided into 4 phases:

1. Initial Brainstorming (30 minutes)
2. Theoretical insight (20 minutes)
3. Internet search (30 minutes)
4. Experiment (40 minutes)

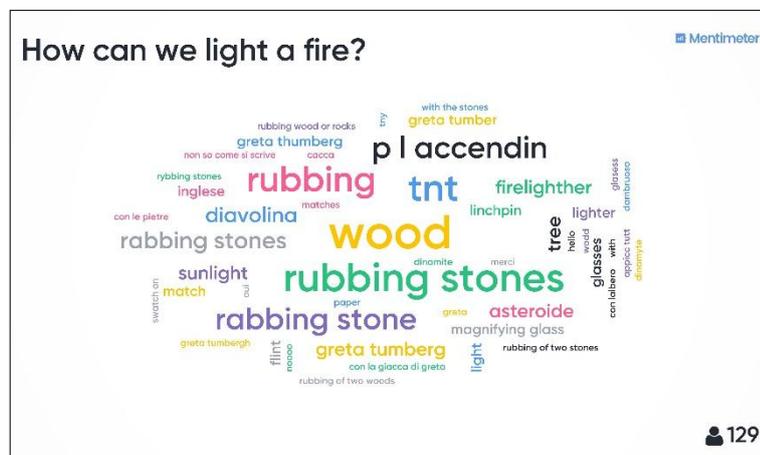
### BRAINSTORMING PHASE

The Internet [www.mentimeter.com](http://www.mentimeter.com) site, a platform that allows interactive presentations, has been used for this phase: students are allowed to use their smartphones to view presentations and interact by answering questions or surveys. The question "What is fire?" is presented to the students. They replied by connecting to the platform by using the code displayed on the projector. Their replies are displayed on the screen as they are sent to it, and if a word or phrase has already been sent, its screen size becomes bigger.



F. 1 - "What is fire?" answers

Question 2: "How can we light a fire?". Same procedure as for Question 1.



F. 2 - "How can we light a fire?" answers

## THEORETICAL INSIGHT

By using the Mentimeter platform, we asked whether fire is a physical transformation or a chemical reaction. The quiz allows to highlight that it is a chemical reaction. This is in fact a reduction oxide reaction.



*F3 – Chemical or physic reaction? answers*

Once a reaction between methane and oxygen is marked, students have to balance it.



*F.4 – Unbalanced reaction*

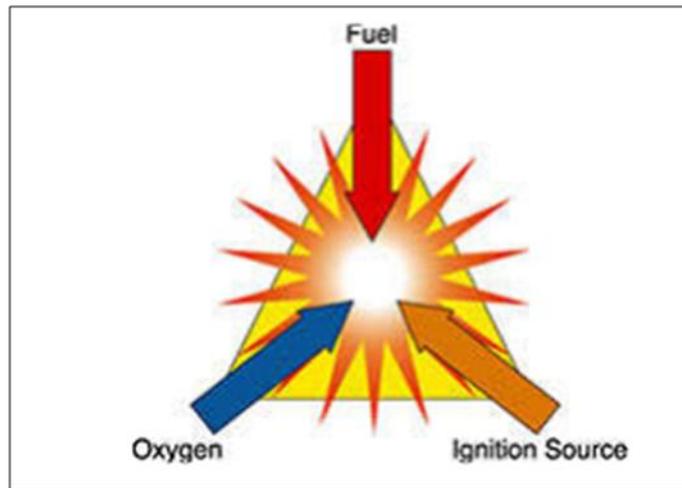


*F5 – Unbalanced reaction*

Finally, the triangle of fire is presented to the students. It describes the three agents necessary for combustion: fuel, combustible and a source of trigger. The fire triangle becomes the input to start a debate on fire prevention and the possibility of extinguishing one.



### *F 6 – Triangle of fire*



### INTERNET SEARCH

The third part of the lesson is held in the computer lab where the students are given the opportunity to search ways to light a fire. This activity prepares to the fourth moment of this activity.

### THE EXPERIMENT

The last part of the lesson is carried out in the school lab with an experiment. Among the different possible ways of igniting a fire we proposed to trigger one through the exploitation of solar energy. The material required consists of a converging lens and very dry straw. You need to try this experiment on a very sunny day in order to be successful. Initially, the teacher explains how it is possible to converge the sun rays on the surface of a lens. When the teacher manages to light the fire, the children divided into small groups should therefore repeat the same procedure.

The lesson ends by extinguishing the little fires still alive by removing the combustible (oxygen) from the combustion, by simply trampling on it.



## THE LEGEND OF THE WAWEL DRAGON - POLAND

Szkola Podstawowa nr 10 w Rzeszowie, Rzeszow



There are many stories about dragons in all cultures. Some people say that dinosaurs were probably the origin. People found dinosaur bones and fossils. Pictures show that dragons are similar to large reptiles. They've got wings and often breathe fire, of course.

Some time ago, an interesting discovery was made by archeologists in Krakow. The city must have been prosperous, for it enjoyed a high level of civilization. However a long, long time ago, in a den at the foot of Wawel Hill, there lived a terrible dragon. None of the inhabitants of the city of Krakow knew when the beast had appeared. The monster used to come like a thief – in the night, without warning. Everyone trembled with fear if only they thought about the dragon. The knights guarding the town at night felt their hair stand on end when they heard the dragon roar. The creature seemed to be undefeated.

The days passed. The monster liked its 'home' under Wawel Castle very much. Every day it would devour everything what was moving: sheep, cows, horses. It destroyed fields, crops during harvest. People were afraid of its fiery jaws.

At the same time Krakow was ruled by King Krak. He and his counsel from the wisest of the local citizens thought for a long time what to do with the dragon's problem. In a special decree it was announced by the King that someone who once for all would put the dragon down, he would receive the King's sceptre, crown and the princess as his wife!

According to this announcement many brave, noble knights started to come to Krakow. They tried to get rid of the monster in different ways. But they didn't succeed. Their swords and arrows shattered on its scaly body. It was like a shield. A snapping of its fire – breathing jaws caused the knights' shaking. Nothing could be done... Time passed. The dragon destroyed the land around Krakow. Fewer and fewer knights wanted to save the city. But more and more citizens moved from Krakow.

Fortunately one day a young man came to the town. His name was Dratewka, an unknown shoemaker. At first he wasn't allowed to pass through the gate. But when the guards found out the purpose of his visit they led him to the castle of King Krak quickly.

Dratewka told the king that he knew how to kill the dragon. Krak hesitated for a while but the shoemaker explained his smart plan. All Dratewka needed was only lambskin, some





sulphur and mustard seed.

Then Dratewka wasn't sleeping all night long. A candle burned in his room. Curious Krakovians came close to his windows and observed the young man's work. He took the lambskin, filled it with sulphur, pitch and mustard seed. He sewed up the hole in the belly of the stuffed sheep. The inhabitants of Krakow wondered what Dratewka was going to do. They didn't understand anything.

Next day at dawn the shoemaker took the stuffed lamb with him and set off to the dragon's den. He threw his bait on the ground near the den. He hid himself in the bushes and waited what would happen.

Suddenly the monster awoke and got out of its den. It was hungry, as usual in the morning. It saw a lamb and greedily with one snap of his jaws swallowed the stuffed lamb. The sheep was an easy morsel for this large creature.

But what Dratewka saw was worth waiting, seeing and sacrifice. The sulphur which he put in the artificial lamb began to burn inside the monster's belly. The dragon hurried to the banks of the Vistula River to quench its thirst. But the more it drank the more it felt the fiery flames in its belly. The dragon swelled up like a balloon. As a result the dragon exploded into pieces unexpectedly. The explosion was so strong that furniture in all the chambers of Wawel castle shook a lot. The pictures fell from the walls. The china in the castle kitchen was broken and cracked.

The Krakovians had a good time when they learned of the dragon's destruction. The King was crying because of happiness. The ruler kept his royal promise. To his surprise, Dratewka wanted neither the princess for his wife nor kingdom for his prosperity. He didn't mean to become a hero. He was very modest. He wanted only to help the people of Krakow. So after the rumour he continued to make shoes.

**MESSAGE:** If you do something great, everybody will admire you. You will be famous. Nevertheless you don't have to change your character. Don't be proud too much. You can still be unshowy, peaceful and liked.

## THE SLAVONIC DEMONS/VAMPIRES - POLAND

**Striga**, a female demon or Strigon – male equivalent comes from old Slavic, folk demonological myths. The Slavs believed that a man became Striga when he returned from the dead's world as a woman with bird claws. She could feed herself with children's blood. Striga is qualified as a vampiric demon. The first idea of her existence was probably derived that Striga was taking revenge for harm she experienced and felt as a human in her life, and for a dishonest burial. The second idea had its source in fear of people who noticed their child



was born with some features that could turn him into Striga. Striga was born as a child with two souls, two hearts and a double row of awful teeth. Such children weren't born accidentally. It often occurred according to a curse which was thrown on a pregnant mother by the devil, witch or someone very cruel. If a child was born with grown teeth, he was considered as Striga and drove out of human places at once. However, if the child was born dead and wasn't buried with a face down to the bottom (it prevented from becoming Striga), its second soul and heart still existed. After developing all the abilities suitable to a child, Striga began feeding on in villages and highways. Striga preferred human blood but she was able to survive for a short time by feeding herself with animal blood. This demon had a very large, execrable head relatively to the body, red eyes, sharp fangs and claws similar to bird's ones. Strigas were incredibly fast and skilful. In spite of their small size, they were strong extremely. They could easily knock an adult man or a cow down without any effort. Although Striga had enormous strength, she wasn't immortal and she could be killed in few traditional or smart ways. The most popular method of getting rid of her was to burn the Striga's body while she was sleeping deeply or to stick a pin to different parts of her body. Myths said Striga could be killed when someone managed to be not only at night in her crypt but sleep with a face down to the ground as well. However it was difficult because Strigas were active during the night. They used to spend the days hidden in special places: caves, holes or other dens.

**Noonwraith** - a woman with iron teeth, a hay lady. It doesn't matter the name. This female demon carries with herself a deadly danger for those who were working hard on the fields at noon. She could take several forms. She appeared as a wind whirlpool or as a beautiful, pale woman dressed in white with loose hair. It was known that this figure was just a cover and disguise both to lure and tempt a poor victim. The real noonwraith was an ugly, thin old lady. She had two attributes that always accompanied her - a sickle which she used to kill her 'prey' and a backpack for keeping kidnapped children. Noonwraiths were sometimes seen resting in hay and catching a glimpse at harvesters during picking crops up. Noonwraiths were women who died before or soon after their wedding. They were giving headaches and fainting to the workers on the field but they were eager to kill. Noonwraiths liked asking questions, puzzles and riddles to their victims. When an answer was wrong the person lost his life immediately. On the other hand when she saw a reaper, resting in the sun or sleeping without any shadow, she choked him or severely burned. Everybody (adults and young persons) was afraid of these demons. Noonwraiths loved kidnapping children during spring time. The fine weather was a great occasion for children to play or walk outside without their parents' protection. She took them away from their parents and buried them alive. Was it possible to defend yourself from the noonwraith? Of course it was. People thought about some precautions and rules: to avoid work during sunny days at noon, the hottest part of the day, to hide in the shadow, to come back home, to take care of children more and have them in sight.

**A nightmare** is a demon born of the soul of a sinner, a person who was condemned or harmed. It was believed that a man who was jealous and felt anger in his life and suddenly became unconscious (dead) could be a nightmare. In the night his soul left the body. In this way a man could take a risk and revenge on his neighbours, relatives and friends as a



nightmare. There was a rumour abroad that a man with colourful eyes had a chance to become the bane. At the beginning of Christianity some new theories appeared. According to them twisting the name 'Mary' at baptism or on the deathbed condemned the soul to neverending existence in the form of a nightmare. Such a demon having the form of a moth or mosquito slipped into the room where people slept and started its 'fun'. Nothing could interrupt or disturb the disgusting rite of the nightmare of her meal. Some people experienced being haunted by nightmares. The bane fed on blood. Sitting down on the victim's chest, the bane pressed her down and caused her lacking of breath. So the blood streamed down the victim's body. Then she drank the blood leaking from the nose or bit into a pulsating vein at a neck. The people who were haunted by the nightmare usually woke up exhausted. The power of the nightmare returned to her body very quickly on one condition – she had to hide from the sun. Therefore she rode a horse from the nearest stable. After a wild gallop the horse usually died. In myths it was believed that the nightmare didn't stop bothering animals and brought calamities to them. The simple method of protecting against nightmares was to change the position of sleep - the opposite way (with the head in the legs) or on the stomach and to cross legs. Hanging a mirror in a room where a person was asleep brought good results of defending. The demon was incredible ugly. When she saw her reflection in the mirror she ran away immediately. In order to protect animals from attacks, an amulet in the shape of a killed magpie was hanged above the door. If someone noticed the nightmare in the moonlight he used to say that rays of light came through it like in white amber.

#### MORAL/MESSAGE

The Polish proverb: 'A bane is not asleep.'

It means that you can't predict everything in your life. You should beware of bad luck, misfortune, fate, evil. But it doesn't depend on you completely what happens in your life.

Some circumstances are unavoidable.

### THE KINDS OF DRAGONS - POLAND

**MYTH** - story, handed down from older times, esp concepts or beliefs about early history of race, explanations of natural events, such as the seasons.

**MYTHOLOGY** - study or science of myths

**LEGEND** - old story handed down from the past, esp one of doubtful truth; literature of such stories.

Oxford Advanced Learner's Dictionary of Current English  
AS Hornby



### Have you ever seen dragons?

- \* **The GREEK ONES:**
- \* **Hydra** - a nine-headed reptile with poisonous breath and growing heads.
- \* **Python** - a snake guarding the Delphic oracle, killed by Apollo.
- \* **Drakon** - guarding the Golden Fleece.
- \* **Titanic** - a dragon thrown by Athena from the heavens after the fall of the Titans
- \* **Ladon** - A dragon guarding golden apples.
- \* **Seven-headed dragon** guarding Geryon's oxen.
  
- \* **The SLAVONIC one: ŽMIJ**
  
- \* **The POLISH ones:** the Wawel dragon, the Łysiecki dragon, Bazyliśzek.

## THE VAMPIRES IN THE GREEK MYTHOLOGY

### HEKATE



Hekate has a protovampiric character. She was the daughter of Perses (the son of titan Creus) and Asteria. She could help kings to judge, warriors not to lose the battles, seamen sail safely, the competitors win the games, night travellers avoid being robbed. Later the image of the goddess became more and more gloomy. Hekate became the Underground Queen. She didn't drink blood, but her closeness to the world of the dead made her a master of bloodthirsty ghosts and daemons. The Greeks gave her a three-headed form. It was connected with three goddesses: Persephone, Selene and Artemis. These goddesses were joined with the sphere of lunar cults: the three phases of the moon. As far

as we know the vampire's activity after dusk played an important role. Hekate was described with the heads of different animals: a lion, a dog and a horse (a mare). It reminds the ability of changing a shape as a vampire's attribute and a characteristic feature (for instance vampiric dogs). The ancient Greeks used to place Hekate's statues and build temples at crossroads. The intersection of roads was considered as 'for'





vampires, forces of evil and bad energy. People who were thought about changing into a vampire after their death (sorcerers, murderers, witches, suicides, enchantresses) were buried in such places.

## LAMIA

Lamia was the daughter of King Belus of Egypt and Lybie. She was a very beautiful queen. Jealous Hera, the goddess, killed all Lamia's children or made Lamia murder them herself. Step by step Lamia was getting mad. One day she started to steal, kidnap and take away children from happy mothers' arms. Lamia ate innocent babies immediately in her cave. This action caused her face to be disfigured. She began to resemble a savage beast much more than any human being. Lamia became a real monster, a bogey-woman. Greek mothers used to frighten their children into good behaviour only by mentioning Lamia's name. The myth said Lamia seduced young men in their dreams. Next she drank the blood out of their bodies while the men were sleeping. Her victims were powerless. It's worth writing that Zeus gave Lamia a special gift: she was able to bring eyes out and put them in.



Lamia's story were passed from generation to generation. She became one of the Greek most fearsome bogey-monsters and a terrifying creature.

### MORAL/MESSAGE

1. You mustn't scare anybody!
2. We shouldn't have a bad attitude to somebody else! (for example Hera's envy brought on Lamia's misfortune).

**SIRENS** - the well known daemons from the myths of Odysseus and Jason (Lab2).

## THE VAMPIRE OF MYKONOS

A long time ago there lived a farmer on the island of Mykonos. His name was unknown. He made many enemies among the inhabitants of the island. His deeds led to the fact that people couldn't stand him in his life. When he died the whole island community felt joy and relief.



His body was buried in a local chapel. However strange things started to happen from his death on the island.

A bad and cruel man's character and behaviour and even his death brought evil to the world. At home a dark figure began to appear at night. He had a habit to wake up the household, knock over the furniture and strangle people with a strong clutch. The figure seemed to be the man from the grave. The inhabitants decided to celebrate the dead man at the grave. They suspected a phantom to be a vampire, so his heart was torn out of the



corpse and burned next. Unfortunately after the burial his body was still warm. Dark smoke was rising from it and the blood had a lively colour. The idea did not bring any effect. The vampire began to oppress the inhabitants of the Mykonos island harder and more often. Sprinkling houses with holy water and pouring this kind of water into the mouth of the ghost's body didn't help. Shortly speaking people began to leave their homes and the island. One day the inhabitants decided to move the corpse of the peasant - vampire to the Hill of Saint George. They burned his body with tar. This event allowed people to get rid of the vampire. Peaceful days and a happy life returned to the island of Mykonos again.

### **THE ORIGINS OF THE NAME OF CAPITAL CITY WARSZAWA ACCORDING TO THE LEGEND WARS AND SAWA**

1. The teacher greets the students.
2. The teacher asks some questions:
  - What's the capital city of Poland?
  - Have you ever been to Warsaw?
  - What did you like best about this city?
3. The teacher shows the photo of Mermaid of Warsaw and tells that they are going to listen a legend of Wars and Sawa. The teacher reads the legend, the students listens for general understanding.
4. The students are working in groups of four, they are given a written version of the legend and they are supposed to read it and discuss the main message of the legend .
5. The students discuss their ideas with the teacher.
6. The students are given modeling clay and they make models of the Mermaid of Warsaw or other characters.
7. The students make presentations of their work.



## THE LEGEND OF ADAMASTOR - PORTUGAL

Agrupamento de Escolas Dr. Mario Sacramento, Aveiro



During Man's endeavors many mythical creatures appear in the fantasy of common men as representatives of the monstrous Unknown and of all the dangers that lie ahead of any new stage. Adamastor was one of those creatures/figures.

In mythology, Adamastor is believed to be one of Gaya's sons, a giant creature whose power made him rebel against Zeus. As a punishment for his rebellious act, Adamastor (together with other giants who dared to do the same) was transformed into a giant rock. Zeus, then, placed him at the southernmost tip of the African continent, bordering the waters of the Atlantic and the Indian oceans.

As part of his eternal punishment, Adamastor was to create destruction in the waters that surrounded him. Therefore, the rock (which looked like a cape) was known for the stormy waters and weather and all the boats and ships that tried to cross it to the other side would have the same fate: shipwreck. All this destruction made Adamastor cry of sadness, which increased the power of the stormy waters and the inclement weather. The cape was known as Cape of Storms because of that.

In late 15<sup>th</sup> century, the Portuguese king John II decided to find a maritime way to India in order to end the monopoly of Genovese and Venetian traders. But, in order to do that, Portuguese navigators would have to follow the African continent's shoreline all the way to the South and across the notorious Cape of Storms. Many navigators attempted and failed to cross it.

In 1488, the Portuguese navigator Bartolomeu Dias set forth another attempt to cross the Cape of Storms. The legend goes that, as he attempted, Adamastor himself appeared in humanlike features to scare him away. But Bartolomeu Dias held on, and fought against the giant's increasing stormy waters until he finally succeeded in crossing the cape, opening the way to the maritime route to India that Vasco da Gama was able to navigate in 1498.

Because of his endeavor, Bartolomeu Dias became an important name in Portuguese history and he renamed the Cape of Storms as Cape of Good Hope. Ironically, Bartolomeu Dias was part of Vasco da Gama's expedition in 1498 and, as he crossed the Cape of Good Hope, his ship wrecked and he drowned to death in the same waters that he had tamed ten years before...



## READING/WRITING

Answer the following questions about the legend:

1. What does the figure of Adamastor represent?

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2. Explain, using your own words, the mythological origin of Adamastor and Zeus's punishment.

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3. Where was the Cape of Storms and why did it have that name?

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4. Why was it an important point in the Portuguese endeavors of the 15<sup>th</sup> century?

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5. What happened in 1488? And in 1498?

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6. What happened to Bartolomeu Dias?

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7. In the 15<sup>th</sup> century communication was done by letter. Imagine you are Bartolomeu Dias and you want to write the king about your crossing of the cape in 1488. Write the letter you imagine John II received telling him about this event. Don't forget to transmit all the emotions you experienced!

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## PORTUGUESE LITERATURE

Adamastor is a mythical figure that also appears in Luís de Camões's epic poem *The Lusiads*. Read stanzas 37-60 of Part V of the poem and do the tasks below.

1. In which year did Camões write this poem? What was his purpose?

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2. Identify the episode of Adamastor within the internal structure of the poem.

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3. At the beginning of this episode the giant's appearance is signaled by a noise and a natural event. Identify them and quote from the poem to support your answer.

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4. Based on the poem, write a physical description of the giant Adamastor.

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5. In stanza 40, there is a simile. Identify it and explain its usage in the context.

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6. This episode is said to contain symbolism. Comment on the symbolism you can see here.

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7. The giant announces some prophecies. Which are they?

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8. Can you identify a lyrical tone in the episode? Quote from the text some examples.

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9. This particular episode has a certain narrative intention in the poem and for the readers/listeners. What was that intention and how well was it accomplished? Justify your answer using your knowledge about the context and passages from the episode.

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### GEOGRAPHY

In the story about Adamastor, the giant was transformed into a capelike feature by Zeus.

1. Define a cape in geographical terms.

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2. Look at the map of Portugal and a) identify in the map with an x the most important capes and b) write down their names.



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3. The Cape of Good Hope is situated in the southernmost part of Africa, which is one of the five major continents of the planet. Name the other continents.

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4. The list below consists of some African countries. Please write down the capitals of each of the countries listed below.

COUNTRY	CAPITAL	COUNTRY	CAPITAL
Morocco		Egypt	
Mali		Angola	
Senegal		Kenya	
Somalia		South Africa	
Bostswana		Nigeria	

5. The Cape of Good Hope is situated in the confluence between the Atlantic and the Indian Oceans. Which are the other oceans?

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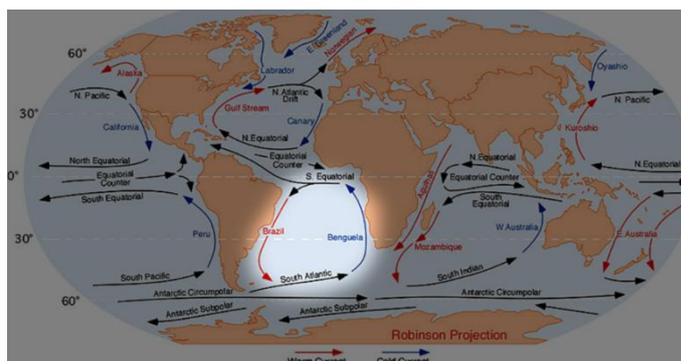
6. What differences are there between the Atlantic and the Indian Oceans?

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7. Look at the image below that illustrates the ocean currents around the world. Then, explain why Portuguese navigators chose certain routes in their path to India by sea.



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## HISTORY

The legend of Adamastor brings us back to one of Portugal's golden moments in history: the Discoveries.

1. In which century did the Portuguese discoveries happen? What event was the starting point of that period?

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2. Name three of Portugal's main objectives with the Discoveries.

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3. Who was the first person behind the endeavor of the Discoveries? What did he actually do?

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4. Look at the dates below and say why they are important within the Age of Discoveries:

- a) 1415 - \_\_\_\_\_
- b) 1434 - \_\_\_\_\_
- c) 1482 - \_\_\_\_\_
- d) 1488 - \_\_\_\_\_
- e) 1494 - \_\_\_\_\_
- f) 1498 - \_\_\_\_\_
- g) 1500 - \_\_\_\_\_

5. What was Portugal's interest in the African continent? And in India?

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6. How did Portugal settle the newly discovered territories?

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7. In comparison with other colonizing countries, Portugal was described as a ‘mild colonizer’. Comment on this statement, referring to Portugal’s relationship with the native peoples.

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### MUSIC

The Portuguese Discoveries have been the subject of many songs by popular Portuguese singers and groups. You are going to study two of those songs: “Conquistador”, by the group Da Vinci, and “O Homem do Leme”, by the rock group Xutos and Pontapés.

1. What do the two songs talk about?

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2. How different or similar is their approach to the topic? Explain.

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3. The two songs have different rhythms and styles. Explain why.

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4. Which of the two songs is closer in context to the episode of the Adamastor in Camões’s poem? Justify your answer.

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5. After listening to Da Vinci’s song, prepare a short choreography for your international partners.

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## THE MYTH OF THE DRAGON - ROMANIA

Școala Gimnazială “Ion Băncilă”, Brăila

**IonBăncilă**  
ȘCOALA GIMNAZIALĂ

### *The origins of the Romanian dragon*

- Romanians’ ancestors, the Dacians, believe the stormy dark clouds to be flying dragons and they threw arrows in the sky against them.
- The Dacians’ battle totem has the body of a snake and the head of a wolf as a mixture of wisdom and warrior attitude.
- Later in the Christian orthodox belief, the dragon represented the evil, the one that threatened people, kidnapped virgins or guarded treasures, that would eventually be killed by a hero or a saint (Saint George).

### *What does the Romanian dragon look like?*

He is huge, seven, nine or twelve headed and sometimes he’s a flying snake with scales that protect him even against fire.

### *Types of Romanian dragons*

- Dragons that live underwater, or in the well of the village
- Dragons that live on land and make or protect diamonds
- Dragons that live in the sky and threaten people with bad weather.

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Simu Octavian, *Dragonul în imaginarul mitologic*, Ed. Vestala, 2006

## INTERDISCIPLINARY - ROMANIAN LITERATURE AND HISTORY

### ACTIVITY 1

1. Watch the PowerPoint presentation.
2. Fill in the crosswords puzzle with the correct words.
  1. Dragons protect these
  2. Type of dragon



- 4. Dragons live here
- 5. Dragon's enemy

D							
		Y					
	W						
		H					

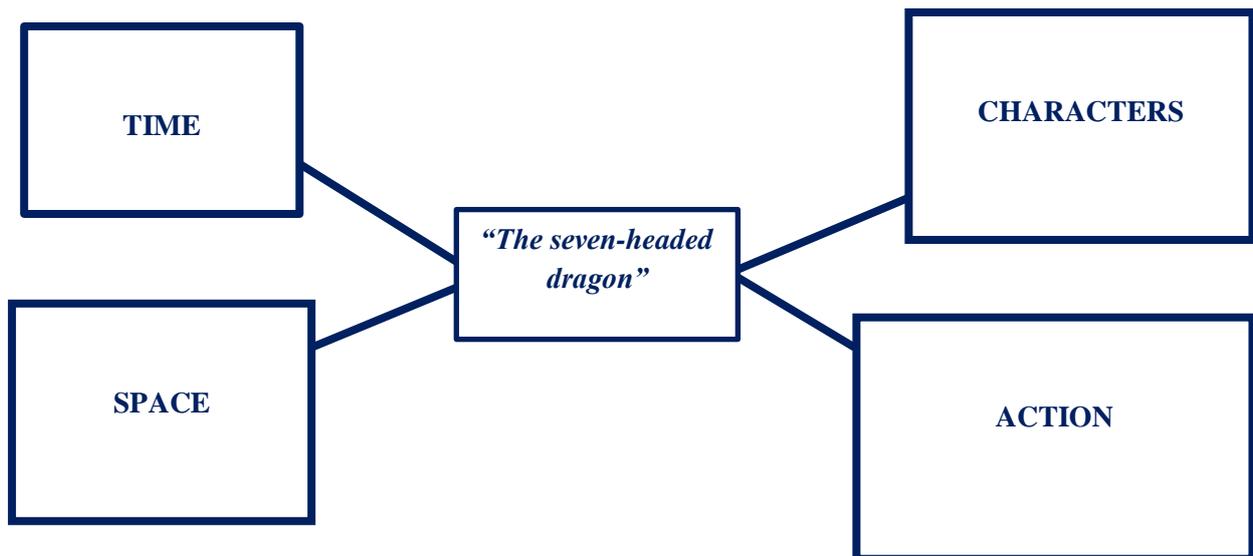
## ACTIVITY 2

### *“The seven-headed dragon”*

*Once upon a time in a faraway country there was a great dragon. He had seven heads, lived in a hole and ate only humans. Everybody was afraid of the dragon. Despite all they had tried to get rid of the dragon, they failed. So, the king decided to give his daughter and half of his kingdom to that mighty knight that will kill the dragon.*

*Many heroes were willing to try their luck and agreed to start a fire close to the dragon's cave and wait an opportunity to kill him. A young, strong Romanian boy has joined those heroes, willing to try his luck, too and.....*

1. Read the given text.
2. Draw a mind map based on the main aspects of a literary text.



3. Create a multimodal text such as comic books for a sequel to the given text.



## MATHEMATICS - PROBLEMS WITH DRAGONS

A dragon is, in the Romanian mythology, a fantastic animal of huge proportions, which often has the shape of a snake with wings, two legs and several snake heads. It represents the evil and is present in most of the Romanian fairy tales and legends.

### ACTIVITY 1 – Prince Charming and the Dragon

Once there was a six-headed dragon. One day, Prince Charming cut off one of its heads. Overnight, six other heads grew in its place. Next day, Prince Charming cut off another head, but overnight, six other heads grew in its place once again.... And this kept going for 3 days. On the 4th day, Prince Charming grew bored and left for his house.

How many heads does the dragon have in the end?

### ACTIVITY 2 – The length of a dragon

The students of 4 classes in a school want to measure the length of a dragon. They take up places by twos and thus reach from its head to its tail.

**Appreciate the length of the dragon.  
Bring arguments to your reasoning.**

### ACTIVITY 3 – Origami

Using the paper with the drawing, make up the wings of the dragon only by folding the paper (Figure 1).

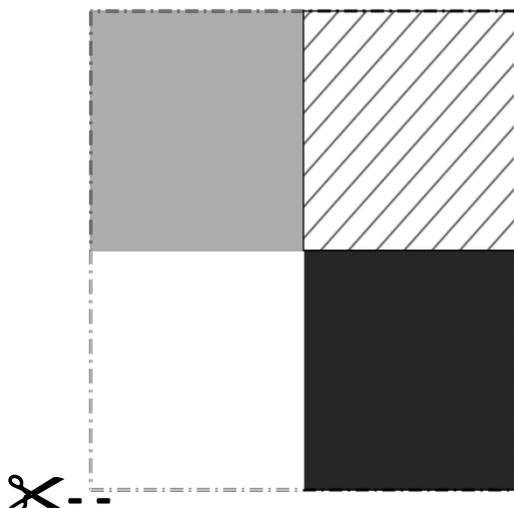
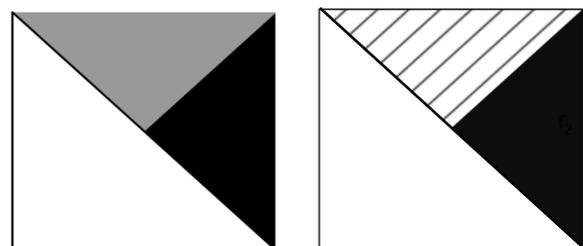


Figure 1





**INTERDISCIPLINARY - 2nd Grade - PRIMARY LEVEL**

The young man needs to get to the dragon. Help him by solving the following exercises :

1. Make up a sentence with the word dragon.

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2. a) Draw the road to the dragon using 2 horizontal lines, 3 vertical lines and 2 diagonal lines.

b) Write on the left of the road 3 even numbers and to the right 4 odd numbers over 100 and under 1000.



START



ARRIVAL

3. Draw the dragon.





## MATHEMATICS AND ART - 4<sup>th</sup> Grade - PRIMARY LEVEL

1. Prince Charming is fighting a 7-headed dragon. Each time Prince Charming is cutting one head, it grows back 3 more heads. How many heads does the dragon have after Prince Charming cuts off 6 heads in total?

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2. In a remote country, there lived eight 7-headed dragons. Six of them had 4 legs each, while the rest had two legs each.

How many heads and how many legs do the 8 dragons have in total?

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3. A dragon is 25 years younger than his mother. How old is he, if his mother is 6 times older than him?

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4. Draw a picture of a 7-headed dragon.

### ICT

Using the PowerPoint or the Paint application and the 3D models, create a model of the Dacian flag.

1. Use automatic shapes for the flag.
2. Fill in the shape with a suggestive colour.
3. Use, from the gallery of the application, the appropriate 3D models.
4. Use the appropriate animations to give the flag the appearance of reality.
5. Save the file in your portfolio under the name **Dacian\_flag**





## THE MYTH OF THE GRASS SNAKES - LITHUANIA

Siauliu Dainu Progimnazija, Siauliai



It is known that grass snakes were pets before cats spread in Lithuanian villages. Even before the 20th century. From the beginning of the year, it was believed that the dwelling houses of the grass snakes were happy, safe. Nothing bad can be done to such a house, even by witchcraft. And when it comes to living in an ancient village, it is stated that the serpent even ate milk or sour milk from one container with the children.

In Lithuanian mythology, grass snakes were considered to be the embodiment of the Chthonic, vital powers, the good spirit of the house, and the patron. Grass snakes are kept at home – cocks, chickens are sacrificed. The tales tell of the serpents, or of the snakes that lived with the people in the homesteads, and of those who met in the woods. In saga, the serpent's primary function is to provide well-being to the homes in which it lives. It is said that such houses are happy, they are not struck by lightning, they are bypassed by diseases, and animals grow better.

It was said that serpents knew everything and that they cared for people's well being and homes. That's why they were kept at home and fed. People would also sacrifice roosters and chickens to them.

### ART

**Tasks:** look at the photos and make eye of grass snake. Be creative. Use clay, modeline.





## BIOLOGY

The grass (water) snake often lives close to water and feeds almost exclusively on amphibians. The diet of grass snakes varies according to the season. In the spring they take fish when they are spawning and easier to catch. During the summer, they favor newts for the same reason. From July onwards, they move on to the land and catch mostly frogs and toads. They eat mice and voles but only rarely. The recurved small teeth of the grass snake form two rows in the upper jaw and one row on the dentary.

The grass snake is typically dark green or brown in colour with a characteristic yellow or whitish collar behind the head, which explains the alternative name ringed snake. The colour may also range from grey to black, with darker colours being more prevalent in colder regions, presumably owing to the thermal benefits of being dark in colour. The underside is whitish with irregular blocks of black, which are useful in recognizing individuals.

Grass snakes are strong swimmers and may be found close to freshwater, although there is evidence individual snakes often do not need bodies of water throughout the entire season.

The preferred habitat appears to be open woodland and "edge" habitat, such as field margins and woodland borders, as these may offer adequate refuge while still affording ample opportunity for thermoregulation through basking. Pond edges are also favoured and the relatively high chance of observing this secretive species in such areas may account for their perceived association with ponds and water.

Grass snakes, as with most reptiles, are at the mercy of the thermal environment and need to overwinter in areas which are not subject to freezing. Thus, they typically spend the winter underground where the temperature is relatively stable.

After breeding in summer, snakes tend to hunt and may range widely during this time, moving up to several hundred metres in a day. Prey items tend to be large compared to the size of the snake, and this impairs the movement ability of the snake. Snakes which have recently eaten rarely move any significant distance and will stay in one location, basking to optimize their body temperature until the prey item has been digested. Individual snakes may only need two or three significant prey items throughout an entire season.

### True or false?

1. Grass snakes are not good swimmers.....
2. The grass snake often lives close to water.....
3. From July onwards, they move on to the land and catch mostly frogs and toads.....
4. The grass snake is typically white or yellow.....
5. After breeding in winter, snakes tend to hunt and may range widely during this time, moving up to several hundred metres in a day.....



## **PEDAGOGICAL MATERIALS OF PHASE 6**

### **– PLANTS AND ANIMALS**

#### **THE CYPRESS (FROM SPARTA) - GREECE**

2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens



There was a big cypress, the biggest cypress in the world, on a high pace near Mystras overlooking the plain of Sparta. This cypress no longer exists. A few years ago, a careless person lit fire near it and it was burnt.

This cypress carried a long history. During the Turkish occupation, a pasha went to this place to enjoy himself. He had his servants roast lamb on the spit for him. There was a young Christian shephard among them. The shephard looked at the beautiful plain, the river and the mountains surrounding the landscape and he sighed. The pasha asked him what was wrong and he answered: “All these places used to be ours and you took them, but I hope to God that they will be ours again in time.” The pasha got angry. He grabbed the spit they had used to roast the lamb, he nailed it on the ground and said: “If this dry stick grows branches, then you can hope that you will have these places back!”

The next day, the spit started growing roots and branches and it became the tall, strong and proud cypress that we talked about. The branches grew leaning towards the earth, which was a sign that it was a female cypress.

#### **MYTHS ABOUT ANIMALS**

#### **THE ROBIN (WINTER NIGHTINGALE) FROM AGRINIO - GREECE**

The king of birds is the robin. When the birds once asked for a king, God suggested that the bird which could fly higher than all the others should become king. At first, the birds disagreed, because they knew that only the eagle could fly higher than all the others. However, the robin insisted to follow God’s advice, so the birds agreed to go through with the competition. As it was expected, the eagle flew higher than the rest and cried out: “Who can fly higher than me?” The robin, who was hidden on the back of the eagle, answered: “I can!” and that’s how he became the king.



## THE OWL FROM GORTYNIA - GREECE

Once upon a time, there was a widow with nine sons and one daughter. The youngest son was a pedlar and travelled to places far away to sell his products. He wished to have someone from his family to that distant place to make it feel like home, so he decided to find a husband there for his sister, Areti. Although his mother did not agree with the idea of her only daughter being married away from home, the young pedlar managed to persuade Areti to accept the husband he had found for her.

Not long after Areti's marriage, all her brothers and cousins died. Her mother was left completely alone and she would not stop cursing the young pedlar until he rose from his grave. He went to Areti to bring her back home.

When they reached the village, the young boy stayed behind and let Areti run to her mother alone. When Areti met her mother, they both cried so much saying "ohooo" that they became owls, because the sound they made was similar to the sound owls make. That is why widows are also characterised as owls.

The young boy returned to his grave and people wrote a poem and a song about their story.

## BIOLOGY - "THE PHOTOSYNTHESIS"

### *I. Theoretical part*

- ✿ Photosynthesis is perhaps the most important metabolic pathway in the biosphere.
- ✿ The name "photosynthesis" comes from the Greek words "phos" (it means "light") and "synthesis" (it means "putting together").
- ✿ Most plants, algae and cyanobacteria perform photosynthesis. Such organisms are called photo-autotrophs. During photosynthesis in green plants, light energy is captured and used to convert carbon dioxide (from the atmosphere), and water and minerals (from the roots) into oxygen and some energy-rich organic compounds such as glucose.
- ✿ After glucose is produced, it is then broken by the mitochondria into energy. This energy can be used for:
  - Growth and
  - Repair
- ✿ The oxygen that is produced is released to the atmosphere. This oxygen will be used to aid the survival of all the organisms in the biosphere.
- ✿ Photosynthesis occurs in the chloroplasts, in the leaves of the plants. In the chloroplasts there are pigments which are molecules that bestow colour on plants and they are also responsible for effectively trapping sunlight. Pigments of different colour absorb different wavelengths of light. The main groups of pigments are:
  - Chlorophylls: the primary pigment used in photosynthesis, reflects green light and absorbs red and blue light most strongly.
  - Carotenoids: they absorb mostly the blue light and



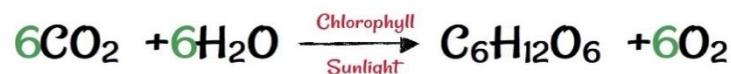
➤ **Phycobilins.**

- ✿ The reactions of plant photosynthesis are divided into those that require the presence of sunlight and those that do not. Both of them take place in the chloroplasts.
- ✿ the photosynthetic organisms that live in the seas produce about 45 to 60% of the total production of organic matter on our planet.
- ✿ In autumn in deciduous plants the chlorophylls decompose and do not re-form. The absence of chlorophylls allows other pigments, such as carotenoids, to appear. These pigments reflect radiation of different wavelengths, such as yellow and orange. The result is the variety of colors that the leaves of plants present at this time. The wide variety of photosynthetic dyes helps photosynthetic organisms utilize as much visible light radiation as possible to provide energy for photosynthesis.
- ✿ The chemical equation for photosynthesis is:

**Materials**

- ✿ Pure alcohol
- ✿ Beakers
- ✿ Iodine tincture
- ✿ Tongs
- ✿ Colored opaque plastic bag
- ✿ Black tape
- ✿ Three pots with the same plant

**Chemical Equation**



- ✿ In plants, part of the glucose, which is formed during photosynthesis, is stored in the form of starch in the amyloplasts. Amyloplasts are found in plant cells but also in special storage parts of plants, such as potato tubers.
- ✿ Photosynthesis from all chlorophyll plants binds 128 billion tonnes of CO<sub>2</sub> and 52 billion tonnes of H<sub>2</sub>O each year and releases 52 billion tonnes of O<sub>2</sub> into the atmosphere.

**II. Experimental part**

In this experiment we will study the factors that affect the photosynthetic capacity of the plant, taking advantage of the property of iodine to turn blue when in contact with starch.

**Step 1:** a. Pot No1: We place the pot with the plant in the opaque bag, so that the plant is not exposed to sunlight. We leave the plant in the bag for a week while watering it normally.

b. Pot No2: We leave the 2nd pot without watering for a week while we will be sure that our



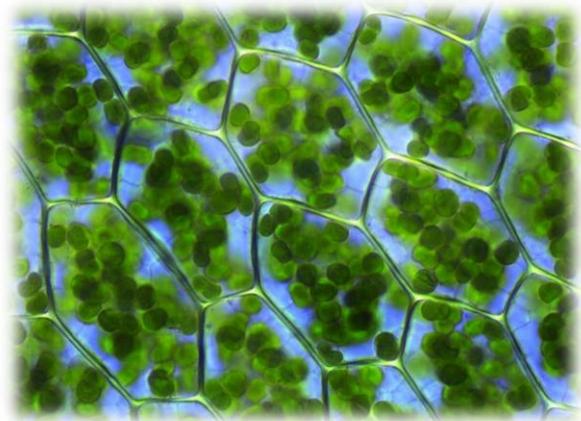
plant is in an area with sunlight and air.

c. Pot No3: On a leaf of the plant from the 3rd pot we stick a piece of black tape and keep it like this for a week, while making sure the plant is in sunlight and watered normally.

**Step 2:** One week after the 1st step, we cut a leaf from the plants No1 and No2 as well as the leaf with the black tape from the plant No3. We place each one of these leaves in a beaker with water and bring them to boil.

**Step 3:** We remove the leaves from the beakers with the help of tongs and we place them in glasses with pure alcohol. Alcohol has the ability to dissolve chlorophyll, so the leaves at this stage get discolored.

**Step 4:** After their discoloration, we place the leaves in containers with a little water and we add a few drops of iodine tincture. If the leaf turns blue, it means that this leaf contains starch so it has photosynthesized normally.



## QUESTIONS – ACTIVITIES

1. The following picture shows some plant cells.

- Name the organelles of the plant cells shown in the picture and in which photosynthesis takes place
- What is the pigment that gives the green color to these organelles?
- What is the role of this pigment for photosynthesis?

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2. *Let's travel to the future ...*

... you are a researcher, a member of the team that is going to inhabit an 'earth-like' exoplanet. In order for this planet to become 'life-friendly', you intend to establish on its surface an ecosystem in which life will be based only on plants and sunlight.

In a press conference, you present this project to journalists. Prepare your presentation explaining how this ecosystem will work. What kind of organisms should you transfer from Earth to this planet and what kind of relationships will be developed between them? What will be the role of photosynthesis in this project?

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## FRENCH LANGUAGE - «MICRO-INTERVALLE»

A. Lis le texte (unité 1, page 19) et cherche les mots pour compléter le tableau suivant.

### Ces gestes qui tuent

La nature est malade. Il y a des animaux et des plantes qui meurent tous les jours. Et c'est l'homme qui les tue. Il faut protéger l'arbre et la fleur, l'éléphant et l'insecte, la mer et les rivières ; sans eux, nous ne pouvons pas vivre. Hélène est une amie de la nature ; écoutez-la : ne faites pas ces gestes qui tuent.

Ne touchez pas les nids. Laissez les petits oiseaux dans leur nid. La mère est peut-être partie en laissant ses petits. Si vous les enlevez de leur nid, ils ne sauront pas et ne pourront pas revenir. Ne retournez pas les rochers sur la plage. Le soleil peut brûler les œufs qui se trouvent sous les rochers. Ne tuez pas tous les insectes. Ils ne sont peut-être pas beaux mais ils peuvent être très utiles.

Ne jetez pas de papiers ou des boîtes dans les rivières. Ne jetez pas vos cigarettes dans une forêt : le bois brûle vite. Tous les ans, la France perd beaucoup de forêts. Vous aimez les fleurs ? Laissez-les vivre !

### Exercice de vocabulaire

La nature		
Des plantes	Des animaux	Des endroits



## B. Exercice de grammaire : L'impératif

*Regarde comment on forme l'impératif !*

La forme affirmative	La forme négative
– Parle !	– Ne parle pas !
– Parlons !	– Ne parlons pas !
– Parlez !	– Ne parlez pas !
–	–

*Forme l'impératif des verbes du texte !*

Toucher	Retourner	Jeter	Tuer	Aimer

## C. En utilisant ton dictionnaire, écris d'autres conseils pour protéger la nature. N'oublie pas d'utiliser l'impératif.

1.	
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2.	
3.	
4.	
5.	

D. Trouve des photos pour illustrer les conseils du tableau suivant. Ensuite, fais –en une affiche pour lancer le message : « Respectez la nature! »

	<b>Ne touchez pas les nids. Laissez les petits oiseaux dans leur nid. La mère est peut-être partie en laissant ses petits. Si vous les enlevez de leur nid, ils ne sauront pas et ne pourront pas revenir.</b>
	<b>Ne retournez pas les rochers sur la plage. Le soleil peut brûler les œufs qui se trouvent sous les rochers.</b>
	<b>Ne jetez pas de papiers ou des boîtes dans les rivières.</b>



	<b>Ne tuez pas tous les insectes. Ils ne sont peut-être pas beaux mais ils peuvent être très utiles.</b>
	<b>Vous aimez les fleurs ? Laissez-les vivre !</b>
	<b>Ne jetez pas vos cigarettes dans une forêt : le bois brûle vite. Tous les ans, la France perd beaucoup de forêts.</b>

**E. Exercice de grammaire : Il faut + infinitif**

*Exemple : Aimez les fleurs ! = Il faut aimer les fleurs*

*Ne parlez pas fort ! = Il ne faut pas parler fort*

*Réécris les phrases en utilisant : il faut*

<b>1. Ne touchez pas les nids !</b>	
<b>2. Laissez les petits oiseaux dans leur nid !</b>	
<b>3. Ne retournez pas les rochers !</b>	
<b>4. Ne jetez pas de papiers ou des boîtes dans les rivières !</b>	
<b>5. Ne tuez pas tous les insectes !</b>	
<b>6. Laissez les insectes vivre !</b>	
<b>7. Protégez les animaux !</b>	
<b>8. Respectez la nature !</b>	



## HOME ECONOMICS LESSON - «GROUP OF FRUITS AND VEGETABLES: THE HERBS»

Herbs also belong to the group of vegetables. The category of herbs even includes trees with healing properties.

For example, the cypress, also called the "tree of sorrow", has many healing properties.

Specifically:

1. The leaves: when drunk with sweet wine and a little myrrh, they benefit bladder colds and dysuria, they have hemostatic properties while together with vinegar, they are used as a hair dye.
2. Its essential oil is antiseptic, astringent, tonic (for circulation in the veins) and protective (for the scalp). It is also used for the care of oily skin, the treatment of cellulite and rheumatism.

### QUESTIONS – ACTIVITIES

1. List some herbs you know.

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Have you ever used herbs? \_\_\_\_\_

If so, why?

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2. Herbs have always been used as medicine. From the data so far, both in the life of the Ancient Greeks and in the present day, it seems that herbs help in the treatment of many diseases. Greece is one of the first countries in the world to use herbs. It is no coincidence that we live in a place that has been blessed with thousands of species of herbs.

Below are some Greek herbs:

Valerian, Mint, Wild, Licorice, Rosemary, Anise, Thyme, Marjoram, Linden, Sage, Chamomile, Dandelion

Students are divided into five groups. Each group will undertake the creation of a presentation on the beneficial properties of two different herbs. For this reason you can visit the following websites:

✚ <http://theherbexchange.com/25-best-herbs-to-grow-in-your-kitchen-garden/>

✚ <https://greekertothegreeks.com/2016/09/12-important-aromatic-herbs-of-ancient.html>

3. A plants book will be created by the plenary



## MUSIC - «BIRDS IN MUSIC»

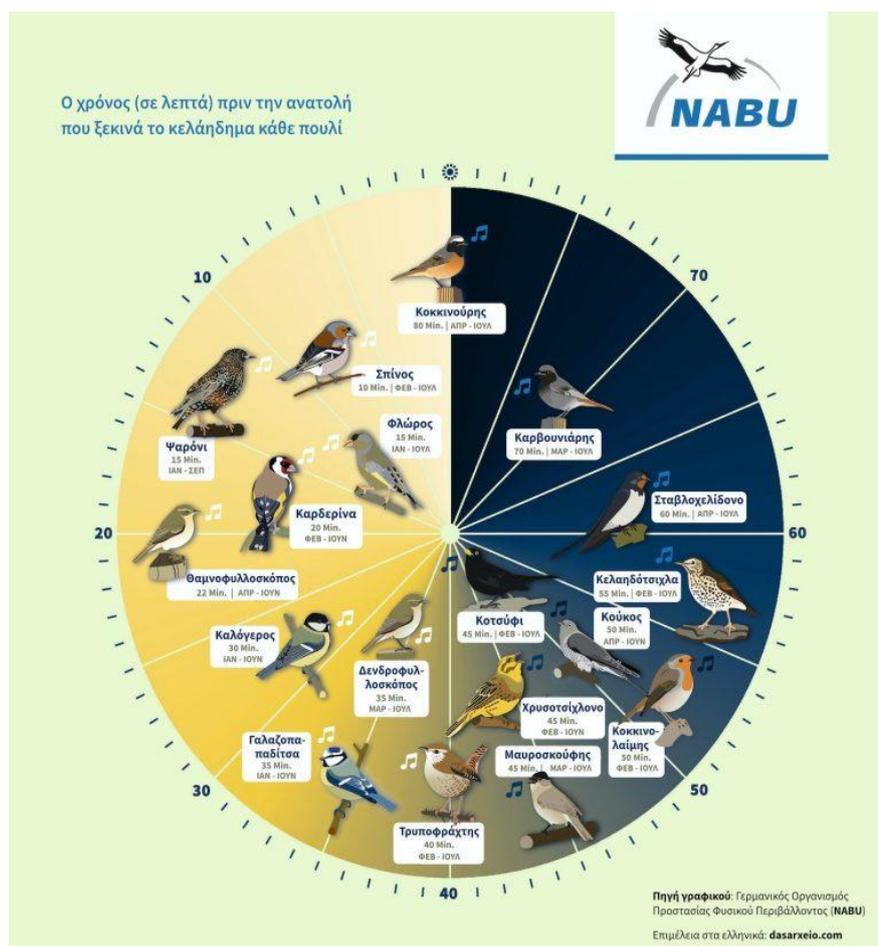
Birds have played a significant role in Western Classical music. Composers and musicians have made use of birds in their music in different ways:

1. They can be inspired by birdsong.
2. They can intentionally imitate bird song in a composition.
3. They can incorporate recordings of birds into their works.
4. They can duet with birds.

### *But how do the birds sound?*

If you wake up early in the morning, in the spring or summer, you'll have the chance to listen to the morning bird singing. NABU (Nature And Biodiversity Conservation Union), one of the oldest and largest environment associations in Germany, created the graphics below, where you can see how minutes before dawn every bird starts singing. Almost all the bird species start their singing before dawn, and the first of them start when it is still dark. But everyday their turn is the same. Click on the link below, put your cursor on each bird and you will hear its beautiful singing.

<https://www.nabu.de/downloads/6-grafiken/vogeluhr/index.php?iframed=1>





## ACTIVITIES

1. Listen to the abstract of the Beethoven's 6<sup>th</sup> symphony "Pastoral" 2<sup>nd</sup> movement (9:28-10:01), below.

<https://www.youtube.com/watch?v=JQzEkDWjyVU>

- What are the three instruments imitating birds?

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- The one bird is the quail. What are the other two?

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2. Listen to Antonio Vivaldi's "Spring- 1<sup>st</sup> movement" of The Four Seasons- Le Quattro Stagioni.

[https://www.youtube.com/watch?v=mFWQgxXM\\_b8](https://www.youtube.com/watch?v=mFWQgxXM_b8)

- Can you spot the abstracts where two birds sing to each other? Give the start and end time.
- Which instruments are used to imitate the bird singing?

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- What is the form of this composition? Choose the correct answer.

- A. Symphony
- B. Violin Concerto

3. *Pines of Rome* is the third tone poem for orchestra of the Italian composer Ottorino Respighi, completed in 1924. In the end of the third movement, The Pines of the Janiculum (*I pini del Gianicolo, lento*), a bird is heard. Is this a musical instrument imitating the birdsong or a recording of a real bird?

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4. Use your cell phone to make a recording of birds in your neighborhood or in the countryside. Note the hour of the day and the place. Then, upload your recording to the map below:

<https://maphub.net/2ndGymnasiumNeaIoniaGreece/the-map-of-birds>



**Worth listening to:**

1. **Einojuhani Rautavaara: Concerto for Birds and Orchestra “Cantus Arcticus”, Op. 61**  
It is a 1972 orchestral composition by the Finnish composer Einojuhani Rautavaara. It is one of his best-known works. It incorporates tape recordings of birdsong recorded near the Arctic Circle, and on the bogs of Liminka, in northern Finland.

<https://www.youtube.com/watch?v=HLjXgV-Mhp0>

2. **Yma Sumac** was a Peruvian coloratura soprano. She was one of the most famous exponents of exotica music during the 1950s. She was the only person able to do the trill of the birds.

<https://www.youtube.com/watch?v=-JnQjG0wujk>

**Sources:**

1. [https://en.wikipedia.org/wiki/Birds\\_in\\_music](https://en.wikipedia.org/wiki/Birds_in_music)
2. [https://en.wikipedia.org/wiki/Cantus\\_Arcticus](https://en.wikipedia.org/wiki/Cantus_Arcticus)
3. <https://thegraphicsfairy.com/wp-content/uploads/2021/03/Red-Start-Birds-Image-GraphicsFairy.jpg>

**ENGLISH LANGUAGE - «THE CYPRESS»**

1. Write the myth of the Cypress in English in the form of a summary of 8-10 lines.

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2. Which human rights were violated during the Turkish occupation in Greece? Which principles do the Christian young man and the pasha represent? How can people resist oppression and pain?

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3. Study the English myth of the hawthorn. How is this plant connected both to life and death? Find similarities between the blossoming of the cypress in Mystras and of the hawthorn in Glastonbury.



### *Cuckoo in hawthorn*

*Thomas the Rhymer, the famous thirteenth century Scottish mystic and poet, once met the Fairy Queen by a hawthorn bush from which a cuckoo was calling. She led him into the Fairy Underworld for a brief sojourn, but upon reemerging into the world of mortals he found he had been absent for seven years. Themes of people being waylaid by the fairy folk to places where time passes differently are common in Celtic mythology, and the hawthorn was one of, if not the, most likely tree to be inhabited or protected by the Wee Folk. In Ireland most of the isolated trees, or so-called 'lone bushes', found in the landscape and said to be inhabited by fairies, were hawthorn trees. Such trees could not be cut down or damaged in any way without incurring the often fatal wrath of their supernatural guardians.*

*The Fairy Queen by her hawthorn can also be seen as a representation of an earlier pre-Christian archetype, reminding us of a Goddess-centred worship, practised by priestesses in sacred groves of hawthorn, planted in the round. The site of Westminster Abbey was once called Thorney Island after the sacred stand of thorn trees there.*

*Hawthorn is at its most prominent in the landscape when it blossoms during the month of May, and probably the most popular of its many vernacular names is the May-tree. Using the blossoms for decorations outside was allowed, but there was a very strong taboo against bringing hawthorn into the house. Across Britain there was the belief that bringing hawthorn blossom into the house would be followed by illness and death.*

*Medieval country folk also asserted that the smell of hawthorn blossom was just like the smell of the Great Plague in London (1665-66). Botanists later discovered that the chemical trimethylamine present in hawthorn blossom is also one of the first chemicals formed in decaying animal tissue. In the past, when corpses would have been kept in the house for several days prior to burial, people would have been very familiar with the smell of death, so it is hardly surprising that hawthorn blossom was so unwelcome in the house.*

*Britain's most famous hawthorn is the Holy Thorn of Glastonbury. Legend tells of how Joseph of Arimathea, the uncle of the Virgin Mary, arrived at a hill overlooking Glastonbury Tor with a few disciples and two sacred vessels containing the blood and sweat of Jesus. Where he thrust his staff into the ground it sprouted and grew into a thorn tree. Though the original is obviously not there anymore, one of its supposed descendants does still stand on the hill and other*



*offspring grown from cuttings can be found further afield in England. This particular hawthorn blooms twice a year, once in May and again around Christmas. A sprig of one of these Glastonbury thorns from outside St John's Church is traditionally sent to the Queen, who is said to decorate her breakfast table with it on Christmas morning*

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4. «Κάποιος είχε ανάψει φωτιά».  
«Το παιδί παρατήρησε τον κάμπο και τα βουνά».  
«Το κυπαρίσσι έβγαλε τα κλαριά του γερμένα προς τα κάτω».

Translate the above sentences in English. Use the subject of each one of them to form your own sentences in the simple present tense.

Sentence 1:

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Sentence 2:

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Sentence 3:

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## TYPICAL PLANTS AND ANIMALS IN MYTHS - ITALY

Istituto Comprensivo „Marconi-Oliva”, Locorotondo



### Laurel

Daphne was a young nymph who lived happily, spending her time in the woods hunting. Her life was changed by Apollo and Eros. The legend says that, one day, Apollo, proud to have shot and killed a giant snake at the tender age of four days, meets Eros forging a new bow. Apollo mocked Eros accusing him to never carry out actions worth of glory. The god of love then prepared his revenge: he took two arrows, one destined to reject love, which he launched into the heart of Daphne, and another golden one for Apollo, to make him fall in love violently. From that day Apollo began to wander desperately in search of Daphne. In the end he found her, but Daphne, as soon as she saw him, escaped in fear. The god cried out his love in vain. Daphne, terrified, ran into the woods. Apollo pressed her more and more closely. Daphne called Mother Earth for help and Mother Earth began to transform her body: her hair changed into leaves; her arms rose to the sky becoming branches; her body was covered with tender bark; her feet turned into roots and her delicate face vanished into the fronds of the tree. She changed into laurel.

### Basil

Greek myths tell about the existence of a mythological creature called "king of snakes" or Basiliscus. It is a small snake, less than twenty centimeters long and the deadliest creature ever. It has the power to kill or petrify with a single direct look into the eyes. This monster can be defeated only by using basil. Since this plant was the only antidote, it took its name. In the Christian tradition the power of basil derives from two legends, one relates that basil was born in a vase which Solomon had buried the head of St. John the Baptist in. The second was found by the mother of the Roman Emperor Constantine, on the site of Christ's Crucifixion.

### Mint

Mint (Myntha) was a beautiful nymph born in a river. She lived in a kingdom commanded by Hades. Persephone, jealous of her husband, disliked the union and got angry when Menta threatened her. Hades allowed her to turn into fragrant grass, mint, but



Persephone condemned her to sterility, preventing her from producing fruit. Another version of the myth suggests that it was Persephone herself who transformed Mint into a plant. Another version tells that Zeus, in love with Mint, had a rejection from her following a proposal. So for revenge, he turned the nymph into a cold plant just as the beautiful nymph had been with him.

### Oregano

There are two myths that have oregano as their protagonist. The first tells the story of Amaracus, a prince of Cyprus, who loved perfume production and was looking for the perfect perfume. One day he finally created it and decided to take it to the king, but the ampolla, which contained it, unfortunately fell and broke. The prince died of displeasure. The gods, however, had compassion on him and decided to turn it into a plant that had the best scent in the universe that Amaraco had created: oregano.

The second myth is older. He tells that it was Aphrodite who created the oregano and that it made it grow in her gardens, on the slopes of Mount Olympus. Hence the Greek origin of its name, *oros ganos*, *delight of the mountain*, chosen for the fragrant grass.

### Rosemary

Ovid tells that Venus made Apollo madly fall in love with a mortal, an Arab princess, Leucotoe, daughter of the king of Persia, in revenge for Apollo, who had discovered her with Mars. Apollo had no peace, burning with passion. The girl, however, was never alone, so Apollo turned into the mother of the girl and then managed to enter her room. Clizia, a nymph in love with Apollo, in revenge for being rejected, revealed the secret to the young woman's father. He sentenced her to death and had her buried alive. Apollo did not have the powers to bring her back to life and could only use his power with light to penetrate the tomb for Leucotoe. Under the heat of the sun, the remains of the girl slowly turned into a plant with an intense scent, thin leaflets and blue purple flowers.

### Sage

The origins of the plant date back to the areas of the Mediterranean and Asia. The flowers of sage are given the meaning of salvation. For the Greeks and the Romans sage is ruled by Jupiter. It has purifying abilities for the liver and blood. For this reason in the past they used it to cure snake bites and to strengthen the body and memory. A Christian legend tells of the virtues of this plant: when the Holy Family fled to Egypt, to avoid the sights of King Herod, only the sage agreed to hide the Child Jesus from the sight of the soldiers and to let him rest on a soft bed during stops made with its flowers. So Our Lady, to thank the sage of her generosity, blessed the plant with therapeutic qualities.

### Saffron

In a distant time, the nymph Smilace was in love with Crocus, a young warrior, who also loved her. The gods, determined to fight them, made them unhappy and they led Crocus to suicide and Smilace to madness. The gods decided to turn them into plants: the nymph



became a plant with heart-shaped leaves, with flexible branches, a symbol of strong love; the warrior was turned into a purple flower-like superb passion, in memory of his love, with a sun-colored heart.

Another myth is related to Mercury who dyed with the blood of his friend the precious plant. Another legend tells that, in the place where a stable stood, a tavern was built where a painter came to stay. He was poor and was put in a shelter. That night the Madonna appeared to him in sleep and asked for a portrait. He made it, but having no colors, he used the saffron found in the kitchen. This led to the worship of the miraculous image and the inhabitants of the village built the church for the Saffron Holy Lady.

### **Water Salty Bread**

It is a dish from the ancient Apulian folk cuisine. It is a poor dish, but nutritious, light, and fresh, and all these features make it extremely traditional. They used to consume it in the early hours of dawn to face a hard working day and, sometimes, in the evening as the main course. It evokes scents and flavors now forgotten, it is suitable for warm summer evenings. Put cold water and crushed tomatoes, the small and sweet ones, in a large bowl, together with a tender stem of chopped celery, a good pinch of oregano, garlic, olive oil, onion, Apulian cucumbers, basil, salt as needed. Reshuffle the whole thing, then add homemade bread dices, and reshuffle slowly again so that the bread can absorb the tasty sauce.

### **The Martina Franca Donkey**

It seems that the Martina Franca donkey derives from the Catalan donkey, imported into the Murgia from the Counts of Conversano at the time of the Spanish domination, but we have no confirmation. It is believed, however, that in the area there was already a type of donkey with a dark coat, so that the Spanish donkey, crossed with it, only improved the breed. This donkey today represents the best known Italian donkey breed, also appreciated abroad, because of its size and its very lively temperament. It has a brown-colored coat, the mane and tail are dark, the head has a wide, flat forehead, and the ears are long and straight. This donkey is tall, almost like a horse. The donkey is very robust because it lives in the wild and easily adapts to the rocky Murgia. Its donkey milk is used for paediatric use (similar to breast milk) and for the cosmetics industry and omeotherapy. They are also used as a means of transport through narrow streets.

### **The Murgian Horse**

They say that the origins of this horse date back to the time of the Spanish domination in the southern Italy and in fact Arab, Berber and Andalusian stallions contributed to its breed. Around 1500, the Count of Conversano was particularly impressed by these animals and was passionate about them. The Murgian horse is an Italian horse from a geographical area located in Puglia called MURGIA, and has been bred in the wild especially in ancient farms. It is an animal with a medium-sized body structure, it can vary a lot within the range. Mostly this breed has a dark, shiny cloak. The head has a very solid wide shape and covered by an abundant tuft. The ears stick out of the head and have a regular size; the nostrils are



rather wide and the eyes impress for their great expressiveness. The neck is straight, equipped with a thick mane often wavy. The trunk is robust and muscular. The tail is well attached and with long abundant hairs. The limbs are muscular. The foot has regular proportions, covered with a very hard black horn but quite elastic. It is resistant to every effort however they are obedient and learn very easily, manifesting submission to man.

### **HISTORY, ARTS, GEOGRAPHY, ENGLISH**

These contents are summed up in an e-book:

<https://read.bookcreator.com/BHiUTYLdAeTUx7sgvFdW2POVpoO2/FpWrjkU4TjeWXJDaKVuHMA>

## **NATURE IN MYTHS AND TRADITION OF THE SLAVS - POLAND**

Szkoła Podstawowa nr 10 w Rzeszowie, Rzeszów



In the Slavonic mythology Perun means the same as Zeus in the Greek mythology. He was the ruler of all the gods. Perun was thundering. He has a personification in nature: an oak, a bull, a pigeon, a ram. His attribute is: an ax. Perun had a companion, a woman called Perperuna (or Dodola).

### **THE SYMBOLS OF THE SLAVONIC MYTHOLOGY**

Lunula – the Moon – the sign of the night, magic, darkness;

Swarzyca – a windlass.

The god's hands – they mean: four seasons of the year, four elements of the nature (earth, water, fire, air) and four directions of the world (north-south, east-west).

### **THE PLAN OF OUR WORKSHOPS:**

1. Presentation in power point: 'The faith in the Slavs';
2. Nature and its symbols: an oak, a linden;



3. A mythological puzzles;
4. A crossword connected with plants and herbs;
5. The gods of the Slavonic mythology;
6. Art workshops – an importance of a tree, seen by students’ eyes – a different kinds of art techniques;
7. A herbal medicine, the names of herbs in the English language.
8. Making and tasting herbal teas.

## THE HISTORY OF TEA

**TEA** – dried leaves of an evergreen shrub from eastern Asia, Africa; drink made by pouring boiling water on these leaves.

### Some important dates

1498 – Vasco da Gama, the Portuguese sailer swam around the Cape of Good Hope and reached to India.



1517 – The Portuguese sailers arrived to the Chinese riches by sea as first Europeans. It started a trade of different goods with China and Japan.

1557 – The Portuguese people established a first trade base in Macao.

1590 – The Portuguese sailers came in Taiwan Island.

1664 – There was a first note about tea in Poland. The king Jan Kazimierz wrote a letter to his wife, Maria Ludwika with a request to use some tea.

Charles the 2nd (the 17<sup>th</sup> century) became a king of England. His Portuguese wife, Catherine Braganza loved drinking tea. She began a habit of drinking this beverage in English courts.

1703 – A calendar, promoting ‘a healthy tea’ was edited in Poland.

1880 – The King of Poland, Stanislaw August Poniatowski founded a china factory in Poland. It produced crockery, decorated with Chinese patterns.

### TEA DESSERTS

English tea cream

Tea jelly

Tea jelly with lemon

Tea princess cream

Vanilla tea cream



Strawberry tea with icecream  
Marrocan fruit kompot  
Rose flakes in tea cream

#### TEA – FRUIT BEVERAGES

A wild cherry  
Summer dream  
Hawaiian cocktail  
Fruit paradise  
A tropical dream  
Rose flower

### IMAGES OF NATURE IN THE IDEAS OF THE SLAVS

Some of the workshops, connected with lab6, were dedicated to the beliefs and customs of the ancient Slavic folk. There were a lot of plants and animals in the Slavic mythology. The aim of the study and searching was to describe special species, which appeared in selected myths, concerning the ancient Slavs. They represented two spheres of nature: real (rational) and imaginary (irrational). Knowledge that existed in those times was handed down from one generation to another, often in mythologized texts. Some of them survived in both culture and tradition until present times.

The rational side of nature was represented by agriculture, medicinal and cosmetics plants. The second side expressed people's fears and needs. It was used for witchcraft and love magic. In myths plants played a main role. They were central motifs. Contrary animals were in the background, only accompanying people and the plants. However the animals seem to be more mysterious, powerful and dangerous. There was a theme of the tree, located in the middle of those two spheres. This tree is called „a space tree' or 'axis mundi'. The tree was a great tool for describing the universe. Of course there were very specific natural conditions in the past. It's easy to imagine and understand that a motif of the tree was the most readable symbol (sign) of the world in which death and rebirth of nature were always observed. The tree was standing like a guard, somewhere between these spheres, noticing different kinds of dimensions.

It is important to add that school subjects correlation was seen not only in lab6. Teachers joined history with the Polish and English language, biology, geography, art, ICT tools. It was useful for developing students' creativity and interests.

#### A FLOWER OF A FERN

In the Polish custom and tradition it's known that an unusual flower blooms on the longest night of the year. Only some people managed to see him because it is very difficult. It's a mystery why it will bloom in a place where there are many ferns, or where one, small, lost flower grows. Sometimes all you need is a little luck, at midnight, when it blooms on this one



magical Midsummer Night. Many years ago little Jack lived in one of the Polish villages. One day the boy heard a story about a wonderful fern blossom. Jack's neighbours often told beautiful and amazing stories about it. When the boy listened to this story lost himself in the world of imagination and curiosity.

Many examples of this flower started to appear in his mind. The boy saw everything the story told - the wealth, treasures brought by the finders of the fern flower. He knew that looking for this flower could have both wisdom and knowledge for a seeker. In his dreams Jack did not see the flower itself, but this was not a problem for him. He imagined its wonderful shapes of small leaves, gently glittering with colours in the wind. He felt its fragrance, tempting different living creatures. However the fern flower had something special itself to protect from people's eyes. Nevertheless the boy decided to find a flower. It was a new challenge for him. During the Midsummer Night (the 24<sup>th</sup> of June) when all the inhabitants of his hometown were celebrating by the fire and singing merry songs, Jack moved away from the village and disappeared from the sight. He headed towards a dark forest. He was looking for a long, beautiful flower among hundreds of ferns. Unfortunately Jack could find nothing. When he was about to give up, a tiny source of light appeared in front of his eyes. He understood the ray of light came from the petals of a fern flower.

The flower was so brilliant that even in the black night it shone like a diamond. The boy began to observe this wonderful phenomenon. The flower grew and glittered with different colours. Jack wanted to pick a flower but suddenly several, strange dark figures emerged from the darkness of the forest. The boy woke up in his bed in the morning. He could not remember if it had all happened or if it was only his dream. Jack couldn't help thinking about it. He did not tell anyone about his night trip. He waited for the next Midsummer Night with a great excitement. The seasons of the year passed and finally trees covered with green leaves, birds chirped happily. All nature announced that the next summer was approaching. Jack's favourite night of the year came at last. So he set off again in searching of the fern flower. The boy found a flower and was almost picking it. However some secret powers covered it again and the boy's dream did not come true. Jack was stubborn. He decided to try again next year. His determination was rewarded! He picked the flower and it was not a dream. From this time, nothing was the same.

Now he had everything he wanted: a beautiful palace, riches, power. But the boy wasn't happy. Jack felt very lonely. He didn't have friends. He couldn't share his joy with anyone. He was sad. The boy returned to his home village, found his family but his parents did not recognize him. He locked himself in his palace in desperation. A year later he came home again, his father was dead and his sick mother didn't recognize her son again. Jack didn't smile and he did not want to see his magnificent palace again. He visited his family at home once more. His mother was also dead. Jack felt sorrow and pain in his heart, so huge that he couldn't stand them. He wanted to die. At the moment he thought about this, the earth opened under his feet immediately. Jack went to look for his parents.

#### MORAL/MESSAGE

Sometimes be careful what you look for. It may bring you apparent happiness and success.

Family and friends are the most important in our life!



## THE POZNAŃ GOATS - POLAND

Tragedies sometimes happen in big cities. One of them was a great fire of Poznań. A town hall burned down completely. After this event, Authorities decided to rebuild the town hall and ordered a special clock for the town hall tower. A master craftman, Bartholomew from Gubin was chosen to do this task. Expenses were high, but Poznań was one of the richest cities in Poland. Thus the city council suggested celebrating this event.



A great feast was to held. The most important personalities in the country were invited to the party. The cook was bending as much as it could so everything was ready in time. The main course was served with an aromatic roast of venison legs. A little chef Peter turned the roast on the spit. The guests had already begun to arrive and the market was crowded. There were so many interesting things to see and notice. Deer roasted very slowly and Peter had to turn it all the time.

In the morning master Bartholomew told the chef about the clock's mechanism: the wheels rotation and quietly ticking. He talked about weights that moved the clock mechanism. Peter had to sit and watch the roast. He couldn't help his curiosity. The boy decided to leave the roast for a while. He glanced at the clock and observed the splendid Poznań market. Nothing happened in a few minutes.

Unfortunately, the cook forgot about his duty and the roast fell to the fire, which burned to coal. The scared boy did not lose his mind. He ran as fast as he could to the nearby meadow, where the inhabitants used to graze their animals. In desperation he kidnapped two goats. He managed to drag the animals to the town hall kitchen. The goats, feeling that something was wrong, ran away from the boy and hid on the clock tower. When they saw noble guests the little goats started to make noise with different loudly voices. All persons gathered together and were looking at the amusing animals. The guests couldn't stop laughing for a long time.

The clockmaker was instructed to make a special mechanism that would be able to set the clock on each day. Since then, every day when the clock strikes noon, the trumpeter plays the bugle call. Two artificial figures of the goats appear on the clock tower to remind the event from the past.

And what happened to the real goats from the Poznań City Hall? Fortunately, they were taken from the tower and returned to the former owner, a poor widow. Peter wasn't punished because of funny situation. He continued preparing delicious meat again.

### MORAL/MESSAGE

**Don't give up in difficulties, stay creative!**

**Have a sense of humour. It may help in need!**

**Punishment sometimes isn't too hard. It only shows a guilty person what is wrong and how to change behaviour.**



## **THE CURSE OF RADOGOST, THE KING - POLAND**

A long, long time ago, when large areas of the land were overgrown with limitless wilderness, King Radogost lived and ruled in this land. He was a powerful knight and his country was so wide that no one was able to see the borders. Radogost was a good and just ruler. But he loved comfort and entertainment. Thus he decided to build a castle that would survive the attacks of the wildest tribes. After many years a huge castle had been built and many good people found shelter and their quiet and peaceful place for living nearby. One day an unknown knight came to the ruler. He praised the brilliancy of the castle and the power of Radogost.

The king was delighted with blandishments and he allowed the newcomer to settle in his land. The king asked the guest for one good turn – to advice in government. Time was passing very slowly and more and more strangers came to the realm of Radogost. The unknown knight became the king's trusted advisor. The king, asked by the knight, agreed to welcome and settle plenty of new inhabitants. The advisor claimed that "they would bring glory and prosperity to the splendid Radogost's kingdom'. Radogost was a widower, but he had a daughter, Dobrosława. She was the most beautiful girl in the whole kingdom. Her heart was so good that even wild, forest animals waited for her and they were eager to bow to her. One day the knight behaved extremely rude. He demanded Dobrosława for his wife. The king loved his daughter very much. He couldn't stand the request. Radogost refused and banished the advisor from the castle. In revenge the deceitful knight ordered his warriors to attack and destroy the land. The advisor had larger army than Radogost's subjects.

The king and his soldiers fought bravely but the power of the enemies was larger than theirs. The people who survived the slaughter hid in a borough or castle. The bloodthirsty enemies were both destroying villages and burning forests, killing all wild animals. This savagery lasted for many years. Hunger and illnesses began to tease the inhabitants of the surrounded castle. At night Dobrosława let animals into the dungeons, where she could cure the wounded and feed the hungry ones. But the invaders persisted. Dobrosława decided to beg her father once more to withstand his assassins. They still heartlessly destroyed everything what was great, replacing it with ash and debris.

Exhausted of old age and many skirmishes, Radogost cursed his land. 'Let the earth engulf us and our enemies forever' – he shouted loudly. Suddenly the ground broke under each person who lived outside the castle and drew everyone inside the earth crust. The castle also began to shake. Dobrosława, seeing that her father's words had worked, ran to the highest chamber in the highest tower and jumped out of the castle at the last moment.

Radogost could not forgive his daughter leaving him, cast a curse to her. This way a wonderful and gentle Dobrosława was changed into a violet. It can be met and seen on the Midsummer Night. But only a chosen person born every hundred years can remove the charm from pretty Dobrosława and pick this flower up. Persons who have impure hearts, even though they can see the flower they cannot touch it. When they put a hand close to the violet, it disappears immediately.



### MORAL/MESSAGE

If you trust somebody completely, you can be betrayed one day. It depends on person's character. Be careful!

Don't change for worse! For example Radogost: he loved her daughter very much.

Nevertheless he cursed her (and his nation) in anger.

Stay nice and kind! Do good every day for family, friends, even nature.

## THE LEGEND OF BASILISK - POLAND

Many centuries ago, during royal times, knights from all over the country and many foreign guests came to Warsaw. Many craftsmen found work as armours, because there were a lot of wars, battles and skirmishes. Warsaw was famous for its master craftsmen. Noble knights often entrusted their armour to the craftsmen. Payers did not complain about the lack of work and money.

They used to repair the armour from morning to evening, restoring a former glitter and nobility. The workshop of the armourer Marcin was the most popular, thus he and his family lived in prosperity and happiness. The craftsman spent all day at work. He had two children: daughter Hanka and son Maciek. The children loved staying in their father's workshop, looking at their own reflections in polished steel. They always put their father in a good mood with the laughter or games. But when they grew up Marcin's children started to move away from the workshop, getting knowledge about the city's biggest attraction – a very interesting fair. It was a magical place. Many local events took place there. Besides you could buy everything in this fair. The children enjoyed watching salesmen and buyers. They dreamt about sweets and different gifts. They stared at colourful goods. One day they met their friends. The children wanted to play in meadows nearby. They asked their father for permission. Marcin agreed but ordered them to stay away from the old ruins which were standing on the Vistula river bank. It was said that they had been haunted for many years. The inhabitants of Warsaw thought that it could be a mysterious dragon – Basilisk. People weren't sure how to call him; an animal, a monster or a devil. It came into the world once in a hundred years and it jumped out of the egg laid by a rooster! The dragon was supposed to be terrifying. He inherited his father's head but even larger one, with a huge, red crest that fell from one side to the other from its horrible mouth. His eyes were incredible, more than the snake's tail, which was long of fifteen meters. Basilisk looked at his victim and changed a poor man into a stone immediately. Telling the truth its 'prey' were dying unexpectedly.

The children promised their father not to come to this strange place too close. It was summer and the days were warm. The fair was full of people who wanted to do shopping. The children did not stop at stalls. There was no time to lose. They ran down a narrow street among the houses to the river to play in the meadow. The girls were picking up beautiful flowers and making wreaths. Contrary the boys were observing fish in clear water. Fun drew the kids in so much and they did not realize that the city disappeared from their sight.

The children noticed the ruins their father had warned about. Suddenly they were in a



cold, dark basement. They started to be scared. Furthermore something began to shine with a bright light behind one door. The children couldn't help taking their eyes off it. They seemed to be charmed. One of the boys opened the door and fell into stone at once. Basilisk's eyes glittered strongly, turning all the children into motionless figures. Meantime the armourer Marcin was more and more worried about his children. It was almost dawn and he went to the workshop, but the children didn't return. He felt that something was wrong. He thought the children had not listened to him and gone to the old, 'forbidden' house. He knew that he had to save them, but he did not have any idea how to defend himself against Basilisk. His eyes fell on the polished armour that the children liked. It looked like a mirror. It was the only way to conquer Basilisk's sight. Marcin dressed his armour and started running towards the ruins.

He went down to the basement with difficulty. Narrow stairs blocked him to go inside. He passed stone human figures and this annoyed him. Suddenly he saw his children who looked more like something odd than people. He couldn't afford tears and pain. He saw the great dragon's tail. The armourer was almost knocked down by the beast. Marcin quickly moved and jumped. The dragon turned its big head towards the armourer and was frozen. It saw his own reflection (an ugly muzzle) in the bright armour and was paralyzed.

As soon as Basilisk turned into a stone, the statues of people were free and began to move in the basement. Maciek and Hanka awoke as if from a terrible dream. They saw a well-known knight in front of them. Marcin took the children in his arms and carried them out of the basement. He saved all people from Basilisk, the dragon.

#### MORAL/MESSAGE

**Don't give up in difficult situations. There must be a way out and right solution!**

**Be careful even during having fun!**

**Take care of your family, friends. Don't leave them in need!**

**Be creative and brave!**

**Do as you would be done by! – a proverb (Don't hurt anybody!)**

**Actions speak louder than words' – a proverb.**

### **LAJKONIK AND THE BUGLE CALL - POLAND**

The Lajkonik is one of the unofficial symbols of the city of Kraków, Poland. It is represented as a bearded man resembling a Tatar in a characteristic hat, dressed in Mongol attire, with a wooden horse around his waist. It is the subject of the Lajkonik Festival that takes place each year in May or June.

#### **Origin**

The origin of the Lajkonik is uncertain, but there are some stories connected with its popularity. Some theories say that it originated in pre-Christian times. It was believed that in



the spring the horse brought good luck, happiness and high crops.

Other stories come from the 13th century, when the city was attacked during the Mongol invasion of Poland. The people of Kraków repelled the Tatar invasion successfully. They killed one of the leaders, a Tatar Khan, so the victorious defenders dressed up in the Khan's clothing and triumphantly rode into the city.

Another version recalls that the Tatars arrived at the city gates at night in 1287. But they didn't want to attack the city until morning and instead camped along the Vistula river. Some inhabitants, transporting wood on the river saw them and decided to play a joke on the citizens. They entered the city gates and dressed up like Tatars on horses trying to scare people into thinking the gates were destroyed. Fortunately the people of the city discovered the jokers' identity soon. This event became popular and famous. The mayor declared this to be an annual celebration.

### **Festival**

The city continues the tradition with a festival that has taken place every June for the past 700 years. The Lajkonik is a man dressed up as a warrior from the east. He rides a white hobbyhorse through the city streets to the Main Market Square. The citizens follow musicians, children, and tourists. The Lajkonik touches spectators with his golden mace and collects money for the traditional ransom. Being touched by Lajkonik's mace is claimed to bring good luck and prosperity.

### **THE HEJNAŁ (the bugle call)**

St. Mary's Trumpet Call " is a traditional, five-note Polish anthem closely bound to the history and traditions of Kraków. It is played every hour in each of the four cardinal directions, by a trumpeter on the highest tower of the city's Saint Mary's Church.

Trumpet calls were used in many European cities to signal the opening and closing of city gates at dawn and dusk. Noon was mentioned later. The four directions in which the St. Mary's Trumpet Call is currently sounded correspond to the four main Kraków gates before 3 out of 4 of the gates were demolished in the 19th century. In historic times, trumpet calls on the St. Mary's Church tower were also used to warn of fires and other disasters.

### **SHORT LEGENDS**

According to a popular 20th-century legend, during a Mongol invasion of Poland in 1241, Mongol troops approached Kraków. A sentry on a tower of St Mary's Church caused the alarm by playing the *Hejnał*. The city gates were closed immediately before the Tatars could invade the city. Unfortunately, the trumpeter was shot in the throat and he did not complete the anthem. This is the legendary reason why the show ends before being completed.

Another tradition says that the four directions in which the tune is played are in honour of the King, the Mayor, the citizens and the visitors. The Kraków *Hejnał* is well-known throughout Poland and has become a national symbol.



## THE LEGEND OF LECH, CZECH AND RUS - POLAND

Once upon a time three brothers, Lech, Czech and Rus went to look for a safety place for living. Rus headed for the east, Czech – for the south. Lech was marching to the west. He came to the beautiful place covered with a lot of forests and wonderful, green meadows. While Lech and his servants, knights were resting under spreading oaks, he noticed a magnificent bird, flying in the sky. It was feeding its chicks. It was an amazing, white eagle. The knight was delighted in this view – the beauty of flight. Lech thought that the eagle had chosen this place for its own, so he and his companions would find this countryside as a homeland. Lech decided to build a town which was a first capital of Poland - Gniezno.

The white eagle was chosen as an emblem of the country. It became a royal bird. It was shown on a red background because the red is a colour of the king's gowns. According to this rich, friendly place, the nation was called 'Polanie'. The country was named Poland. Lech and his subjects were leading a very prosperous life. They loved changing seasons of the year. They didn't feel hungry, because there were a lot of animals in the forests. Fertile fields gave great crops.

## PLANTS AND ANIMALS IN LEGENDS

In a world dominated by technology and science, it would seem that there is no more place for magic, but only for a rational mind that will explain everything empirically. And yet ... The students of 1b class participated in cyclical lessons inspired by legends which, perceived as an element of folklore and tradition, introducing children to history, teaching what is good and what is bad. The introduction to the topic was the multimedia presentation "Unicorns in myths and legends". The Unicorn is a creature that often appears in myths and legends. Originally, the unicorn was called an Indian donkey, an Indian horse. In the past the Greeks gave it the name of a one-legged monos + keras. In Poland he was sometimes called a headhorn. Ktezjasz was the first to describe the unicorn in the 5th-4th century BC. In the Middle Ages, a unicorn with a head and a white horse's body was depicted with deer legs and a lion's tail. The unicorn was considered the only animal daring to attack an elephant, having such sharp hooves that one stroke slits the elephant's belly.

In the Greek mythology, the unicorn was presented as a servant of the virgin goddesses. Artemis, the goddess of the plant and animal world, caught eight of these creatures and harnessed them to her chariot. In the Greek mythology, Amalthea is also mentioned, which was a goat, feeding Zeus. One day, Zeus broke one of her horn leaving a one-horned animal. Suddenly food began to fall and this is the famous Horn of Plenty.

The Chinese mythology says that the first Unicorn - Kilin - appeared in the world nearly 5000 years ago, with a book on its back, to teach Emperor Fu Hsi how to write. He (the unicorn) symbolized five elements in Chinese beliefs. Various opinions were expressed regarding the temperament of unicorns. According to some, he was a fierce animal, and very strong, and according to others, gentle and playful. The Stallions were characterized by pride



and inexpressible wildness and the Mares were a bit calmer. In the ancient times it was believed that the horn of this creature has magical power. The unicorn's horn was the touchstone of poisons and at the same time an antidote to them. The horn was checked by circling a scorpion, spider or lizard, which - if the horn was not fake - could not escape. Probably the horns came from narwhals.

However, not only the unicorn's horn was worth attention. Belts made of skin of this creature protected the holder against pests. His hair, on the other hand, was supposed to make bow chords. Powdered hooves eliminated the action of all poisons. The Unicorns also had extensive skills. Some regarded the unicorns to have the ability of changing their characters. They could take one or many shapes, even a human form. Wherever their hooves rested, amazing plants with beautiful shapes and colours blossomed. These creatures were also known for their speed and grace. They were able to outrun even the most supple horse, and none had more grace. They worried about their offspring. Young, like most solipeds, soon after being born stood on their own feet and from the first days followed their mother if necessary with incredible speed. We also rarely (but still) meet the black Unicorn. He has a larger and more massive head than his lighter relatives. His mane is denser and his horn is silver. It looks more like a draft horse with heavily hairy reeds. He likes being alone and defends his territory bitterly. His hearing of something faraway exceeds the skills of any other creature, he is also faster and more durable than the White Unicorn. Due to the colour of his 'coat' (fur) (which is probably black because of connection with the black magic), he is often called the messenger of the Devil or the bloody cannibal eating his countrymates. Fortunately, not everyone thinks so. The unicorn of ebony was considered to be the mythical and a sole leader of all magical creatures. The land is currently inhabited by only one representative of this species, which guards the entrance to the world inhabited by its white brothers against curiosity and greed of people.

There is a legend saying that the Unicorns were a gift to a wise and just king from the forest goddess. The kingdom did not have enemies, did not fight against anyone, and the subjects lived in prosperity and happiness, dying only from old age. One day a greedy merchant came to the kingdom. Being charmed by the beauty and nobility of the Unicorns, he decided to buy them back. Of course, the ruler disagreed, so the thief thought about stealing them. He crept to their place of sleeping and resting at night and stole them all. A few days later, the citizens of the kingdom began to die one by one of an unknown plague, and the foreign armies crossed the border of the peaceful kingdom. The wise and sensible king went to the goddess in the forest and told her about the misfortune and the loss. She became enraged to the king. She took her beautiful animals away from the thief and placed them in the sky as a form of a constellation, so everyone could see them. And as it happens in every fairy tale, here too, evil has been properly punished. The thief was changed into stone and placed in this way that he could watch his late-lamented unicorns for all eternity. Everyone could see the Unicorns but it was not easy, because they guarded their secrets jealously. Their houses were located deep in the forests, often surrounded by lakes.

The students also watched 'The tale of a giant and unicorns' (a theatrical performance performed by children, Unikatek, Zagłębie Palace of Culture) and listened to the teacher



"The legend about the founding of the village of the Unicorn". A part of the fairy tale "Mija i ja - 13 Unicorn of Fire" was an inspiration to dramatic and creative games with a unicorn in the background (drawing characters on a square axis by code; race with a unicorn circle).

An important element was also a virtual visit to the museum. The most famous work of art from this period is the series of tapestries "Lady with the Unicorn" (six works) created in Brussels in about 1500 and which can be seen at present in the Cluny Museum of the Middle Ages in Paris. The first five tapestries represent the senses: sight, hearing, taste, smell and touch. The sixth tapestry depicting the sublimation of all these senses, has the motto "A mon seul desir" in French, which means "My only desire" in Polish.

Did the children enjoy the group quiz solution? (samequizy.pl) How much do you know about unicorns?- in the form of an online test and making a poster in teams.

Next day the students were travelling to the magical world of plants. At first they met the world of witches, wizards, their attributes and magic spells with a cat in the background. Mrs. Dominika Pyra presented a lot of thematic books for children, for example "Medicinal plants", "The Great Book of Herbs" by L. Bremness, "Herbs at home" by Penelope Ody. The youngest students' interest was increased by the Indian "Legend of the dream catcher" (catcher made of willow, feathers and dried herbs - according to the message, it should hang in the window and ensure a good night's sleep). The garlic legend brought the vampire world closer to the audience. Thanks to the "Legend of the god Odin and son of Thor", they learned the causative power of nettle.

Then, as the part of practical activities, children knew herbs' secret essential oils by smelling with all their senses:

basil (sedation, heaviness)

lemon balm (sedation)

sage (combating harmful bacteria; natural antibiotic)

lavender (for runny nose, fights moths)

jasmine (calming, regenerating, relaxing properties)

garlic and onions (reduce pressure, have anti-cancer effects)

nettle (strengthens the natural antibiotic).

Undoubtedly, the herbal workshops were the biggest attraction of these lessons, during which the participants made bath salt (its main ingredient was lavender, a remedy of a queen). It was fun for children to crush lavender salt with a mortar. Later, they added both powdered milk and a drop of oil ... In the end they poured the beautifully scented mixture into jars, covered with decorated labels.

## **LET'S HELP BEES! – a step to ecology - POLAND**

According to the Slavonic mythology, Swaróg (the god of fire, the sun and the Earth) created a bee to spy and follow Weles (the god of the Underground, souls). The bee used to sit on Wales' shoulder. It was observing what Weles was going to do.

### **GLOSSARY**

apriary (bee-garden), bee-keeper, burn, candle, drinker for bees, environment,



gather, grow, hive, honeycomb, insect, lawn, mow, plant, pollen, produce, shape, sting, uniform, useful, wax, workshops

A bee – small, four – winged, stinging insect that produces wax and honey after gathering nectar from flowers.

#### Why are bees useful?

- They produce wax and honey;
- We need wax to make candles;
- A lot of natural medicines and cosmetics are from honey;
- The bees gather the pollen. Flowers and plants can grow;
- The bees are the part of our environment;
- Honeycombs have mathematical shapes.

#### How can we help bees?

- Grow plants giving honey in your garden or balcony;
- Know the names of flowers and trees, liked by the bees;
- Leave some not mowed lawn;
- Plant ‘a flower meadow’;
- Don’t burn a meadow;
- Hang a little, wooden house – the bees will use it;
- Prepare a drinker for bees.

## THE NYMPHS OF TREES AND PLANTS IN THE GREEK MYTHOLOGY

**ANTUSAI** – the nymphs of flowers

**MELIADS** – the nymphs of ashes

**DRIADS** – the nymphs of the ghosts of trees: Atlantea, Driope, Erato, Fogalia, Titorea

**HAMADRIADS** – the nymphs of trees:

Katja – walnut; Balanos – oak; Kranea – dogwood; Morea – morus; Aigeiros – black poplar; Ptelea – elm; Ampelos – grapevine; Syke – fig; Epimeljads – apples; Kissje – ivy

Saffron (Latin *Crocus*) was an important plant in Greek mythology. The Latin name of this plant comes from the name of Krokos, who is unfortunately in love. He fell in love with the nymph Smilaks. The beautiful woman did not return his feelings. The gods turned Krokos into saffron.

Everyone knows the myth of Narcissus. The beautiful young man did not return the love of Echo, so the goddess Nemesis punished Narcissus. The charm made him fall in love with his own reflection. When the longing Narcissus died, a beautiful yellow flower appeared on his grave. This plant also appeared in the myth of Persephone and Hades.

As early as 2,000 BC, herbs such as chamomile, calendula and wormwood were known and used in Babylonia and Assyria. Aloe, celandine, garlic, mint and linseed were mentioned as medicinal raw materials in Ebers' famous Egyptian papyrus. About 400 BC in



ancient Greece, the effects of poppy and yarrow herb were already known. In the second century AD, Galen described the preparation of such forms of herbal medicine as infusion, decoction and tincture. To this day, from the name of their creator, they are galenical preparations.

Galen, Claudius Galenus (born 130, died in 200 AD) – the Roman physician of the Greek origin, anatomist, talented researcher and writer, one of the greatest ancient doctors. He had a huge influence on the development of medical science in the Middle Ages and Renaissance.

Galen was born in Pergamon. There was a medical school in the city. Its main role was to look after gladiators so Galen took his first steps in the field of surgery and anatomy in this school. Later he undertook medical and philosophical studies in Pergamon, and then in Smyrna, Corinth, Palestine and Alexandria. After returning to Pergamon in 158, he became the chief (superior) physician of the gladiators. In 161 he settled in Rome and treated the philosopher Eudemus (his former teacher), thanks to whom he met many important people. Galen became a doctor at the court of Marcus Aurelius. He was involved in the treatment of Lucius Verus and Commodus. He was connected with the imperial court until the end of his life. Galen died in Rome probably. It is known he described some herbs as natural remedies for human beings. Shortly speaking Galen was also a herbalist (a phytotherapist) – we would say at present.

## **DOLPHINS**

They have gained great sympathy for many centuries. Ancient Greek sailors thought that seeing these mammals at sea would bring both luck and prosperity. Fishermen avoided hunting them because they were afraid of the anger of the gods. Animals, whether real or mythical, have always been part of mythology/legends around the world. Greek mythology seems to be the most "extensive" and "comprehensive" because of the fascination with Greek culture over the centuries.

In the Greek myths animals appear in almost every myth, but usually do not play a greater role than the type of transport or part of the landscape. The role of the sea was an important element of life for many Greeks. The Mediterranean Sea was a very good place for dolphins to live. According to sailors, seeing these creatures was a good forecast and a promise of a successful travel.

1. Apollo himself was often to change in the dolphin, because of his taste for music. It is now known that the sounds made by dolphins ("singing" of dolphins) have a positive effect on people's feelings, impressions, good mood. So the musicality of these creatures has survived to modern times. Comparison of the dolphin with Apollo is all too visible. There are images of these creatures among others, on the walls of the temple in Delphi, dedicated to the deity of the sun and music – Apollo. One of the names of the god - Apollo Delfinios - indicates the great importance of the animal in question in the cult of the guardian of the Delphi oracle.



2. Poseidon and nereids. According to mythology, the Greeks offered Poseidon sacrifices of these aquatic mammals. They were also guides of the underwater kingdom of the god of the seas. Poseidon fell in love with Amfitrite. One of the dolphins promised Poseidon to help win the heart of beautiful nereid. The dolphin decided to find the nymph and show her the splendors that wait for her in the Aquatic world. The vision of future riches and the wonderful life full of luxury was enough for Amfitrite, the nymph to marry Poseidon. From then on the dolphins became inseparable companions of Poseidon, giving way only to his great horses. As a thank you, Poseidon placed a well-deserved dolphin in the sky, thus the constellation of Dolphin was created. The myth describes the dolphins as animals that are not only also able to help powerful gods, revealing their extraordinary intelligence.
3. In one of the myths, Theseus' expedition to the bottom of the sea was presented. Heros agreed to the invitation of Poseidon and Amfitrite, and decided to go to their sea kingdom. Reaching the bottom of the sea, however, was not easy, so Theseus had to ask for help from the dolphin, who drove the hero of Athens to a magnificent divine residence.
4. Telemachus was the son of Odysseus and Penelope. Once while playing, he fell overboard and began to sink. A nearby dolphin pulled him out of the water. As a thank you, Odysseus wore a ring and a shield with his image.
5. Dolphins were presented in a different way in one of the myths dedicated to Dionysus. God was abducted by pirates who considered him a rich ruler. Dionysus quickly threw off his shackles, but the kidnappers didn't want to let him go. An angry god turned into a lion, and the pirates jumping out of fear decided to turn into dolphins. From now on, dolphins pirates help people to atone for their deeds. This is a unique myth in which being a dolphin becomes synonymous with punishment: crime doesn't pay!

**End**

All the aspects discussed above show a idea of the ancient Greeks about the dolphin. Dolphin in mythology appears to be a music-loving creature that has won the sympathy of many deities. Their wisdom meant that in many myths the dolphin had influence on the fate of the characters. He often helped gods, heroes and even ordinary people, saving their lives or helping them achieve their goals. The great importance of this creature, not only in mythology, can also be indicated by its identification with the sea. In mythology, the gods willingly used his skills, both physical (speed) and mental (goodness, intelligence). For this reason, dolphins were not only excellent travel companions, but also playmates for deities and nymphs. Myths in which these creatures saved their lives became the basis for their perception as a symbol of happiness and prosperity, especially for sailors whose fate depended on the whims of the gods. The dolphin was identified with the creative forces of nature.



## THE DESCRIPTION OF POSEIDON'S PALACE

He lives in the Blue Palace, which has a roof of shells, and they open at low tide, revealing wonderful pearls inside. Flowers grow from the walls, and fish peek through the amber windows. In the palace orchard, sapphire and red trees bear golden fruit. Algae form on the surface of the waves so that the light, passing through them, shimmers with the colors of the rainbow. Among the branches of corals, stray sea stars kindle twinkling lights. Spiders fly quickly on stilted legs, sea lilies grow from the bottom like small palm trees with a multi-leafed crown. Glassy sponges look like small dwarfs with large gray beards, and when a set of glowing cephalopods flows, blue, red and white sparkling balls fall down from above like rain of stars of different colors. When the sea is calm, this magnificent palace is seen in the sun rays like an open cup of a large, purple flower.

The nymph was thoughtful, then she asked about this and that, and a few days later she sat on the emerald throne next to Poseidon, as the queen of the sea. Dolphin did not lie. Amfitritie's life was really delicious. She was surrounded by a court as wonderful as Hera, the queen of heaven. All the sisters, okeanids, daughters of the old man Okeanos, flocked to her. And there were three thousand. As they flowed around her chariot, the waves covered themselves with white foam, as if all silver clouds had fallen from the sky into the water. Fifty nereid served her. They were cheerful nymphs who greeted their lady with singing and invited to dance. But Amfitrita was not in a position to dance, so she just sat on a rock among them, and they, spreading at her feet, combed their green hair.

### MORAL/MESSAGE

These words are characteristic for dolphins:

Goodness;

Wisdom;

Sensitivity;

Intelligence;

Courage;

Friendship;

Being funny;

Obedient;

Perfect swimming skills;

Having own language to communicate

What features of character, written above, have you already had?

Try to admire the dolphins. They are the animals with a great character.



## ARCADIA

Arcadia is the name of a region in modern Greece, but it was also a place of happiness in the ancient Greek mythology. It was located in the Peloponnese, and was considered to be a wilderness in which the god Pan resided, along with dryads and nymphs. It was believed that inhuman creatures lived there. Arcadia was famous for pure, unpolluted air, amazing landscapes, many plants and animals.

Atalanta, a mythical heroine who participated in the hunt for the Calydonian Boar and managed to kill it, was the daughter of the king of Arcadia.

### Additional material

*AMALTHEA* – the goat whose horn Zeus once broke;

*OWL* – the symbol of Athena, the goddess of wisdom;

*ARGUS* – Odysseus' dog which recognised him after his return to Ithaca and died right afterwards;

*PEGASUS* – a winged horse created from Medusa' blood;

*PHOENIX* – a mythological bird, a symbol of the sun and recovering life.

## LEARNING ACTIVITIES

1. The Slavs believed in superstitions. They were connected with:

- a) Persons with supernatural power
- b) Plants and animals
- c) The phenomena of nature

2. A linden tree was a symbol of:

- a) Gentleness and warmth
- b) Recovery and peace
- c) Loyalty and support

3. The Slavic god of oracle, called Swarozyc, had a special attribute. It was:

- a) A red rooster
- b) A golden lion
- c) A black horse

4. What kind of a flower was Jack looking for:

- a) A fern
- b) A rose
- c) A lotus



**5. Two artificial figures which appear on the Poznań clock tower:**

- a) Dragons
- b) Horses
- c) Goats

**6. In the ancient Greece, Arcadia was a place of:**

- a) Happiness
- b) Sorrow and pain
- c) Neverending darkness

**7. Who helped Poseidon in his attempt to take Amphitrite as his wife?**

- a) Phoenix
- b) A dolphin
- c) An owl

**8. Oaks and linden trees are a part of multi-species deciduous forests, which can be met in the whole Polish country. What is the name of the forest complex, which consists of these trees?**

- a) Bór
- b) Grąd
- c) Ols

**9. The Slavs perceived an oak as the most important and long-living forest species of a moderate zone.**

**How old is the oak Bartek, one of the most famous, the oldest natural monument in Poland?**

- a) 545 – 570 years old
- b) 645 - 670
- c) 845 – 870

**10. Where is Bartek, the oak situated?**

- a) Zachelmie
- b) Kaniów
- c) Zagnańsk

**11. Who liked being a judge, sitting under the oak Bartek, according to a legend?**

- a) Kazimierz Wielki
- b) Mieszko I
- c) Bolesław Chrobry



## THE LEGEND OF THE BLOSSOMING ALMOND TREES - PORTUGAL

Agrupamento de Escolas Dr. Mario Sacramento, Aveiro



A very long time ago, before Portugal became an independent nation, other peoples from different origins invaded and inhabited in that territory. After the Romans were defeated, there followed the Visigoths and, after them, the Moors invaded the Iberian Peninsula. Around the 8<sup>th</sup> century AD, they settled in the South of the Iberian Peninsula, coming from the North of Africa, and moved up North, covering almost all the territory that currently belongs to Portugal and Spain.

During the Moor domination of the territory, in the southernmost part (which is now the Algarve), a Moorish king ruled and built a castle on the hills, close to the current location of the Portuguese city of Silves. The king was brave and strong and his victories over the Visigoths succeeded one after the other.

After one of those victories, his troops captured some members of a Visigoth tribe and brought them to the king's castle to be kept captive. Among those captured, there was a beautiful woman called Gilda, a tall and blonde woman whose beauty soon captured the king's eye and he fell in love with her and made her his queen.

The wedding was celebrated with many parties that lasted for days and weeks. The king was always giving his queen many valuable and precious presents. Yet, the queen's face and eyes were always covered in sadness and never a smile was seen in her mouth. The king was very worried and, one day, she finally confessed why she was so sad: she missed her homeland, especially the snow-covered fields that were frequently seen from her family's dwelling.

Fearing that he could lose his beloved queen, the king came up with a solution for their predicament: he had many almond trees planted all across the Algarve so that, by springtime, they would have blossomed.

When spring arrived, all the almond trees were covered with beautiful white flowers. So, the king, ecstatic with his idea, called Gilda, his queen, to the highest balcony at the top of the highest castle tower and told her to admire the view. As she got to the top of the tower and looked around, all she could see was a white blanket that covered the fields around the castle until her eyes could not see more. She smiled, clapped her hands and jumped with joy.

After a short while, the queen's health improved greatly and she lived a happy and loving life next to the king that loved her. And every year after that one, at the beginning of the spring, she was able to see the white almond tree flowers covering the fields around her, reminding her of her native land...

In the present day, the blossoming almond trees are still an annual event in the Algarve and many people from around the country drive south to watch them at the beginning of the spring.



## READING/WRITING

Answer the following questions about the legend:

1. Which different peoples invaded the Portuguese territory?

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2. Who was Gilda?

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3. Describe the Moorish king and Gilda according to the legend.

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4. In your own words explain why Gilda felt so sad.

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5. In your own words describe what the king did to 'cure' his beloved queen.

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6. What was the queen's reaction when she saw the blossoming trees?

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7. The king designed a plan to help his queen overcome her problem. What would you have done differently? Imagine you were the king and come up with a different 'solution' for the queen's problem

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## HISTORY

This legend talks about a Moorish king living in the South of the Iberian Peninsula

1. Complete the following table with information about Islamism:

FOUNDER	
DEITY	
HOLY BOOK	
IMPORTANT LOCATIONS	

2. Why did the Muslims expand their territory?

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3. What type of products did the Muslims exchange or trade in the different regions?

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4. When did the Muslims arrive in the Iberian Peninsula? How long did they stay?

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5. Refer some of the scientific innovations that Muslims brought to the Iberian Peninsula.

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6. Where did the Christians settle? Which kingdoms appear at this time?

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7. Explain the movement “Christian Conquest”.

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**8. Who is Henry of Burgundy and why was he important?**

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**9. Explain the events that led to the creation of the Portucalense County and, later, to the Kingdom of Portugal.**

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## **GEOGRAPHY**

The legend you have just read takes place in the Algarve, one of the most famous Portuguese regions.

**1. Look at the map of Portugal and signal with an ‘x’ the Algarve.**



**2. Locate the Algarve geographically.**

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**3. What is the most important economic activity in this region? Give two reasons why that happens.**

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**4. In the legend the Moorish king had some trees planted. Which crops and plantations are the most important in the Algarve? And in Portugal?**

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**5. What are the differences or similarities that exist between the Algarve and the rest of the Portuguese territory in terms of: economic activities, relief, climate, population?**

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**6. Look up on the Internet the trees that are talked about in this legend and write a short text about their current importance in the Algarve's traditions and festivities.**

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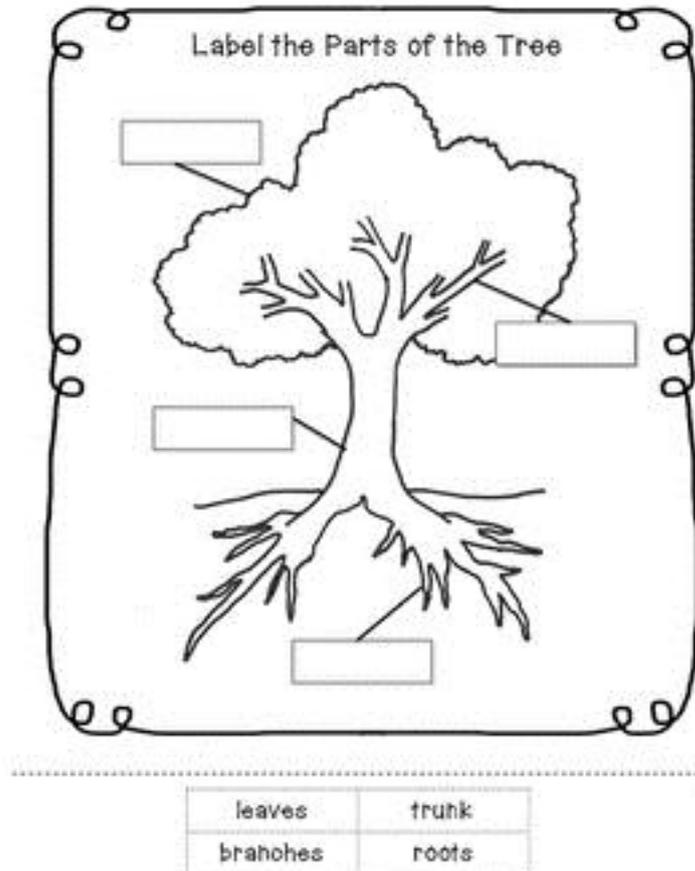
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## SCIENCE

The legend you have just finished reading talks about trees.

1. Look at the following drawing and label the different parts:



2. Why are trees important for our ecosystems? Name at least three advantages.

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3. Explain the predominance of certain trees in specific parts of the country.

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4. Some trees are considered evergreen and others are deciduous. What is the difference between those types? Give an example of each.

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5. What is the most common tree in Portugal? Where is it more present? Why?

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6. There has been a great discussion because of the prevalence of the eucalyptus tree in Portugal. What is the problem?

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7. In the legend of the blossoming almond trees, these trees function as a comfort. Comment on the different roles trees play for us and on the controversial question between progress and preservation.

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### ARTS AND CRAFTS

After reading the legend, draw a comic strip with your vision of it.




## THE LEGEND OF THE GREAT WHITE WOLF - ROMANIA

Școala Gimnazială “Ion Băncilă”, Brăila

**IonBăncilă**  
ȘCOALA GIMNAZIALĂ

The legend says that, in the mountains that sheltered the Great God of the Geto-Dacians, Zamolxis, there once lived a priest whose hair was white as snow. He had a hut at the entrance of a cave, and he fed on berries and drank water from springs.

He also learnt the languages that animals “spoke”, and he got along with wolves best. The packs of wolves would come to his hut when feeling hungry, and the priest was their leader in their hunting trips, teaching the wolves to choose as their prey only sick or very old animals.

Seeing the priest’s influence on animals and on wolves in particular, the Great God Zamolxis summoned the priest and told him that hard times were ahead and he would need the priest to obey him and follow his destiny.

The God said: “I will turn you into a wolf, but not into an ordinary one. Your hair is white as snow, which shows your deep insight; your arm is strong, which shows your power. I will grant you with becoming immortal and you shall be the Great White Wolf, the leader of the Geto-Dacians both in battles and at peace.”

Since then, the Dacians won a lot of battles, with the Great White Wolf helping the brave soldiers along the way. Even the flag they used in battles represented the head of a wolf and the body of a dragon!



One summer, as he was watching the night sky, the God Zamolxis asked the Great White Wolf: “Tell me, do you think I should turn you into a human again?” The Wolf answered: “My thoughts only go to the greater good of the entire people of the Dacians. The destiny of Dacia and the happiness of the entire people are above my wishes.” “Then so be it!” said Zamolxis.

But as the time went by, the Dacians would lose their belief in their gods. They also started wandering around the woods to kill wolves. This upset Zamolxis, who summoned all the wolves and ordered them not to help the Dacians anymore. He also forbade the Great Wolf to lead them in their battles against the Romans.

Brave as they were, without the Wolf’s help, the Dacians lost their battles against the Romans. Zamolxis and the Great Wolf went for their retreat to the Sacred Triangle in the Hidden Mountain, next to the Stone of the Geto-Dacians, where they are said to be still waiting for a time when the Dacians will return to their beliefs.



## HISTORY – the 8<sup>th</sup> Grade

I. Watch the legend of the great white wolf accessing the site <https://youtu.be/c6Qikqldv6M>

Complete the following questionnaire online:

<https://docs.google.com/forms/d/e/1FAIpQLScVJinlykEcyXuF93u28sZLLFmtVYkIuyVFinHvcfTeqtoo5g/viewform>

II. Write a continuation of the story and give it a happy ending. Write no more than half a page. You may choose to set the story during the moder times.

1. Saint Andrew reaches the north of the Danube River, on the realm of the wolves. Who accompanies the Apostle of the Wolves?

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2. What gifts did Saint Andrew have?

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3. Who was the person that was turned into the Great Wolf?

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4. Why did the wolves obey this priest in particular?

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5. What was the destiny of the Great Wolf?

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6. When did the wolves come to help the Dacians?

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7. The Romans started to shake the Dacians' trust in Zamolxis. Why did the Dacians start to kill the wolves?

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8. What god in the Greek mythology does the Great Wolf resemble?

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**9. What was the name of the island on which this god retreats?**

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**10. What does LICANTROP mean?**

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**11. Mention the name of the ancient writer who called the inhabitants of the Romanian lands NEURI.**

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**12. The gods of the Dacians – Zamolxis și Bendis – were accompanied by holy animals. What were those animals?**

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**13. What was the flag of the Dacians called? Why was it frightening to the enemies during battles?**

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**14. The rite of initiation for a young Dacian man was to go into the forest and choose a wolf as company. What was the purpose of this initiation?**

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**15. The Dacians were called DAOS or DAOI. What do these names mean?**

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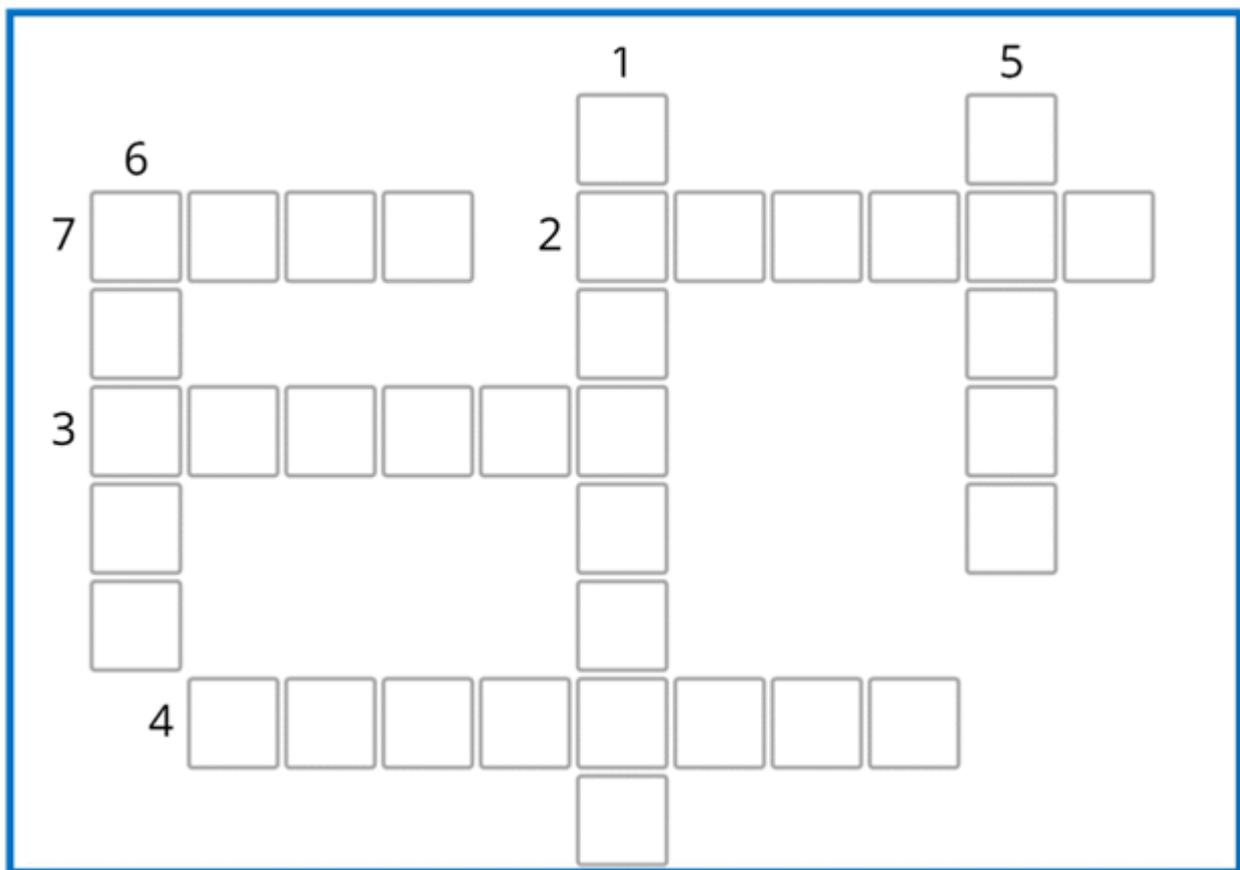


## HISTORY – the 6<sup>th</sup> Grade

Read the Legend of the Great Wolf and fill in the crossword:

You may find the crossword by accessing the link

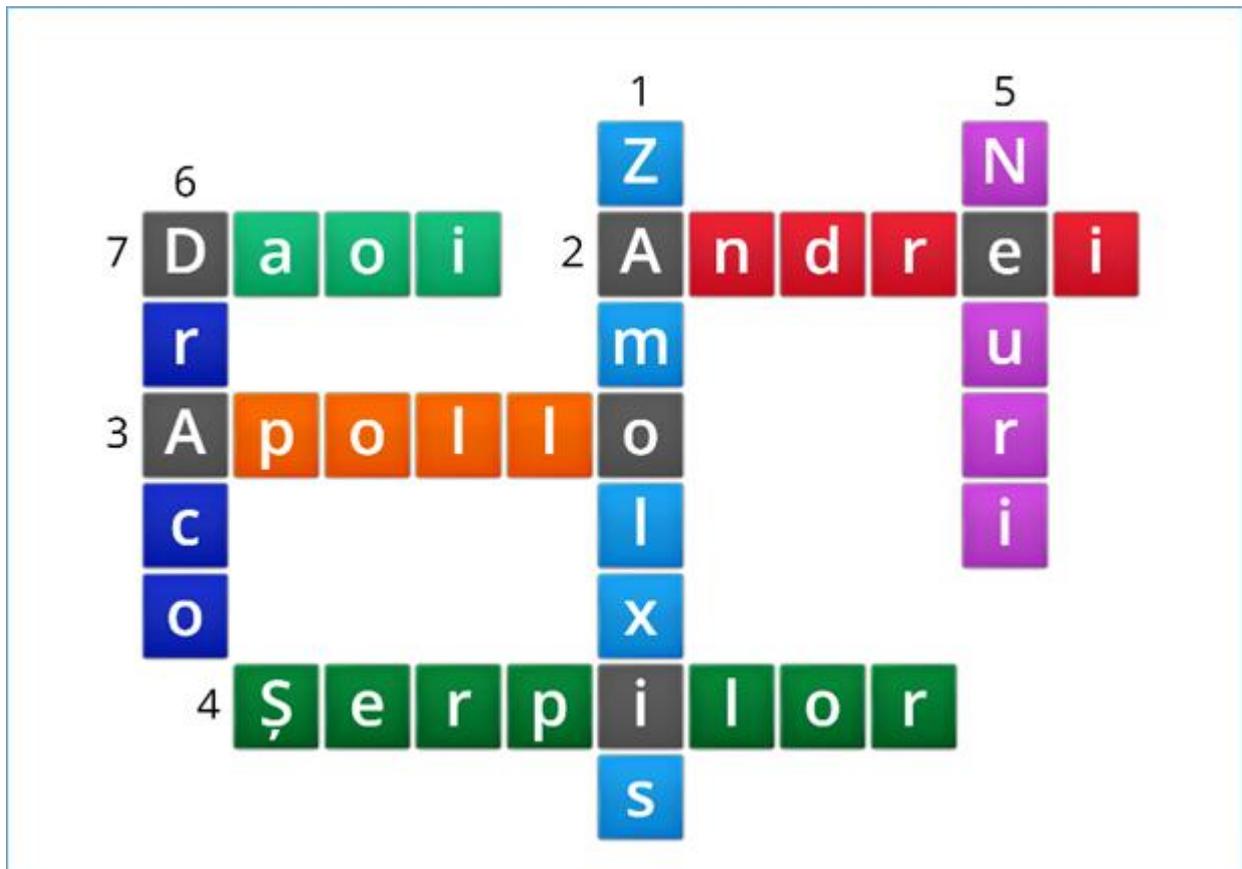
<https://wordwall.net/ro/resource/15692238/marele-lup-alb>



1. The supreme god of the Dacians
2. the Apostle of the Wolves
3. the Greek god that identified with the White Wolf
4. the island where the Greek god would retreat during winter
5. the name Herodot called the ancient inhabitants of Dacia
6. the name of the Dacian flag
7. Wolf in the Dacian language



**SOLUTION:**

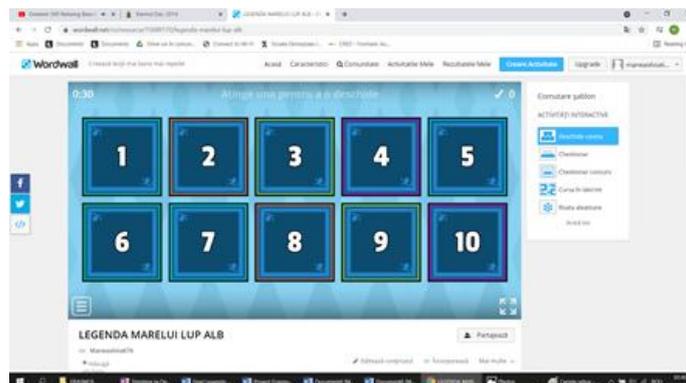


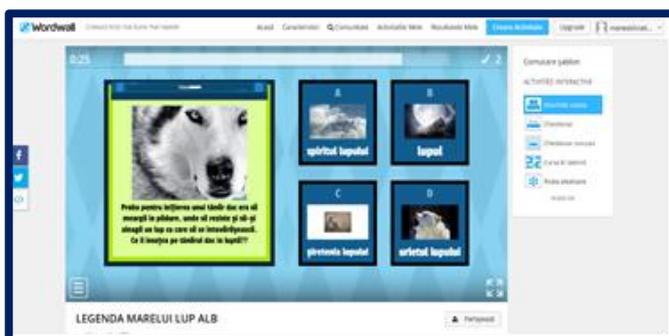
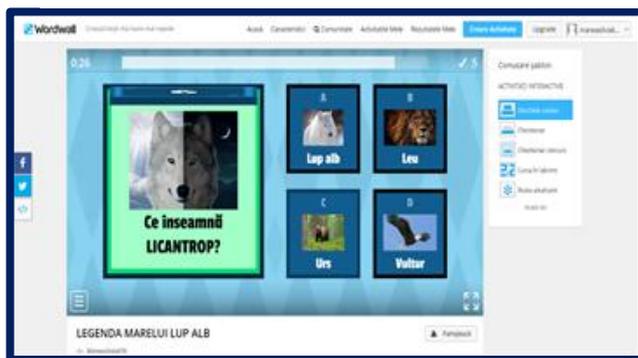
**HISTORY – the 6<sup>th</sup> Grade**

Read the legend of the Great White Wolf and solve the tasks in the online application by accessing the link

<https://wordwall.net/ro/resource/15689170/legenda-marelui-lup-alb>

*Open the box!*







## THE LEGEND OF THE SNOWDROP - ROMANIA

When God created everything there is on earth, he coloured them beautifully.

He told the snow: “You have to find your colour on your own.”

The snow went to the grass: “Please give me some of your emerald-green!”

But the grass refused. And the snow met with the same rejection from the red poppy, from the blue bluebell, and from the yellow sunflower.

Sad and bitter, the snow got to the snowdrop. “No flower wanted to share their colours with me... They all told me to go away...”

The snowdrop whispered: “If you like my colour, I will gladly share it with you!”

Ever since, the snow has been wearing white clothes, just like the snowdrop. And, to show her gratitude, the snow allows the snowdrop to come out before all the other flowers!

### INTERDISCIPLINARY – MATHEMATICS AND ARTS – Grade 0 – PRIMARY LEVEL

1. Grandma planted 10 snowdrops in the garden, Ionel planted 3 snowdrops and Maria planted 2 snowdrops.

How many snowdrops are there in the garden now?

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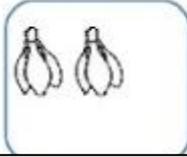
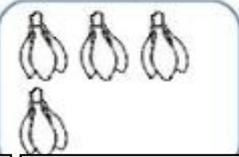
2. There were 17 snowdrops in the garden. Mihai offered his mother 3 of those snowdrops.

How many snowdrops are there left in the garden?

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3. Draw 2 snowdrops in each group. Write the appropriate calculation.

				
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

4. Paint the vase with snowdrops.



**LITERATURE – the 2<sup>nd</sup> Grade – PRIMARY LEVEL**

1. Give a title to the text you have read.

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2. List the characters that appear in the legend.

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3. Write some expressions that you liked in the text.

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4. Write the events in the order they appear mentioned in the text.

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5. Write some morals that you can learn from the legend.

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6. Illustrate the story through drawings or comics.

**LITERATURE – the 3<sup>rd</sup> Grade – PRIMARY LEVEL**

1. The text explains why the snowdrop appears before other flowers. The text is a \_\_\_\_\_

2. Mention other legends that you know.

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3. Write the answers the snowdrop received from the grass, the poppy, the bluebell and the sunflower.

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4. What reward does the snowdrop get for its deed?

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## **EGLĖ, QUEEN OF SERPENTS - LITHUANIA**

**Siaulių Dainų Progimnazija, Siauliai**



In another time, long ago lived an old man and his wife. Both of them had twelve sons and three daughters. The youngest being named Egle. On a warm summer evening all three girls decided to go swimming. After splashing about with each other and bathing they climbed onto the riverbank to dress and groom their hair. But the youngest, Egle, only stared for a serpent had slithered into the sleeve of her blouse. What was she to do? The eldest girl grabbed Egle's blouse. She threw the blouse down and jumped on it, anything to get rid of the serpent. But the serpent turned to the youngest, Egle, and spoke to her in a man's voice:

“Egle, promise to become my bride and I will gladly come out.”

Egle began to cry how could she marry a serpent? Through her tears she answered:

“Please give me back my blouse and return from whence you came, in peace.”

But the serpent would not listen:

“Promise to become my bride and I will gladly come out.”

There was nothing else she could do; she promised the serpent to become his bride. After three days the family saw that every serpent in the land had come to their farm, bringing with them a wagon. The whole family was scared, while all the serpents began to slither around in wild abandon. One of the serpents entered the house to meet with the old man, Egle's father, and to discuss the terms of the union. At first the old man hemmed and hawed, refusing to believe that this could be happening; but when all the serpents in the land have gathered in one man's farm it does not matter how one feels, so he promised to give his youngest and most beautiful daughter over to the serpents. But the old man held treachery in his heart. He asked the serpents to wait a little while; as quickly as he could he ran to the local wise woman and told her everything. The wise woman said:

“It is easy to trick a serpent, instead of your daughter give him a goose and send the wedding presents.”

The old man did as the wise woman advised. He dressed a white goose in Egle's clothing, and together father and 'daughter' climbed into a wagon and began their journey. A short while later they heard a coo-coo bird in a birch tree, singing:

“Coo-coo, coo-coo, you have been tricked. Instead of a bride, he has given you a white goose. Coo-coo, coo-coo!”

The serpents returned to the farm, and angrily threw the goose out of the wagon and demanded the bride. The parents, on the advice of the wise woman, dressed a white sheep up.



Again the coo-coo bird sang:

“Coo-coo, coo-coo, you have been tricked. Instead of a bride, he has given you a white sheep. Coo-coo, coo-coo!”

The serpents return to the farm in great anger and again demanded the bride. This time the family gave the serpents a white cow. The coo-coo bird tells the serpents of the father’s deception and again the serpents return -but this time in a towering rage. The serpents threatened famine for the disrespect shown by the parents. Inside the house, Egle cried. She was dressed as was appropriate for a bride and was given over to the serpents. While taking Egle to her future husband the serpents heard the coo-coo bird sing out:

“Drive, hurry, the groom awaits his bride!”

Eventually Egle and all her chaperones came to the sea. There she met a handsome young man who was waiting for her by the beach. He told her that he was the serpent that had crawled into her sleeve of her blouse. Soon, they all moved to a nearby island, and from there they descended underground, under the sea. There could be found a lavishly decorated palace of amber. It was here that the wedding was held, and for three weeks they drank, danced and feasted.

The serpent’s palace was filled with guests, and Egle finally calmed down, became happier and completely forgot her homeland.

Nine years went by and Egle gave birth to three sons -Azuolas, Uosis and Berzas – and a daughter -Drebule – who was the youngest. One day while playing the eldest son asked Egle: “Dearest Mother, where do your parents live? Let’s go and visit them.”

It was then that Egle remembered her homeland. She remembered her parents, brothers, and sisters. And she began to wonder if life was good to them; are they healthy? It had been a long time and maybe they were all dead. Egle desperately wanted to see her homeland. It had been many years since she saw that land of her birth; she yearned to see it again. Her husband, the serpent, did not even want to listen to her entreaties.

“Fine, he said, go and visit but first spin this tuft of silk, and he showed her the spindle.”

Egle was at the spindle. She spun during the day, she spun all night. Spin, spin but it would not be spun. She saw that she had been tricked. Spin, spin but it will never be spun. Egle went to an old woman who lived nearby, a known soocress. Egle lamented:

“Grandmother, dear heart, teach me how to get that tuft of silk spun.”

The old woman told her what to do and what was needed for the task:

“Throw it into a fire when next it is kindled, elseways you shall not be able to spin the silk.”

Having returned home, Egle threw the silk into a bread oven, recently fired up. The silk went up in flames and in the centre of the oven where the silk once was there was a toad. The toad was creating silk, from its body. Having woven the silk, Egle returned to her husband pleading to allow at least a few days for a visit with her parents. Now, her husband drew out from beneath his bench a pair of metal boots:

“When you wear these down, then you shall travel.”

She put on the boots and walked, stomped, and even dragged along the stone floor, but the boots were thick, hard and were not at all worn down. Walk or do not walk the shoes will forever last. Going back to the soocress, she pleaded for more help. The old woman said:



**“Take them to a blacksmith and ask that he wear them down in his furnace.”**

And Egle did as she was instructed. The boots were heated well and within three days, Egle had worn them down.

Having worn the boots down she approaches her husband so that he may allow her to visit her homeland.

**“Fine, said the serpent, but for the journey you must bake at least a rabbit-pie for what shall you give to your brothers and their children?”**

In the meanwhile the serpent ordered that all the cooking utensils be hidden so that Egle not be able to bake the pies. Egle began to think how shall she bring in water without a bucket and make the dough without a bowl. Again, she returns to the old lady for advice. Grandmother says:

**“Spread out the sifted leavening, immerse the sieve into water, and within it mix the dough.”**

Egle did as she was instructed; she mixed, baked and had the pies ready. Now, she bid a farewell to her husband and went out with the children to her homeland. The serpent lead them part of the way, and got them across the sea and said that she be no longer than nine days in her homeland and that she is to return at the end of those nine days.

**“When you return go alone, just you and the children and when you approach the beach then call for me:**

**“Zilvine, Zilvineli,**

**If alive, may the sea foam milk**

**If dead, may the sea foam blood....**

**And if you see coming towards you foaming milk then know that I am still alive, but if blood comes then I have reached my end. While you, my children, let not the secret out, do not let anyone know how to call for me.”**

Having said that, he bid farewell to his family and wished for them a swift return.

Returning to her homeland, Egle felt great joy. All her relatives and in-laws and neighbours gathered round. One after another asked many questions, how did she find living with the serpent to be. She just kept describing the many aspects of her life. Everyone offered their hospitality, their food and good talk. She was in such great spirits that she did not even feel the nine days pass.

At this time Egle’s parents, brothers and sisters began to wonder how to keep their youngest amongst their midst. They all decided -they must question the children, how their mother having arrived at the beach would call for her husband. So that they could go down to the seashore, call for the serpent and kill him.

Having agreed upon this, they called upon Egle’s eldest, Azuolas and praised him. They cornered him and questioned him but he said that he did not know. Having failed they threatened the child to not tell his mother of their actions. The second day they led out Uosis, then Berzas, but from them too the adults could not get the secret. Finally they took Drubele, Egle’s youngest, outside. At first she did as her brothers, claiming to not know the secret. But the sight of rod frightened her, she told all.

Then all twelve brothers took their scythes with them and went towards the sea. Standing at the shore they called:



“Zilvine, Zilvineli

If alive, may the sea foam milk

If dead, may the sea foam blood...”

When he swam up, then all the brothers fell to chopping the serpent to pieces. Then, returning home, they kept the secret of their deeds from Egle.

Nine days passed. Egle, bidding farewell to all the family and friends, went off to the sea and called for her serpent.

The sea shook and floating towards Egle was foam of blood. And she heard the voice of her beloved husband.

“Your twelve brothers with their scythes cut me down, my call was given to them by our Drebulė, our most beloved daughter!”

With great sorrow and thundering anger Egle turned to her children and said to Drebulė:

“May you turn into a willow,  
May you shiver day and night,  
May the rain cleanse your mouth,  
May the wind comb your hair!”

To her sons:

“Stand, my sons, strong as trees,  
I, your mother, will remain a fir.”

As she commanded so it came to be: and now the oak, ash and birch are the strongest of our trees, while the willow to this day will shake at the slightest whisper of a wind for she quaked before her uncles and gave away her true father.

## LEARNING ACTIVITIES

### CROSSWORD 1

#### Across

2. What was the season, when Eglė found a serpent in her sleeve.
5. What animal warned serpent about the deceit?
7. What foam would have appeared if Žilvinas was dead?
8. What did Eglė decide to do in the beginning of the story.
11. What weapon used Eglė' s brothers to kill Žilvinas.
14. Eglė discovered a grass snake in the sleeve of her \_\_\_\_\_.
16. What foam would have appeared if Žilvinas was still alive?
17. What was the name of Eglė 's oldest son?
19. What was the second task Žilvinas gave to Eglė in order to allow her to visit homeland? Wear down a pair of iron \_\_\_\_\_.
21. What was the name of Eglė 's husband?



### Down

1. Who was Eglè' s real bridegroom. Serpent' s \_\_\_\_?
3. What was the third task Žilvinas gave to Eglè in order to allow her to visit homeland? Bake a pie with no \_\_\_\_.
4. How many sisters was with Eglè, when she found a serpent?
6. What was the first animal given to serpents instead of Eglè?
9. What was the name of Eglè 's middle son?
10. What was the third animal given to serpent instead of Eglè?
12. How many brothers did Eglè have.
13. What was the second animal given to serpents instead of Eglè?
15. What was the first task Žilvinas gave to Eglè in order to allow her to visit homeland? Spin a never-ending tuft of \_\_\_\_.
18. What was the name of Eglè 's daughter?
20. what was the name of Eglè 's youngest son?



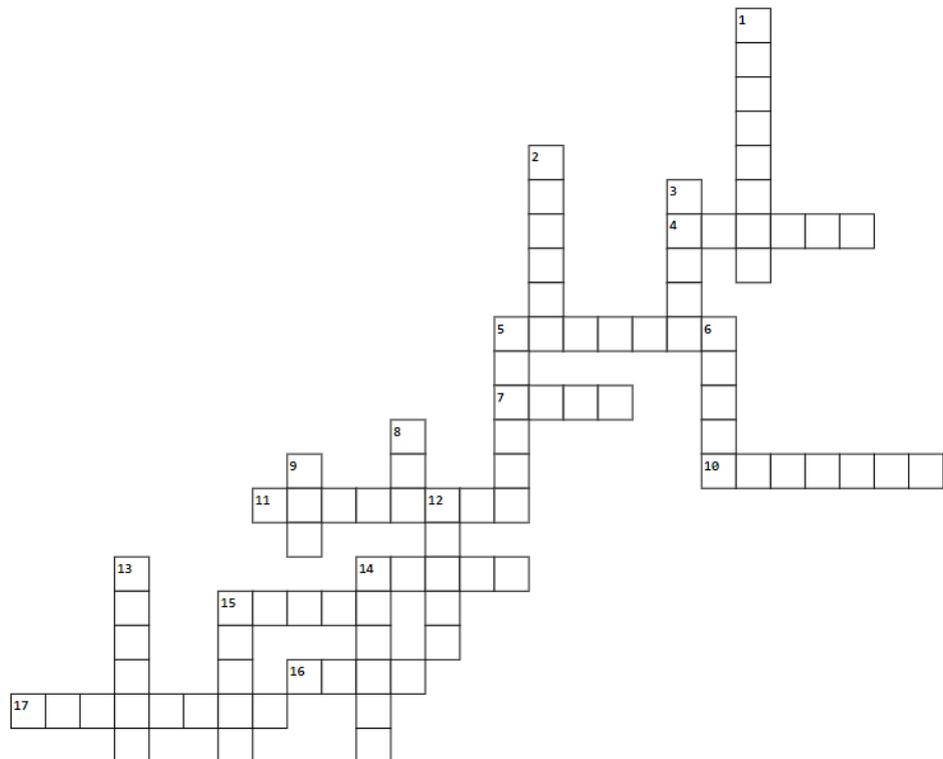
## CROSSWORD 2

### Down:

1. What is the name of Egle's husband?
2. What type of pair of shoes Egle had to wear out?
3. What type of foam appeared after Egle got back to seashore after staying with her parents and siblings?
6. What was the name of Egle's oldest son?
8. In what form did Zilvinas appear after Egle's brothers?
9. Who revealed the family's secret after Egle's brothers decided to kill Žilvinas?
12. How many brothers did Egle have?
13. What was the main gun which was used when the brothers killed the snake?
15. Into what Egle transformed her family after she realized that Žilvinas was dead?
18. What was Egle's daughter's name?

### Across:

4. Where did Egle's And Zilvinas's wedding happen?
5. Who was Egle's father?
7. What type of foam would've appeared if Zilvinas was still alive after Egle came back from her parents?
10. Who helped Egle to complete all the tasks Zilvinas gave her?
11. In to what tree did Egle transform herself?
14. What was the name of Egle's middle son?
16. What was the name of Egle's youngest son?
17. What was the season when Egle found serpent in her clothes?
19. How many sons did Egle have?
20. Who killed Zilvinas?





## PEDAGOGICAL MATERIALS OF PHASE 7 – ILLNESSES

### A MYTH FROM ATHENS - GREECE

2<sup>nd</sup> Gymnasium of Nea Ionia Attikis, Athens



In the old times people had captured all the diseases in silk pieces of cloth and they had tied them together with silk. Then, they put the diseases in a pot and buried it in fort Bourgi near Lykodimos. After the Greek revolution against the Turkish occupation, the people demolished part of the wall and the fort and they found the pot. As they didn't know what was inside the pieces of cloth, they untied them, and this is how they released the diseases.

### ENGLISH LANGUAGE

1. Write the Greek myth of the diseases in your own words in the form of a summary of 8-10 lines.

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2. Which mythological and which biblical figure does the above myth remind you of? What kind of consequences does curiosity have in people's lives?

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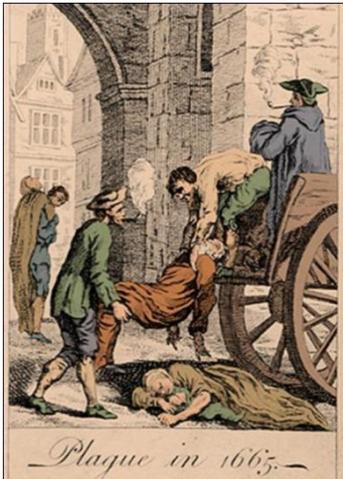
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## *The Great Plague of London*

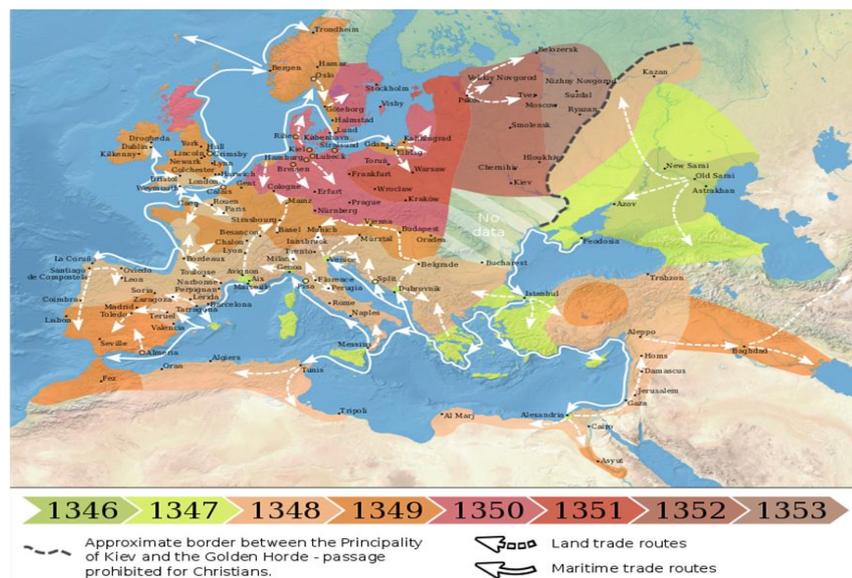
The Great Plague of London lasted from 1665 until 1666. There were about 100.000 victims, almost a quarter of London's population. It was caused by a bacterium, which is usually transmitted through the bite of an infected rat flea.



The 1665 - 1666 epidemic was on a far smaller scale than the earlier Black Death pandemic; it was remembered afterwards as the "great" plague mainly because it was the last widespread outbreak of bubonic plague in England.

The Black Death was one of the deadliest plagues the world has ever seen. It claimed the lives of 30% - 60% of Europe's population and killed an estimated 100 million people worldwide.

## *Map of the spread of the plague*



3. History texts mention different periods when mankind suffered from pandemics, such as Justinian's Plague (541 - 750), the Black Plague (1348 - 1353), the Russian Influenza (1889 - 1890), the 5th and 6th Cholera Pandemics (1881 - 1896 and 1899 - 1923), the Bubonic Plague (1894 - 1903), the Spanish Influenza (1918), the Influenza Pandemic (1957 - 1958), HIV/AIDS (1960 - today) and other pandemics with millions of victims.

How important is the role of science for the protection of our lives?



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(πηγές: <https://en.wikipedia.org>, <https://www.huffingtonpost.gr>)

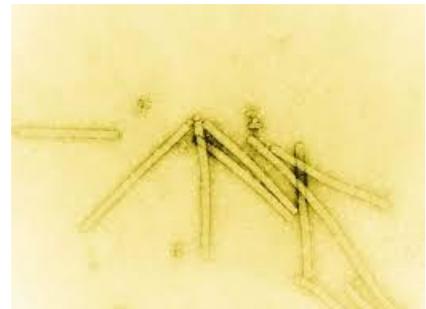
4. «Οι άνθρωποι είχαν αιχμαλωτίσει όλες τις ασθένειες».  
«Οι άνθρωποι είχαν τοποθετήσει τις ασθένειες σε ένα αγγείο».  
«Έλυσαν τα κομμάτια υφάσματος».
- ❖ Translate the above sentences in English.
  - ❖ Identify the subject, the verb and the object of each one of them.
  - ❖ Choose three nouns and make your own sentences.
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## **BIOLOGY – MICROBES. VIRUSES**

### ***I. Theoretical Part***

#### **Chronology**

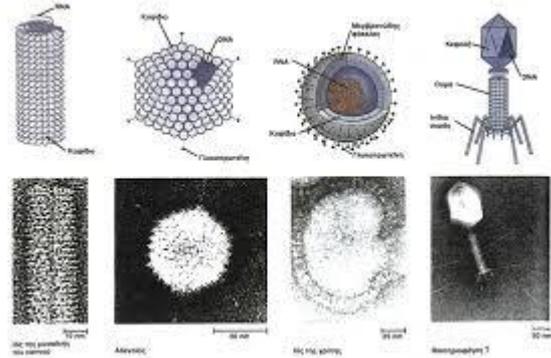
- ✓ In the 19th century scientists believed that viruses were a poison shed by some animals! To this misconception they owe the name "virus" which comes from the word "iimi" which means "I throw" and refers to this animal poison!
- ✓ Viruses were discovered in 1883 by Mayer but were thought to be mysterious agents that cause the "tobacco mosaic" disease.
- ✓ Viruses were initially identified as very small infectious bacteria that are not visible under a microscope.
- ✓ In 1892 the Russian naturalist Ivanowski discovered that these pathogens passed through very thin filters that could hold all the bacteria! He also found that viruses are only able to multiply in living cells and not in nutrients, as is the case with bacteria.
- ✓ In 1935 the tobacco mosaic virus was isolated and studied by Stanley. It has been found to be a reproducible particle, much simpler than bacteria and composed only of RNA and proteins.
- ✓ In 1938, the first electron microscope was made to detect the rod-shaped viruses that cause tobacco mosaics.
- ✓ The systematic study of viruses began in 1950
- ✓ From 1980 to 2000, many viruses were identified.





### Structure of viruses

- ✓ Viruses are infectious particles that consist of a protein shell containing the nucleic acid that makes up their genetic material.
- ✓ The genetic material of viruses can be DNA or RNA, single-stranded or double-stranded, depending on the type of virus.
- ✓ The protein shell is a capsule of various shapes consisting of many molecules of the same protein.
- ✓ Viruses, depending on the host species, are divided into bacteriophages (bacterial viruses), animal viruses, and plant viruses.



### Animal viruses

- ✓ Animal viruses, depending on their genetic material, are divided into DNA viruses and RNA viruses.
- ✓ The most complex of the RNA viruses are retroviruses. These viruses have an enzyme, reverse transcriptase, that can synthesize DNA using the virus's RNA as a template.

### The SARS-CoV-2 virus

- ✓ It is a coronavirus with genetic material single-stranded RNA (+), which is also the mRNA of the virus. The polio virus also belongs to this category.
- ✓ Its diameter is 100-160nm
- ✓ Its viral particle looks like a corona. This family of viruses infects mammals and birds.
- ✓ Each infection with the virus results in an average of 5.7 infections.
- ✓ According to research, it can survive up to 72 hours on plastic surfaces.

## II. QUESTIONS - ACTIVITIES

1. The SARS-Cov-2 virus is very easily transmitted by droplets, as is the influenza virus, which is why the corresponding infections are characterized as airborne.

Using your experience so far from the preventive measures that are applied, write a paragraph on the ways to prevent airborne infections.

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2. Carry out a bibliographic and / or online research and provide the definitions:

- A. Epidemic
- B. Pandemic
- C. Epidemic explosion
- D. Effect and
- E. Prevalence

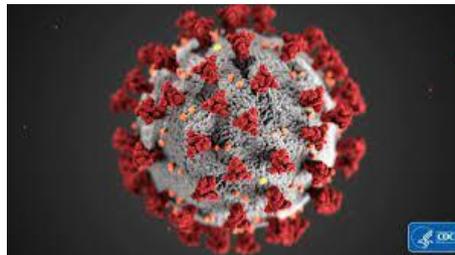
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3. For technology lovers! Let's draw the virus in 3D...

Go to <https://www.tinkercad.com> and render the SARS-Cov-2 virus in 3D, approaching the given image.



### HOME ECONOMICS - «HEALTH EDUCATION: ILLNESSES»

Diseases from antiquity afflicted people who considered them evil or some divine punishment. Plagues were a disease known from ancient Egypt, and leprosy, which appeared in medieval Europe, was easily transmitted and led to the death and exclusion of many people. Plague or "black death" was the cause of the loss of a quarter of Europe's population.



### QUESTIONS

1. The movement of the population is considered to be the cause of the transmission of epidemics.

The discovery of the New World by Columbus resulted in the decimation of the Native American population.

What do you think was the cause?

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2. Do you know of any infectious diseases today?

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3. Visit and browse the European Union page by following the link below

[https://ec.europa.eu/commission/presscorner/detail/el/P\\_93\\_58](https://ec.europa.eu/commission/presscorner/detail/el/P_93_58)

Then answer the following questions:

A. How are pandemics dealt with?

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B. What should the state do to deal with them?

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Γ. How should their transmission be treated? What similarities do you see with today's covid-19 pandemic?

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## ILLNESSES AND HEALING HERBS - ITALY

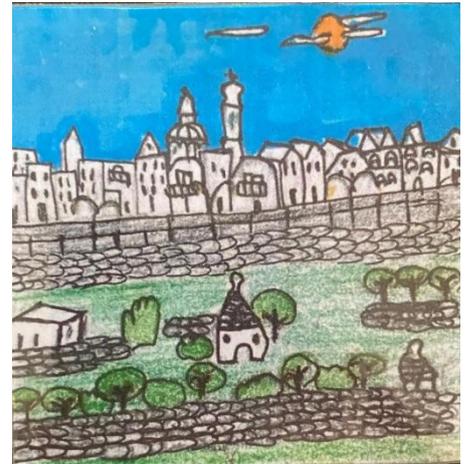
Istituto Comprensivo „Marconi-Oliva”, Locorotondo



### HISTORY, SCIENCE, ENGLISH, CITIZENSHIP

Today there is a growing interest in healing plants and herbs. The word “herb” derives from the Latin word, “*herba*” and the old French word “*herbe*”. Nowadays, herb refers to any part of the plant like fruit, seed, stem, bark, flower, leaf, stigma, or root, as well as a non-woody plant. Earlier, the term “herb” was only applied to non-woody plants, including those that come from trees and shrubs. These medicinal plants are also used as food, medicine, or perfume and also in certain spiritual activities. Myths can be related to these herbs' usage and popularity.

We have analyzed here some herbs from our territory that have widely been used for healing purposes.



#### ASPARAGUS

It is indicated to decrease glycosuria in diabetics, cases of gout, hydropsia of cardiac origin, kidney stones, rheumatism, eczema. It is the presence of phosphorus and vitamin B in it, that makes it useful in all cases of asthenia. It contains manganese and vitamin A that exert a drainage of the liver and therefore have a beneficial effect on ligaments, kidneys and skin. It also contains asparagine, a constituent of many protein substances; and then sugar, calcium, phosphorus, sodium, magnesium, potassium, all components of bones, blood and tissues. And finally, we remember the precious vitamins, also these guests of asparagus: A, B1, B2, C and PP. It has been appreciated since ancient times: Dioscorides, Galen and Celsus in fact advised it as diuretic and laxative. Always remember to cook the asparagus in very little water, so as not to disperse the salts contained in them.

#### MAUVE

Mauve is a plant that for its properties is used both as a natural remedy and as a food. Herbalism uses the flowers and leaves of the mauve for the emollient and anti-inflammatory



properties given by the protective capacity of mucillics on the skin and mucous membranes. Contains vitamins A, B, C, E and carotene. The leaves and flowers, harvested in summer, contain tannin, glucose, calcium oxalate and traces of an ethereal oil. It is recommended in phlebitis against dry cough and to relieve inflammations at the expense of the throat, pharynx, and larynx. The use of mauve is also useful in case of irritations of the oral cavity and esophagus, gastric and duodenal ulcers. Mauve is also widely used in the treatment of intestinal inflammation, colic, and mild jams.

### **PARSLEY**

It helps digestion and is an antiseptic of the blood par excellence. Rich in lutein and beekeeping, Parsley possesses vitamin A, C, and K in abundance. Vitamin C strengthens the immune defenses. In addition, parsley is also an excellent source of betacarotene with an antioxidant action for the skin; calcium, fundamental for the remineralization of bones, helps to keep the hair and nails healthy. For external use, the cataplasms of the leaves is used to give relief to bruises, bruises, toothache, and insect bites.

### **NETTLE**

A large amount of known active ingredients makes nettle one of the plants with the most medicinal properties. The leaves contain chlorophyll in abundance, the green dye of the plant world (whose chemical composition is very similar to that of hemoglobin that dyes our blood red) that gives the plant a marked antianemic property. The plant also has vasoconstrictive properties (contract blood vessels) and hemostatic (stops bleeding). Nettle is also recommended in case of convalescence, malnutrition and exhaustion, because the leaves are very rich in mineral salts, especially silicon, phosphorus, magnesium, calcium, manganese and potassium. It also has a depurative, diuretic and alkalizing action. It is indicated in case of gout, rheumatic diseases, arthritis, kidney stones, renella, hyperglycaemia and cystitis and, in general, when a detoxifying action needs to be produced. It has a great ability to alkalize the blood and facilitates the elimination of acid residues of metabolism, which are closely related to all these diseases. Good results are obtained in the disorders of the organs of the digestive system, thanks to its digestive activity because it contains small amounts of cretin, a hormone produced by some cells of our intestines; nettle facilitates digestion and improves the ability to assimilate foods. For external use it has an emollient effect, so it is used in the treatment of chronic skin diseases, especially in case of eczema, rashes and against acne cleans, regenerates and makes the skin more beautiful and is used against alopecia.

### **THYME**

It is especially useful in the treatment of flu, bronchitis, sore throat, cough and cold, thanks to its natural anti-inflammatory properties, which make this plant an excellent remedy for cooling diseases of the first airways. It is a great source of antioxidants that allow neutralizing the action of free radicals before they can cause damage. It is able to defeat all



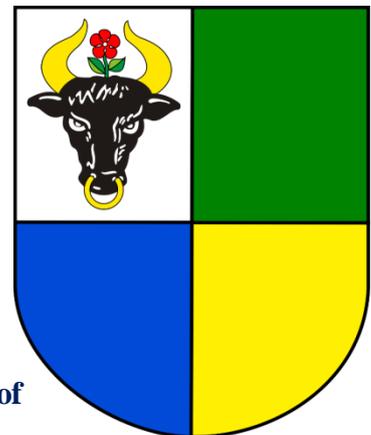
bacteria in the mouth and infections that cause gingivitis, tooth pain and bad breath. It fights acne-causing bacteria, and many types of shampoos or hair products contain thyme. Being a source of vitamin K, calcium, iron and manganese, it plays an important role in bone health. In addition to giving benefits to the body and mind, thyme is also used as a repellent for insects and parasites, to increase the shelf life of food and to perfume environments.

## THE LEGEND OF THE PLAGUE VIRGIN IN CHOJNICE - POLAND

Szkoła Podstawowa nr 10 w Rzeszowie, Rzeszow



Chojnice, like the most Polish cities, suffered during the battles with the Swedes (in the 17<sup>th</sup> century). The invaders killed civilians protecting their possessions, robbed and destroyed what they could. The ruins of houses with the corpses of defenders, were filled with odor of the death. The scent, unbearable to the survivors, was like the most expensive and beautiful perfume to the Plague Virgin, called the Black Death. She stared at the rotting flesh with her ironic, cloudy eyes. She smiled with pleasure. She realized her time had come after many years of non-existence. A time of black death that will claim as many lives of human beings as possible.



Wherever a demon set its feet, all life died immediately. The plants wilted, the animals ran away in panic. The birds stopped singing, watching her deadly walk. There was no escape from the plague. The authorities of the town Chojnice knew about this problem very well. They wanted to protect the inhabitants and gave the guards a clear order: ‘No one has the right to enter the city, and no one can leave it without permission’. However, in spite of announced precautions, closed gates and raised drawbridges, the Plague Virgin was able to enter the city walls. Frightened people hid in their houses.

Unfortunately, no door, even the strongest one, didn't stop the pestilential air. Only crying, heard through the streets let the inhabitants get knowledge, who this time had been visited by the Plague Virgin. Dead bodies piled up little by little. Chojnice seemed to be extinct forever. But help came from nowhere, unexpectedly. One day a stranger appeared in the city. The inhabitants didn't trust the mysterious newcomer at once. The foreigner not only offered to save them but to banish the disease from the city as well. Seeing no other solution, the



people agreed to use magic. The man, probably a sorcerer, asked them to dig a large hollow in the linden tree, growing next to the church and carve a lid that would fit it perfectly. Then the stranger ordered to prepare a procession which, after passing through the streets of the city, stopped at this place - "a tank". Suddenly he started to do spells and trapped the demon, the Plague Virgin, in the linden tree. She tried to escape in desperation, to break out of the trap, but a huge hammer blocked her to move.

Since that time the plague has stopped harassing people and animals. What happened to the sorcerer and the captured 'creature'? Nobody knows. Perhaps the Black Death is still locked in the hole of the linden tree. She waits for a good moment and a careless man to free her again.

#### MORAL/MESSAGE

A bad situation in your life can be changed for better.

Try not to give up! There is always a way out. Accept help and a good advice from somebody.

#### HERBARIUM

of the healing trees and plants,  
well-known and used nowadays,  
according to the slavonic mythology

#### OAK TREE

The type has a great utility importance. Many species provide valuable wood (especially an English oak, a large-fruited oak, white and red oak). A bark of oaks is a source of tannins and cork. An oak bark has anti-inflammatory, antibacterial, astringent and disinfecting properties. It is used on the affected skin, but also in the case of problems with the digestive system. The oak bark helps with inflammation of the skin and mucous membranes (e.g. stomatitis, a soar of throat), during damage, frostbites or burns.

#### BIRCH TREE

In herbal medicine and phytotherapy, a birch is used for many purposes. Its leaves have a diuretic, diaphoretic, anti-rheumatic effect, improve metabolism and detoxify the circulatory system. This plant shows a splendid influence on the urinary system during infection. It is also a complement in the treatment of skin diseases: psoriasis and seborrhea.

#### LINDEN TREE

In the Slavonic mythology a linden was known as the "sacred tree of the Slavs". It is said that our ancestors rested under the linden tree, because the energy of this tree provided a wonderful rest, prophetic visions and dreams. For this reason, the Slavs made coffins of linden wood - it was to give a peaceful rest for the soul. At present a linden tea has a wonderful, enveloping honey aroma. It is used in the treatment of sinusitis, colds, and urinary



tract infections. It is also great for a sore of throat, angina, flu and in states of nervous excitement.

### **MUGWORT**

A mugwort is a common plant and often found in the wild, growing in parks, meadows, forests and gardens. Phytotherapists recommend it for problems with the digestive. It supports liver functions, relieves indigestion and flatulence.

### **MULLEIN**

A mullein (in Polish – Dziewanna, the goddess, connected with Diana (in the Roman mythology and Artemis in the Greek mythology). A mullein (as a herb) is used in diseases of the respiratory tract. Aqueous solutions of this plant have an anti-inflammatory effect on the mucous membranes of the mouth but also on the throat, stomachaches, intestines, the urinary tract, bladder and bronchi. A mullein also protects against coughing and facilitates expectoration.

### **ST. JOHN'S WORT**

St. John's wort is a plant that can grow everywhere. It is especially effective in a chronic stress or depression. It is also helpful against migraine. An essential oil, which has antispasmodic and antibacterial properties or flavonoids deserve special attention - they have diuretic properties and strengthen capillaries. St. John's wort contains catechin tannins, vitamin B4, phytosterols, pectins, and resins. The most important ingredient of St. John's wort is hypericin (red pigment), which, combined with the action of UV rays, increases the efficiency of the endocrine system, treats anxiety and neurotic-depressive states.

### **THYME**

Phytochemical and pharmacological studies have shown that a thyme is an important source of substances: anti-cancer, antimicrobials, antioxidant. Traditionally, the thyme has been used in diseases of the upper respiratory tract and gastrointestinal tract diseases. Some sources also mention the use of the thyme herb in inhalation. It acts as an anticonvulsant.

### **CAMOMILE**

A camomile has properties that relax smooth muscles. It is anti-inflammatory. The camomile can accelerate wound healing, act antibacterial and stimulate metabolism in the skin. It is very effective against cramps and inflammation of the stomach and intestines.



## REMEDY FOR EVERYTHING...

### Considerations according to the Greek mythology

In the Greek mythology **Panacea** was the goddess of herbal medicine, all healing with herbs. She was also the deity of an effective medicine (panacea), the possibility to get rid of all diseases. Panacea or Panakeja was probably the daughter of Asclepius and Epione. Panacea and her four sisters performed one aspect of Apollo's art:

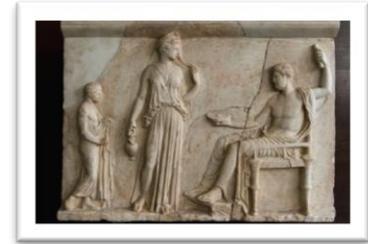
**Panacea** - the goddess of universal health;

**Hygieia** – the goddess/ personification of health, cleanliness and sanitation;

**Iaso** – the goddess of recovery after illness;

**Aceso** – the goddess of the healing process;

**Aglaea** - the goddess of beauty, splendor, glory and ornamentation.



Panacea's name is associated with the panacea she was looking for - a universal remedy for all diseases, called 'cure-all'. It is mentioned in the ancient oath of Hippocrates:

"I swear by Apollo the physician, by Asclepius, Hygieia and Panacea, and by all gods and goddesses, taking them as witnesses that, as far as I can and know, I will keep this oath and these obligations ...".

### MORAL/MESSAGE

Human beings have been looking for remedy for misfortune, all troubles and diseases for ages. They want to be strong and immortal. At present when science and technology are developed in many fields of knowledge people have started to understand the meaning of the Mother Earth. Our planet, in its abundance offers us a lot of resources to use. Therefore we are obliged to protect the Earth/Nature for the future generations. Panacea, remedy for everything, hasn't been invented yet...



## THE STORY OF S. GONÇALINHO - PORTUGAL

Agrupamento de Escolas Dr. Mario Sacramento, Aveiro



S. Gonçalinho is a very popular figure in the city of Aveiro, especially in the area close to the lagoon that crosses the city. At the beginning of January the city celebrates his figure with a festivity that has some peculiar features.

S. Gonçalo was born in 1190 in a small town in the North of Portugal, very close to the current location of Vizela. He was a very devout man and professed his faith to the neighboring locations. During his pilgrimage, he arrived and settled in Aveiro, which was then a fishing town. He was very cherished by the locals, who affectionately called him “our little boy”.

He became famous with locals for his matchmaking abilities but also for his care for the colony of leprosy sufferers, which was located close to the beach area. He was always close to them and threw them food. This action is yearly replicated in the festivity when locals who made promises to the saint go up the chapel and throw ‘cavacas’ (a local sweet which resembles bread) to the crowd who tries to catch them.



### READING/WRITING

Answer the following questions about the legend:

1. When does the city of Aveiro commemorate S. Gonçalo’s festivity?

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2. When and where was he born?

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**3. What is S. Gonçalo famous for?**

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**4. Describe what is thrown during the festivity and what is the reason for that.**

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**5. What are ‘cavacas’?**

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## **HISTORY**

**This legend talks about a saint that lived in the Middle Ages.**

**1. Mention the dates that are associated with the beginning and the end of the Middle Ages.**

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**2. How would you characterize the Middle Ages in terms of knowledge and openness?**

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**3. The members of the Clergy held important social and cultural positions in the Middle Ages. Explain why.**

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**4. In terms of architecture, two major styles were dominant in this period: the Romanesque and the Gothic. Refer their characteristics and their similarities/differences.**



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## SCIENCE

In the story, Gonçalo helped those who suffered from leprosy

1. What kind of disease is leprosy?

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2. What is the treatment for this disease?

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3. Explain why people who suffer from leprosy have to be kept away from the general population.

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4. Has this disease been eradicated? Explain.

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## ARTS AND CRAFTS

After reading the legend, create a model of the chapel. Present all your drafts here.



## THE LEGENDS OF THE CAVE OF THE DISEASE - ROMANIA

Școala Gimnazială “Ion Băncilă”, Brăila



### THE LEGEND OF THE GIRLS ABOUT TO GET MARRIED

Legend has it that there once lived a family in a mansion near the cave, a rich family that owned the lands and the forests in the area. This family had two daughters. The elder one was of rare beauty, with eyes as green as the forests she liked to wander through, but very proud and mean, oblivious to the poor young men who asked her hand in marriage. The younger daughter, blue-eyed but less beautiful, was not at peace that no young man would ever propose to her.

One cold winter night, when the cave was surrounded in snow and ice, the sisters stopped here and the younger sister exclaimed: “Sister, look at the upside down heart of the cave!” The elder sister had a look and proudly asked: “Upside down heart, tell me when will I get married?”.

The following night, the younger sister had a dream. She was going down into the cave with her elder sister on a wonderful spring day, full of flowers and green grass. Once she reached the upside down heart within the earth, she heard a gentle, nice voice: “My girls, you reached the age of getting married a very long time ago. If you choose among the young men the one whom you really like, you will remain married until the birth of Jesus Christ. Stop and pray at the icon of the Holy Mother of Christ within the cave, and while you are heading towards the exit, pray for your dream to come true in the light and glow of the cave heart.”

The younger sister, in amazement, shouted at the vault of the cave: “Will this miracle ever happen?”. At that moment, a powerful voice coming from the depths of the mountain answered: “If you choose your grooms based on the will of your own hearts, the promise of the cave fairy will become true. If the frost and coldness of wealth set over your hearts, you will remain sad and spinsters until old age.”

Open-hearted and full of faith, the younger sister knelt in the light of the upside down cave, praying for its dream to come true. Not long after that, a handsome young man asked her hand in marriage, and they had a wedding like in fairy tales.





## CIVIC EDUCATION

1. Describe, based on the text, the physical and moral portrait of the two sisters.

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2. Mention what condition the cave fairy imposed on the two girls in order to get married.

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3. Explain why the younger sister was the only one to get married in the legend.

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4. Mention the moral values that you encounter in the legend.

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5. Access the link for interactive activities related to this legend.

<https://wordwall.net/ro/resource/19354568/pe%c8%99tera-bolii-legenda-fetelor-de-m%c4%83ritat>

Swipe to turn the wheel.

Glisează roata pentru a roti



Describeți, pe baza textului, portretul fizic și moral al celor două surori.

Mentionați ce condiție avea Peștera Bolii pentru ca să se căsătorească.

Explicăți de ce s-a căsătorit sora cea mică.

Recitați valorile morale pe care le găsiți în legendă.

PEȘTERA BOLII - Legenda fetelor de măritat

Partajează



## **GEOGRAPHY – PRIMARY LEVEL**

Going caving can be a really fun activity. It is, however, an activity that students should always do with an adult who is experienced in caving. There are all sorts of different caves. In some of them, people can stand up inside, while in others, they may have to crawl through.

Our class went on a trip with their teacher to explore the Cave of the Disease.

How did the students feel when they first went inside the cave? It was a very interesting experience and they loved it so much.

What did the walls inside the cave look like? The walls were huge, very wet and cold .

What noises could the students hear inside the cave? There was an unusual silence inside. It felt very strange.

Did the students see any animals living inside the cave? YEEESSSS! A lot of bats.

Would the students like to go in a cave again? Why/why not? Yes,of course, because they can discover different types of sounds, strange living animals and some other different things.

This is how it looks on the inside.It is very dark and cold.



**How was your first experience in a cave?**



## THE LEGEND OF JUPÂNEASA

Back in the days, the lady owner of the lands and of the forests around the cave had got them as a dowry from her rich parents. She was a proud woman called Jupâneasa. Fearless, like all the Gets, beautiful and proud, she secretly wished that her lover, who had been called to arms by the Great White Wolf, to return home as soon as possible from the war that he had gone to.

Jupâneasa went down into the cave, to the icon of Holy Mary, a mysterious thing on the wall of the cave. She prayed a lot, maybe too much, so that the Holy Mother should give her a way for the young man to return from war. The Holy Mother granted her wish by turning her into a stream that runs quickly along the valley, in search for her handsome and brave lover...



### TASKS:

1. Mention, based on the text, what Jupâneasa wished for.

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2. Mention the way the Holy Mother granted the woman's wish.

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3. Analyse the two pictures representing the icon of the Holy Mother. Describe what impressions you derive from the second picture.

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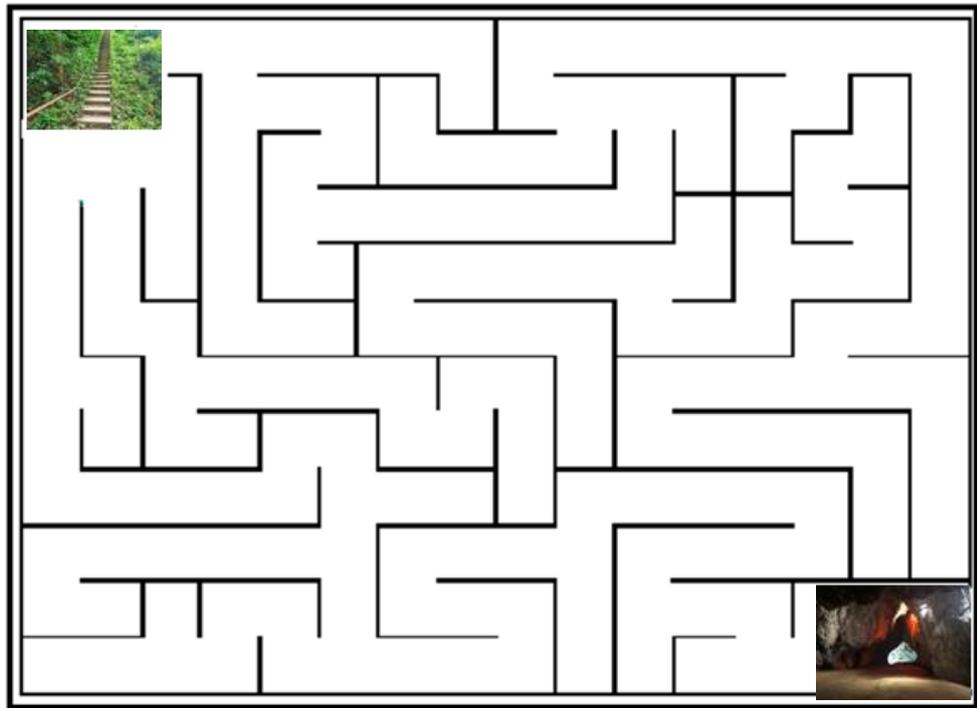


4. Write another ending for the legend, by presenting another way through which the Holy Mother grants the young woman's wish.

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5. FIND THE ENTRANCE TO THE CAVE



6. Make a poster based on the two legends.



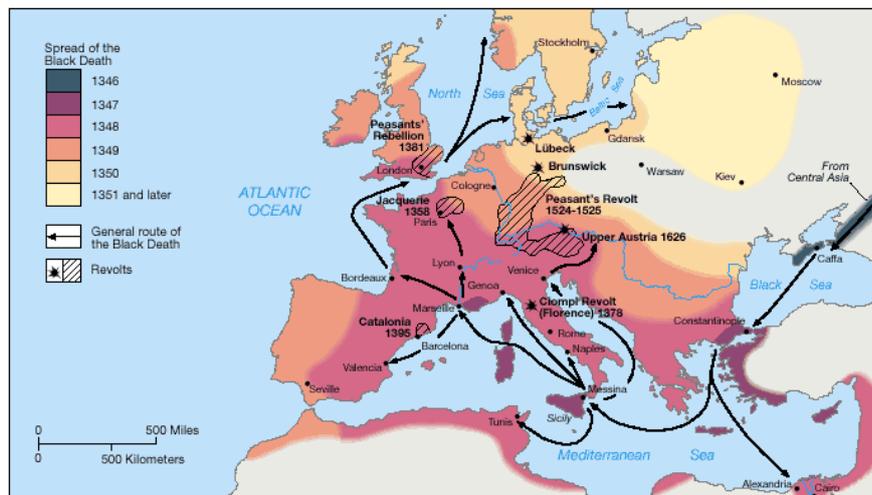


## THE PLAGUE - LITHUANIA

Siauliu Dainu Progimnazija, Siauliai



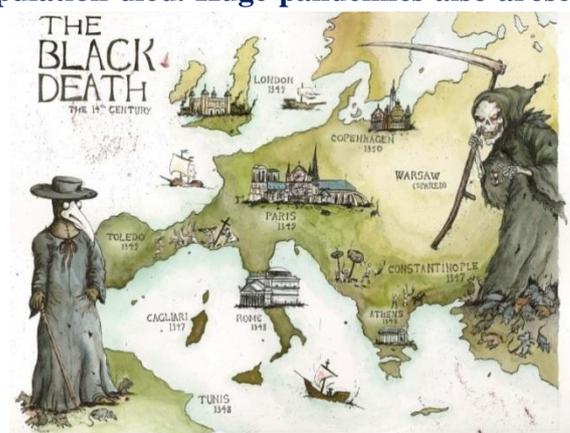
Analyze the historical sources and answer the questions



Spread of the Black Death. Spread by merchants and travelers, the plague killed more than a third of Europe's population within five years.

Plague, infectious disease caused by *Yersinia pestis*, a bacterium transmitted from rodents to humans by the bite of infected fleas. Plague was the cause of some of the most-devastating epidemics in history. It was the disease behind the Black Death of the 14th century, when as much as one-third of Europe's population died. Huge pandemics also arose in Asia in the late 19th and early 20th centuries, eventually spreading around the world and causing millions of deaths.

Today, thanks to strict public health measures and modern antibiotics, plague no longer strikes great numbers of people, nor is it as deadly for those whom it strikes. Nevertheless, it still persists in some parts of the world where large populations of wild or domestic rodents harbour the fleas and occasionally pass them to humans.





1. Where did the Black death come from?

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2. How many years plague lasted in Europe?

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3. How much of Europe's population died during this period?

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4. Explain, why in picture there are so many rats?

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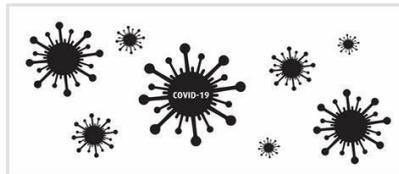
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5. How people could have avoided Black death? Give 3 tips.

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### COVID 19



Find and mark 5 tips how to protect yourself and others from Covid 19 virus

1. Wash your hands often\_\_\_\_\_
2. Share your mask with your friend\_\_\_\_\_
3. Be friendly and shake a hand with all your friends\_\_\_\_\_
4. Avoid crowds and poorly ventilated spaces\_\_\_\_\_
5. Wear mask\_\_\_\_\_
6. Don't desinfect your hands too often (once per week is enough)\_\_\_\_\_
7. Stay 6 feet away from others\_\_\_\_\_
8. Share your personal items with friends and colleagues\_\_\_\_\_
9. Get vaccinated\_\_\_\_\_
10. Do not avoid crowds.\_\_\_\_\_

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