

## Writing strategies applied on the poem of G.Seferis “On Aspalathoi”

### 1.Objectives

In the writing section, there are five different kinds of writing activities these are requested to work on. More specifically, they will have to:

- produce an essay
- compose a formal letter
- create a poem
- create a PowerPoint presentation based on research
- create a comic - “parody”, which lampooned (satirized) the tyrannical (authoritarian) regime of the junta in Greece.

### 2. Means/tools and Materials

- Use of computers in the computer lab, overhead projector, internet connection, pens and pencils worksheets, flip chart sheets, markers.

### 3. Workgroup/target:

- A and B Grade of Senior High School, 16 and 17 years old.

### 4. Pre-requisites:

- Intermediate to upper intermediate knowledge of the Greek and the English languages.

### 5. Time: 45 minutes

### 6. Assessment:

- Class presentation and discussion.

### 7. Evaluation results:

- Overall, all groups collaborated effectively to produce a remarkable presentation.
- There was encouragement of team spirit.
- The aims set at the beginning were fulfilled.

### 8. Difficulties

- Time management.
- No clear picture about all the students’ participation and active involvement.

### 9. Strategies

#### QUESTION 1. Writing an essay

- After reading the statement that George Seferis made on March 28, 1969, concerning the establishment of dictatorship in Greece on April 21, 1967 and after elaborating on how this regime functions, you are asked to:
  - compose your own text, referring to the risks that dictatorship poses both to the person individually and to the society as a whole, based on the ideas delivered by the poet with reference to the establishment of authoritarian regimes. (approximately 250 words).
  - from the risks described in the poem, choose the one you consider as the most **challenging and explain the rationale of your choice. (approximately 75 words).**

### **QUESTION 2. Composition of a letter**

- Imagine that you live in a state which is governed by a group of people who, having overthrown the legitimate and democratically elected government, imposed by force their own regime. You, as a member of an anti-junta movement, write a letter addressing the people of your country, trying to convince them to take action against the illegitimate regime in an attempt to restore democracy. Take into consideration the current situation, the possible reaction of the regime representatives as well as the psychology of the society and the prevailing feeling of fear among the people. (300 words).

### **QUESTION 3. Create a Poem**

- G.Seferis, in his poem "On Aspalathi" speaks out against dictatorship and hopes that those illegally on power will be punished. You, on the other hand, are asked to create a similar in size poem which will contain your thoughts as a supporter of the new authoritarian regime. In your poem, you wish prosperity to its leaders and you deal with those who criticize it with hostility and hatred.

### **QUESTION 4. Creating a PowerPoint Presentation**

- Conducting online research and recalling what you learnt in other courses, such as History or Ancient Greek, try to detect throughout time, from antiquity till nowadays, periods during which dictatorships-tyrannies were imposed. Once you find such examples, try to create tables in order to show:
  - the social and political characteristics of the period;
  - the characteristics of the persons who overthrew the democratic regime;
  - how these persons ruled while in power and how they behaved among themselves and towards their political opponents;
  - the results of such an authoritarian exercise of power for both the citizens and the state;
  - and finish with a table containing statistics, which would allow us to reach commonly-accepted conclusions about the characteristics of such regimes.

### **QUESTION 5. Create a comic \_“ parody ” of the authoritarian regime of the junta in Greece.**

- Taking into consideration the texts studied during the reading activities in combination with the poem by George Seferis "on Aspalathoi" (i.e. the statement by George Seferis, the two poems by Manolis Anagnostakis and four excerpts from the manuscript magazine "Notebook 72"), create a comic – “parody” of the authoritarian regime of the junta in Greece.

### **Below you can find the texts which you have to use for your answers.**

#### **Text 1: The Statement of G. Seferis**

It was a long time ago, since I took the decision to stay away from the politic of this country. I tried sometimes to explain it, this does not mean that I am indifferent about our political life, though. Thus, since those years till lately, I avoided “touching” issues like these. Furthermore, all the texts I published until the beginning of 1967, and my current attitude (I haven’t published anything in Greece since freedom was “muzzled”) have proved, I believe, quite clearly my thought. However, since many months, I feel that inside me and around me, more and more urgently the duty to say a word for our current situation. As briefly as possible, this is what I would say: Two years are recently completed since the imposition of a regime which is totally against all the ideals which our world and the Greek population strived for, in the last World War. It is a situation of forced lethargy, where all the intellectual values that we managed to

keep alive with pain and work, are going to sink in still marshy waters. It would not have been difficult for me to understand how such failures do not mean much for some people. Unfortunately, it is not only about this risk. Everyone is yet taught and everyone knows that in dictatorships, the start may seem easy, but the tragedy is waiting, inevitable, in the end. The drama of this end, tortures us consciously or subconsciously, the same way it happened in the ancient choruses of Aeschylus. The longer the anomaly stays, the further the evil moves. I am a human being without any political link and I can say that I speak without fear and passion. I see in front of me the cliff, where the oppression that dominated on this place takes us to. This anomaly has to stop. It is a National demand. Now I go back to my silence. I pray to God, not to bring me once again to a similar need to speak.

**Text 2, Article under the title “What does G. Seferis mean to you?”**, included in the handwritten magazine called “Notebook 72”, issued by the political prisoners in September 1972.

In my thought, I cannot distinguish the “human being” from the “poet”. There is another separation – it is somewhere mentioned by G. Seferis himself- but it is not appropriate to be mentioned here. His work is grandiose. Nevertheless, the taste which the reading of his work left me was the taste of authenticity. His thinking, his artistic sensitivity, his language, his love to values and memories are authentic. And the most important of all, he gave to us some benchmarks, reference points, tools in order for use to be able to examine whether something is original or not. Somewhere here, I guess, it can be found the point which “functions” particularly within young people.

P. K.

One year after the day of his death, yet in my memory the picture of G. Seferis as a poet and as a man is mirrored. My relation to his poetry was superficial. However, I cannot say the same for Seferis, as human being. The things that make me very emotional are the fact that he never compromised within the actual political regime of Greece, his publications in the press, his love and his strong support to the political prisoners. The “human being” Seferis will remain in my memory forever.

T. K.

In other times, maybe the question did not have the meaning it has today. Because G. Seferis apart from being a Greek Nobel Prize winner and a great poet who praised the Hellenism, he is the voice which interrupted the silence, the invitation to crush the “intellectual strike”. The thousands of people who participated in his funeral reaffirm us that one day we will see “the marble shining”.. This is what G. Seferis is. A bright guide for our intellectual people, a symbol for the youth. And his last act – his last will – will move every “real” human being.

G. G.

Bringing G. Seferis back in my memory, on the occasion of the completion of one year from his death, I see him in front of me with his double identity: the poet and the anti-dictatorship person. I am sorry for having very late a simple and only superficial contact with his poetry and thus, I cannot say not even a single word about his poems. G. Seferis, as a poet and as a person, never compromised with the fascist regime of our country. He expressed his contrast to the army regime till his very last breathe and he made it alive when the very last moments of his life, his thought was close to the political prisoners. This act from his part thrilled me. It is an act, which along with his creative work, will remain in my mind forever.

S. Ts.

**Text 3. Poems of M. Anagnostakis**

“Epilogue,” *The Goal*, 176 (trans. Ricks 2003, Center for Hellenic studies HARVARD UNIVERSITY)

'Because,' as my friend Titos once so rightly said,

'Not one verse today sets in motion the masses  
Not one verse today overturns regimes.'  
So be it.  
Cripple, show your hands. Judge that you be judged.

THESSALONIKI, DAYS OF 1969 A.D. (College of Literature, Science and The Arts  
UNIVERSITY OF MICHIGAN)

In Egyptou Street -first turning right  
There now stands the Transaction Bank Building  
Tourist agencies and emigration bureaus  
And kids can no longer play with all the traffic passing  
In any case the kids have grown, the times you knew have passed  
They now no longer laugh, whisper secrets, share trust,  
Those that survived, that is, as grave illnesses have appeared since then  
Floods, deluges, earthquakes, armored soldiers;  
They remember their fathers' words: you'll experience better days  
It's of no importance in the end if they didn't experience  
them, they repeat the lesson to their own children  
Always hoping that the chain will one day break  
Perhaps with their children' s children or the children of their children' s children.  
For the time being, in the old street as was said, there stands the Transactions Bank  
-I transact, you transact, he transacts Tourist  
agencies and emigration bureaus  
-we emigrate, you emigrate, they emigrate  
Wherever  
I travel Greece wounds me, as the Poet said  
Greece with its lovely islands, lovely offices, lovely churches  
Greece of the Greeks.

## **Genuine and Fake Entertainment**

### **1. Objectives**

- In the writing section, after having read the text about **Genuine and Fake Entertainment** (taught to them as a reading activity previously) students will be able to express their own preference regarding various forms of entertainment and think of arguments to support their preference against others. In this way, they will develop their creativity, express their opinion and prepare for important oral skills, i.e. make a short speech and participate in an argumentative competition (forensics).

### **2. Means/tools/Materials**

- Pens and pencils, sheets of paper, whiteboard and markers.

### **3. Workgroup/target:**

- A and B Grade of Senior High School, 16 and 17 years old.

### **4. Pre-requisites:**

- Good understanding of the discrimination between genuine and fake entertainment.

### **5. Time:** 60 minutes

### **6. Assessment:**

- Class presentation and discussion.

### **7. Evaluation results:**

- Overall, all groups collaborated effectively to produce a remarkable presentation.
- There was team spirit and healthy competition/emulation among groups.
- The aims set at the beginning were fulfilled.

### **8. Difficulties**

- Time management (More time was required than the expected one).
- No clear picture about all the students' participation and active involvement (since they worked in groups).

### **9. Strategies**

After having completed the reading activity, certain forms of genuine entertainment are written on the board, such as reading literature, watching films or theater, participating in theatrical teams, sports, music. Then they are invited to choose according to their preferences and form groups of the same interests in order to do some writing activity.

**The topic is:** "Which is your favourite leisure activity? Try to persuade your classmates that they should join your team and share your hobby" (about 250-300 words).

After teams have been formed, students are reminded some basic writing strategies:

- **Brainstorming** to find the arguments needed to support their preference.
- **Taking notes** about the most important issues to include in their presentation.
- **Use of linking words/phrases** to achieve cohesion.
- **Re-reading** the written text to correct mistakes (spelling, syntax, wrong word, paragraphs).

Finally, each team presents the text produced to the class and everyone votes for the best presentation. Hopefully, some students change attitudes after successful argumentation.

# Understanding and Solving the Problem of Illiteracy

## 1. Objectives

- In the writing section, there are four different kinds of writing activities they are requested to work on. More specifically, they will have to produce an essay, a formal letter, a short story and a PowerPoint presentation based on research. In this way, they are exposed to a variety of writing tasks related to developing their creativity as well as building on skills associated with real life tasks such as carrying out research and making an oral presentation.

## 2. Means/tools/Materials

- Use of computers in the computer lab, overhead projector, internet connection, pens and pencils worksheets, flip chart sheets, markers.

## 3. Workgroup/target:

- A and B Grade of Senior High School, 16 and 17 years old.

## 4. Pre-requisites:

- Intermediate to upper intermediate knowledge of English.

## 5. Time: 60 minutes

## 6. Assessment:

- Class presentation and discussion.

## 7. Evaluation results:

- Overall, all groups collaborated effectively to produce a remarkable presentation.
- There was encouragement of team spirit.
- The aims set at the beginning were fulfilled.

## 8. Difficulties

- Time management (More time was required than the expected one).
- No clear picture about all the students' participation and active involvement (since they worked in groups)

## 9. Strategies

**After having completed the reading activities, the ss work in groups and are given certain topics from which they are invited to choose randomly in order to do some writing activity.**

### The topics are:

1. Read Malala's speech in the United Nations in which she claims that "One child, one teacher, one pen and one book can change the world. Education is the only solution". Write **an essay** in which you present your views about the importance of Education, by giving examples. (about 200 words)

2. The members of your group are deeply concerned about the literacy crisis in your country and you decide to write **a formal letter** to the Mayor of your city in order to describe the problem and suggest ways how the young people could work to eliminate illiteracy. (about 200 words)

3. You have heard about the remarkable true story of a refugee who came to your country from Africa in 2011 and within three years he managed to learn the Greek language, study at school and enter the University. You are impressed and you have decided to create your own **short story** based on that, which will be published in your school magazine. (about 200 words)

4. Do some **research** on the Internet and find out about the literacy crisis in your country. Make a **PowerPoint presentation** in which you describe the situation to your classmates and your teachers, you talk about the causes that have led to that and you suggest ways of overcoming it.

## **ANCIENT GREEK LANGUAGE**

### **1. Objectives**

- In the writing section, students are exposed to a variety of writing tasks related to developing their creativity as well as building on skills associated with real life tasks, such as carrying out research and making an oral presentation.
- Reading and writing skills are fundamentally linked. By improving a set of skills, students actually improve their performance in the other set.

### **2. Workgroup/target:**

A Grade of Senior High School, 16 years old

### **3. Time:** 45 minutes

### **4. Assessment:** Class presentation and discussion

### **5. Means /tools/Materials**

- Use of computers in the computer lab, internet connection, pens and pencils colored worksheets, flip chart sheets, markers.

### **6. Evaluation results:**

- All groups collaborated effectively to produce a remarkable presentation
- There was encouragement of team spirit
- The aims set at the beginning were fulfilled.
- The attitude to the lesson of the Ancient Greek language became more positive

### **7. Difficulties**

- Time management. The writing tasks took a further e-collaboration to be completed besides the 45 minutes time available.
- The essay-writing proved the most difficult task, with the lowest degree of dissemination.

### **8. Pre-requisites:**

- The facts of the **Battle Aegospotami, 405 BC (Described by Xenophon, the Athenian historian writer in his work "Greek", book 2, Chapter 1, && 16-32).**
- Here is the summary of the Battle Aegospotami, 405 B.C.

*In the last decade of the 5th century. BC, **the Athenians** had indeed managed to recover after the disaster of the Sicilian expedition, but they had not fully regained control of the Aegean Sea, whereas **the Spartans** led by Lysander had strengthened significantly their power in the sea with the money of Cyrus and ships of the renegades allies of the Athenians. The Athenians, becoming conscious that without allies the war would be lost, made a last attempt to get back in control of the Aegean Sea, creating a fleet that **reached 180 ships**. The leadership of the Athenian fleet,*

that was based in Samos, was handed to Conon (406 BC). During that year, however, Conon was deprived of the services of some of the most competent generals. So in the late summer of 405 BC Conon had the leadership of the fleet along with Menander, Tydeus, Kephisodotos, Filoklis and Adimantous, who all had limited skills and questionable ethics.

The two fleets met at the Hellespont or Dardanelles. **The Athenians** wanted to confront their enemies as soon as possible because every day they were forced to carry foods from Sestos, which abstained 15 stages, but the leader of the Spartans Lysander had no reason to hurry. In the following four days, Lysander instructed his captains and sailors to take their places on the ships at dawn, as if they were going to fight a battle, but he gave no command to the fleet to leave the port and start the battle, a tactic which increased the frustration of the Athenians. At the dawn of the fifth day, according to Xenophon, the Athenians, lined up once again opposite the Spartan ships, but once again they were not actually involved in any battle. Lysander, however, had ordered ships to spy on the movements of the Athenians, the moment the latter ones would disembark and disperse to their tents for dinner and to sleep, and to return quickly and halfway to bear their shield, which would be a sign for the Spartan fleet. Once Lysander saw the shield, he ordered the fleet to attack the Athenians. He captured all the unattended boats and although Conon, who was leader of the Athenian fleet, meant to board all the Athenians on the ships, it was too late. Only nine of the ships of the Athenians managed to escape, while all the rest were occupied. Many men fled to the mountains, but they were persecuted mercilessly. Lysander executed all Athenian prisoners, except for the Athenian general Adimantous.

**After having completed the reading activities, the ss work in groups and are given certain topics from which they are invited to choose in order to do some writing activity.**

**The topics are:**

- A. Imagine yourselves to be the Spartan Leader, Lysander, or the Athenian Leader, Conon and narrate **the story in the first person as a personal experience**. Begin for example with the phrase “I am Lysander...” (about 200 words)
- B. Imagine yourselves to be the Spartan Leader, Lysander, and write a **formal letter-report** describing the facts and the famous Athenian navy’s total catastrophe to the Spartan Authorities, the five Ephors. (about 200 words)
- C. Write a **report for** the Battle Aegospotami, as if you were an updated reporter of a newspaper or a TV-channel. Add to your report photos or interviews from the protagonists or the anonymous people. (about 200 words)
- D. Adapt the facts of the **Battle Aegospotami to the form of diary**. Re-write the facts from an Athenian or a Spartan sailor’s point of view, who took part in the battle. (about 200 words)
- E. You have read about all Athenian prisoners’ execution after the Battle Aegospotami. Do some **research** on the Internet and find out about the term “Prisoner of War” and write **an essay** in which you present the international attempt to safeguard the lives of prisoners based on the more humanitarian perceptions/ideas of our modern world. (about 200 words)