

Please find the collaborative padlet in the following QRcode



Monday
24/10/2022

1st Activity: **What do you know about Greece and Greeks?**

Watch this short presentation and share with us what impressed you the most.

1.

2nd Activity: **Knowing each other activities.**

3rd Activity: **Here at Present: Meeting the viceMayor:** We are going to meet the viceMayor of Kavala.

Would you like to pose him any questions regarding inequalities.

1.

2.

Take notes of his answers.

Feel free to contribute your ideas.

3rd Activity: **Back to the Ottoman Past of the town:** How Ottomans were addressing inequalities: Visit to Imaret, a public soup kitchen established to feed the poor during early 1800's.

Try to think why by providing grants of money in aid or support of the vulnerable the governments just maintain inequalities. Please write your answers in the **Padlet**

Tuesday
25/10/2022

1st Activity: Towards a future of prosperity and equality: introduction to the 17 Sustainable Development Goals.

Watch the short video, read the instructions of the board game and Play the game **GoGoals**.



2nd Activity: **Football 3**

3rd Activity: Δώρα

4th Activity: **Back to the past: Playing Traditional games** to cooperate and have fun.

Wednesday
25/10/2022

1st Activity: **Back to the Roman Past of our region:** We are going to visit the ancient theater of Filippii.

Try to find out in which ways the Ancient Theater was a place of freedom and democracy.

Please write down two ideas.

1.

2.

2nd Activity: **Back to the early Christian Past of our region:** We are going to visit the Baptistery of Lydia.

Please write down two ways, in which **Lydia** broke down the stereotypes about women in her time.

1.

2.

3rd Activity: **Back to the Mythology:** We are going to visit the cave of Aggitis. Caves in Mythology were places where Gods were born and Nymphes were living.

If you had the Super Power of an ancient god or goddess what would you change in the modern world? Please write your answers in the **Padlet**

Can you stand in the middle of the Cave and give your Order?

Thursday
27/10/2022

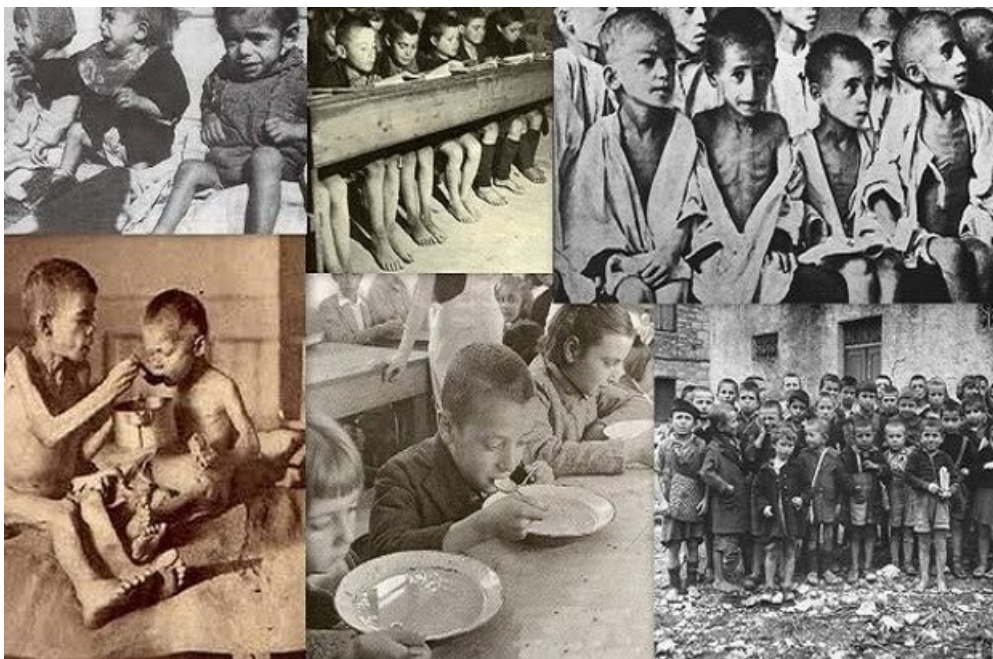
1st Activity: **Back to the mid-20th century: The Occupation of Greece by the Nazis:** We are going to attend the school celebration of "Ohi Day" The Ohi day commemorates the rejection by Greek prime minister, Ioannis Metaxas of the ultimatum made by Italian dictator Benito Mussolini on 28 October 1940 and the subsequent Hellenic counterattack against the invading Italian forces at the mountains of Pindus during the Greco-Italian War and Greek Resistance during the Axis occupation.

Although Greeks resisted, in April 1941, a swift and devastating counter attack was launched, not from the defeated Italians but by the better trained, better equipped and battle-hardened German army, Operation Marita. The result was the invasion of Greece and a **brutal occupation** that would last three and a half years.

The Greek National Anthem, "Hymn to Liberty" is always played at the end of the parade. All stand as a show of respect, remembering the many thousands of soldiers, sailors and airmen who died in the defense of Greece 80 years ago, and the hundreds of thousands of civilians who perished during the three and a half years of the Occupation.

Here are some photos of the period 1941-1944 in Greece.

Can you tell what kind of inequalities does a war bring to the societies? Please write your answers in the Padlet



2nd Activity: **Back to the early 1900's:** We are going to visit the **Tobacco Museum** of Kavala. The uniqueness of the Museum lies in the fact that not only does it contain an exhibition on the processing of Oriental tobaccos (which are not found in any other museum in the world), but also in the fact that it is a museum that showcases economic and social history as well as the history of technology in Kavala and Eastern Macedonia and Thrace more

You are going to learn about the social inequalities, linked to the tobacco trade, and the tobacco workers' strikes.

Think:

1. How women workers were treated?

2. How many professional classes were there?

3. In which ways the workers tried to tackle injustice and inequalities?

Friday
28/10/2022

1st Activity: Can you notice **signs of inequalities**, when strolling around in a big city, like Thessaloniki?

If you want to take some ideas of inequalities in big cities read the infographics.

Take photos.

Upload your photos in this collaborative **padlet**.

2nd Activity: **Back to the Byzantine Past of Thessaloniki.**

The Zealot Movement

During the years of the decline of the Byzantine Empire (13th-14th century), **Thessaloniki**, unlike other cities, **maintained and increased its intellectual and commercial activity** and for this reason it was given the privilege of being self-governing. It was home to lower and middle schools, as well as to higher schools of Mathematics, Law, Philosophy and Rhetoric. The salaries of their teachers were paid by the city authorities.

During the same period, the Zealot movement developed here, which was unprecedented for the empire and the time. The **Zealots were a kind of political party, defending the interests of the lower classes** (small farmers, small craftsmen, workers and sailors) **against the rich, the superior and the powerful**. The latter held trade, wealth and privileges and exploited the economically weak. The confrontation between them in the middle of the 14th century led to **bloody clashes** and a revolution, from which the Zealots emerged victorious.

The Zealots forcibly removed the nobles from the city, looted and confiscated their property and took over its administration. Their 'democratic government', as they called it, ruled Thessaloniki for seven years (1342-1349). During this time, however, the allied nobles, with the help of the Emperor of Constantinople, organised themselves and managed to regain control of the city from the Zealots. These events, however, despite some exaggerations that accompanied them, went down in the history of the time as an example of the struggle to free the weak from the yoke and the exploitation of the strong.

1. Which monuments testify to the prosperity of Roman and Byzantine Thessaloniki?

2. Did all the residents enjoy this prosperity?

3. How did the Zealots react to the inequalities?

