

A Sea full of Civilization

The Value of the Sea in Time and History

Unit 1st: Myths and Culture regarding the Sea

Did you know that...

Sea was deified by various ancient cultures. In Etruscan Mythology we find God Nethuns, who was incorporated into Roman mythology and the Greek one by the gods Neptune and Poseidon respectively. They appear to have common symbols: trident, horses, dolphins etc. These deities were the beacon of inspiration for many artists, in world famous monuments, which have survived to this day, testifying the importance of the sea in civilization.



Linguistic
Arts
Environmental
studies



2 teaching hours



Poseidon

Goals

Become acquainted with the value of the sea through ancient myths

To meet world monuments with reference to the gods or deities of the sea

Create original texts and stories

Material

Images from the Annex

Recommended Activities

Activity 1st: Introductory: *Travelling..... on paper*

We observe the photos of the monuments (see the Photographs Appendix). We locate on a map of Europe where we can find them. As we can see the same mythological person has been the source of inspiration for many artists. Can we recognize this figure? It's Poseidon, the descendant of Nethuns and Neptune. It's the God of the Sea.



Activity 2nd: *Let me introduce you to Poseidon!*

We ask from the children to bring information about the history of Poseidon, his symbols, as well as other mythical figures associated with the sea (for example, Nereids, Oceanids, and others). In the case of cooperative learning, we assign each group to find information regarding a separate aspect of the subject: History groups - symbols - Gods and Sea - monuments and sea etc. Generally we recommend the project to be divided into groups. We ask them to choose and present in their own way the results of their research using techniques of art teaching: soundtrack, visual depiction, frozen image, videos from YouTube, deities' statues enlivenment. It is important to enrich their presentations multi-sensory and not to remain in the monotony of reading texts.

Activity 3rd: *monuments' sea whispers*

Are there other monuments regarding the sea in a close distance? We bring pictures and related information from monuments around the world. If such a monument is in our area we can manage to visit it. If we visit it, we can assign to a group to present it to the rest of the class. Each of us "zoom in" at a spot of the monument. What does impress us? Which is the meaning of it? In the case of a monument or of any artwork associated with the sea, it is additionally suggested the use of artful thinking technic. Alternatively, if it is not possible to visit the monument, it is suggested to present and process it in the class, using everything mentioned above. Also, after the didactic process of the monument we could ask students to describe it in the framework of pupils' practice regarding the production of descriptive texts. Under this prism, everything that has been discussed in the presentation would help in producing ideas as well as in their categorization and their subsequent registration always in accordance with the conventions of the specific textual type.

Could still ...

Activity 4th: *Doing Journalism- Seascape*

We become young journalists. We make use of the information we have gathered regarding the mythical figures related to the sea and we prepare an interview with them. How do they feel as protagonists? Is there anything that troubles them in regards to the management of the sea by humans? During the interview we focus on the value that the sea had and still has in the history of humanity. We can dramatize our interviews or create a small brochure (magazine or school newspaper). We can work in groups: some children are journalists, some other children may be the Poseidon or the Nereids, others are reporters preparing reports on "Mythology and the Sea", and another group can create a video-reportage or a radio show. We amplify children's preferences at various levels of journalism, promoting creative forms for the presentation of their material.



Activity 5th: *Young writers with great work*

The common symbols of the Gods of the sea are the **Trident**, the **Horses**, the **Dolphins**, the **Chariot**, the **Hippocampus**, etc. We use these words and write a small story about a fictional deity of the sea. We are based on the principles of Creative Writing, which means that we let children freely deliver the symbols creating original texts without interfering. Alternatively, and by using creative writing suggestions (Rontari, 2003), we propose the linking of the above words with other unrelated in concept which can be given or produced by the students or the groups. Each team or student double is asked to make a proposal that connects them. If the class is experienced in creative writing, original text may be required.

Unit 2nd: *Young and Great Artists*

Did you know that...

The sea is the source of inspiration for many artists around the world. An important literary work is Ernest Hemingway's *Old Man and the Sea* and *Moby Dick* by Herman Melville, which has also been transferred to the cinema screen. A famous painting work is *The Birth of Venus* by Sandro Botticelli. In classical music we should not fail to mention the well-known masterpiece "The Blue Danube" by Johann Strauss, dedicated to the second largest river in Europe, which touches the borders of ten countries before it flows into the Black Sea.



Linguistic
Arts
Music



1 week

Goals

Become acquainted with literary work and musical compositions regarding the sea
Create original projects with the sea

Material

Computer with speakers
Recordable CD
Various Materials (large cartons, sand, newspapers)

Recommended Activities

Activity 1st: *Maritime travelling to the dream*

The sea still constitutes a source of artistic inspiration. We can easily find literary works, poetry and songs or musical compositions dedicated to the sea. In particular, we assign each group to collect: 1. Short stories, 2. Poems, 3. Songs dedicated to the sea, modern and traditional. 4. Titles of movies or theatrical works that contain the word "sea" or other related words. Each group is encouraged to choose its favorite artistic creation and find its own way to present it.

Indicatively, it is recommended to use the digital application "movie maker" for the digital version of the collective or group productions. We create a collective folio



with our recordings and a CD with audio material under the proposed title
"Maritime travelling to the dream, with notes, words, images".

Activity 2nd: With sea breeze and imagination

We ourselves become artists inspired by the sea. We distribute to children various materials (colored papers, newspapers, sand, large cartons or canvases, etc.). We listen to music dedicated to the sea (for example Giannis Markopoulos- The sea, Eleni Karaindrou- By the sea, Evanthia Reboutsika- An umbrella over Bosphorus) or to the class CD and we let the children free to create their own works having as a "background" the sea.

Report- Evaluation

- **Question of reflection:**

- How do we understand the value of the sea in time and in culture?
- Why did the deities related to the sea have these specific symbols?
- What symbols would you give to respective present-day deities?

- **Experiential evaluation activity:**

- Poseidon or Trident?***

We travel with our imagination by the sea. There we meet God Poseidon. Write in your calendar about this meeting. You can become "The Voice of the Trident": what would you say?

Possible Extensions

We refer to the Sea4All game. We find areas of the game where the sea is connected with canals or rivers (for example in Constanța). We write the story of "The River that reached the sea".

Links - Bibliography

Youtube:

Giannis Markopoulos- The sea

Eleni Karaindrou- By the sea

Evanthia Reboutsika- An umbrella over Bosphorus

<https://en.wikipedia.org/wiki/Poseidon>

Rontari, T. (2003). Grammar of the Fantasy. Athens: Metaixmio Publications.

PHOTOGRAPHS ANNEX



Schlosspark Nymphenburg- Munich



Fontana Di Trevi- Rome

[source: <https://el.wikipedia.org>]



Schönbrunn Palace Vienna

[source: tripadvisor]



The Fountain of Neptune-Florence

[source: tripadvisor]



The Fountain of Neptune - Versailles

Agia Napa - Sculpture Park - Cyprus [we expect photo]





Ukraine - Crimea

[source: <https://pixabay.com/el/photos>]



Trieste- Italy, Statue of Poseidon at a fountain

[source: <https://gr.dreamstime.com>]



The old depiction of Morozini fountain - Heraklion - Greece