BE-IN: Best Innovative Practices for an Inclusive and Emotional Education to face early school leaving in Europe

Unit Framework

History Lesson Plan

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Unit Framework	
History Lesson Plan Outline	
Title	**"Women in Antiquity: perceptions of gender identities and the role of women in classical Athens."**
Topics	Ancient Greece, Classical Athens, History, Culture, Gender Identities, Socio-political identities.
Class (Age Groups)	Upper secondary school (16 to 18-year-olds)
Curriculum	Based on the Ministry of Education and Culture, Cyprus (MOEC) Ancient History curriculum for A' lower secondary schools.

Description and General Objectives	

This is an introduction to the role of women and their position in the social hierarchy of classical Athens. The lesson will also touch upon the differential status of women in relation to their social and migrant biographies. Using material evidence in the form of depictions of female figures in art, students will explore the significance of visual symbolism in creating perceptions of the female figure's identities (gender and social status). Students, in the process, will be encouraged to pose questions and explore their understanding of the gendered positions in the societies we currently live in.

SEL & Stratification	This lesson plan was created and structured based on Socio-Emotional Learning (SEL) principles, focusing on the stratification of content and activities.	
	Step 1: Motivation	Image display of women, past and present
	Step 2: Two Input Presentations	Introduction to hierarchical social structure and gender in classical Athens and Visual Symbolisms
	Step 3: Focus	True or False
	Step 4: Practice	Peer Activity and self-reflection
	Step 5: Language	A woman's story: Exhibition narrative
	Step 6: Follow up	A suggestion of a linked subject in another session
	Step 7: Test	Assessment suggestions

Suggested Material	

Co-funded by the European Union

	Figures of women, past and present, on the whiteboard	Mural – digital whiteboard
	PPT presentation on the role of women (British Museum 2022)	Canva templates to allow student customization of activity
Duration	2 class periods/ 45 minutes each and assigned work for individual study	

Suggested Resources	
School Book (Cyprus)	Κατσουλάκος Θ, Κοκκορού-Αλευρά Γ και Σκουλάτος Β. (2015) *Αρχαία Ιστορία, Α΄ Γυμνασίου*, Αθήνα: Εκδόσεις ΙΤΥΕ «Διόφαντος»,σς. 68-81. Διαθέσιμο Ηλεκρονικά http://ebooks.edu.gr/ebooks/v/html/8547/2290/Istoria_A-Gymnasiou_html-empl/ (21 Σεμπτεμβρίου 2022). ➢ Κεφάλαιο 5.4. Η συγκρότηση της Αθηναικής Κοινωνίας – Η καθημερινή Ζωή. Σελίδες 75 - 77
Other Resources in Greek	Μπλάντελ Σ. (2004) Γυναίκα στην Αρχαία Ελλάδα, Η θέση της γυναίκας στην τέχνη, στην κοινωνία, στη θρησκεία και στην οικογένεια, Ελληνικά Γράμματα. Middleton, H. (2003) *Οι γυναίκες στην αρχαία Ελλάδα*, Σαββαλάς.
Alternative Resources in English	British Museum (2022) *Classroom Resource: Greek Women, What was life like for women in ancient Greece?* PowerPoint Presentation, Available Online: https://www.britishmuseum.org/learn/schools/ages-7-11/ancient-greece/classroom-resource-greek-women. (Last Accessed: 21 September 2022). Hemingway, C. (2004) *Women in Classical Greece*, Heilbrunn Timeline of Art History, The Metropolitan Museum of Art, Available Online: https://www.metmuseum.org/toah/hd/wmna/hd_wmna.htm. (Last Accessed: 21 September 2022). Bradley, P. (2000) *Ancient Greece Using Evidence*, 2nd Edition, McArthur Press Pty Ltd. Blundell, S. (1995) *Women in Ancient Greece*, London: British Museum Press. Pomeroy, S.B. et al. (1999) *Ancient Greece: A Political, Social and Cultural History*, New York: Oxford University Press.

"Women in Antiquity:

Perceptions of gender identities and the role of women in classical Athens."

STEP 1: Motivation - *Use edited image display of different female figures from antiquity to modernity with differential symbolisms of identity.*

Without introduction or prompting, the teacher presents to the classroom a short presentation depicting a selection of women from the past and present. The footage created aims to instigate curiosity as to why photos of ancient Greek women on vase painting and sculpture, alongside modern women in video, photography, or other mixed-media art, are presented together. The material emphasizes various symbolisms of identity to instigate and guide the discussion to follow.

Once students initiate conversation amongst themselves, the teacher can prompt discussion by either stating or writing down questions. Examples of prompt questions can be, "what do you see?", "why are all these women here?", "Can you guess today's topic?" and "how do you feel about today's topic?". The teacher must accept all answers but help students express their emotions, reservations, preconceptions, and general thoughts on the subject.

STEP 2:

INPUT PRESENTATION #1 – *Introduction to the social structure of classical Athens.*

The teacher introduces to the class the hierarchical structure of classical Athenian society. An example presentation created for this topic can be found through this link.

Activity 1: The Social Pyramid in Classical Athens

Students are asked to write down on the pyramid the most prominent social groups active in this period. The teacher can choose to further stratify this activity by:
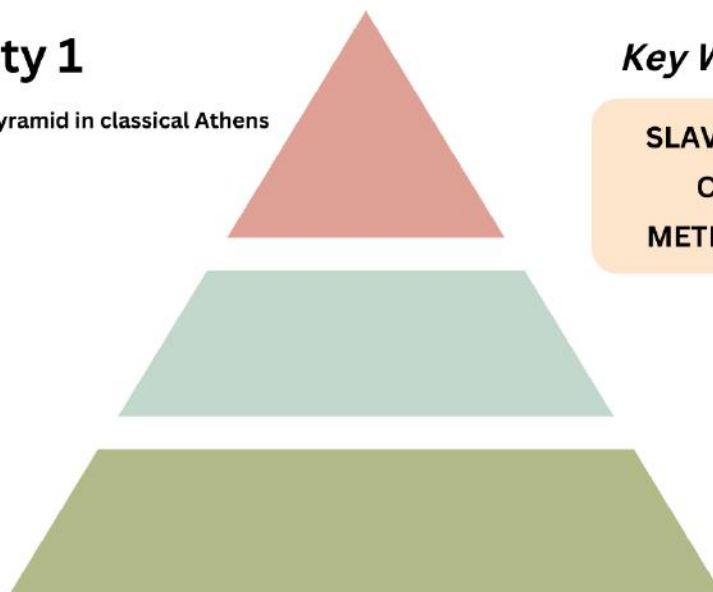
- Displaying keywords on the whiteboard.
- High-flyers can be asked to provide a description or their explanation of these terms for the rest of the class.
- Mentors can work with mentees to co-create a description of these terms and present it to the class.

Activity 1

The Social Pyramid in classical Athens

Key Words

SLAVES

CITIZENS

METICS

Activity 2: Social Hierarchy in Classical Athens

Social Hierarchy in classical Athens

Activity 2

Fill in the text with the words provided.

The social pyramid in classical Athens is determined by .... and ....

Under Athenian .... a citizen was someone born from .... parents.

Until the .... century BC, one parent of citizen birth, usually the ...., sufficed for citizen status.

However, in .... Perikles' Citizenship Law stated that only those born from .... citizen parents could .... in the Athenian ....

Participation in the democratic affairs of the city was .... to those .... that were born from an .... mother and father.

Athenian women, those born from Athenian parents and married to an Athenian husband, were not considered .... They therefore did not have the same ..... and .....in society.

Metics, occupied a unique position in the Athenian polis. They were citizen of other cities that were residing in Athens. They were primarily working in .... and paid a special levy called ....

Slaves were the ....of the Athenian population. They had no ......

Key Words

restricted

commerce

Birth   law

citizen   men

gender

metoikon   position

majority   rights

rights

citizens

mid-5th

two

father   451 BC

Athenian

participate (metechein)   polis

INPUT PRESENTATION #2 – *Introduction to the role, perceptions, and depictions of different women in classical Athens*

The teacher introduces to the class the societal role of women in classical Athens. The latter makes students aware of the significance of gender in defining societal roles and positions. The differential depiction of men and women and between groups of women is explained. An example presentation to be used in this section could be the one made available for free by the British Museum (2022) "What was life like for women in ancient Greece."
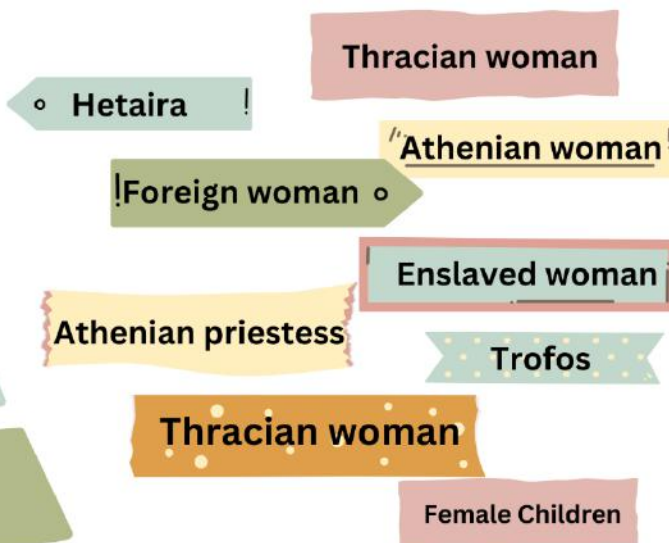
Activity 3: How about women?
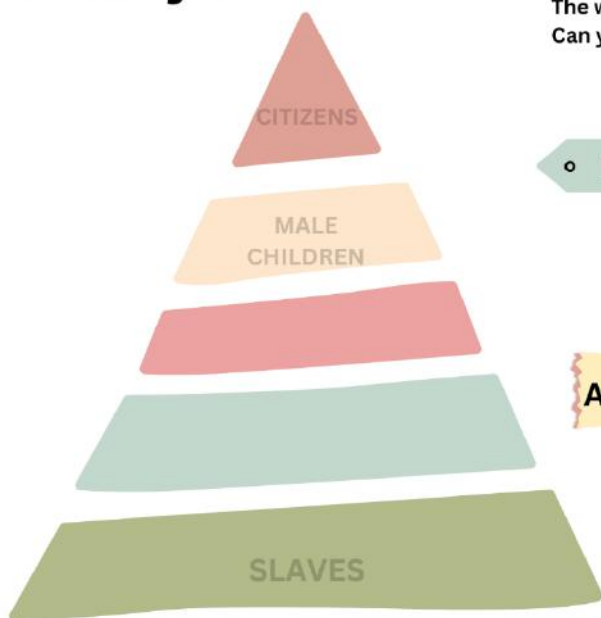
Activity 4: Symbolisms of identity

The teacher revisits the initial presentation of modern and female figures used at the lesson's beginning. Students are asked the following prompting questions:

- "Who is she?"
- "What is she wearing"
- "What can you see on her?"
- "From what historical period is she"?

Students are then asked to write on the whiteboard keywords about the female figures they see. High-flyers can be given the option to input their observations. These can be written next to or over female figures. This creates the association for students that words are imbued with symbolism and connotation in addition to materials (such as clothes, body modifications, and equipment). The teacher explains this association to the students.

The teacher can write some keywords and concepts on the whiteboard to further scaffold the process, thereby helping those students that are, for example, either unsure of the activity, self-conscious of their spelling, or anxious to participate. Suggestions for keywords could be, Classical Athenian woman, *metic* (foreigner in ancient Athens), mother, worker, tattoos, dress, naked, nude, patterns, equipment, weapons, modern woman, suit, foreign and local.

The use of Mural (a digital whiteboard) can potentially aid the participation of some students, as entries are anonymous, thereby reducing social pressure. When the activity is completed, the teacher asks the students to describe what they see and discuss before moving on to the next step.

STEP 3: FOCUS

Activity 5: True or False with a section for comments.

Activity 5

STICK ✓ **OR** ✗

on the post-it notes below to indicate whether the statements are true or false. You can comment on the space made available bellow.

Thracian women in classical Athens are afforded full citizenship.

Comments

Gender identity can correlate with a person's assigned sex or can differ from it.

Comments

Attic women were mothers and responsible for the upbringing of children, weaving and general management of their households.
Comments

Tattoos and other body modifications are a sign of nobility in attic mindset.

Comments

Nudity in women was used as a symbolism of the Athenian wife in Attic art.

Comments

The Periclean Citizenship Law created further stratification between women in Attic society.

Comments
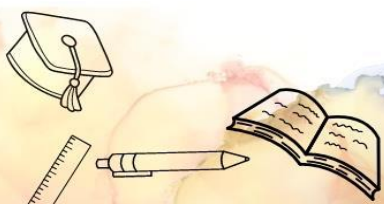
Note that the section labeled "comments" can be used by "highflyers" to comment on those statements that are incorrect. By doing so, they are essentially correcting the information. By choosing the term "comments," the teacher is disguising the stratification of the activity and therefore avoids making the distinction between the different types of students, evident to the latter.

STEP 4: PRACTICE:

Activity 5: Peer Activity and Presentation

The teachers provide students with a collection of cut-out male and female figures of men and women found on attic pottery. Students are split into groups and asked to examine the figures they were handed, observe how they were dressed and presented, and the objects they might handle. They are then to decide on the artist-created identity for the image, gender, social and migrant. Working together, they are to create a story about these images and present it to the rest of the class.

During presentations, the teacher must prompt the class to discuss perceptions of gender identities and the social position of different women depending on their migrant biography. *Example questions are:*
How different do you think gender identities are today compared to classical Athens?

We see foreign women in Attic art represented differently rather than Attic women. Why do you think that is?

How do you feel about the position of women in classical Athens?
How do you feel about the differential depiction of foreign to local women?
If you could, what would you do differently?
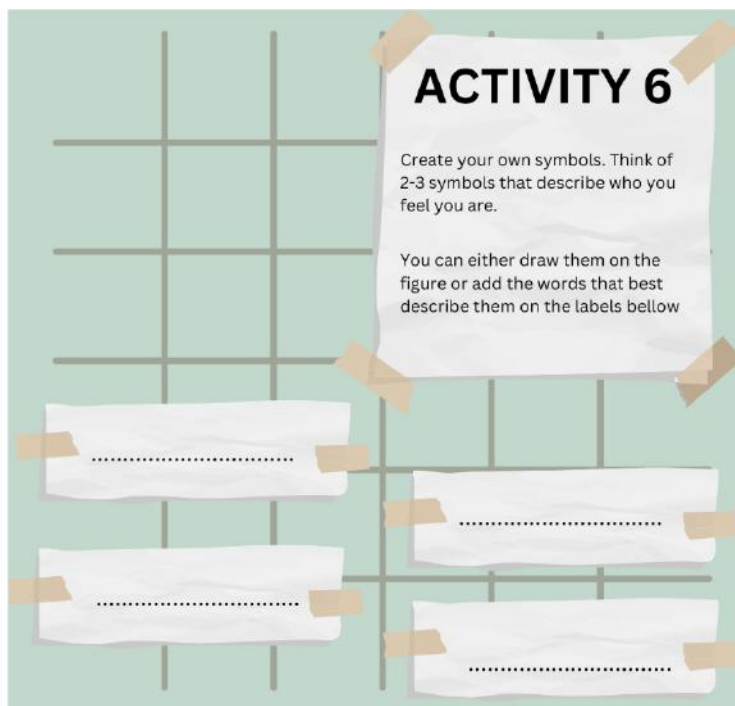
Activity 6: self-reflection

Following the previous activity (5), students are not asked to self-reflect on the issues discussed. The teacher provides blank cut-out non-gender specific figures and hands them to the class. The latter starts by saying, "we talked about symbols of identity and examined how a society or artist can use them to ascribe or impose identities to the wearer. Use the blank cut-out figure and draw two to three visual symbols on it that best describe your identity". Students can draw these symbols or write down words that describe them. This activity is meant to show students that they can self-reflect and create their own identity in contrast to the identity that was created for the figures of the past. Students are given a worksheet to guide them.
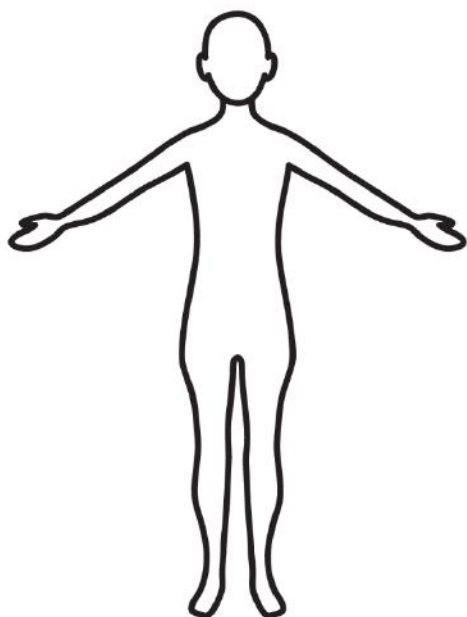
STEP 5: LANGUAGE – write a narrative about the role of women in classical Athens through the depiction of a classical attic image on an artifact.

The following activity can help learners develop skills such as self-direction, more profound comprehension of material and expressive language. A template with directing questions is provided to create scaffolding opportunities for all learners. By giving freedom in how the material is presented (for example, complete sentences or shorter bullet points), the teacher enables all students to produce material. The latter can also evaluate students' strengths and areas for improvement and amend the activity accordingly.

Instructions to Students

You are now a museum curator.
Do you know what a museum curator does? It is the person that creates material for exhibitions in museums.

Your new assignment is to create a poster for an exhibition on the role of women in classical Athens by focusing on an artifact in the Metropolitan Museum of Art.

Resources

You can visit the following website ….	to find Information on the artifact:
	The Metropolitan Museum, Greek and Roman Art, Terracotta Oinochoe, Chous (Jug)
	To find inspiration from museum exhibits:
	The British Museum, what was life like for women in ancient Greece?

Template

You can use this template link to create your poster	Canva templates "A Woman's Story."
	Choose from the two templates available or create your own
	You can also print the poster of your choice and fill in the information.

A Woman's Story

The Role of Women in Classical Athens

Write down a description of the scene depicted. ....
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....
....

Write down a narrative on the roles, activities and social position of women in classical Athens in reference to this scene.
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Observations ....
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Artifact Description

Artifact Name:.......................................
Period and Date: ....
Place of Origin: ....
Artist: ....
Location: ....

Other
Information: ....
....
....
....

A Woman's Story

The Role of Women in Classical Athens

Write down a description of the scene depicted. ....

Write down a narrative on the roles, activities and social position of women in classical Athens in reference to this scene.
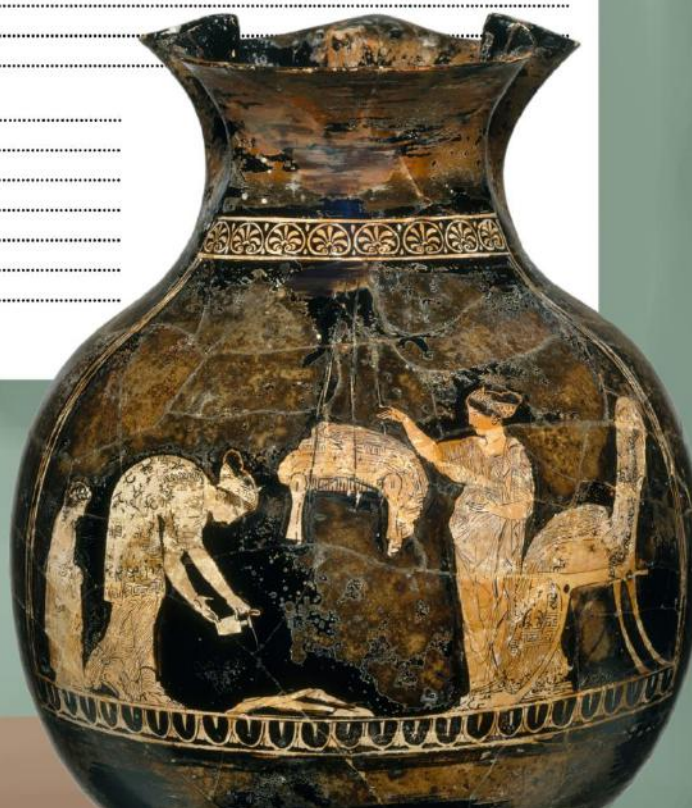..

Observations

....

Artifact Description

Artifact Name:..
Period and Date: ....
Place of Origin: ....
Artist: ....
Location: ....

Other Information: ....

STEP 6: FOLLOW-UP – the same method and structure as above is followed to introduce a linked subject.

An example of a linked subject would be cultural exchanges and contacts in the classical world by addressing ethnic identity construction and socio-political development in classical Athens. Another would be perceptions of homosexuality in classical Athens and its development in modern thought.

STEP 7: TEST – Suggestions for assessment activities and tests

Students will be assessed through written tests as stipulated by the Ministry of Education. Other types of assessments can be:

- Oral exams can be used but stratified in line with inclusive educational practices. For example, the mentor can help the mentee prepare in advance, and both can prepare questions and role-play different scenarios.
- PPT presentation on a given topic or answering a specific question can be prepared and delivered in class. This activity might be more suitable for more confident self-directed learners. Group work can be encouraged to aid different types of learners, and tasks can be distributed according to students' strengths. For example, some can present while others facilitate any activity. In the preparation phase, some can be responsible for "researching" the material and creating content, while others put together the material. Students can name their contributions and be assessed on them only.
- Students can be asked to audio–record their responses and submit them to the teacher. This might be, again, most suitable for those with performance anxieties.
- For written assessment, the teacher, can stratify the exercise in the similar ways it is stratified in the lesson.