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**ARCHAEOLOGY IN THE COMMUNITY -
EDUCATIONAL ASPECTS.
GREECE: A CASE-STUDY
(two volumes)**

Vol. II

Konstantinos Papagiannopoulos

Mphil Dissertation

University of Durham

Archaeology Department

2002



- 6 DEC 2004

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APPENDICES

APPENDIX I: Case-study data

Memorandum

- I Serial number
- II School
- III Project title
- IV School Year
- V Number of teachers
- VI Teachers' specialisation: *AE= Teachers of Primary School, UE 1= Teachers of Theology, UE 2= Teachers of Classics, UE 3= Teachers of Mathematics, UE 4= Teachers of Physics, UE 5= Teachers of French, UE 6= Teachers of English, UE 8= Teachers of Arts, UE 10= Teachers of Sociology, UE 13= Teachers of Politics, UE 16= Teachers of Music*
- VII Teachers' training: *a= in Environmental Education, b= in Museum Education (participation in the seminar "Museum – School"), c= in Archaeology (BA in Archaeology), d= in Local History and Archaeology (supervised by me)*
- VIII Teachers' experience: *a= in Environmental Education, b= in Local History*
- IX Number of students
- X Students' education level: *1= 1st grade, 2= 2nd grade, 3= 3rd grade, 4= 4th grade, 5= 5th grade, 6= 6th grade*
- XI Reasons of choosing the subject: *2= Proposition for collaboration with schools abroad, 4= Students' interest, 5= Student's(a) – teachers' (b) interest, 7= Timeliness of the subject, 9= Easy access to sources, 10= Easy access to the subject, 13= Level of linkage with other school-subjects, 14a= Impact of the site on Local History, 14c= Impact of the site in general, 15= Benefiting (pedagogic, cognitive etc), 16= Significance of the site in the past, 18= Project continuation, 19a= Significance of the subject in general, 19b= Significance of the subject for the region, 19e= Significance of the subject for learning the interaction between human and landscape through time, 21a= Importance of research for Local History, 21b= Importance of knowledge of Local History, 21c= Importance of knowledge of local monuments, 23= Lack of knowledge of local cultural heritage, 24= Significance of getting ac-*

acquainted with the area, 33= Originality of the subject, 36= Applying knowledge obtained from other school subjects, 38= Love for the region, 40= Understanding changes in the way of life nowadays through study of Local History, 41= Compatibility of the subject with the students' age

XII The subject was chosen by: *t= the teachers, s= the students*

XIII Specific objectives of the project: *1a= Protection of cultural heritage, 1d= Learning about cultural heritage, 1f= Projection of cultural heritage, 1g= Survival of cultural heritage, 2= Historical treatment of a topic, 3= Getting acquainted with a region, 6= Alerting students on Local History issues, 12= Linking today and tomorrow – comparing past and present, 14= Acquisition of knowledge and experiences regarding human and landscape interaction through time, 15= Understanding the interaction between human and landscape through time, 16= Alerting students on environmental issues, 17= The general aims of Environmental Education, 18= Acquisition of knowledge, 19= Acquisition of knowledge about the specific subject, 20= Alerting students on the specific subject, 21= Development of collaboration and relationships among students, 22= Development of skills-initiatives, 23= Development of personality via contact with cultural heritage, 24= Construction of values – attitudes, 25= Construction of a way of thinking, 26a= Familiarizing students with scientific research and methodology in general, 26b= Familiarizing students with scientific research and methodology through regional studies, 27= Exploitation of information, 28= Locating and solving problems, 31= Applying knowledge acquired from school lessons, 35= Alerting on art, 36= Aesthetic approach of cultural heritage, 37= Entertainment, 39= Alerting students on their possibility to intervene in their region, 41= Alerting on today's way of living, 42= Mobilization for the subject under study, 43= Making suggestions for utilization and projection of a region/building, 44= Cultivation of love for the region via Local History, 45= Delineation of the subject, 51= Recording the local cultural heritage, 53= Reading related literature, 55= Use of knowledge deriving from other school subjects, 56= Expansion of students' horizons, 57= Alerting on the significance of monuments on the shaping of environment, 58= Taking advantage of students' free time, 59= Enjoying vol-*

untary work, 60= Understanding the elements that characterise a historical period

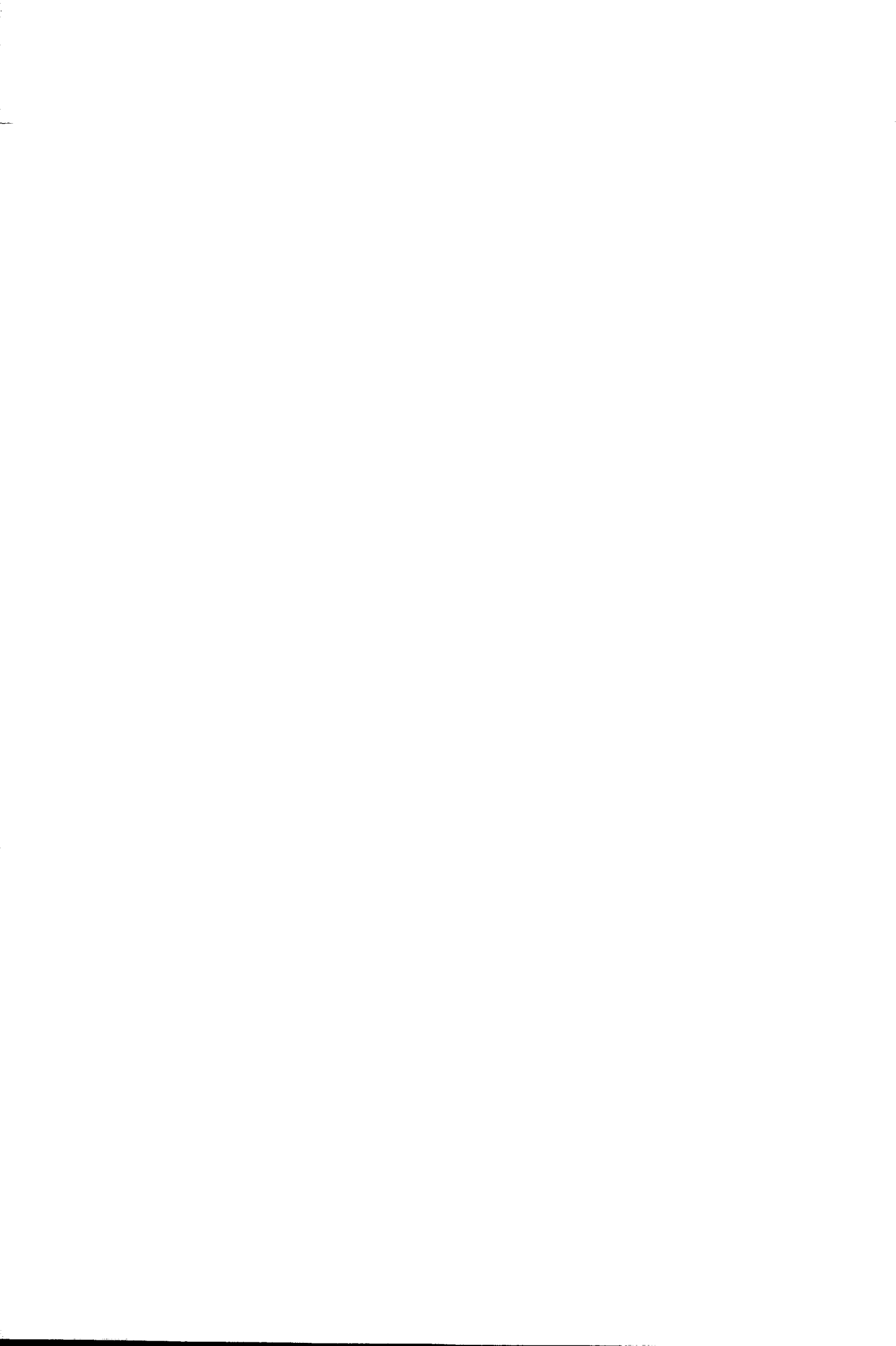
- XIV Collaboration with: 1= Municipality or Community services, 2= Libraries, 3= Foreign schools, 4= Other Greek schools, 5= Universities, 6= Specialised persons, 7= Locals, 8= State services, 9= Students' councils, 10= Staff of teachers, 11= Museums, 13= Archives, 14= Cultural associations – organisations, 15= Prefecture, 16= Parents and Guardians Association, 17= Newspapers, 18= Shops – craftsmen, 19= Archaeological Service, 20= Industries – handicrafts, 21= Church, 22= Mass media
- XV Evaluation: 1= formative, 2= summative
- XVI Tools: 1= Using a questionnaire, 2= Taking pictures, 2a= Collecting old photos, 3= Making slides, 4= Using video, 5= Editing a booklet, 6= Making replicas, 7= Painting, 8= Preparing stage sets, 9= Studying the bibliography, 11= Making interviews, 12= Studying archives, 13= Keeping a diary, 14= Using/making plans and maps, 16= Using role-play or drama, 18= Making posters



I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI
1	2nd Primary School of Aigion	Getting to know the cultural treasures of our area	1997-98	1	AE	1d	1a	20	3	21c, 5	t + s	1d, 28, 2, 3, 14	21, 1, 7, 6	1	2, 2a, 6, 9, 11, 14
2	Primary School of Achaikon	The Peiros river and the surroundings: history through centuries	1997-98	1	AE	1d	0	7	1, 2, 3, 4, 5, 6	5, 10	t + s	1d, 14, 17, 51	6, 7, 11	1	2, 3, 4, 9, 11
3	Primary School of Aigeira	Our roots	1997-98	1	AE	1d	0	20	2	36, 5, 40	t + s	14, 12	7	2	1, 2, 11, 2a, 16, 14
4	Primary School of Aigeira	Our roots	1997-98	1	AE	1d	0	20	3	36, 5, 40	t + s	14, 12	7	2	1, 2, 11, 2a, 16, 14
5	Primary School of Ano Alissos	Local History and Environmental Education: Population and occupations	1996-97	2	AE, AE	1d	0	25	3, 4, 5, 6	13, 4, 40	t	3, 1d, 19	1, 11, 7, 6	1	1, 11, 14, 16
6	Primary School of Kato Alissos	The Peiros river and the surroundings	1997-98	2	AE, AE	1d	1a	30	4, 5, 6	5, 10	t + s	1d, 14, 17, 51	6, 7, 11	1	2, 3, 4, 9, 11
7	4th Gymnasium of Patras	The castle of Patras and the surroundings: mapping and modeling	1996-97	2	UE 2, UE 8	2ad	2ab	32	3	4, 18	t + s	26b, 6, 36	6, 19, 1, 5	1	2, 5, 6, 7, 9, 11
8	4th Gymnasium of Patras	Vineyard and Achaia: a historical, folklore and economic approach	1997-98	4	UE 2, UE 2, UE 4, UE 5	2ad, 1d	1ab	40	1, 2, 3	4, 19b	t + s	1d, 37, 21, 44, 45, 16	20, 5, 2, 11, 14, 8, 3, 4	1	1, 3, 11, 2, 5
9	8th Gymnasium of Patras	Upper city: a contribution to the formation of the urban landscape of Patras	1997-98	1	UE 2	1d	1b	17	3	4, 9, 10, 14a, 15, 13	t + s	12, 3, 14	1, 19, 7, 6, 8, 2	2	2, 5, 9, 11, 14

10	8th Gymnasium of Patras	The castle of Patras and its neighborhood	1997-98	2	UE 2, UE 8	2d	2b	18	1	41, 23, 10	t	3, 56, 57	1, 19	1	2, 5, 9, 11
11	21st Gymnasium of Patras	Local history and environment	1997-98	3	UE 2, UE 2, UE 2	3ad	1ab, 1a	29	2	19e, 40	t	6, 14, 24, 25	6, 16	1	2, 5, 9
12	Experimental Gymnasium of Patras (Lagoura)	Study of the cultural environment of Patras	1997-98	1	UE 2	1cd	1a	32	3	4	s	1d, 12, 6, 28, 14, 24, 41, 1g	19, 1, 6, 8, 11	2	1, 2, 3, 5, 11
13	2nd Gymnasium of Aigion	History, culture and costumes of our city	1997-98	2	UE 2, UE 16	1d	2ab	20	2	4, 21b	s	6, 58, 22, 1d, 44	9, 13, 2, 14, 7	2	13, 2, 5, 7
14	Gymnasium of Aigeira + Lyceum of Aigeira	The old churches of the area	1997-98	3	UE 3, UE 8, UE 13	1ad, 1a	1ab, 1a	25	1, 2, 3	21c	t	35, 6, 31, 1af, 21, 59, 51, 43, 58, 23, 27	1, 19, 21, 14, 16, 7	2	2, 4, 5, 9, 11
15	Gymnasium of Chalandritsa + Lyceum of Chalandritsa	A contribution to the local history of Chalandritsa	1997-98	1	UE 16	1d	0	35	1, 2 (Gym.), 1, 2 (Lyc.)	16, 7	t	1df, 43, 51	1, 21, 14, 8, 9, 10, 7, 2, 17	2	9, 5, 11
16	Gymnasium of Diakopton	Local History - History of Diakopton	1997-98	2	UE 2, UE 3	2d	2ab	23	3	4, 19a, 21b, 33	t	26a, 55, 21, 6	1, 2, 7, 9	2	2, 5, 9, 11
17	Gymnasium of Kato Achaia	Agricultural cultivations	1994-95	3	UE 1, UE 4, UE 5	1a, 1acd	2a, 1ab	48	3	5, 9, 19be	t + s	14, 21, 22, 26b	1, 2, 6, 7, 8, 9, 10, 11, 18	1	1, 2, 3, 6, 7, 9, 11, 12, 13, 14, 18
18	Gymnasium of Kato Achaia	Local history and archaeology	1994-95	2	UE 1, UE 2	1acd	1ab	80	2, 3	5, 9, 21ab	t + s	6, 14, 26b, 51	1, 2, 6, 7, 9, 10, 11, 19, 21, 22	1	1, 2, 2a, 3, 4, 5, 7, 9, 11, 12, 14, 18

19	Gymnasium of Kato Achaia	Landscape archaeology of Kato Achaia region	1995-96	1	UE 1	lad	lab	27	1, 2, 3	4, 21ab	9, s	6, 14, 26b, 51	1, 2, 6, 7, 9, 10, 11, 14, 19, 21, 22	1	1, 2, 2a, 3, 5, 7, 8, 9, 11, 12, 13, 14, 16, 18
20	Gymnasium of Lakkopetra	Teichos Dymaion: Historical course from 3000 BC	1993-94	2	UE 1, UE 4	lad, lab	lb	17	3	5, 10	t + s	1d, 12, 26b, 22, 57, 41, 42, 43, 39	1, 19, 11, 2, 6, 8, 14	1	2, 3, 5
21	Gymnasium of Ovia	Environmental Education and Local history	1996-97	1	UE 2	lad	lab	8	3	38	t	17, 20, 53	1, 21, 6	2	5, 9, 11
22	Gymnasium of Vartholomion	The historical monastery of St Eleousa	1993-94	2	UE 1, UE 2	lcd, lad	la	37	3	5, 9, 14a	t + s	6, 60	ladf, 2, 7, 9, 10, 21	1	1, 2, 3, 4, 5, 7, 9, 11, 14, 16
23	Gymnasium of Vrachneika	In search of the roots of our area	1997-98	2	UE 2, UE 2	lbcd	lab, lb	35	2	4, 15	t + s	6, 18, 22, 28	1, 7, 14, 2, 11, 6	2	1, 2, 5, 9, 11, 12, 14
24	Lyceum of Kamares	Archaeological sites of our area	1997-98	2	UE 1, UE 10	ld	2a	15	1, 2	23, 15, 21b	t	6, 1d, 39, 43	6, 7, 19, 14	2	2, 5, 11, 2a
25	Lyceum of Kleitoria	Idioms and place-names of Kleitoria area	1997-98	2	UE 2, UE 2	2ad	la	17	1, 2, 3	18, 4	t + s	21, 22, 26ab, 19	1, 8, 7	1	1, 2, 5, 9, 11
26	Lyceum of Lappa	History, culture, geography, inhabitants and customs of the West Achaia	1996-97	2	UE 3, UE 6	ld	la	22	1, 2, 3	14c, 24	t + s	26b, 20, 1d, 3	1, 21, 8, 7	1	2, 5, 9, 11, 14
27	Lyceum of Paralia	The port of Patras: Sea roads of communication, history	1997-98	3	UE 2, UE 6, UE 6	lad	2a	44	1, 2	2, 5	t + s	19, 14, 24, 25, 22, 28	15, 1, 16, 8	1	2, 4, 5, 7, 18, 11, 9
28	EPL of Patras	The Gerokomeion area through time	1997-98	2	UE 2, UE 4	lad, la	la	18	2	14a	t	3, 14, 15, 39, 43	1, 21, 14, 2, 7, 8	1	1, 2, 3, 4, 5, 14, 11



APPENDIX II: Statistics

Primary Education (Achaia, Greece): The total number of schools occupied with any project (Total) compared to the total number of schools occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)*

School Year	Total	LHA	SP
1995-96	10	2	-
1996-97	32	3	1
1997-98	60	6	4

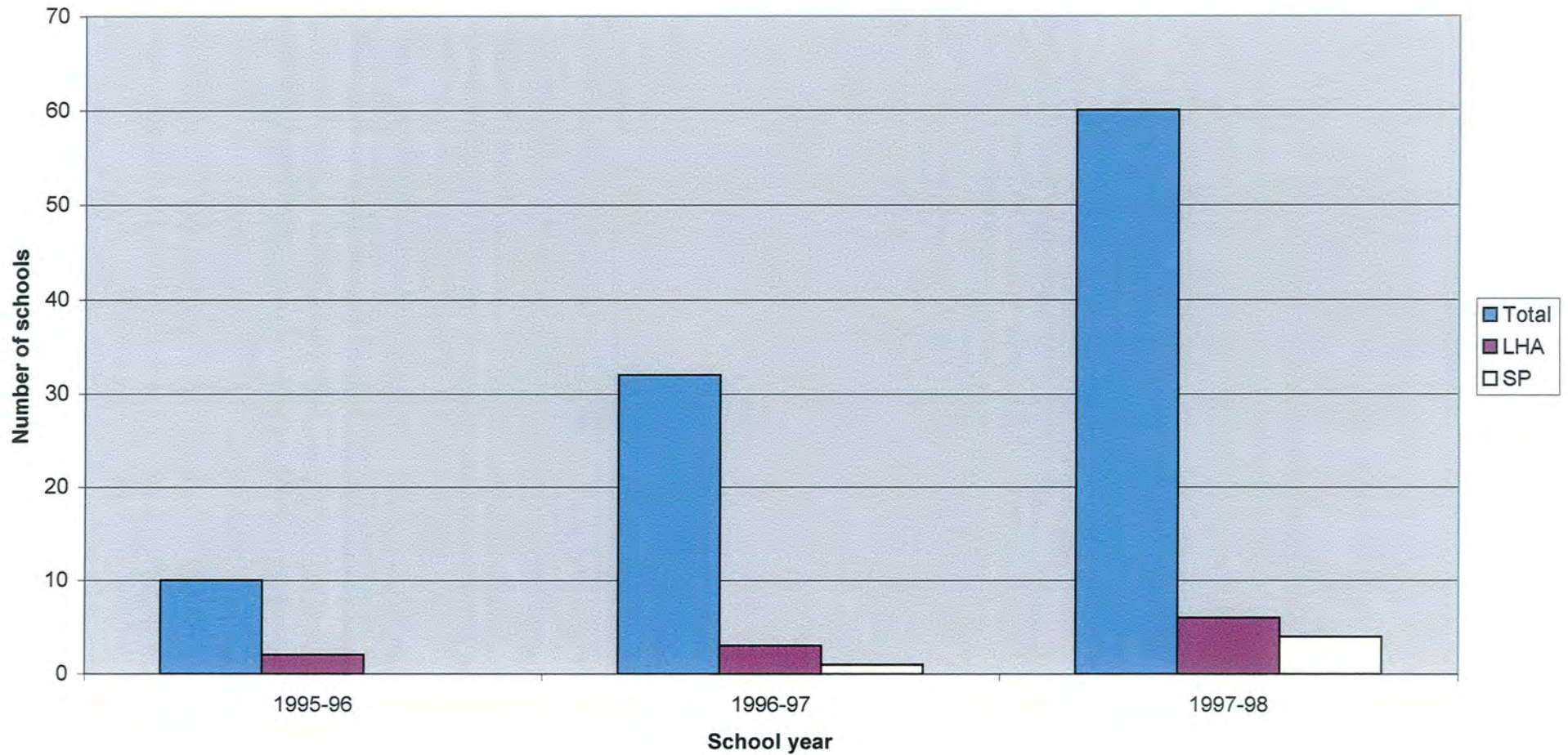
* Information before 1995-96 is scarce

Primary Education (Achaia, Greece): The total number of schools occupied with any project (Total) compared to the total number of schools occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)*

School Year	Total	LHA	SP
1995-96	10	2	-
1996-97	32	3	1
1997-98	60	6	4

* Information before 1995-96 is scarce

Primary Education (Achaia, Greece): The total number of schools occupied with any project (Total) compared to the total number of schools occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

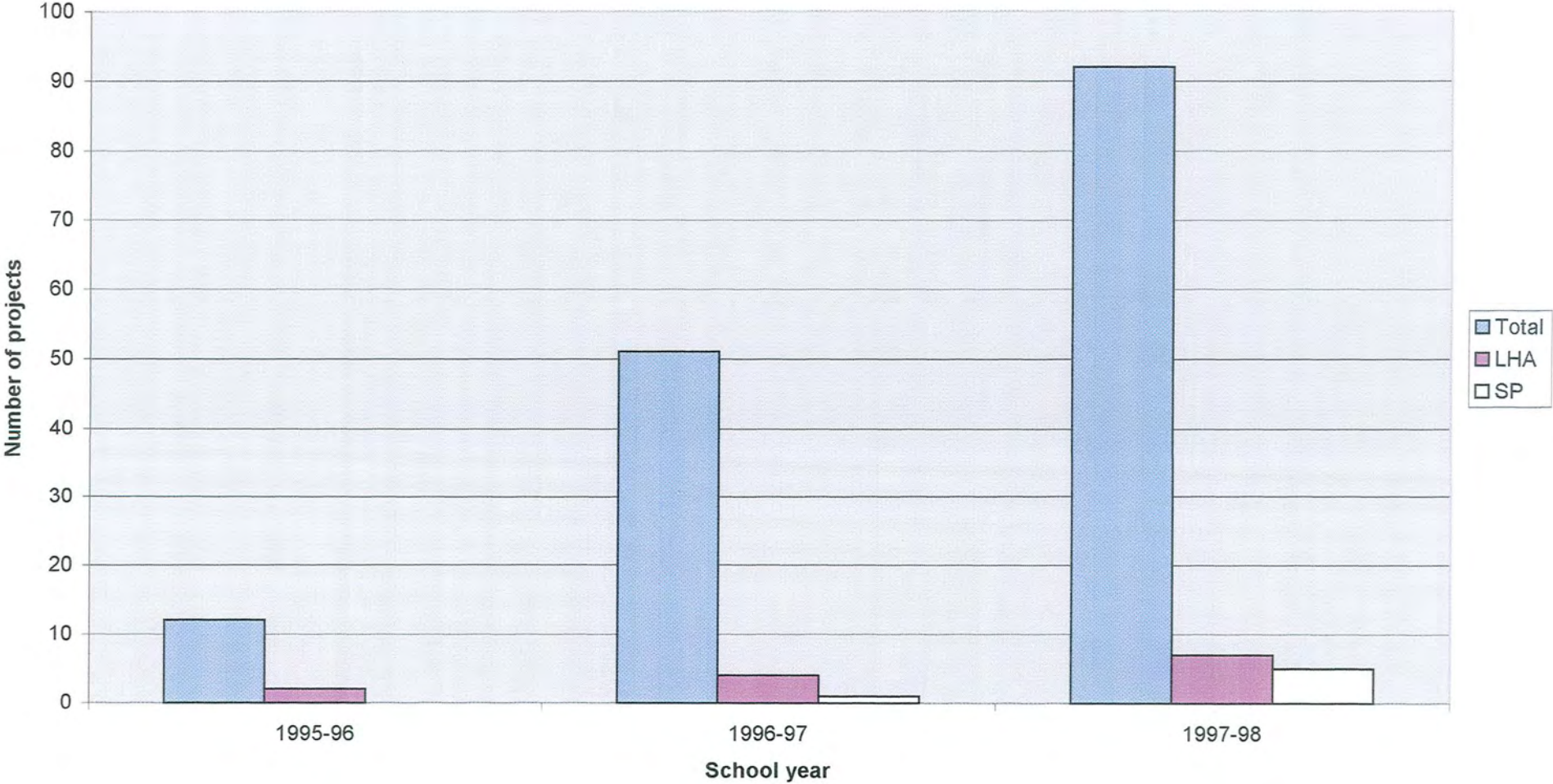


**Primary Education (Achaia, Greece): The total number of school projects (Total) compared
to the total number of Local History and Archaeology projects (LHA)
and to those supervised by me (SP)***

School Year	Total	LHA	SP
1995-96	12	2	-
1996-97	51	4	1
1997-98	92	7	5

* Information before 1995-96 is scarce

Primary Education (Achaia, Greece): The total number of school projects (Total) compared to the total number of Local History and Archaeology projects (LHA) and to those supervised by me (SP)

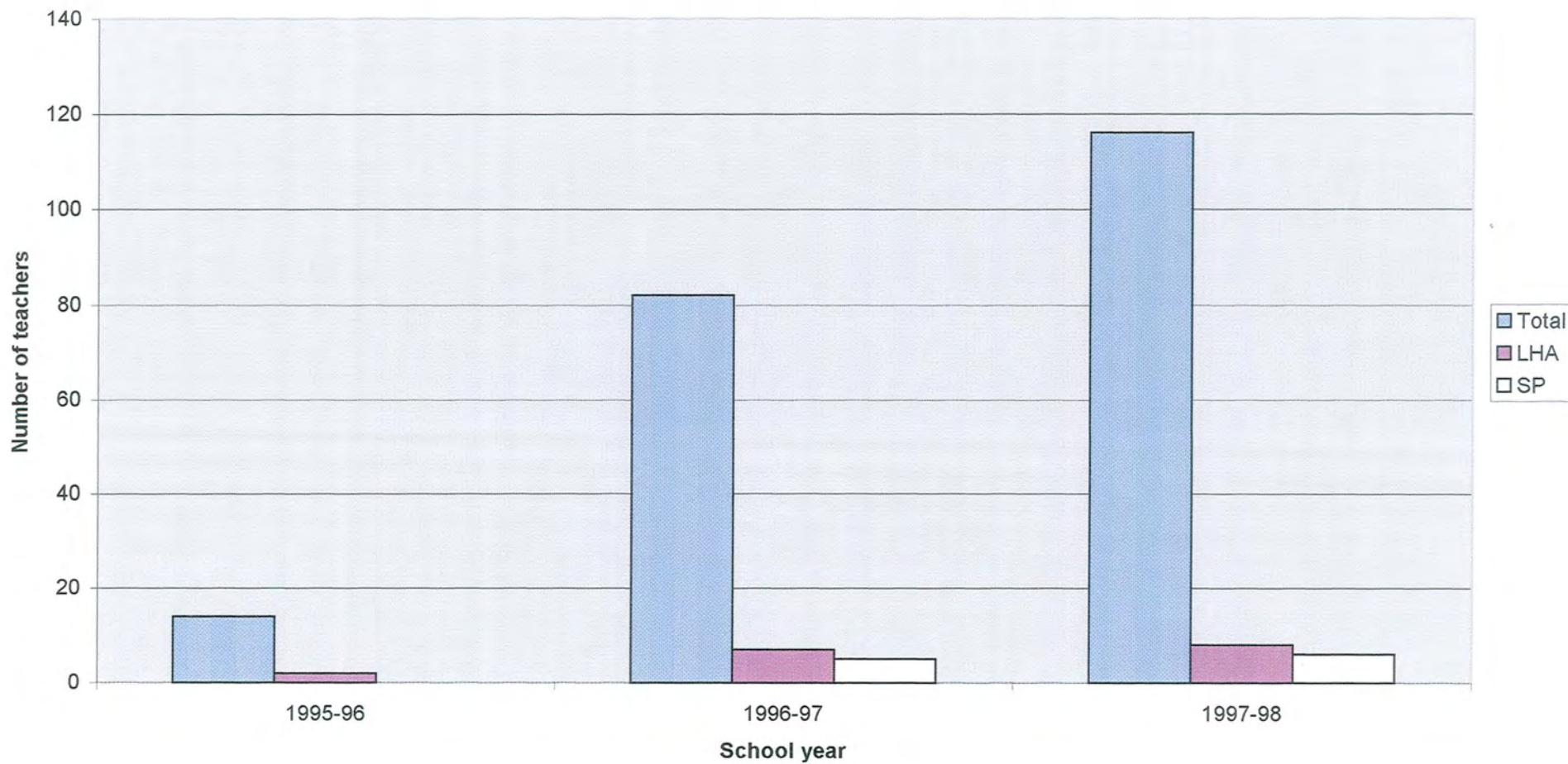


Primary Education (Achaia, Greece): The total number of teachers occupied with school projects (Total) compared to the total number of teachers occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)*

School Year	Total	LHA	SP
1995-96	14	2	-
1996-97	82	7	5
1997-98	116	8	6

* Information before 1995-96 is scarce

Primary Education (Achaia, Greece): The total number of teachers occupied with school projects (Total) compared to the total number of teachers occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

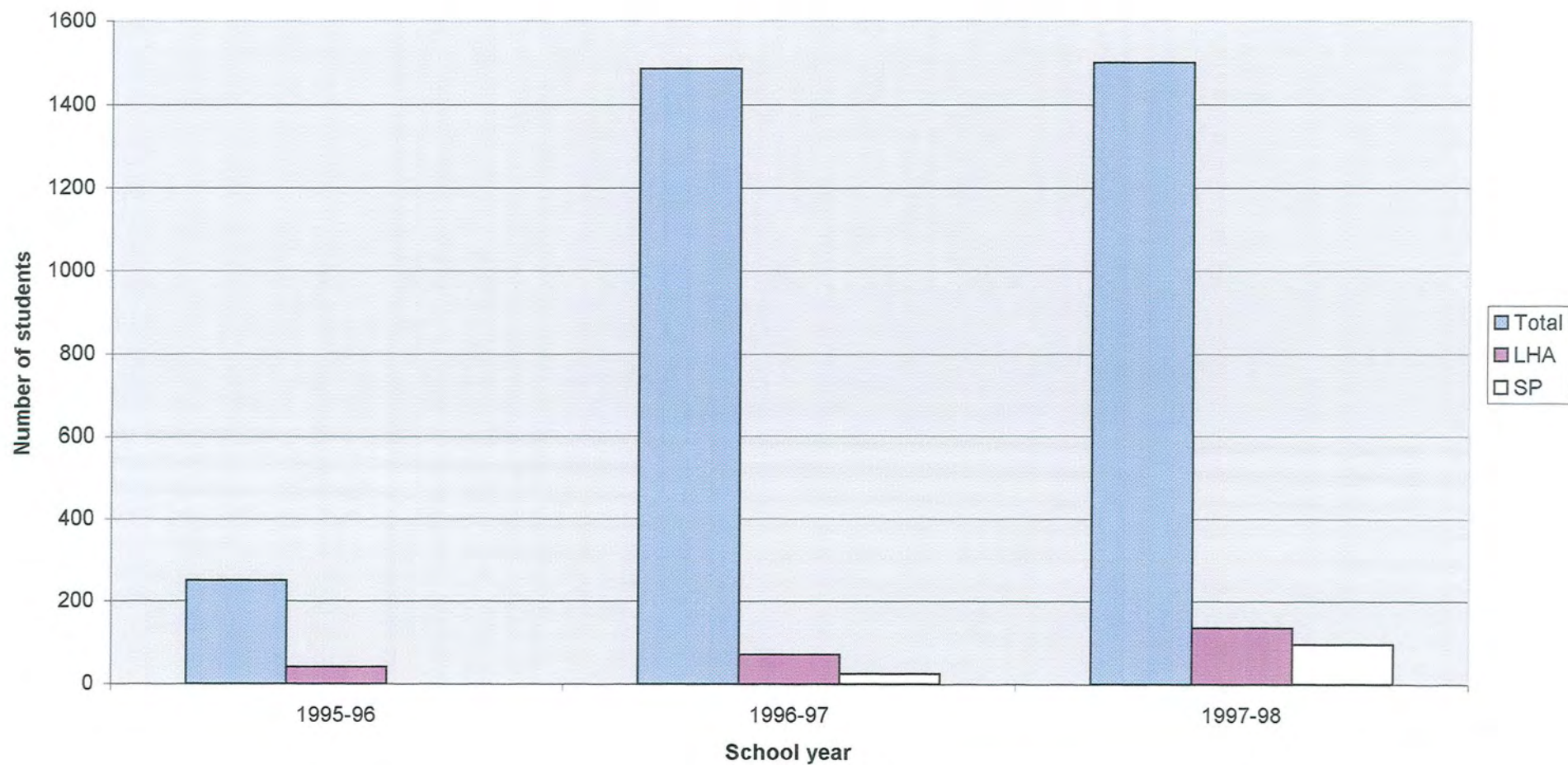


Primary Education (Achaia, Greece): The total number of students occupied with school projects (Total) compared to the total number of students occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)*

School Year	Total	LHA	SP
1995-96	250	41	-
1996-97	1486	71	25
1997-98	1500	137	97

* Information before 1995-96 is scarce

Primary Education (Achaia, Greece): The total number of students occupied with school projects (Total) compared to the total number of students occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

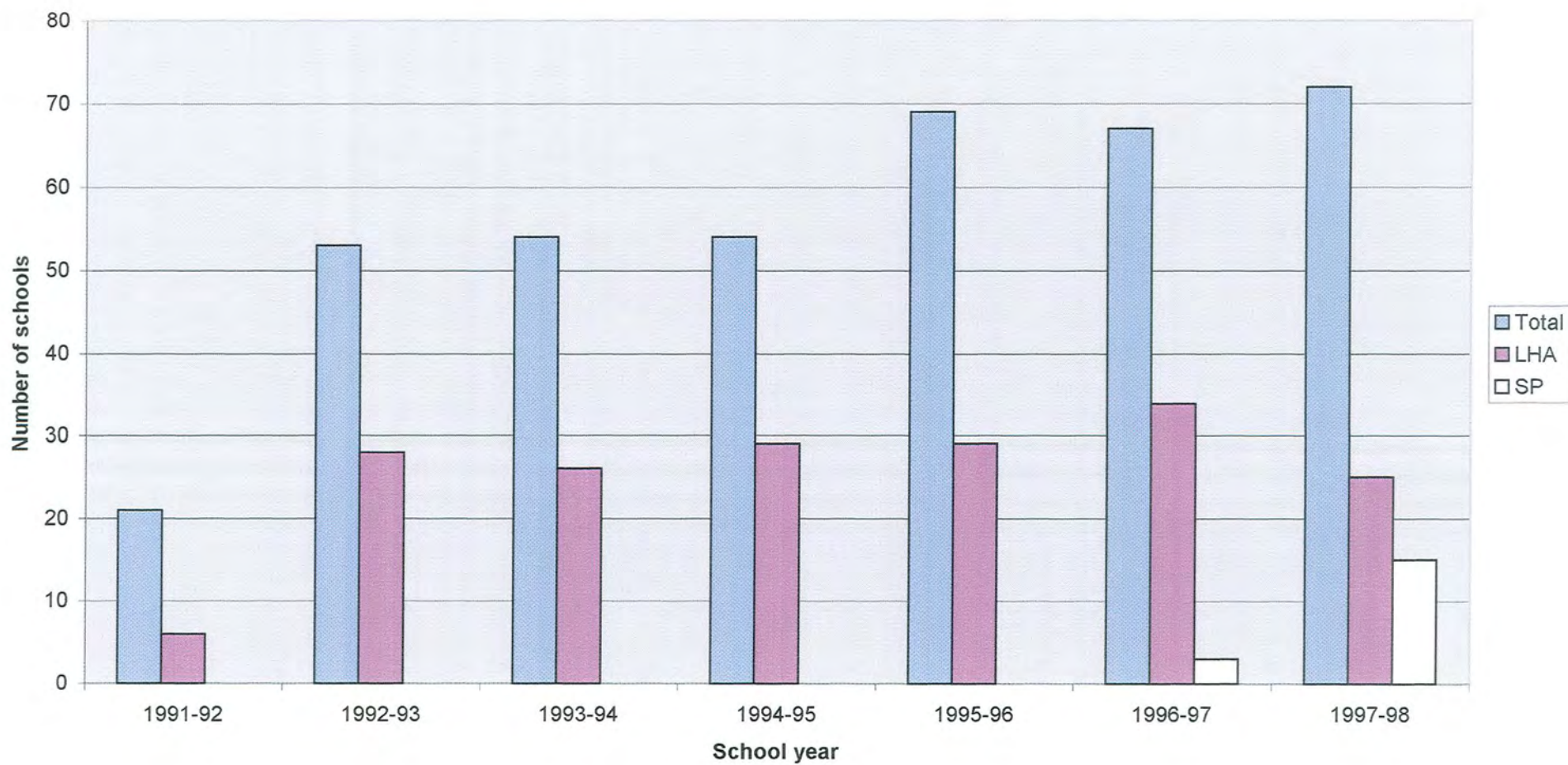


Secondary Education (Achaia, Greece): The total number of schools occupied with any project (Total) compared to the total number of schools occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

School Year	Total	LHA	SP
1991-92	21	6	-
1992-93	53	28	-
1993-94	54	26	1*
1994-95	54	29	1*
1995-96	69	29	1*
1996-97	67	34	3
1997-98	72	25	15

* These projects set up by me on an experimental basis

Secondary Education (Achaia, Greece): The total number of schools occupied with any project (Total) compared to the total number of schools occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

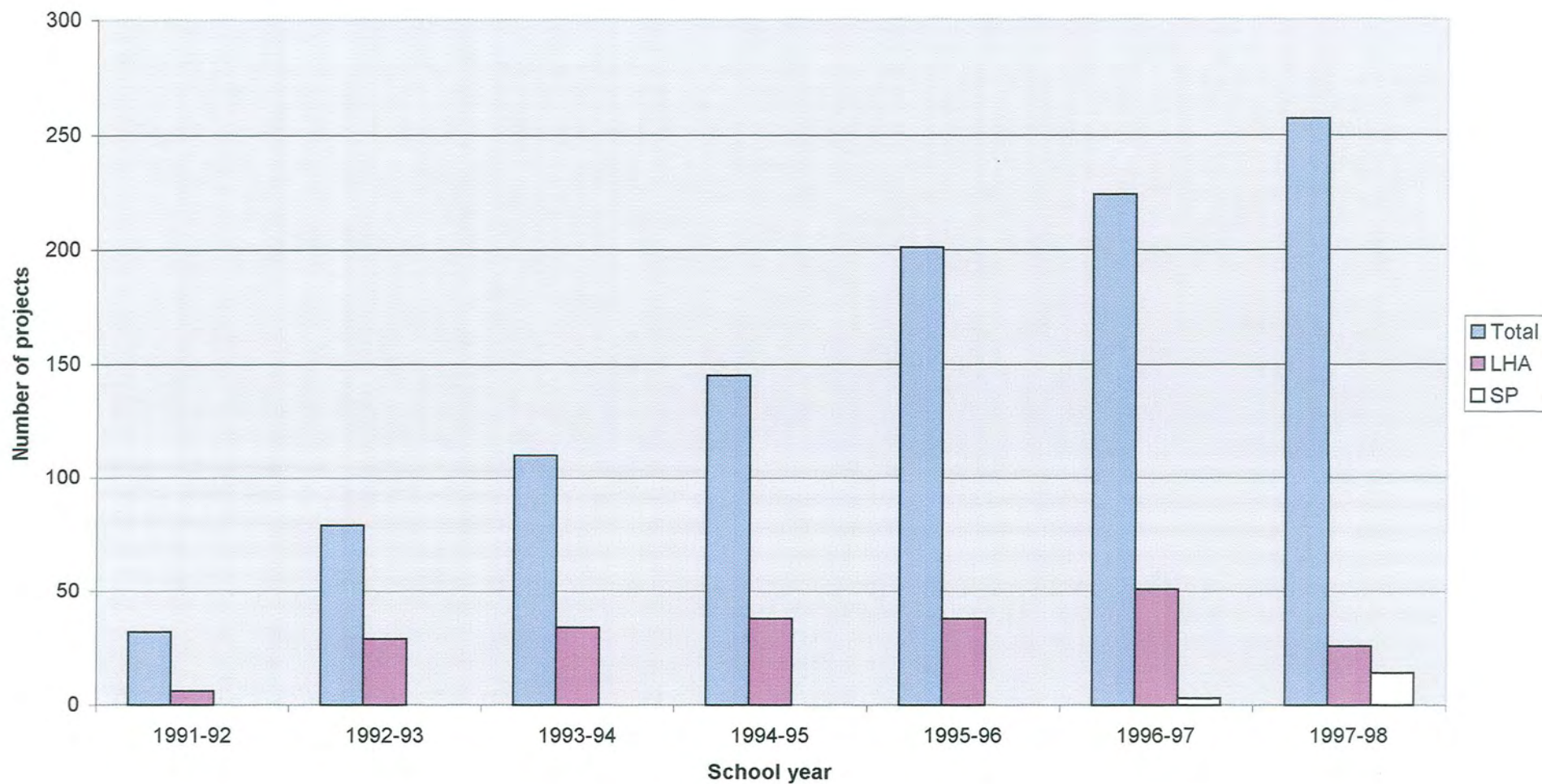


**Secondary Education (Achaia, Greece): The total number of school projects (Total) compared
to the total number of Local History and Archaeology projects (LHA)
and to those supervised by me (SP)**

School Year	Total	LHA	SP
1991-92	32	6	-
1992-93	79	29	-
1993-94	110	34	1*
1994-95	145	38	2*
1995-96	201	38	1*
1996-97	224	51	3
1997-98	257	26	14

* These projects set up by me on an experimental basis

Secondary Education (Achaia, Greece): The total number of school projects (Total) compared to the total number of Local History and Archaeology projects (LHA) and to those supervised by me (SP)

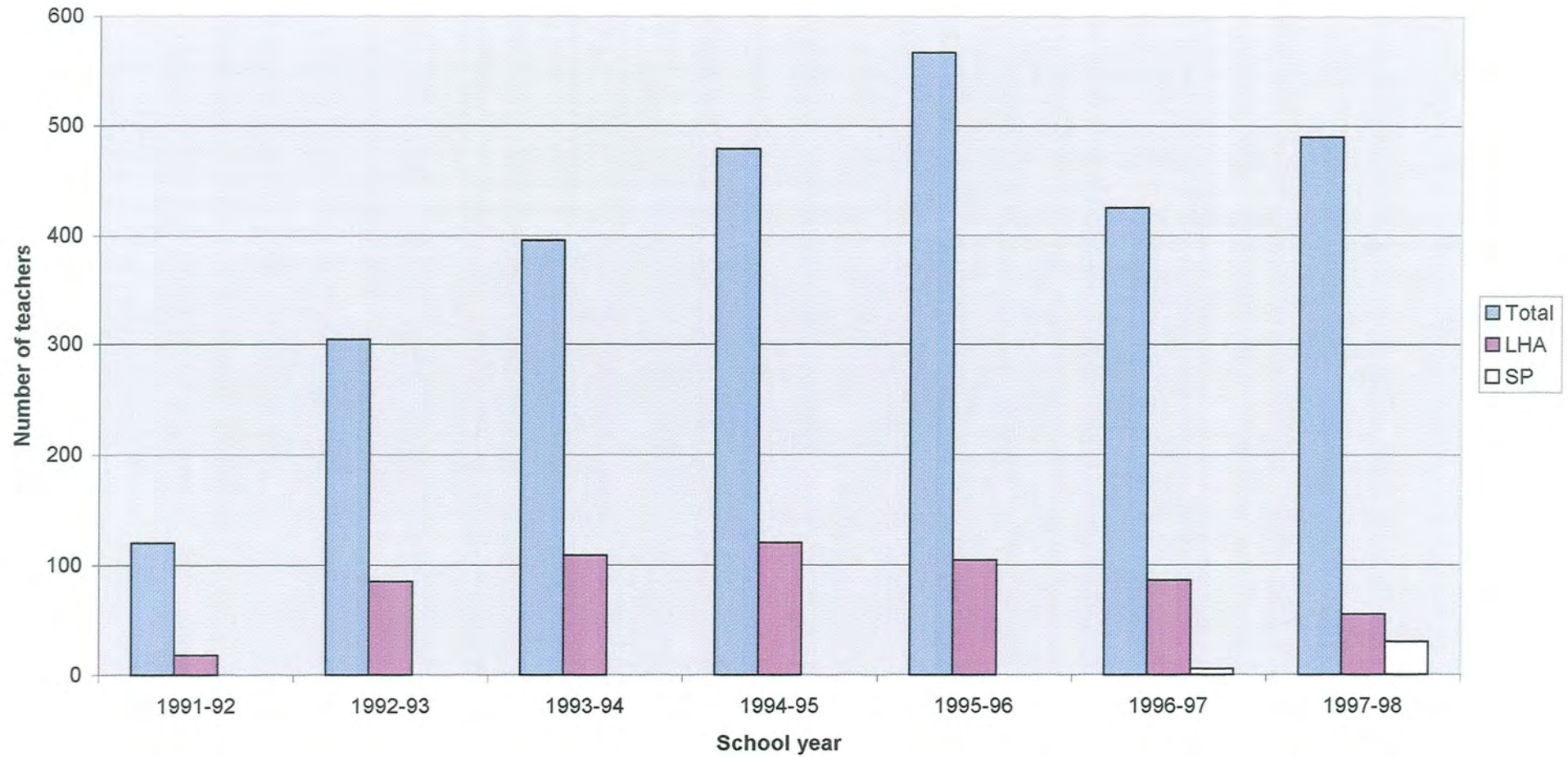


Secondary Education (Achaia, Greece): The total number of teachers occupied with school projects (Total) compared to the total number of teachers occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

School Year	Total	LHA	SP
1991-92	120	18	-
1992-93	304	85	-
1993-94	396	109	2*
1994-95	479	120	5*
1995-96	567	104	1*
1996-97	425	86	5
1997-98	490	55	30

* These projects set up by me on an experimental basis

Secondary Education (Achaia, Greece): The total number of teachers occupied with school projects (Total) compared to the total number of teachers occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

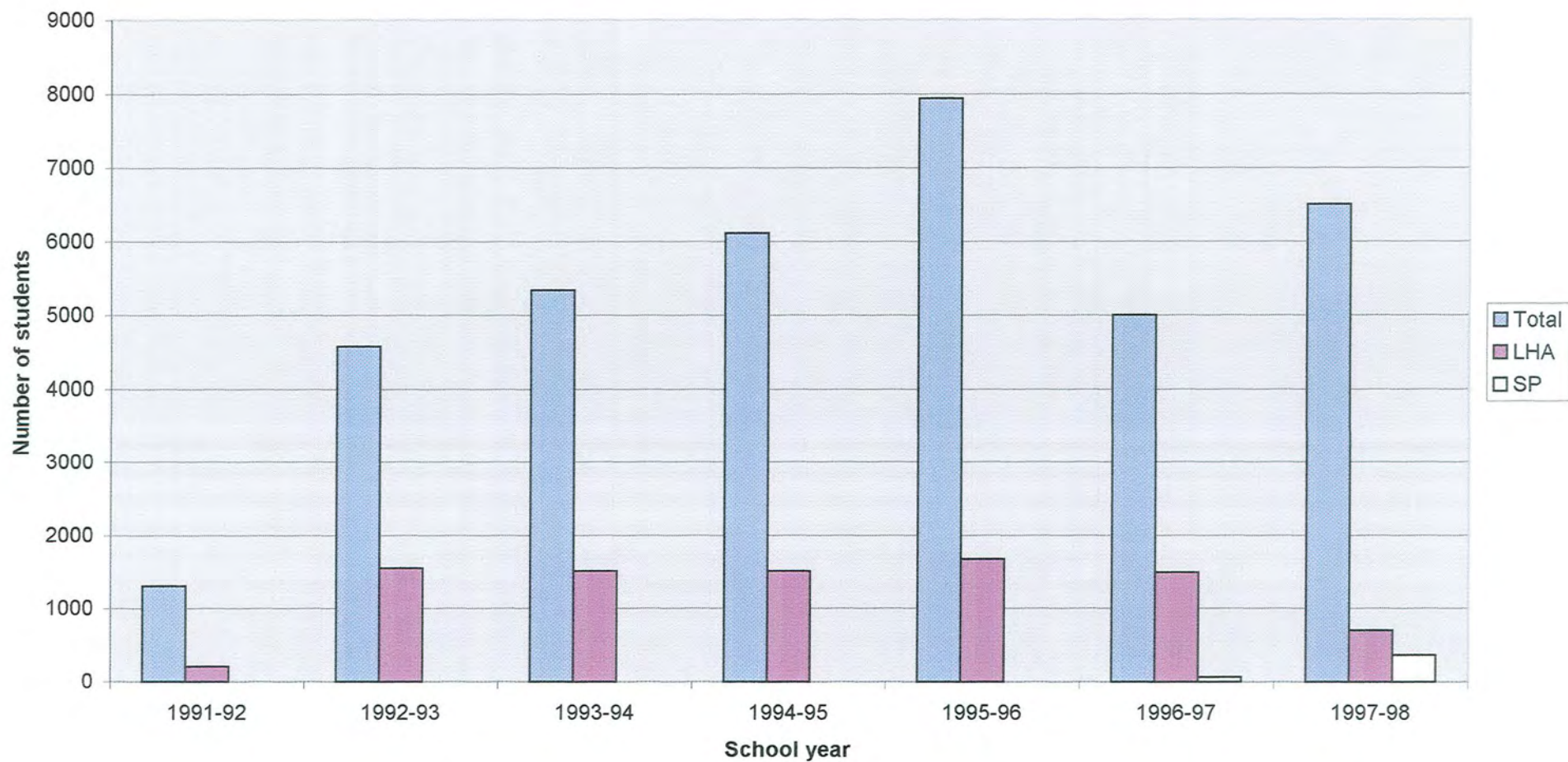


Secondary Education (Achaia, Greece): The total number of students occupied with school projects (Total) compared to the total number of students occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)

School Year	Total	LHA	SP
1991-92	1300	206	-
1992-93	4580	1550	-
1993-94	5340	1505	17*
1994-95	6110	1506	128*
1995-96	7936	1670	27*
1996-97	4998	1483	62
1997-98	6500	697	368

* These projects set up by me on an experimental basis

Secondary Education (Achaia, Greece): The total number of students occupied with school projects (Total) compared to the total number of students occupied with Local History and Archaeology projects (LHA) and to those supervised by me (SP)



APPENDIX III: The Local History and Archaeology Dossier
(Teacher's manual)

What is the Local History Dossier?

- The Local History dossier is a tool that will help the teacher to make a good start in the programme that he/she is going to select with his/her pupils.
- It consists of information, bibliography, museum programmes and other useful ideas.
- The teacher can select any of the afore-mentioned and, either put them into practice, or enrich his/her programme.
- The dossier will help particularly if he/she is about to work on the history of the region the school belongs to (community, municipality, district, neighbourhood).
- The suggested method is simple: Pupils begin the research based on their family. Then the research is extended to their village or their neighbourhood. They learn to use the methods of a historian. They gather bibliography; they take interviews from local people, and search for the truth. Sometimes they are lucky enough, that they may participate in an archaeological research and touch the same things with a person that lived in the past in the same region. Progressively, all local society is involved in the activities of children. At the end of school year, they make a presentation of their work in public. An evaluation of their effort is made.

Preparation - experiments

We could begin with experimentation on a small Local History project, e.g. search and editing of the **family tree** of each pupil (see *Example 1*), so as to detect the pupil's response and make a practice regarding the work methods. In addition, pupils are informed concerning the philosophy, the purpose and the objectives of the whole project.

Inform the students on the philosophy, the aims and the specific objectives of the whole project.

Pupils' study of their genealogy could be a cause for an initial discussion, aiming to verify their knowledge and their attitude towards the research and study of the history of their familiar environment (their family, village, community, prefecture to which they belong), as well as their perspective concerning related concepts (such as Local History, General History, History of Greece, European History, International History, Landscape Archaeology, excavations, museums of local history, etc.). A part of this exploratory communication with pupils could take the form of a written test (a **pre-test**, see *Example 2*), which could be given tenderly, so that it would not be considered by them as another expression of the "oppressive" school procedure. In this way, the teacher could then tell them about the intention of the Ministry of Education and the agreement of the local authorities to introduce the study of Local History, what were the causes that resulted into this decision, what were the philosophy and their purposes. Thereupon, it should be considered the aims of the individual school project, in which the pupils are requested to participate, as well as the specific objectives that should be explicit and realizable in the available time.

**QUESTIONNAIRE
FOR THE SCHOOLCHILDREN 1**

Dear pupil,

Our school, intending to detect the needs, tendencies and the interests of their pupils in the study of subjects regarding Local History, has proceeded in the editing of the questionnaire that you hold in your hands. The questionnaire is anonymous. The answers given will be used only for research purposes. Your sincere answers, as you can see, are highly important to our research. For this reason, please answer as well as possible to the following questions.

I would like to thank you in advance for your co-operation and for your valuable time in order to answer the questions of the questionnaire, as well as for returning it to us.

The teacher

1. GENDER:

- a) male
- b) female

2. AGE:

3. CLASS:

4. NUMBER OF FAMILY MEMBERS:

5. PARENTS' EDUCATION LEVEL:

- a) Primary School
- b) Gymnasium
- c) Lyceum
- d) Technological Education
- e) University Education

f) Other

6. PARENTS' PROFESSION:

- a) father's
- b) mother's

7. FAMILY INCOME:

- a) Up to 200.000 drs per month
- b) From 200.000 to 300.000 drs per month
- c) From 300.000 to 500.000 drs per month
- d) Over 500. 000 drs per month

8. PLACE OF RESIDENCE:

- a) Mountainous
- b) Semi- mountainous

- c) Lowland
- d) Coastal

9. POPULATION OF THE PLACE OF RESIDENCE:

- a) Up to 2.000 people
- b) From 2.000 to 10.000 people
- c) Over 10.000 people

10. How long have you been living in your area?

.....

11. You know some things for the history of your community (please put numbers 1, 2, 3...):

- a) from books
- b) from newspapers
- c) from films or TV programmes
- d) from radio programmes
- e) from lectures
- f) from your family or the locals
- g) I do not know anything

12. In your opinion, which is the most important:

- a) historical fact that ever happened in your area
- b) person that ever lived in your area
- c) monument that was ever built in your area

13. Why did you choose this?

.....

.....

.....

.....

.....

14. Are there any ancient remains in your area?

- a) Yes
- b) No
- c) I do not know

15. If yes, should they be restored or remain in their present condition?

a) They should be restored

b) They should remain in their condition

16. Are there any excavations

a) Yes

b) No

c) I do not know

17. Do you believe that enough money is spent on the archaeological research?

a) certainly

b) probably

c) I am not sure

d) probably not

e) not at all

18. Do you believe that archaeology poses problems to building activities?

a) certainly

b) probably

c) I am not sure

d) probably not

e) not at all

19. What should be done?

.....

.....

.....

.....

.....

20. If you find any old remains would you report them to the Archaeological Service?

a) Yes

b) No

c) it depends on the find

d) it depends on the time

e) other (please, write it)

21. Have you visited a museum or an archaeological site in your area during the last school year?

a) Yes

b) No

22. How far is the closest museum from your area?

.....

23. Are there any finds or exhibits from your area?

a) Yes

b) No

c) I do not know

24. Do you believe that it covers the needs of the public (Please, write your opinion)?

.....

.....

.....
.....
.....
.....

25. Do you believe that we owe to pay in order to enter a museum or an archaeological site?

a) Yes b) No

26. How do you fancy life in the past? (number 1, 2, 3 ... each square according to which sentence seems closer to reality)

- a) Family bonds were more tight
 - b) Life was more peaceful
 - c) Criminality was lower
 - d) people were more religious
 - e) There was no unemployment
 - f) People were happier
 - g) They had to work harder
 - h) Life was shorter
 - i) Life was more or less similar to ours
- | |
|--|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

27. What is in your opinion the best and the worst about the past?

- a) The best is
- b) The worst is.....

28. Do you believe that the knowledge of the past is useful for the life of modern people?

a)certainly b) probably c) I am not sure d)probably not e) not at all

29. Justify your answer.

.....
.....

30. Have you ever traced your family tree?

a) Yes b) No

31. Would you like to:

**QUESTIONNAIRE
FOR THE SCHOOLCHILDREN 2**

1. Έχω επισκεφθεί το μοναστήρι:

καμία φορά

Μερικές φορές

πολλές φορές

2. Γνωρίζω ορισμένα στοιχεία για το μοναστήρι:

από βιβλία

από τις καλόγριες

από τους γονείς μου

από συγχωριανούς

3. Το μοναστήρι ιδρύθηκε:

στην αρχαιότητα

στα βυζαντινά χρόνια

στα μεταβυζαντινά χρόνια

4. Ο πιο γνωστός Έλληνας μελετητής της Βυζαντινής Αρχαιολογίας είναι:

ο Μανόλης Κορρές

ο Μανόλης Ανδρόνικος

ο Μανόλης Χατζιδάκης

5. Το μοναστήρι κτίστηκε στο φαράγγι για να:

μη φαίνεται από τη θάλασσα

είναι μακριά από τον κόσμο

είναι κοντά στο δάσος

6. Το μοναστήρι ονομάστηκε της Ελεούσας:

από την εικόνα που βρέθηκε

για να τους ελεεί η Παναγία

από το λάδι του καντηλιού της εικόνας

7. Η εικόνα της Ελεούσας απεικονίζει:

την Παναγία

την Παναγία και το Χριστό

την Αγία Ελεούσα

8. Το μοναστήρι υπάγεται διοικητικά:

στο Πατριαρχείο

στην επισκοπή Ηλείας και Ωλένης

στο Δήμο Βαρθολομιού

9. Οι μοναχοί έφτιαξαν το τείχος για να:

προστατεύονται από τα άγρια ζώα

απομονώνονται από τον κόσμο

προστατεύονται από τους πειρατές

10. Το μοναστήρι κτίστηκε με:

πλίθες

ξύλα

μπετόν

πέτρες

11. Καθολικό ονομάζεται:

το τείχος

ο πύργος

ο ναός

τα κελιά των μοναχών

12. Ο ναός έχει κατασκευαστεί στον αρχιτεκτονικό τύπο:

βασιλικής

σταυροειδούς

βασιλικής με τρούλο

13. Ο ναός έχει διακοσμηθεί εσωτερικά:

με τοιχογραφίες

με φορητές εικόνες

με ψηφιδωτά

14. Το τέμπλο είναι έργο:

παλαιού τεχνίτη

νεότερου τεχνίτη

αρχαίου τεχνίτη

15. Το δάσος της Ελεούσας περιλαμβάνει δένδρα όπως:

οξιές

καστανιές

πεύκα

έλατα

πυρνάρια

16. Το αγίασμα της σπηλιάς θεωρείται θαυματουργό για:

τις έγγυες γυναίκες

τους ανάπηρους

τους ανύπαντρους

17. Το μοναστήρι έπαιξε σημαντικό ρόλο:

στην Τουρκοκρατία

στην Εθνική Αντίσταση

στους Βαλκανικούς πολέμους

18. Τη Θεία Λειτουργία στο μοναστήρι τελεί:

η ηγουμένη

η ηγουμένη και οι καλόγριες

ο επίσκοπος

ο Πατριάρχης

κάποιος από τους ιερείς των κοντινών ενοριών

19. Σιγγίλιο ονομάζεται:

Πατριαρχικό έγγραφο

Αυτοκρατορικό έγγραφο

Μοναστηριακό έγγραφο

Here is an example of setting aims and specific objectives ...

AIMS

1. OPENING OF THE SCHOOL TO THE LOCAL COMMUNITY

(Add to the school worldview that of the local community – study of the pupils' own history which has been neglected at school)

2. INVOLVEMENT OF THE LOCAL COMMUNITY IN THE CHILDREN'S ACTIVITIES

(The children's activities cause the involvement of the whole community in the study and the preservation of the past. This will enhance the understanding of its historical identity)

3. CONTRIBUTION TO THE PRESERVATION OF THE HISTORICAL LANDSCAPE AND THE HISTORICAL MEMORY

(Collect and preserve the history of communities, memories, ways of life through children's projects)

4. DEFINITION OF THE PARAMETERS OF THE PRESENT DEVELOPMENT PROCESS

(The proper understanding of the past results in a rational and balanced development)

SPECIFIC OBJECTIVES

Specific objectives are more explicit and can be measurable. They refer to the three sectors of human behaviour: a) cognitive, which includes knowledge, perceptions and thoughts, b) affective, which is associated with attitudes, intentions and values, and c) psychomotor, which refers to skills and abilities. I do not intend to define specific objectives. Every school and teacher can formulate their own objectives depending on the individual subject and the individual place which they are going to study, the working conditions, the children's reactions, the available time and many other factors that it is impossible to be properly defined in advance. However, any specific objective which is going to be selected ought to match the above described aims.

Inform the students on the methodology of the project.

Teacher should stress to pupils, that accurate and modern historical research requires co-ordinated work in groups; each group should announce at regular stages to other groups the concluded results, the speculations/problems and the new plans, and then a discussion will follow. In this way, pupils will be introduced to the understanding of the two basic working methods (**action research** and **project**). Then, the teacher should present and discuss with pupils certain examples of studies from other schools. A draft diagram will be presented, which can be extended, enhanced, or even replaced by a new one that will fit best in the character of every school.

However, in order to be appropriately prepared, beyond the knowledge of the philosophy, aims and methodology of this pedagogic activity, the teacher should become aware of the need to change his/her role and, therefore, adopt **co-operation** and **co-activity** with the pupils inside and outside school.

Choice of techniques - activities

Pupils, with teacher's help, will choose and use a great number of techniques, in order to approach the field that they have been already implemented successfully in projects abroad; some of these techniques have been also implemented in museum projects and Environmental Education in Greece. It is better to practice with my pupils in making an **action-diary** (in which there will be included observations and evaluations regarding the new experiences, besides the implementation stages of the project); moreover, **proceedings** of every group meeting will be kept (*see Example*).

DIARY OF THE PEDAGOGIC TEAM

1	2	3
Thoughts, observations, modifications (evaluation)	Description of events, discussions with children, teachers' interventions, use of a method etc.	Theory on which action is based. Interpretation, hypothesis formulation, comparisons

As far as the techniques to approach the specific field are concerned, they involve **interviews** of the community or district inhabitants (*see Example*) with the use of a tape recorder as well as the development of a small **record of oral history**.

ESSENTIAL POINTS OF THE INTERVIEW

WITH THE LOCALS, THE MAYOR OR THE PRESIDENT OF A VILLAGE COUNCIL

- Place of the village (why it was built there, advantages, etc.)
- Name of the village, the town/city or the district – Older name, if there was one - Origin of the name
- The first inhabitants that settled (Names of Families)
- Where they came from – When they came – Old houses – Famous families
- Quarters - Names (older name, if there was any)
- Origin of quarters' names
- Time and way they were developed
- Names of Families
- Evolution of the population (older and newer muster rolls)
- Toponyms - Origin of their names
- Presentation and pointing on the map
- Occupations of Inhabitants
- Jobs that are about to vanish
- Churches (names, when they were built, etc.)
- Religious feasts – folkloristic religious perception
- Schools (old/new ones, when they were built, etc.)
- Education-training
- Greek coffee-houses (communication, argument etc.)
- Attitude towards human and nature
- Transfer of values (guns, sense of honour, shame, etc.)
- Other buildings To what they were used for aforesaid, to what they are useful today

- World War II (1940), German/Italian Occupation and the subsequent Civil War
- Characteristic incidents
- Immigration – Emigration
- Means of transportation - roads
- Watering - Irrigation systems (aforetime and nowadays)
- Morals – Customs- songs - games (aforetime and nowadays)
- Matchmaker - Matchmaking- Dowry - Marriage - Relation of best man/woman - Making children
- Heritage - parentage
- Language (aforetime and nowadays) - Idioms - Consciousness
- Space organisation (house decoration, properties, distance)
- Family – Consuming habits (relations among the family members, cleanliness and order, clothing, modern equipment)
- Cultures - Cattle-breeding (aforetime and nowadays)
- Agricultural copartnerships - Corporation buildings - Confrontation
- Other social groupings

Teacher can still...

go sightseeing with the pupils to the community villages or the town quarters, so that we can observe various **ways of building structure**, belonging to different periods of time (modern buildings made of cement, older buildings made of stone or adobe, mansions etc.).

Then, with the teacher's help, pupils can **record** the most significant ones (see *Example*), **draw** aspects and ground plans, **take pictures** of the most characteristic places of villages or quarters, that indicate the main points of each of them. A **video camera** can be used, wherever it is possible.

We could also make a **map**, indicating the **place of the houses** in space. We could colour in different colours the new houses, on the basis of every decade or every twenty years. Therefore, the shift of interest regarding habitation will be evident, therefore we could suggest probable interpretations in relation to this effect.

A similar study could be made concerning the recording of **pre-industrial and industrial monuments and shops** (see an example of recording industrial monuments in *Ypourgeio Politismou 1989*).

HOUSE RECORDING

ΣΤΟΙΧΕΙΑ ΣΠΠΟΥ

1) Που βρίσκεται

2) Πότε χτίστηκε

3) Από ποιους χτίστηκε

4) Σε ποιους ανήκει σήμερα

5) Έχει γίνει κάποια αλλαγή, προσθήκη ή ανακαίνιση στο αρχικό σχέδιο του σππου

ΠΕΡΙΓΡΑΦΗ

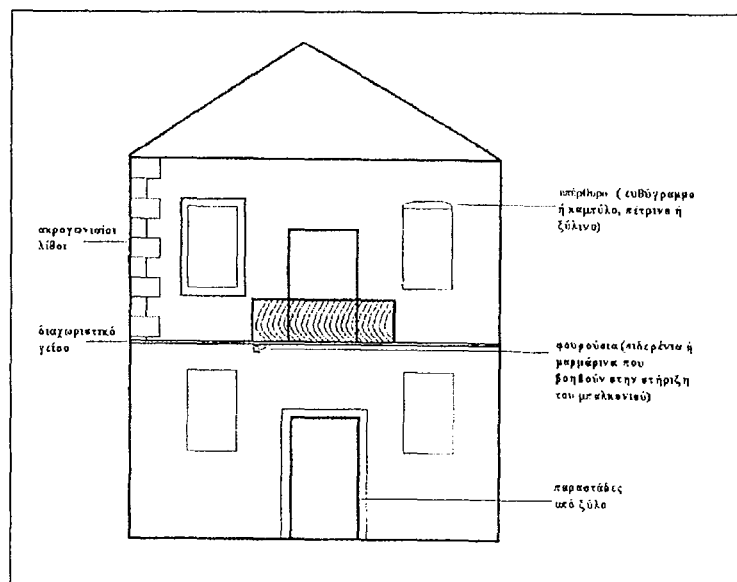
1) Υλικό κατασκευής

2) Όροφοι - τι υπήρχε στον καθένα από αυτούς

3) Διαρρύθμιση δωματίων (σχεδιάστε μια κάτοψη)

4) Βοηθητικοί χώροι (κουζίνα, τουαλέτα)

5) Εξωτερική περιγραφή (ανοίγματα: πόρτες, παράθυρα, μπαλκόνια, σκάλα διακόσμηση, σκεπή, αυλή, κήπος, μαντρότοιχος)



I should encourage my pupils...

to watch and participate, as much as possible, in the major works that take place in space, with a great emphasis on the **turnover of traditional occupations**, to dabble at an **experimental use of tools** (e.g. loom, plow, sickles), which will be **collected** by pupils or **manufactured** by them, and finally, to **record objects of folk art**.

RECORDING OBJECTS OF FOLK ART

ΦΟΡΕΑΣ:

Είδος - Διαμόρφωση Τοπίο - ανάσταση	Αρ. Βιβλ. Έκδοσης Πόλιος - αριθμός
--	---------------------------------------

Θέμα: Εθνολογική ομάδα :	Κατηγορία Αιθεντικότητα :
-----------------------------	------------------------------

ΚΑΤΑΣΚΕΥΗ	
Τύπος :	Χρόνος :
Διαστάσεις :	Βαρος :
Τεχνική :	Υλη :
Τέχνης ή κατασκευαστής :	

ΧΡΗΣΗ	
Τύπος :	Χρόνος :
Λειτουργία :	

ΑΠΟΚΤΗΣΗ	
Τύπος :	Χρόνος :
Τρόπος απόκτησης :	Αρ. παραστατικού :
Στοιχός ή Ποσότης :	Αξία :

ΠΕΡΙΓΡΑΦΗ

ΠΑΡΑΤΗΡΗΣΕΙΣ

ΕΚΘΕΣΕΙΣ	ΒΙΒΛΙΟΓΡΑΦΙΑ
ΦΩΤΟΓΡΑΦΙΑ (9X12)	ΘΗΚΕΣ
	Ηχο : Ταινίας : Video : Σχεδίου : Διαφανειών : Αρνητικών :
	ΦΑΚΕΛΟΙ
	Φ. συντήρησης : Τέχ. φακέλος :
	ΘΕΣΗ
	Αποθήκη : Έκθεση :

ΕΡΕΥΝΑ	
Ερευνήτης :	Χρόνος έρευνας :
Συλλέκτης :	Είδος έρευνας :
Παραφορέτης :	
Συντάκτης :	Χρόνος σύνταξης :

I should also suggest to my pupils...

record **people's names** (first and last names etc.) as well as the **toponyms** of the area (*see examples*). Thereupon, I should discuss with them the importance that they have, in order to understand the structure of settlements and transfers of populations from region to region. Whenever I don't have the appropriate experience, I will ask for the help of an expert.

PEOPLE'S NAMES

LAST NAME	FIRST NAME	NICK NAME	FATHER'S NAME	MOTHER'S NAME	FIRST AND LAST NAME OF HUSBAND/WIFE	YEAR OF BIRTH	YEAR OF DEATH	PLACE OF BIRTH	PLACE OF RESIDENCE	OC-CUPA-TION	YEAR OF EN-TRY	YEAR OF DELETION
Αβράμης	Χρήστος		Γεώργιος	Ανδριάνα	Σπηλιωτοπούλου Ελένη	1874	1948	Αγιοβλασίτικα	Αγιοβλασίτικα	Κτηματίας	1874	1948
Σπηλιωτοπούλου	Ελένη		Νικόλαος	Βασιλική	Αβράμης Χρήστος	1877	1918	Α. Βλασία	Αγιοβλασίτικα	Οικιακά	1897	1918

TOPONYMS

TOPO- NYM	MODERN INVOCA- TION	PREFEC- TURE	COM- MUNITY	DESCRI- PTION	GEOGRAPHI- CAL POSI- TION	PROPERTY	Nr OF MAP	TYPE	ROOT	LANGUA- GE	INTERPRE- TATION GIVEN FROM THE LOCALS	POSSIBLE INTERPRE- TATION	BIBLIOGRA- PHY
Καλογε- ρικό	Καλογερικό	Αχαΐας	Αγιοβλασι- τικών	Διώροφο οίκημα και αγρός γύρω απ' αυτό σε πλαγιά	ΒΑ της εκκλησίας του οικισμού Σπαρτούλα	Πρώην ιδιοκτ. μονής Αγ. Νικολάου Βλασίας	25337	ΜΙΚ	Καλό- γερος	ΕΛΛ	Διαμνητήριο των μοναχών και ιδιοκτησία της μονής	Το ίδιο	

I should look for...

old maps and help the pupils to seek in them settlements and toponyms of their region. In case they don't find anything familiar, they will wonder, therefore we will have the chance to tell them about the time of development of settlements, the change of names during the different periods of time as well as the problems of cartography. I could ask for help and see more maps.

MOREA olim

RUMILI



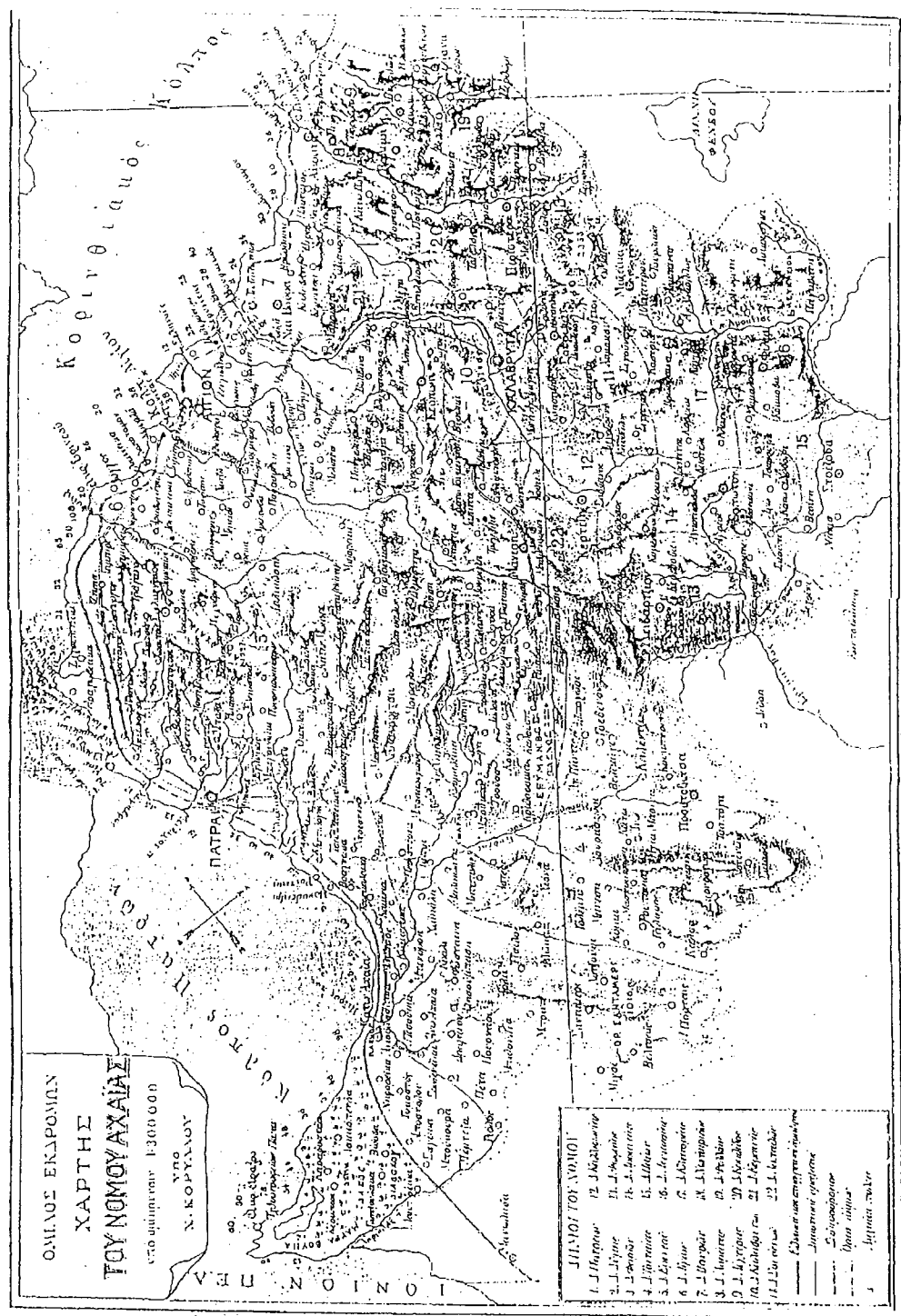
EXPLANATION

- cum Arce City
- Town
- Villages
- Monasteria
- Ruins
- Castles

A C H A I A

P R O P R I A

M E S



ΟΜΙΛΟΣ ΕΚΔΡΟΜΙΩΝ
 ΧΑΡΤΗΣ
 ΤΟΥ ΝΟΜΟΥ ΑΧΑΪΑΣ
 ΚΤΟ ΠΛΗΜΕΤΡΩΝ 1:300 000
 ΥΠΟ
 Ν. ΚΟΥΥΛΑΟΥ

ΠΛΗΜΕΤΡΩΝ ΝΥΜΦΩΝ

1. Π. Πάτρας	12. Π. Κισσαμηνίων
2. Π. Αργολών	13. Π. Αρκαδίας
3. Π. Κορινθίων	14. Π. Μεσσηνίας
4. Π. Αρκαδίας	15. Π. Αχαιών
5. Π. Αχαιών	16. Π. Αρκαδίας
6. Π. Αχαιών	17. Π. Αρκαδίας
7. Π. Αχαιών	18. Π. Αρκαδίας
8. Π. Αχαιών	19. Π. Αρκαδίας
9. Π. Αχαιών	20. Π. Αρκαδίας
10. Π. Αχαιών	21. Π. Αρκαδίας
11. Π. Αχαιών	22. Π. Αρκαδίας

———— Π. Διοικήσεως
 ———— Π. Διοικήσεως
 ———— Π. Διοικήσεως
 ———— Π. Διοικήσεως
 ———— Π. Διοικήσεως

I should present...

to my pupils **old censuses**, such as those made during the Ottoman and the Venetian period (Panagiotopoulos 1985). Children should look there for their village or town and compare the population during that time to the one nowadays.

ΚΑΤΑΣΤΙΧΟ ΤΙΜΑΡΙΩΝ ΒΔ ΠΕΛΟΠΟΝΝΗΣΟΥ, 1461/1463
ΣΟΦΙΑ, ΕΘΝΙΚΗ ΒΙΒΛΙΟΘΗΚΗ «ΚΥΡΙΑΛΛΟΣ ΚΑΙ ΜΕΘΟΔΙΟΣ»

- (α) = Χαρακτηρισμός και αξών αριθμός τιμαρίων (Τ) ή ζιαμέτ (Ζ).
 (β) = Αξών αριθμός χωριών ή μεζρα.
 (γ) = Έθνικότης κατοίκων: Ε = Έλληνες, Α = Άλβανοί: Μέ το γράμμα Μ σημειώνονται οι άγροτι-
 κές εκτάσεις (mezraa).
 (δ) = Όνομα χωριού.
 (ε) = Έγγραφοι
 (ς) = Άγραφοι
 (ζ) = Χήρες
 (η) = Σύνολο
 Πληθυσμός: αριθμός φορολογικών μονάδων.
 (θ) = Τιμαριωτικά εισόδημα κατά χωριό.
 (ι) = Τιμαριωτικά εισόδημα κατά τιμάριο ή ζιαμέτ.

(α)	(β)	(γ)	(δ)	(ε)	(ς)	(ζ)	(η)	(θ)	(ι)
Z	1	1	E Chalandritsa	118	22	15	155	17.930	
									17.930
T	2	2	A Kaznesi	8	1	—	9	525	
		3	A Kotchi	3	—	—	3	118	
		4	A Mazi	3	—	—	3	176	
		5	A Golemi	2	—	—	2	156	
		6	A Rapsomati	7	—	—	7	430	
		7	A Litharia	14	3	1	18	943	
									2.348
T	3	8	A Bala	6	—	1	7	529	
		9	A Aichari	18	4	1	23	1.394	
		10	A Djeki	8	—	1	9	553	
									2.476
T	4	11	A Krati	14	—	—	14	576	
		12	A Zoga	6	—	—	6	525	
		13	A Laloussi	14	—	1	15	988	
		14	A Virzacho	13	4	—	17	953	
									3.042
Z	5	15	E Sandameri	80	3	7	90	12.655	
		16	E Porta	66	11	5	82	8.146	
		17	A Madinik	36	—	3	39	2.151	
									22.952
T	6	18	A Axenia	20	2	1	23	1.108	
		19	A Mirati	10	—	—	10	467	
		20	A Plakistomou	14	1	—	15	996	
		21	A Valmi	4	—	—	4	323	
		22	M Orfano	—	—	—	—	—	
		23	A Garnaze	4	—	—	4	311	
		24	A Politza	2	—	—	2	155	
		25	M Loukissa	—	—	—	—	—	
		26	M Guin Floka	—	—	—	—	—	

(α)	(β)	(γ)	(δ)	(ε)	(ς)	(ζ)	(η)	(θ)	(ι)
		27	M Maritsa	—	—	—	—	—	
		28	A Drovini	5	—	—	5	216	
									3.576
T	7	29	E Mokiste	28	1	3	32	1.736	
		30	A Guin Mansi	12	—	1	13	1.136	
									2.872
T	8	31	E Sfaraina	25	—	—	25	1.793	
		32	A Avtami	19	—	—	19	1.068	
									2.861
T	9	33	A Lazario	32	—	3	35	2.996	
		34	A Papadato	6	—	2	8	608	
									3.604
T	10	35	A Kavalari Troussa	23	1	1	25	1.140	
		36	A Bardi Zoga	7	—	—	7	495	
		37	A Ayu-Yianni	15	—	—	15	715	
		38	E Vesini [Καζός Κολοβρώτων]	13	—	—	13	1.042	
		39	A Kriatoule	8	—	—	8	422	
		40	A Somani [Κούμανι]	6	—	—	6	304	
		41	M Likoursi	—	—	—	—	—	
									4.118
T	11	42	A Kavalari	39	2	—	41	3.416	
									3.416
T	12	43	E Asfalachito [Άσφαλαχτό:]	4	1	—	5	3.355 ¹	
									3.355
T	13	44	A	6	1	—	7	570	
		45	A Divie	9	1	1	11	696	
		46	M Vintsa	—	—	—	—	—	
									1.266
T	14	47	E Vroulia [Καζός Μυστρά:] ²	37	3	4	44	4.842	
									4.842
T	15	—	E Vroulia [Καζός Μυστρά:]	17	5	3	25	2.538	
									2.538
T	16	48	A Trachia Mansi	21	—	2	23	1.622	
		49	A Troussa	11	3	2	16	932	
									2.554

1. Το υπερβολικό εισόδημα των 3.355 ακρε για ένα τιμάριο μ' ένα μόνο χωριό 5 οικογενειών-φορολογικών μονάδων οφείλεται στο γεγονός ότι έχει συνυπολογιστεί το δικαίωμα άλιεας σε γαϊτανική λίμνη (Καϊάρα), που έκτημάται σε 2.500 ακρε και είχε εκχωρηθεί ως χόσι (hassa) στον ίδιο τιμαριώτη (χωριό άριθ. 43).

2. Τα εισόδημα του χωριού Βρουλιά, που το ταυτίζω συμπαρατηρητικά με το όμοιο χωριό της Λακωνίας, ανήκουν σε δύο διαφορετικούς τιμαριώτες. Έδώ το χωριό (άριθ. 47) έμφανίζεται, φυσικά, ως έναία οίσιςτική μονάδα.

Here are some of the essential books that I need to look for.

- Δοανίδου Σ., Το πριγκηπάτο της Αχαΐας, εκδ. Συλλόγου προς διάδοσιν ωφελίμων βιβλίων, Αθήνα 1975.
- Θωμόπουλος Στ., Ιστορία της πόλεως των Πατρών, β' έκδ., Πάτραι 1950.
- Καρατζάς Δ. - Χαραλάμπους Χ. - Γκότση Δ. - Λύρας Γ., Πάτρα: Ονομάτων επίσκεψις, εκδ. Εθνικός Κήρυξ Πατρών - Ημερήσιος Κήρυξ Πατρών, Πάτρα 1995.
- Κορύλλος Χρ., Χωρογραφία της Ελλάδος, Α', Νομός Αχαΐας, Εν Αθήναις 1903.
- [Κυριακόπουλος Κ.], Η Αιγιαλεία και τα ιστορικά μνημεία της, εκδ. Ι. Μητροπόλεως Καλαβρύτων και Αιγιαλείας, Αθήνα 1983.
- [Κυριακόπουλος Κ.], Τα Καλάβρυτα και τα ιστορικά μνημεία των, εκδ. Ι. Μητροπόλεως Καλαβρύτων και Αιγιαλείας, β' έκδ., Αθήνα 1987.
- Παναγιωτόπουλος Βασ., Πληθυσμός και οικισμοί της Πελοποννήσου (13^{ος} - 18^{ος} αι.), Αθήνα 1987 (έκδ. Ιστορικού Αρχείου Εμπορικής Τραπέζης της Ελλάδος).
- Παπανδρέου Γ., Ιστορία των Καλαβρύτων, Αθήναι, ά.χ.
- Παπανδρέου Γ., Καλαβρυτινή επετηρίς, Εν Αθήναις 1906.
- Παπαχατζής Νικ., Πανσανίου Ελλάδος Περιήγησις, 4, Αχαϊκά - Αρκαδικά, Εκδοτική Αθηνών, Αθήνα 1980.
- Σκιαδάς Ελ., Ιστορικό διάγραμμα των δήμων της Ελλάδος (1833-1912), εκδ. Υπουργείου Εσωτερικών - ΤΕΔΚ Αργολίδος, Αθήνα 1993.
- Σταυρόπουλος Αρ., Ιστορία της πόλεως Αιγίου, Πάτραι 1954.
- Σφηκόπουλος Ι., Τα μεσαιωνικά κάστρα του Μορηά, Αθήναι 1987.
- Τριανταφύλλου Κ., Ιστορικών λεξικόν των Πατρών, Γ' έκδ., τόμ. Α' - Β', Πάτραι 1995.
- Τρακαδάς Π., Περιήγησις στο Νομό Αχαΐας, εκδ. Αχαϊκές εκδόσεις, Πάτρα, ά.χ.
- Τρακαδάς Π., Βήματα στην Αχαϊκή Γη: Ιστορική - Λαογραφική επισκόπησις της Αχαΐας εκδ. Αχαϊκές εκδόσεις, Πάτρα 1997.

These books have to a great extent verified information. It is there that I can find references regarding other books and articles that interest me mostly.

With the information that we will have gathered,

we can...

- Visit **ancient or mediaeval monuments** that are found in our region.
- Visit and watch a rescue **excavation** taking place in the region, after having come to an agreement with the archaeologists.
- In case we don't have the opportunity of the above, to participate in an excavation:

We can play the “**garbage game**”, so that pupils can experiment with the method and the thought of archaeologists: We hide in the ground a ragbag, with various useless objects. We assign our pupils –who pretend to be archaeologists of 2100 AC– to find the ragbag and give their own interpretation regarding the identity of the people that had buried them, their lifestyle, their thought, as well as the level of their civilisation.

The game can also be played in a different way: In a shallow box or in the courtyard of the school, we place plaster casts of various ancient objects or monuments, and cover them with sand. We split the space in squares with ropes and we give a number to each of them. We assign to groups, consisting of two or three pupils, to “**dig**” a square each of them. They are provided a paintbrush and a palette knife. The “**excavation**” should proceed slowly, and, from time to time, we interrupt it and discuss the data up to that point. We put the small, movable findings (e.g. pottery), in sachets and we place a label on each of them with the names of the square and the dates. The objects found at a larger depth are more ancient, whereas those found closer to the surface are the most recent ones.

In addition, I can take my pupils

to the nearest

Archaeological Museum.

Nowadays, the sole Museum in the Prefecture of Achaia that is open to public is the ARCHAEOLOGICAL MUSEUM OF PATRAS.

Briefly, the report of the Museum of Patras is developed as follows (see Figure):

For the newcomer in the Museum, on your left hand side there are:

A) The antechamber, with the booking office and the stone finds.

B) Main Hall: On the right of the newcomer, there is the group of classic sculptures, there follows the woman's head of 4th century B.C., the votive anaglyph, the head of Augustus or Tiberius, and the most significant find, the Roman replica of Athena Virgin. Furthermore, there are exhibited three more statues.

In the south side of the Hall, there have been exhibited sculptures and urns. Among them, there is the statuette of Venus, a girl's head, an economic woman head, two urn vases, as well as a man's bust, a replica of Evoulea of Elefsis. On the East Side one can see the statue of a satyr, another urn vase, the tombstone anaglyph of a hoplite and the statue of Hercules.

In the centre of the Hall, there is a huge mosaic coming from the region of Psilalonia, of which the objects refer to music and gymnastic art.

Γ) In the Museum, on the right there is the hall of ancient vessels and small finds. The hall is divided into three smaller halls. It has been attempted to have a diachronic exhibition of the finds.

In the first small hall, there are found three showcases including finds from Patras and its wider area, that are dated from B.C. 3.000 up to B.C. 800. It has to do with finds deriving either from settlements, or cemeteries.

In the second small hall, there are found three showcases including finds dated from Classical and Hellenistic times that are derived mainly from the rescue excavations of Patras. The most important finds in this hall are the golden and silver finds of two showcases, coming from the tombs found at Kanakari Street, Agias Sofias Street, and Agion Sarada Street.

Individually are placed on stands several finds, such as the copper mirror with a representation of a Centaur Battle, the urn vessel, the ensemble of silver scrapers, as well as the golden chaplet on a cranium of skeleton.

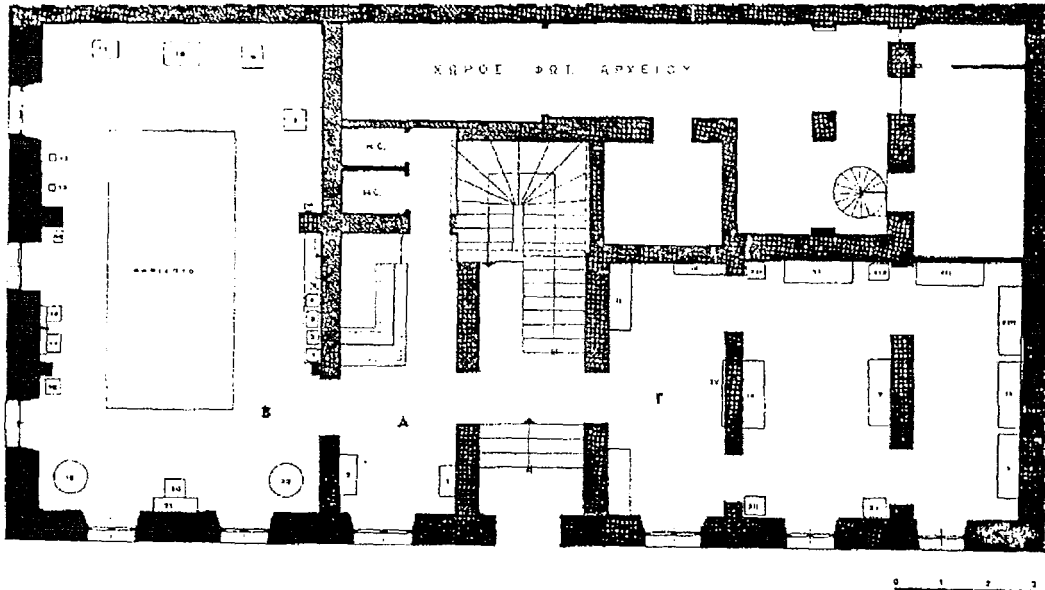
In the third small hall, there are found three showcases including finds of Roman and post-Roman period, deriving from the rescue excavations in the city of Patras. The glass roundlet has been placed on a special stand, which was most probably a window glass frame.

It is located:

MAIZONOS & ARATOU

(Olgas square)

PATRAS

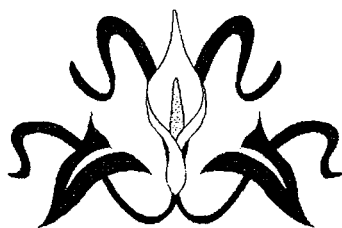


- I'd better assign the tour to a group of pupils accordingly prepared by me.
- I should not be consumed with details that could make them tired.

At this point I can implement the following programme enriching it with my own data:

Κώστας Παπαγιαννόπουλος

ΑΡΧΑΙΟΛΟΓΙΚΟ ΜΟΥΣΕΙΟ ΠΑΤΡΩΝ
Εκπαιδευτικό Πρόγραμμα



However, I should not forget to make a call first to:

(061) 623820 (Mr. Lazaros Kolonas)

Open:

Daily: 8.00 - 15.00, Sundays and holidays: 8.00 - 15.00

Monday Closed

Equipments

- Cameras are not allowed.
- A photocopy should be given to each student, including the pages following the end of the museum sightseeing, for a creative game.
- I should ask for more puzzles from the Environmental Education Office (see sachet at the back cover).

Κώστας Παπαγιαννόπουλος

ΑΡΧΑΙΟΛΟΓΙΚΟ ΜΟΥΣΕΙΟ ΠΑΤΡΩΝ

Εκπαιδευτικό Πρόγραμμα

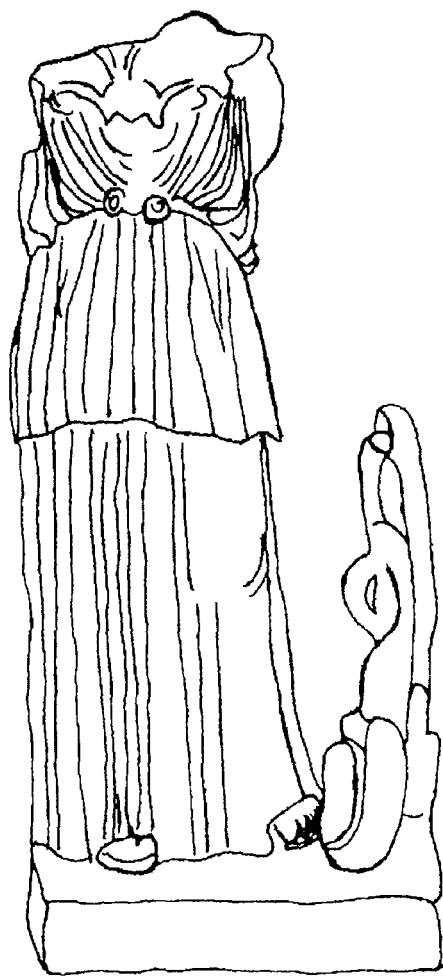


- When I'm in the stadium, the gods can see me...



- Who, among the twelve gods of ancient Greece, are pictured in the Hall of the Mosaic?
- If you had lived at that time, who would have been your favourite patron god out of the twelve ones, and why?

- Complete below the copy of the statue of the Athena Parthenos by Fidias, which was found in Patras.



- What are the contests represented on the mosaic?
- If you had been an athlete in ancient years, which of these contests would you have preferred?
- Show the movements that you should have made.
- Put in the correct line the puzzle pieces. What part of the mosaic has it come from?



In the Museum I look for pieces of the history of my region

- Seek inside the Museum for finds deriving from your region. If you don't find any, discuss with your teacher or professor why there are not any. If you find some, try to learn to what they were used for, and who might be those that used them.

- What was the object that attracted your attention? Try, as if you were an archaeologist, to make a dossier (record all kinds of information related to it, describe and draw it).

- What is the material the finds are made of?
- Who were the craftsmen that constructed these objects? Are there any similar craftsmen in our days?
- Imagine that the exhibition of the Museum is the place where the creations of artistic laboratories of the antiquity are presented. Go with your friend to visit it. Your friend wants to find a vessel for oil and a new plate to eat. What would you suggest him/her to choose and why?
- What would you ask the dead man with the golden diadem on his head, if he could speak to you?

I could also go with my pupils
to the
Museum of Folk Art

The Museum of Folk Art of Patras includes objects showing the lifestyle and the way of production in the pre-industrial society.

The exhibition has been formed according to modern museum-making perception, and involves the following subjects:

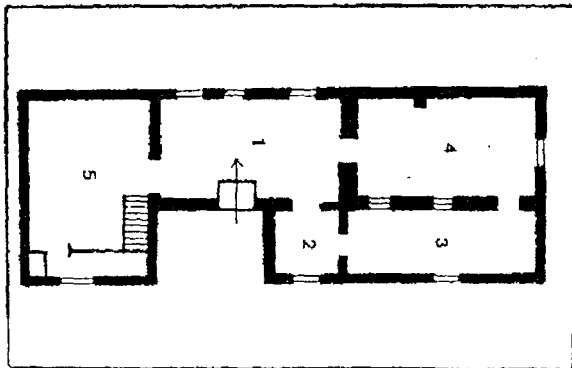
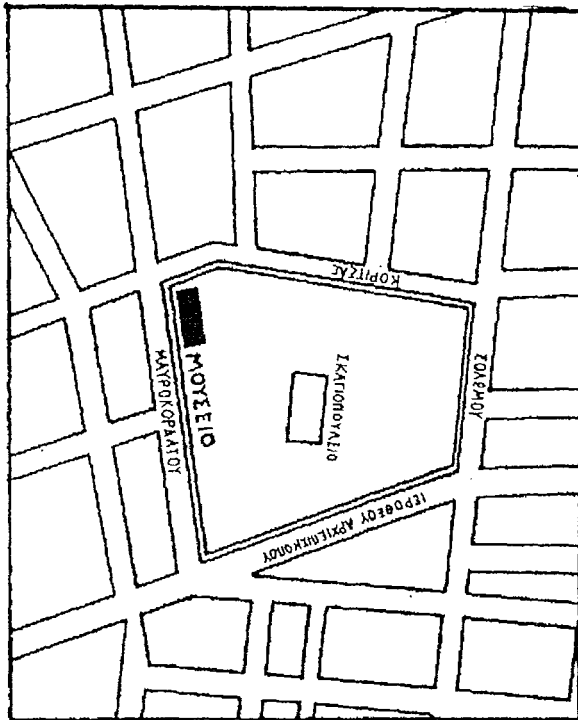
- *MEANS OF TRANSPORTATION*: Ways people transport themselves and their products.
- *DOMICILE*: Furniture, lighting, household equipment.
- *BREAD PREPARATION*: Work cycle, from cereals' agriculture up to the baking of the bread.
- *VITICULTURE*: Ways of producing wine and raki.
- *PASTORAL LIFE*: Animal protection and care, equipment of a shepherd and equipment for dairy-farming products.
- *WEAVING*: Wool processing, elaboration, texture, and domestic clothing.
- *TRADITIONAL FACTORIES*: The way they were when they operated (a millinery exhibition).

It is found at:

MAVROKORDATOU & KORYTSAS STREET

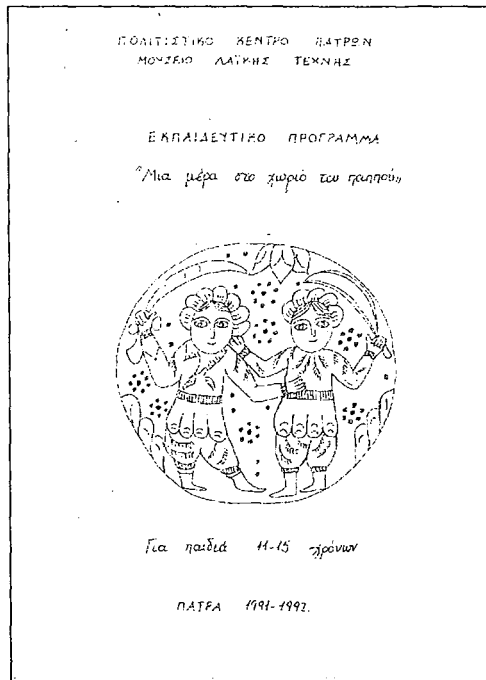
(Skagiopouleion youth garden)

262 22 PATRAS



I can ask that the programme:

«A day at grandpa's village»



should be presented to us.

I should not forget to make a call first to:

(061) 334713

Open:

Daily: 10.30 - 12.30, Sundays Closed

Equipment

- Cameras
- A photocopy should be given to each student, including the pages following the end of the museum sightseeing, for a creative game.

ΠΟΛΙΤΙΣΤΙΚΟ ΚΕΝΤΡΟ ΠΑΤΡΩΝ
ΜΟΥΣΕΙΟ ΛΑΪΚΗΣ ΤΕΧΝΗΣ

ΕΚΠΑΙΔΕΥΤΙΚΟ ΠΡΟΓΡΑΜΜΑ

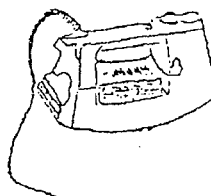
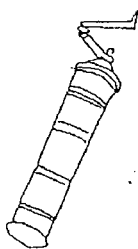
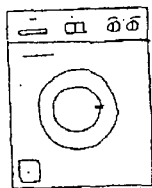
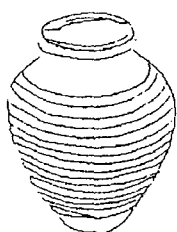
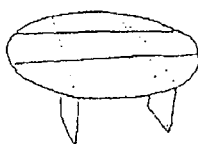
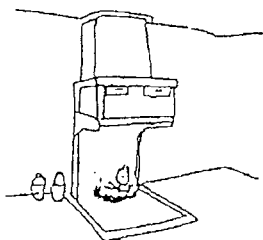
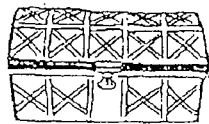
"Μια μέρα στο χωριό του παππού"



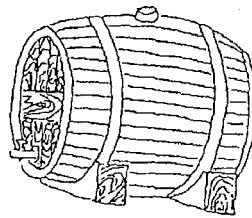
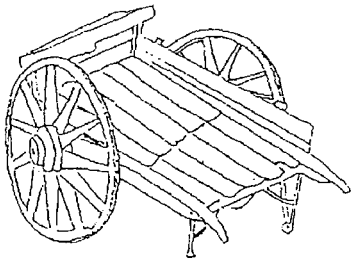
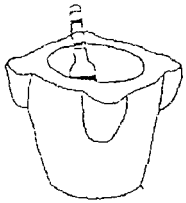
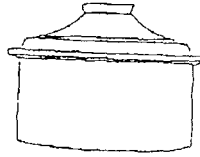
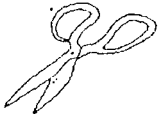
Για παιδιά 11-15 χρόνων

ΠΑΤΡΑ 1991-1992.

Ποιά από τα παρακάτω αντικείμενα δεν υπήρχαν στο σπίτι την εποχή του παππού; (Διάγραφέ τα).

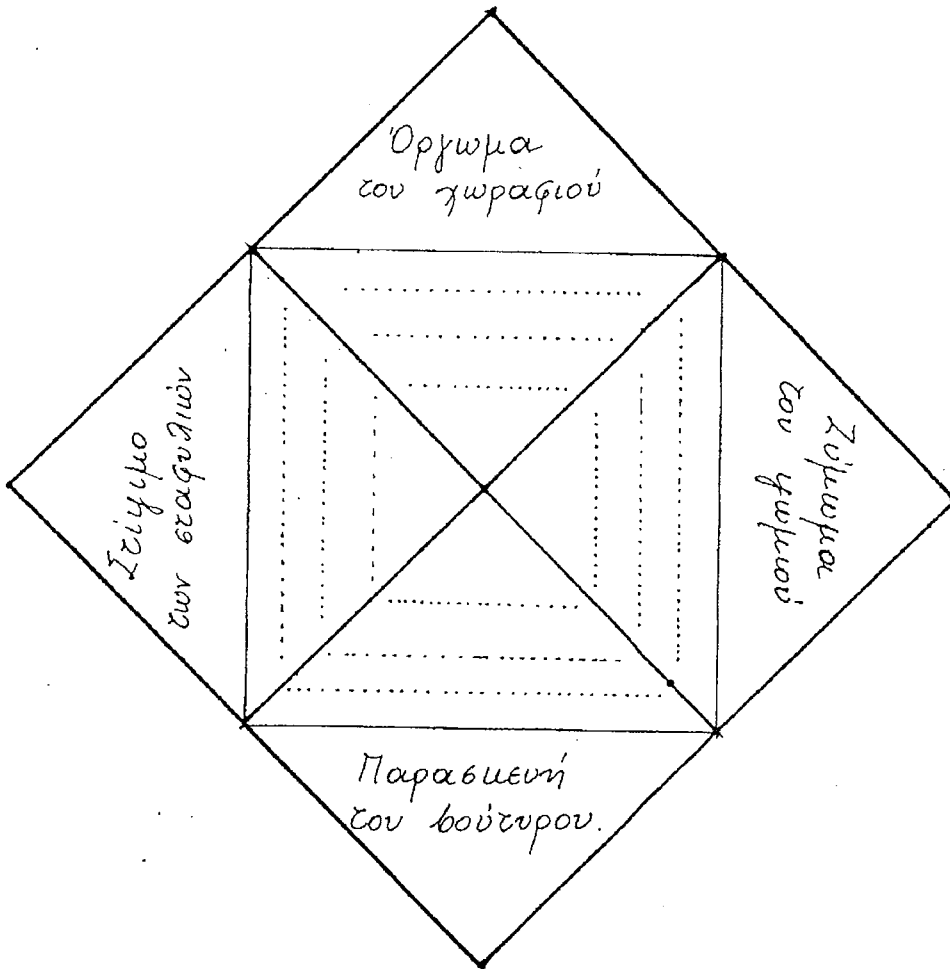


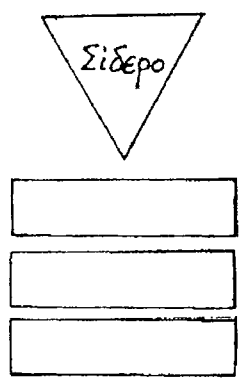
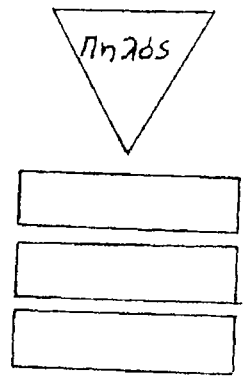
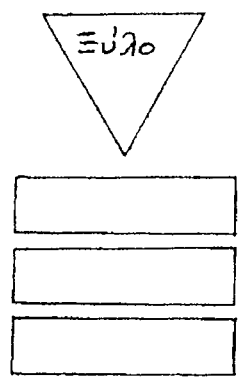
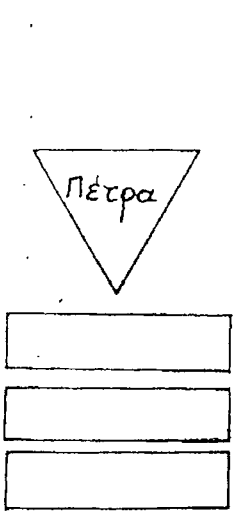
Ζεις στο χωριό και θέλεις ν' αγοράσεις τα παρακάτω αντικείμενα. Σε ποιον τεχνίτη θα τα παραγγείλεις;



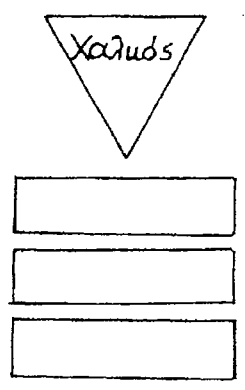
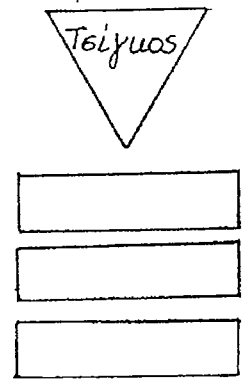
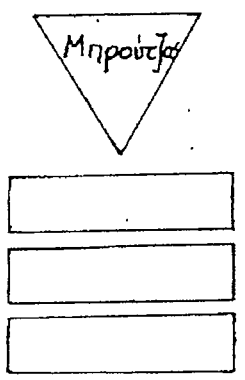
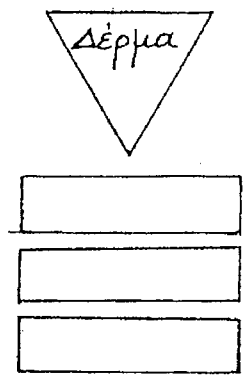
Γνωρίζεις κάποιον από αυτούς τους τεχνίτες, που δουλεύει ακόμα και σήμερα; Αν ναι, γράψε μας το όνομά του και τη διεύθυνσή του.

Αν ήθελες να βοηθήσεις τον παππού σου στις παιδαγωγικές εργασίες, ποια εργαλεία και μεθόδους θα χρησιμοποιούσες;

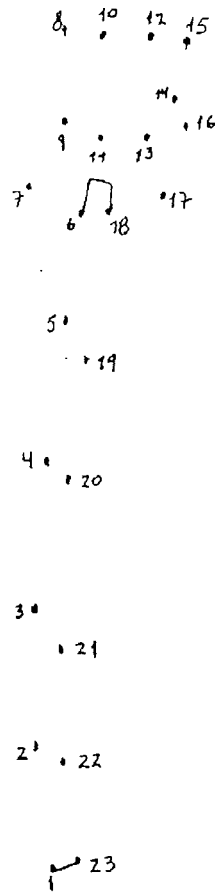
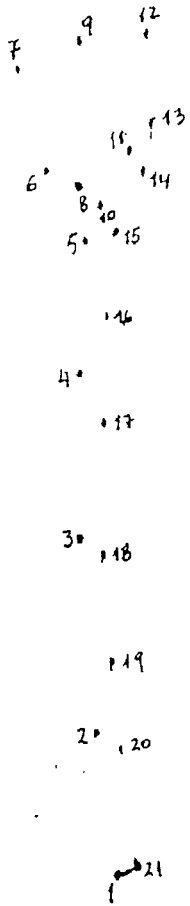




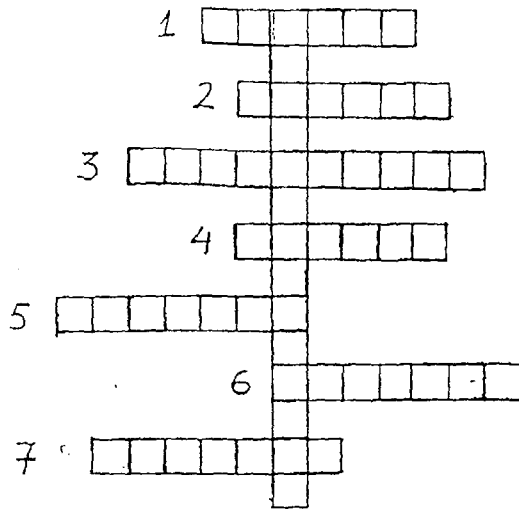
Αναμάλυγε
στις αίθουσες του Μουσείου
αντικείμενα που είναι
φτιαγμένα από το υλικό
που σου δίνεται.



Αναλύστε τα κρυμμένα αντικείμενα.
 Δώστε το όνομά τους.



ΣΤΑΥΡΟΛΕΞΟ



ΚΑΘΕΤΑ

Μ' αυτό κούρευουν τα πρόβατα.

ΟΡΙΖΟΝΤΙΑ

1. Σ' αυτό φυλαίχουν τα δημητριακά.
2. Παγίδα
3. Η μύδια του μωρού
4. Χαμηλό τραπέζι.
5. Σ' αυτή πηίνουν το βούτυρο
6. Φωτίζει τη νύχτα το σπίτι.
7. Σ' αυτό ζυμώνουν το γαλά.

In addition...

I should not hesitate to use '**game**' and **role play** (e.g. through looking for and dramatisation of a local myth). I can assign to a pupils' group to work on the scenario, the direction and the selection of costumes. I will discuss with them regularly and help them as much as possible.

Organisation and Recording of Activities

When the group works are finished, the data should be gathered, and an exchange of points of view within the framework of the classroom should be made. At this point, I may make the necessary reference and correlation between Local History studied by pupils to National and International History, in order to make them understand that History is written through the amalgamation and co-evaluation of facts and situations that are usually considered insignificant or of secondary importance, but they function like the pieces of a big jigsaw. During this meeting, I can propose the idea of making a pamphlet by a committee of pupils, deriving from all work groups. The pamphlet can involve the conclusions of groups' studies, suggestions or thoughts of pupils, photographic material, etc. It would be an ideal opportunity, if there were a computer in school, so that they can practice also word processing and pamphlet editing.

Presentation of the project

When the material is ready, the pupils should present it in school and in local society. This can be made in co-operation with the Teachers' Association, the association of parents and guardians, as well as the local authorities and institutions. Not only will the publication of their work provide them with enthusiasm of recognition, but also the experience of the total activity through the connection of the school with society.

Assessment of the project

Returning to the school environment, I can proceed along with the pupils to a final assessment of the success of the programme. Again this time, I can tenderly ask them to reply to the same written test (a post-test), that was given in the beginning, in order to evaluate to what extent each pupil has gone forward to the understanding of all dimensions of the programme.

Good work!

And remember...

In case you need any help, please contact:

Kostas Papagiannopoulos

ENVIRONMENTAL EDUCATION OFFICE

DIRECTORATE OF SECONDARY EDUCATION, ACHAIA PREFECTURE

70, Ermou street

tel.: (061) 622434 - FAX: (061) 622436 (7.30 - 10.00 am)

APPENDIX IV: Local History network on the Web

ENVIRONMENTAL EDUCATION IN ACHAIA

LOCAL HISTORY NETWORK

Since the school year 1996-97, one of the objectives of the Department of Environmental Education, of Secondary Education in Patras, has been the support of school projects, that combine the study of environment with Local History. To this direction, besides the possibility of immediate communication with educators, there have been realised up to this moment five meetings of educators in the Cultural Centre of the Municipality of Patras as well as in the Environmental Centre of Akrata, where there was given the chance for training, project presentation and exchange of views. For the same purpose, there has been developed a lending packet “the Dossier of Local History”.

Contents

- A. What is the Local History Dossier?
- B. “Local History and Environmental Education” (21st Gymnasium of Patras)
- C. “Vineyards and Achaia” (4th Gymnasium of Patras)
- D. “The port of Patras” (Lyceum of Paralia)
- E. “Vrachneika: In search of the roots of our place” (Gymnasium of Vrachneika)
- F. 1. “Upper city: A contribution to the development of the architectural landscape of Patras”
2. “The castle and its neighborhood” (8th Gymnasium of Patras)
- G. “The Gerokomeion area” (EPL of Patras)
- H. “Archaeological sites of our area” (Lyceum of Kamares)
- I. Information

[Back to the Project – Activities](#)

What is the Local History Dossier?

- **The Local History dossier is a tool that will help the teacher to make a good start in the programme that he/she is going to select with his/her pupils.**
- **It consists of information, bibliography, museum projects and other useful ideas.**

- The teacher can select any of the afore-mentioned and, either put them into practice, or enrich his project.
- The dossier will help particularly if he/she is about to work on the history of the region the school belongs (community, municipality, district, neighbourhood).
- The suggested method is simple: Pupils begin the research based on their family. Then the research is extended to their village or their neighbourhood. They learn to use the methods of a historian. They gather bibliography; they take interviews from local people, and find the truth. Sometimes they are lucky enough, that they may participate in archaeological research and touch the same things that a person did that lived in the past in the same region. Progressively, all local society is involved in the activities of children. In the end of the school year, they make a presentation of their work in public. An evaluation of their effort is made.

Contents

21st Gymnasium of Patras

“Local History and Environmental Education”

Teachers: Tseregounis Dimitrios – Spyratou Efrosyni – Kokkinou Aggeliki

In this programme, there are 16 pupils that participate from several departments of 2nd grade. The work is implemented in three levels :

α) *Editing a Genealogical Tree*. Pupils of this group have searched data of their family tree, the roots of which in some pupils reach the year 1777. The work has been gathered in the form of an outline, and it has been written in descriptive presentation through computers.

β) *Collecting Historical Evidence*. With the perspective from today towards the past, the group has been preoccupied regarding the region of the 21st Middle School. There is made a recording and presentation of squares, religious buildings and roads of the region.

γ) *History of the 21st Gymnasium*. Gathering evidence since the foundation of the school up to our days.

4th Gymnasium of Patras

“Vineyards and Achaia”

Teachers: Kapageridou Elissavet – Betti Klio – Papamichalopoulou Aggeliki – Lazou Xenia

Myth and History are encountered in Achaia through the roads of the wine, by giving us the possibility of knowledge and communication concerning our region. The aim of the project is the diachronic course of viticulture in the area of Achaia and the correlation of the past to the present. We approach with multiple means the natural environment and local history, by searching :

1. The tradition of the region (proverbs, toponyms, food habits etc.).
2. The geography of viticulture in the prefecture of Achaia.
3. The production of other products (vinegar, ouzo, raisins).
4. The role of Chemistry in wine processes.
5. The economic role of the vineyards in the wider region of Patras.
6. The contribution of *Achaia Clauss* in the economic and social development of the area.

The adventure of searching information relevant to our subject has led us to common ways with the *Liceo Classico-Gimnasio* of Gaglari, within the framework of interdisciplinary students' mobility programmes.

Lyceum of Paralia

“The port of Patras”

Teachers: Vamvaka Kyriaki – Nikolopoulou Aikaterini

The programme in question is worked out for a second continuous year by the pupils of the 1st grade of High School, and it is involved within the framework of the European programme Socrates-Comenius, in a multidisciplinary co-operation with the schools: Rice College West-

port [Ireland], Central Skolan Svedala [Sweden], Farvangskole, Farvang [Denmark], and Thisted Gymnasium from Thisted [Denmark]. The method of the *project* is followed. The first year, pupils worked on the influence of the port upon the economy of the town, whereas this year they working on the history of the port of Patras.

Hyperlink:

Gymnasium of Vrachneika

“Vrachneika: In search of the roots of our place”

Teachers: Lagou Gely – Petsa Eleni

The group consists of 20 pupils at the 2nd grade of High School and explores the history of the village. Pupils have been divided into smaller groups that undertake a part of the research. The groups have meetings twice a week, after the end of the class courses, and co-operate between them. The region of our village, found in N.W. Peloponnese, 10 km. west of Patras, has been inhabited since the Mycenaean age. Later, Romans have settled, and after them, Ottomans. Vrachneika were established after the Emancipation (1821). Nowadays, it is a big and a very picturesque village. For our study, we used bibliography and we edited questionnaires that were addressed to the inhabitants of the village. At the same time, we visited archaeological sites, we took pictures of remarkable houses, buildings, churches, and finally, we are going to edit a pamphlet comprising the conclusions of our research.

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8th Gymnasium of Patras

1. “Upper city: A contribution to the development of the architectural landscape of Patras”

“The castle and its neighborhood”

Teacher: Dimogli Margarita

During this school year we are working on two programmes of Local History. The method is as follows:

- a) Gathering evidence-information (libraries, visits, interviews, co-operation with Authorities),
- b) Classification of evidence-information

c) Announcement-Report

d) Evaluation

Main objective of the projects is to make pupils aware of the town and the understanding of spatial development.

Contents

EPL of Patras

“Gerokomeion area”

Teacher: Ataloglou Theodora

Wishing to know the development of the area of Patras, that is considered one of the most beautiful places of Greece because of its forests; wishing also to know its history, as it starts at least from the Byzantine times and concludes in the refugees who came from Minor Asia, we decided to work on this project. In this way, we learned how it was aforesaid in the region, how people lived at that time, how they live nowadays, what evolution may take place in the area, at which newcomers bought building plots and farms.

We are a group consisting of 15 children and a professor, and tied more with the project, aiming at our knowledge and our experiences and make them familiar to others, at least with a “book”, which will be published shortly very ploddingly, with a great craving and disposition though, since the “school and private school burden” is our immense obstruction.

Contents

Lyceum of Kamares

“Archaeological sites of our area”

Teacher: Polychronopoulos Panos

The aim of the project is to shift the interest of children towards this direction, as our region since ancient times has been inhabited uninterruptedly up to now, and has its own share in the rich Greek history and tradition. Reference points are the well-known saying by Pausanias:

Port of Erineos, Wall of Athena, Castle of Orgia, the Hellenic as well as the ancient Rypes. We began with the ordinary organizing procedures that have not been of course committing for our further turns. By discovering that every pupil sees better his/her village and the wider natural environment, when he sees it along with his pupils, we began walks, going firstly to the Castle of Orgia, and it took us more than three hours to visit it. The enthusiasm of pupils and the great participation in walks, contrary to the small participation in looking for bibliography and in studying the relevant texts, led us to the choice of making excursions to archaeological sites, that, unfortunately, in our region are not particularly revealed. Therefore, we decided to realize in March, within the framework of our programme, a three-day excursion to exceptional organized archaeological sites.

We visited the Royal Tombs in Vergina, the Archaeological Museum of Thessaloniki, the White Tower, and of course the Archaeological Park of Zeus as well as the related Museum. The results of the afore-mentioned will be shown to you at the end of the year, along with the full presentation of our project.

Contents

Information:

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APPENDIX V: Local History Centre (a proposal)

PROJECT: Leader II

A PROPOSAL OF: Kostas Papagiannopoulos (Landscape Archaeology Group - LAG)

TO BE USED BY: Local Development Centre of Western Achaia - KTADA

LOCAL HISTORY CENTRE

Kato Achaia 28-2-1997

Indispensability

In our region, there has been already a potential of young scientists (historians and archaeologists) that are preoccupied with the recording and study of the region's cultural landscape. Recently, they took the initiative with other collaborators of theirs, alumni of several relevant fields (folklore scientists, geologists, foresters, topographers, architects, photographers, computer programmers), in order to establish a non-speculative union named the «Landscape Archaeology Group (LAG)».

The study of the region, the finds of more modern researches as well as the more general experience of researchers have proved that Western Achaia has shown a rich historical route since antiquity up to our days. However, until today there has not been made a systematic attempt to gather and study this evidence. Not only will the systematic collection, the detailed recording and the interdisciplinary study, broaden our knowledge concerning the past our region, but also they will contribute to the preservation of the evidence that risks to be lost.

The multilevel development, such as on economic and cultural level, thanks to the efforts of local factors, but also to the funding supporting of the European Union, is obvious both to local authorities and the inhabitants. The perspectives are positive, and any similar initiatives, being consistent with the spirit of such economic aid, should be encouraged.

Otherwise, initiatives such as the suggested one have had, as has been proved by international experience, a notable effect both for the inhabitants and the numerous visitors of the region, either Greeks or foreigners. Greeks, on the one hand, will get immediate access and a right of participation in the recording, preservation and diffusion of tradition, memories and our culture. The foreigners, on the other hand, will discover beyond the common source of entertainment, an alternative one leading them to enjoy the Landscape, natural and cultural, in which they have chosen to spend their holidays.

Objectives

Support and know-how provision to communities, in order to record the existing rolls, as well as the development of new recording units (public and private documents, photographic material, recording of historical - archaeological sites, a record of oral history, etc.)

Creation of databases, diffusion of informative data (edition of books, albums, brochures, magazines) and interconnection with other information units.

The awareness of native people and youth, the rousing of historical memory, the contribution to the preservation of the cultural heritage, through the implementation of training programmes for pupils of Primary and Secondary Education, as well as the organisation of speeches, meetings and congresses for adults are some of the main additional objectives.

Based on the knowledge and experience obtained, there will be established routes “in space and time”, that is in selected sites, quarters, individual buildings of historical-tourist interest as well as in agricultural traditional units, ad hoc experimentations and representations of activities, aiming at experiencing the traditional lifestyle.

Actions

1) Bibliography

Recording of titles from Western Greece, or titles that were edited in the area. These titles will be systematically computerized in a P.C. The registration card, apart from other relevant information, will be also enriched with the appropriate summaries, in which there will be included also key-words, so that it can be a complemented and easy-to-use project.

2) Municipality rolls

Filing and classification, and editing of a directory of the municipal roll of the primary school of Kato Achaia.

3) Historical-Archaeological map

Establishing a map based on the findings of historical and archaeological research regarding the region.

4) Record of Oral History

Gathering folkloric information (manners, customs, songs, games), recording the traditional rural activities integrated in the preservation of the environment, and collecting evidence concerning the more modern history of Greece. For this reason, a special questionnaire will be edited.

5) Photographic material

Collecting old photographs, representing rural activities in space.

6) Editions

Editing a photo album, an informative brochure and the directory of the municipal roll of the primary school of Kato Achaia.

7) Training programmes

Implementation of training projects regarding the schools of the region. Preparation of the appropriate material (briefcase, representations of monuments, projects for the museum).

8) Public presentation - lectures

Organisation of a one-day public presentation with the subject the relation of Local Authorities to Local History. Regular lectures regarding subjects in relation to the objectives of the Centre.

