



Co-funded by the  
Erasmus+ Programme  
of the European Union



4TH 8TH FEBRUARY 2019  
2ND STUDENT EXCHANGE IN ROME

NEWSLETTER

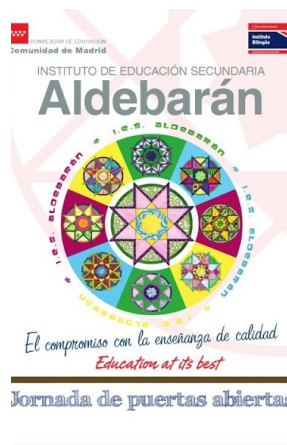
PROJECT PARTNERS



Srednja škola Hvar



20 im. Jana Matejki  
SIEMIANOWICE ŚL.



The second students' exchange of Chance project was held in Rome from 4 to 8 February 2019 at Liceo Pasteur. We were all thrilled to host our partners.

## BEFORE THE MEETING

After the mobility in Poland we were all pervaded in Christmas atmosphere. We were asked to prepare a typical menu and to give recipes for some dishes. What a nice idea! The occasion to improvise as the chef and try at home some recipes! And how many nice and different traditions. It made us want to go and visit all the partner countries during the Christmas break.



And then songs couldn't be missed. The first verse of *Silent Night* was recorded and sung in the mother tongue of each partner. Furthermore every country added a traditional lyric of its own. The singers were so brilliant and in tune. And it was so nice to hear peaceful Christmas songs in different languages: a sweet mixture of sounds. It made us feel more united and in harmony. A serene moment in our troubles times.



## 1st day, Monday 4<sup>th</sup> February 2019

Monday some time before 8 in the morning all the Erasmus students and teachers arrived excited and curious to the train Station San Filippo Neri and walked then along a lonely road from which a charming landscape could be seen. In front of our way a few mysterious sand-colored buildings could be noticed behind the typical Roman pines standing lined up at the top of a hill. The view was an advance of what we would be going to experience for the next days in this peerless city.

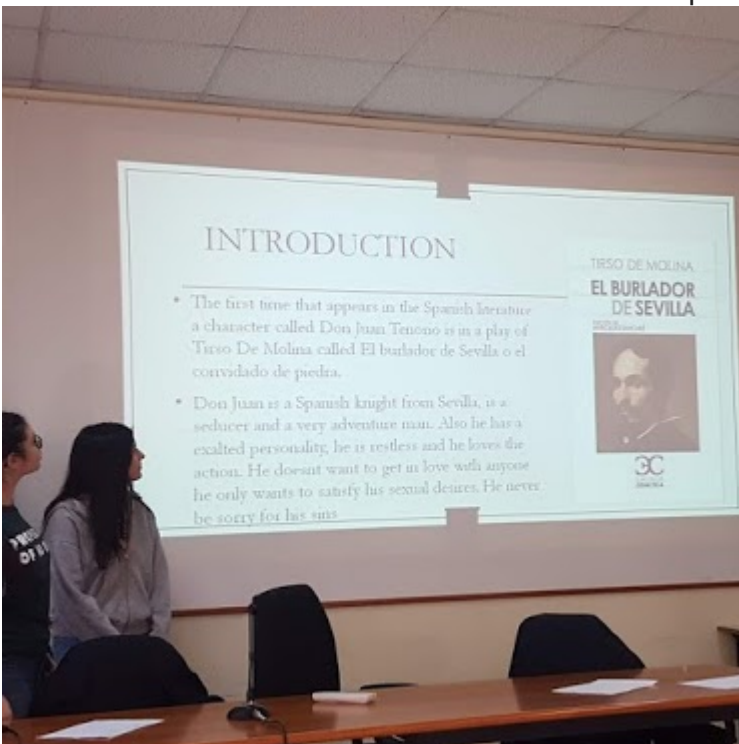


We arrived to the Liceo and were received by our Italian hosts in the main classroom, where the headmistress of school addressed to us some friendly and institutional words of welcome.





Afterwards we began working with the Myths we had prepared in our schools. Although students were a bit nervous while speaking in front of the rest of students, for they were still not familiar with the rest of the Erasmus team, they gradually became more self-confident and explained the marvelous national myths, the legends and symbols they had been working on in their own schools to everybody. We saw wonderful landscapes, we heard fabulous stories full of magic and sometimes lead by terrifying characters. The legend about the origins of Rome made us all laugh for the special implication of their actors in its performance. The babies Romulus and Remus made a hilarious interpretation of their role in the play.



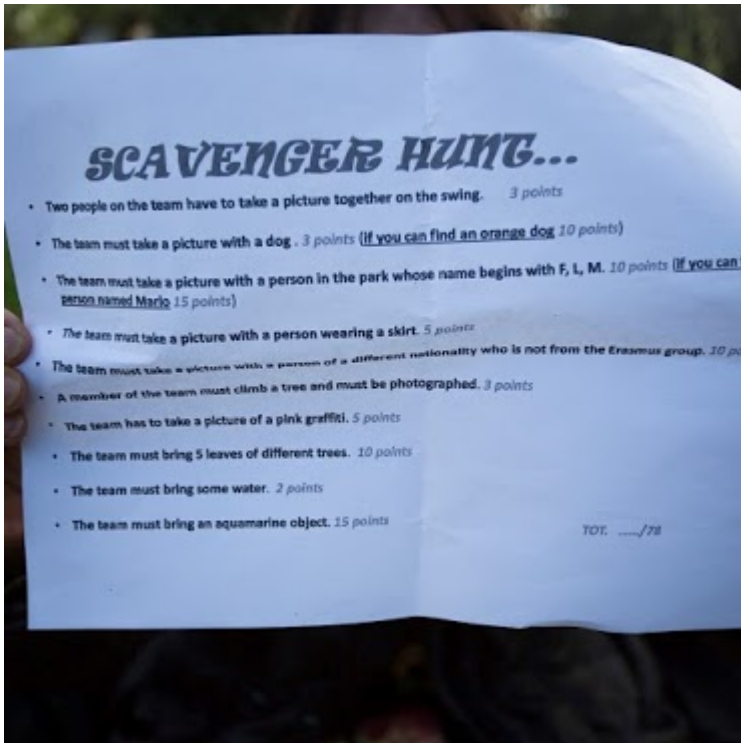




Before lunch we went walking to the area of those mysterious buildings hidden by the pines we had noticed early in the morning. They appeared to be even more fascinating when we reached them and knew that they had held a former mental institution. They were surrounded by an enormous variety of trees and other plants. This place was a fantastic spot to do a scavenger hunt. The students were divided into international groups and a list of challenges to accomplish was given to them. All teams started the hunt and for an hour teachers had the opportunity to exchange experiences, ideas (and laughs) under the tender sun of Rome in those nice surroundings.







In the afternoon two different activities started, the preparations of the debate and a performance of the national stories. Some of the students began a brainstorming for the debate following the system learnt in Poland and the other group chose the tales to work with and eventually act. The debate will be carried out on Thursday likewise the story performances.





All of us had a pleasant evening and enjoyed exchanging first day's impressions with the rest of the teachers.

The Spanish teacher team, Beatriz and Pilar.

Students' summary:

When we arrived, the first thing we did was to go to the cafeteria. There we met with all the Erasmus group. Some teachers were also there, asking questions, curious about our first night in Italy, later, we started meeting a lot of people and we liked that a lot as we had the opportunity to meet people from other countries.

After a while we walked to a big classroom, full of chairs and a big screen. There was a small presentation, and straight after that we proceed with all the presentations from the countries involved in the project. One by one, presentation by presentation, at first, we felt a bit

embarrassed but as the morning went by, that shame disappeared and we began feeling comfortable. After that we walked to a beautiful park no too far away from the school. There we started the scavenger hunt. For that the teachers gave a coloured ribbon to each student in order to divide us in groups of 7 persons of mixed nationalities more or less. We had to do things like taking a picture with a dog, picking up leaves from 5 different trees or taking a picture with a woman wearing a skirt. At the end the blue team won, and the price was a typical Italian food.

Later we got back to the high school, and some theatre plays were performed. During all the day we started knowing people better and we realised that we were making really good friends. After that, it was the time for the free afternoon which we spent with our hosts to get to know them better.

Our impressions of our first day were varied as we were nervous but we were also having fun, but what we are all in agreement is that from the first day we knew that it was going to be an unforgettable experience.

(Andrea, Virginia, Guillermo and Diego, Spanish students)

## 2nd day, Tuesday 5th Feb 2019.

Today, on the second day of C.H.A.N.C.E project meeting in Rome, we have been blessed with a very nice, sunny weather. Our students had the activities at school since early morning. From 8:00 am until 11:00 am they had lessons in History, Latin and Psychology. Teachers also attended school classes of the Italian colleagues. At 10 we had a teacher's meeting, which was held by Hungarian teacher Mrs. Ildiko Tokaji. She presented tasks we have to do before the project meeting in Spain.

During the teacher's meeting we tasted some Greek delicacies, brought by the teachers from the Greek ERASMUS team. With good Italian coffee and Greek sweets it was very easy and delightful to work, but that's not all. Before the meeting finished, our Italian hosts gave us one more present, a pencil, colored in the colours of Italian flag, with a small Pinocchio on the top. That really cheered us up. People who say that small details make life more beautiful are definitely right. Meanwhile, while teachers were discussing and making plans for the future meeting in Spain, students continued their debate workshop until the lunch break.

After the meeting, we had lunch at school. Pasta and all other food was delicious, which is no surprise, because Italy is the homeland of pasta and pizza.

Afternoon was booked visiting the Capitoline Museum. We saw collections of ancient Rome and old Egyptian sculptures. It also consists of a big amount of ancient Roman sculptures, Latin captions and many other artifacts. Also, we saw a collection of Medieval and Renaissance arts, a collection of bijoux and jewellery, coins and many other items. The size of the museum is 12.977 m<sup>2</sup>, and the most famous artifacts are: The Capitoline She-wolf, Bust of Medusa, Capitoline Venus, The fortune teller (Caravaggio), etc. Students and teachers were pleased with the exhibition and they really enjoyed this stunning Museum visit. During and after visiting the Museum, we all realized that the history of Rome is very long and rich.

Our day finished in the best way, in a restaurant "La Maddalena". We enjoyed in a local, famous Italian cuisine, in the old city center, next to the Pantheon, discussing about the day gone by, with a glass of tasty Italian wine with our dear ERASMUS friends.

(Croatian ERASMUS team, Vesna & Ivo)

















### 3rd day - 6th February, Wednesday

All of us had been looking forward to the day when we can explore Rome, the Eternal City. We took a tram to the Largo di Torre Argentina where we met our guide, Eleonora, and got the small radios and headsets for the day. Eleonora first spoke about the ruins found in the square in the 20th century.



Then we started our long march in the ancient Rome.



After the Pantheon we crossed the Jewish Quarter to arrive at the Forum Romanum after having passed the Victor Emmanuel Monument.







If it does not sound exhausting enough students had a homework, too. They had to take a photo that represents the old and the new, the ancient and the modern Rome for a photo contest. At this point we were at the two thirds of our programme. After a refreshing lunch we visited the Colosseum.





It was an unforgettable day! We saw a lot, learnt a lot, walked a lot and above all enjoyed being together.



This is how a selfie becomes a group picture in a second showing our amazing students: after such an “action-packed” day they are happy and ready for the evening programmes.  
The Hungarian team

## 4th day Thursday, 7th February 2019\_Greece

9:00 a.m. Participating teachers and students met at school

Andrea gave further information on the photo contest whose winner was announced on Friday 8th of

February at the farewell party.

9:15 a.m. The students were once again split into groups.

Final rehearsal for the dramatization of myths and the realization of the debate (the drama group worked under the guidance of Andrea, while the debate group worked with Anna and the coordinator of each partner country). The host school allocated three classrooms for the work; one for the dramatization and two for the debate groups who worked on the presentation of their arguments.

A female Spanish student, named Andrea, was chosen as the narrator of the story, which presented the myths as a jointly constructed play. It was decided that the order of the myths would be presented as follows:

1. The golden duck (Poland)
2. Narcissus (Greece)
3. Romulus and Remus (Italy)
4. The lamb with the golden fleece (Hungary)
5. The myths of Croatia and Spain were already connected and it was decided that they would be the two final scenes of the play.

The rules for the actors were announced:

1. Face the audience
2. Talk loud
3. Talk slowly (points 2 and 3 being the most important)

Meanwhile, the debate groups were informed once more of the rules and the presentation of the arguments for the debate. The judges watched a video concerning the Oxford style debate and discussed the marking criteria. The participating students wrote arguments on the board concerning the topic while working in teams.

12:15 a.m.: break

14.00 a.m.: back to work

Tales Dramatization following the aforementioned order

14.40 – 15.15 debate on the topic: "Myths are outdated and young people do not understand the meaning and usefulness"

The opposition team were the winners and, furthermore, two members of the opposition team, who

followed the rules closely, were given the title of the best speakers.

Free afternoon

We would really like to thank all the participants and, more importantly, the hosts because not only did we share interesting ideas with everybody, but we also felt very welcome. The whole experience was lifechanging both for us and for our students who felt what it was like to be members of a group of young people, all striving for the same purpose while having loads of fun!

Thank you all!









## 5th day: 8th February, 2019



Yes, it is true. On Friday, the second students' meeting of Erasmus + CHANCE project came to its end. It must be stated, though, that the last day, just as the others, was packed with interesting events. Roman railway workers strike started (which turned out not to be true). We visited the Vatican museum and St. Peter's Basilica, so – divided into two groups – we visited another country on our list – Vatican! The collections in Vatican are so numerous that we only had time to see the most important treasures, such as, among other things: The Laocoon Group, Apollo Belvedere, enchanting *Cortille della Pigna*, Sistine Chapel with Michelangelo's masterpiece, collections or tapestries and unique antique maps, and also something connected with our school patron – Jan Matejko: his impressive painting *Sobieski at Vienna*, the biggest painting that belongs to Vatican collections. Later we went to St Peter's Basilica

(Pietà by Michelangelo and many other magnificent works of art. There was some time for a moment of reflection in front of the grave of St. John Paul II. After leaving the Basilica, we were lucky to witness the changing of the guards of the Swiss Guards at the gates to Vatican.



Then – packing and souvenir shopping (we couldn't come back home empty-handed). In the evening, our Italian partners prepared a dancing farewell party. Our "Italian parents" excelled themselves at preparing various types of delicious food and drinks. Apart from dancing to any kind of music you can imagine, some awards were granted: for the best speakers at the debate - Martina Di Nunno (Italy) and Patrizia Lukić (Croatia). The Hungarian team received a special award from Italy for their stage version of Pinocchio. The author of the best photo presenting historical and contemporary Rome turned out to be from... Poland!

Congratulations, Mikołaj. The party was great fun, it was really hard to say 'good night and good bye'.

Next day, still full of emotions and memories, after warm farewell (a bit wet, as it wasn't a shame to shed tears), we flew back home. Undoubtedly it was an exciting week.

The Polish team











This was an unforgettable experience. Also, we can call it the best week of our lives. We enjoyed it very much and we would recommend it to other students because they will love it as much as we did. Our flights were short but the one from Rome to Split was sad because we had to say our goodbyes to one of the most beautiful cities that we have ever seen and the beautiful people we met. The pasta was very good but the pizza was not, we make it better here.

It is unbelievable how easy it is to make a lot of friends in just a week and have such an amazing connection with all of them...The hardest thing is to say goodbye and now there are only memories, but we hope we will see them soon. It was an Erasmus+ exchange we will never forget.

Croatian team♥



### **Review of meeting in Italy by the Greek group**



In the Greek group's view, our **C.H.A.N.C.E.** meeting in the **Liceo Scientifico "Louis Pasteur" in Rome (4th to 8th of February 2019)** was more than effective with truly successful outcomes. Except for stating the obvious, that is, the fact that everybody had a wonderful time which is to stay with us a long time after leaving the "Eternal City", the pedagogical benefits are worth praising. The meeting focused on myths, a topic explored both in an "original" writing class and in the debate session.

Cognitively, in terms of Bloom's taxonomy, the students were given the chance to produce new "work" as they had to justify their view points and decisions when participating in the debate session thus enhancing their higher order thinking skills. This observation also held true for the teams engaged in "re-visiting" their partners' myths, writing a common myth anew and deciding at which stage of the myth the narrator, a common figure throughout the newly constructed story, was to make her appearance. In this light, evaluating and creating, two major components of the cognitive field, were at the heart of the students' work.

Concerning the psychomotor field, the benefits of co-directing and acting in a play are hard to go unnoticed. As opportunities for the enhancement of psychomotor skills rarely arise within a normal school day, tying in cognitive benefits with physical movement, endowed with co-ordination while calling for precision, allowed for the students' holistic development. Such an improvement was realized as students were asked to act in front of an audience and bring to life the myth, they themselves had written. As for the debate, students had to practice the rules of the Oxford style not only in terms of using effective arguments but also in terms of improving their posture while addressing their interlocutors, allowing for an array of skills to come into play.

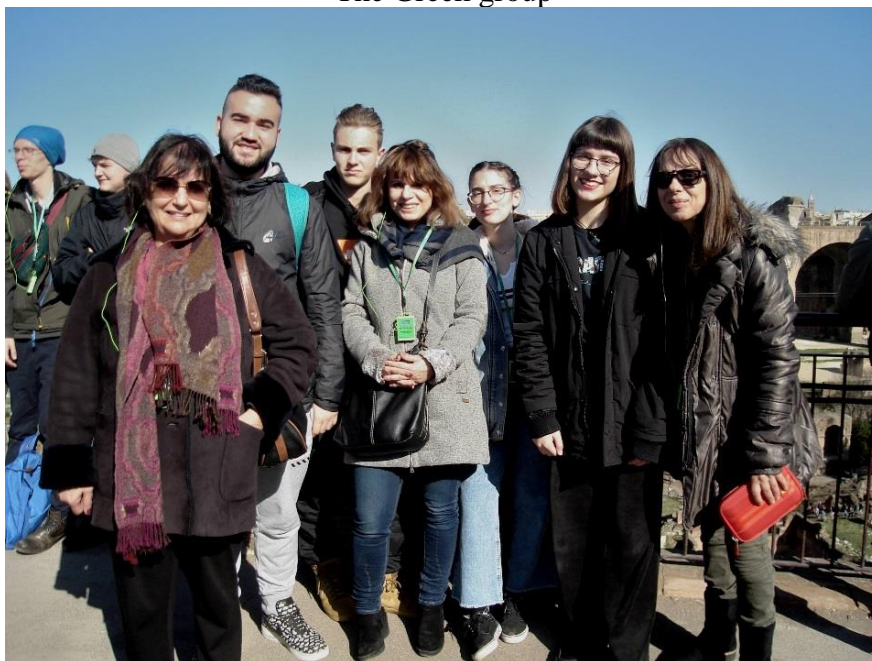
Affectively, apart from commenting upon the experiences students gained through the debate and the drama class, that is participating in group activities, it would be unfair if were to overlook what they gained through their participation in the photo contest on “Ancient and Modern Rome”, organised by the host school. Students had to work independently and show self-reliance, while they tried to solve the obvious problem of how to meet the two requirements of the contest.

Irrespectively of learning theories, we believe the C.H.A.N.C.E. meeting in Rome would be considered successful even if viewed through a layperson’s lens. The hosts’ joint efforts really brought it to life, as their contribution to its success was outstanding. The participants were presented with different choices, be it taking part in the debate or contributing to the writing of the play, so that each and every student could explore their skills and aptitudes.

Except for schoolwork, the trips we took as an Erasmus+ group on Wednesday 6<sup>th</sup> and Friday 8<sup>th</sup> February, were meticulously organised, in the former, the guide, who gave us her insight to the Palatine hill, the Pantheon temple, the Colloseum, the Jewish Ghetto among others, was particularly polite, pleasant and easy to follow. It would take pages on end to give an accurate depiction of the feelings we shared and the ideas we explored when visiting the monuments. Such beauty! Such magnitude! As to the visit to the Vatican city, it was just breathtaking, and our guide took great pains to pass on his knowledge. It is true that there is more than meets the eye, but how one can fit in a short review the glory and the grandeur that were present around every corner we turned during our stay in Rome?

It would be an understatement to write that all partners connected perfectly in such a welcoming atmosphere. We are grateful we met such inspiring teachers at the host school who were open to experimenting, exchanging views and guiding others when need arose. A big thank you to all the participants from all partner counties is also in order for the help, encouragement and big smiles they wholeheartedly offered to all teachers and students, thus paving the way for the collaboration among bright young people, the European citizens of the future!

The Greek group



Rome – Polish review

**Dorota:**

Hello, I think that it all was amazing! Friday was a sad day to me, I was crying a lot (farewell) but the party was fun! We were dancing and singing. All that week was special and it has a special place in my heart. Erasmus gave me a chance to know all these amazing people and spend really lovely days. And Italy was my dream! It came true. I'll never forget all of this. With legends it was so much fun.

**Dominik:**

People were really friendly! The activities were cool. I loved it all.

**Mikołaj:**

It was a very unforgettable adventure. Those five days were amazing.

I met so many new people and they are like my second international family. Thank you for everything.

Piparapa Mikołaj

**Kuba:**

It was a rewarding week. At the beginning I would like to use two words: workshops and sightseeing. The debate was really good (but I know and I hope that next one will be even better - we should make progress). I saw that the performance was an opportunity for some students to overcome their shyness. It was important to give them this chance. Vatican Museums, The Pantheon, Capitol, Italian food and coffee are deep in my mind and I'm sure in our students' mind too. I was aware that one week isn't enough to know Rome (I am still thinking what I saw and what I couldn't see).

But the best thing I'm going to remember is relations I saw between our students. It was great to see how they enjoy spending time together and it was moving to see their tears at the airport.

**Ania:**

Kuba is absolutely right! A great week in a great place. Thanks for your hospitality and time spent with us. It wasn't my first stay in Rome, but definitely the best one.



On Sunday evening we arrived at the airport of Rome, where our hosts had been waiting for us. We were all very excited to meet them. Our very first impression was that everybody seemed to be light hearted and cheerful. Our host families were very friendly and communicative even if they did not speak English. We could also practice our Italian because some of us learn it as a second foreign language. It was very difficult.

On the first day our hosts gave us a tour of their school which was very big. It is different from our school because it consists of separate one-storey buildings in a big park. The canteen or as they called the "bar" is also a separate building, which is very comfortable and we could sit down and talk there. Then each country did the presentations about their myths. It was very interesting because we learnt lots of new information about the other countries and their beliefs. Before lunch we went to a park and we played a game called Scavenger Hunt: we had to collect information, find things, take pictures of certain things, for example, we had to find a person named Mario. After the game, we went back to the school and we took part in workshops. Two of us prepared for the debate and two of us took part in the preparations of the play that we acted out on Thursday.

On the next day we visited a History, Physics and Latin lesson and had some workshop too. It was interesting when our host tried to explain us the experiments we saw in the Physics lesson. During the Latin lesson the teacher talked in Latin and we learnt some words and sentences. In the afternoon we went sightseeing in Rome visited many beautiful places and had a very delicious dinner too; we tasted some traditional Italian food. We also experienced that Italian people are more spontaneous and louder than Hungarians in general, and they do not mind if they bump into each other or touch each other. On the other hand they are also very helpful and kind.

On Wednesday, we went sightseeing all day, with a friendly guide. We saw a lot of churches, museums, squares, and ruins of Rome then we had lunch in a Hamburger Restaurant. At the end of the day, the Italian students took us to the Trevi Fountain. They always looked after us and tried to keep the group together. We really got on well with each other and spent most of our time together as a group and we went on tasting Italian food.



On Thursday morning, we were working and practicing for the play and the debate. These were held in the afternoon, and after that, we went to a restaurant all together and had a delicious dinner. The drama performance was very creative with using background images and music. The topic of the debate was the uselessness of legends and the opposition team won. By this day we really mixed and found ourselves in mixed nationality talking or playing groups.

On Friday we were sightseeing again. We saw the spectacular Vatican Museum, the fascinating St. Peter's Basilica, and also the breathtaking Sistine Chapel. We had a free afternoon during which our host took us to the Castel Sant'Angelo, then we had a party in the evening. During the farewell party the winner of the photo contest was announced, and we also got some presents because our exhibit of the tale of Pinocchio was the best. After that the Italian students took us to a belvedere where we could say goodbye to each other.



On Saturday we said goodbye to our host families and went to the airport. Our stay in Rome was truly incredible we made a lot of new friends and spent the whole week with amazing people.

## REVIEW ITALIAN MOBILITY: FROM FEBRUARY 4<sup>TH</sup> TO 8<sup>TH</sup> 2019

When we arrived at the train station San Filippo Neri and headed towards the Liceo on Monday morning, little did we know how many interesting experiences we were going to have and how much Art, in capital letters, we were going to have the privilege of seeing and enjoying.



We were warmly welcomed by the headmistress and all the Italian team and then a hectic working day started. Students had to perform and present their works on myths and legends, do a scavenger hunt in a nearby beautiful environment and brainstorm for the debates. Not only sharing all these incredible stories turned out to be amazing but also the fact that these twenty-four students went from feeling embarrassed and shy to chatting happily together and enjoying one another's company in a record time.

Tuesday came along with more work to do. Students were divided into three groups and they could attend to some lessons. Then, lunch at school and travelling by train to the centre of Rome, *Piazza di Spagna*, *Venezia*, and a visit to the Capitoline Museum, where we saw a fantastic painting by Caravaggio of Saint John the Baptist and a lot of sculptures such as *Luperca*, *la Lupa*, the wolf who had milked the twins, myth which we had seen performed in the hilarious Italian presentation of the previous day. The most positive fact about this visit was to actually see what we had been told. In fact, it looked as if we were able to touch with our hands the Roman cultural heritage which the Italian team had been sharing with us.



On Wednesday we had a walking tour throughout the most relevant landmarks of ancient Rome, we were guided by a great guide called Eleonora, who explained in a very clear way, really suitable for our students, so many historical facts and stories that it was immeasurable, thousands of years of history placed in front of us.



Next day, another busy working day, preparation of myth performance, debate practice, lunch everybody together, excellent harmony among everyone, good laughs could be heard here and there. Afterwards, the myth performance and debate finally took place. Students worked really hard and got good outcomes, especially considering the short preparation time and the fact that organization could have been more guided.



Time had flown, suddenly it was Friday, our last day. The guided visit to the Vatican in which we felt overwhelmed by so much Art and fantastic views. Students learned about sculptors, painters such as *Michelangelo* or *Raffaello Sanzio*, the power of the Catholic church throughout the centuries and so many more things.

How could a fantastic week like this finish? Of course, a farewell party! The Italian team, parents, teachers and students had cooked and brought delicious dishes of all kinds, prizes were given to the best debate speakers, the winner debate team, legends and myths presentations and photo contest. No wonder they were very well-deserved, although it must have been a difficult task to choose the best ones as, from our point of view, all students had got so involved and had worked very hard. Congratulations to all of them.



The biggest strength of our project C.H.A.N.C.E experience in Italy was by far the fact that sharing all their identities in the form of myths, legends, their opinions about the debate topic, as well as all the cultural visits, had successfully created an atmosphere which led our students from the first day shyness to the spontaneous dance choreographies in the farewell party where all the Erasmus team had a thrilling time. What is most important having the feeling of belonging to this team.

As our students had foreseen in their Monday blog entry, we had all lived an unforgettable experience.

The Spanish team.





The Erasmus project has been amazing, thanks to the activities, the organization and certainly to the wonderful people I met. We have created a compact group since the first day and this has allowed us to enjoy the experience at most. The activities' program was useful, because thanks to it we always knew what we had to do. The first day every country presented its myths, which were the topic of the workshops (performance and debate). The second day was dedicated to the CLIL classes in the morning, which were interesting, and the visit to the Capitol Museum in the afternoon. The third day we made a tour of the city we all enjoyed. The fourth day was dedicated to the performance and the debate and the last day we made another little trip in the morning and a party at school in the evening which was funny and moving, thanks to the emotional connection created among us. Maybe we needed more free time to stay together and know each other better. I created with the girl I hosted and the people from all the countries included in the project (Hungary, Greece, Poland, Spain and Croatia) an amazing friendship which helped me also to improve my English.

It was an experience that I absolutely would like to repeat and I'd be happy if the school proposed more projects like this.

Elena, Italian student



Co-funded by the  
Erasmus+ Programme  
of the European Union



4TH 8TH FEBRUARY 2019

2ND STUDENT EXCHANGE IN ROME  
ARTICLES ON HISTORY

## GREECE (HELLAS) THROUGH THE AGES

Even though the outset of the Greek prehistory is at the beginning of 3rd millennium B.C., scientific research has officially set the beginning of Greek history after the fall of the Mycenaeans (about 1100 B.C.). During the early centuries, Hellenistic tribes settled on both sides of the Aegean Sea and organized their daily life in city-states, even though the kingdoms of Macedonia and Epirus in the North were still preserved. Gradually, the Greeks inhabited more areas, establishing settlements, at first along the coastline of Asia Minor and then in the Western Mediterranean and the Black sea, while they were victorious when confronting Persian imperialism.

It was within five centuries that **city-states** became both economically developed and culturally advanced. Different political systems of the time finally reached their prime in the form of Democracy, with the Athenian Democracy being the ultimate form of them all. It was at this time that **Pericles** contributed to all aspects of public life, and especially to the cultural one. It was also at this time that **ancient drama** and **philosophy** flourished, and Athens was embellished with monuments of different types, with **Parthenon**, the most iconic of them all, still to be admired today. It is for these reasons that 5th century B.C. was named “the Golden Age of Pericles”.



Ancient Greek History was tainted with the **Peloponnesian war**, the **civil war** between Athens and Sparta, the two most prominent city-states. The very war lasted for 27 years and divided the Greek world into two opposing sides. Sparta was the winner but the destructive consequences of the war and the ongoing conflicts that ensued amongst different coalitions of city-states resulted in the gradual weakening of the city-state institution.



(Pericles Funeral oration by Philipp Foltz (Creative Commons))

It was at that time that the Greeks realized that the only way to face the ongoing threat on the part of the Persians, was to unite, initially, under the leadership of King **Phillip II of Macedon** and later under the leadership of his son, **Alexander the Great**. Alexander was named “the Great” because within a period of 11 years he not only managed to achieve the dissolution of the Persian Empire, but he also established his own ecumenical state as far as India. However, his legacy was not to be maintained for long, as following his sudden death, his state was divided into smaller kingdoms.

The next page in the Greek history is the **Roman conquest** of the country at the end of 1st century B.C., during which the Greek civilization influenced the Roman civilisation to a great extent. What is to follow is the Byzantine era.

The **Byzantine Empire** (330 AD. 1453 A.D.) was a multicultural empire. Among the peoples forming the Byzantine Empire, **Hellenism** was the most dynamic element. After the transfer of the capital to Constantinople (330 BC), Byzantium used Greek as its official language. **In fact, the Byzantine civilization is considered to be an amalgam of three elements: Christian religion, Greek education and Roman tradition.**

During the **Turkish Occupation**, beginning with the **Fall of Constantinople** in 1453, many areas inhabited by Greeks were under the Ottoman Empire's sovereignty. Phanariotes were one of the social groups of the Greek nation who managed to emerge in the administrative mechanism of the Ottoman Empire through the exercise of scientific professions and their financial strength.

The gradual decline of the Ottoman Empire enabled Greeks to develop economic activities, mainly within the commercial field. Greek merchants expanded their operations in Central and Western Europe as well as Russia, founded important communities in these places and undertook a large part of the West's

import and export trade with the East, gaining a lot of riches. Large cities, such as Kozani, Moschopolis, Ioannina, Thessaloniki and islands such as Chios, Hydra and Psara, became important centers of Greek trade. Trade relations with the West brought them into contact with the revolutionary ideas of the late 18th century in Western Europe. The economic boom, the large merchant fleet and the wealthy communities from abroad improved the position of the Greeks on the eve of the **Greek War of Independence in 1821**.

The beginning of the 19th century saw an uprising movement calling for independence. For years, the Greeks had been involved in asymmetric warfare against the Ottoman Empire, which involved heroic actions and great sacrifices on their part. It was through these sacrifices that the Independent state of Greece was founded in 1830. At first, it covered a minute stretch of land which failed to meet the expectations of the Greek freedom fighters. Political conflicts in the newly formed state led to the **assassination of Ioannis Kapodistrias, the first Governor of Greece**. Russia, England and France undertook the role of the protectors of the newly established state and they proclaimed **Otto, Prince of Bavaria** as its King in 1832.



(Ioannis Kapodistrias, the first Governor of Greece)

In the years that followed, Greece expanded its borders, but it was also a period when Greeks pursued a struggle against King Otto and later against his successor, King George I. Democratic institutions were established once the first Constitution was signed in 1844. In the second part of the 19th century Greece was modernized via the reformative agenda of **Charilaos Trikoupis**. The uprising middle class of the time created the conditions for a spiritual as well as political renaissance at the outset of the 20th century.

The **Balkan wars** broke out in 1912-13, which signified the struggle of the Balkan peoples against the Ottomans. Greece participated vigorously aiming at freeing enslaved Greek people as well as repossessing lost lands. Through new treaties, Greece doubled its territory as well as its population. Epirus, Macedonia, including Thessaloniki (Salonika), as well as Crete became parts of Greece once again. After the end of World War I, it annexed Thrace, which paved the way for annexing Asia Minor to the Greek territory. Unfortunately the **Asia Minor disaster** in 1922 meant the retreat of the Greek army and the arrival of one million refugees to Greece. The Asia Minor disaster is considered one of the gravest calamities in the Greek history but the integration of refugees within the Greek society signified big changes for the better on all levels.



During **World War II**, the Greek forces were victorious against the Italian invasion, but the **Nazis** occupied Athens in **April 1941**. Greek people organized the National Resistance movement and they fought both in the mountains and in the cities. However, after the casualties of World War II, more casualties were en route after the Liberation, as Greece engaged in a **Civil War (1946-49)**. This time the country bore injuries with moral and political dimensions, as well as material losses. Striving for national conciliation was the main drive in the country's route for many years after 1950's.

On 1st January 1981 Greece joined the European Union, then called European Economic Community, thus becoming the tenth member of the European Family.

(Research by Smaro Zartaloudi,, Translation by L. Polemi, Byzantine era, research and translation: Andriani Tzortzaki)

# HISTORY OF CROATIA

## Early Medieval Croatia

The Croats had arrived in what is today Croatia, from southern Poland, south of Kraków in the early 7th century, however that claim is disputed and competing hypotheses date the event between the 6th and the 9th centuries. In 879, under duke Branimir, the duke of Croats, Dalmatian Croatia received papal recognition as a state from Pope John VIII.



## Kingdom of Yugoslavia

The creation of Yugoslavia happened in late 1918, after Srijem left Croatia-Slavonia and joined Serbia together with Vojvodina, shortly followed by what was by a referendum to join Bosnia and Herzegovina to Serbia, the People's Council of Slovenes, Croats and Serbs, guided by what was by that time half a century long tradition of pan-Slavism and without sanction of the Croatian sabor, joined the Kingdom of Serbia into the Kingdom of the Serbs, Croats and Slovenes.



## Kingdom of Croatia

Tomislav was the first ruler of Croatia who was styled a king in a letter from the Pope John X, dating kingdom of Croatia to year 925. Tomislav defeated Hungarian and Bulgarian invasions, spreading the influence of Croatian kings. The medieval Croatian kingdom reached its peak in the 11th century during the reigns of Petar Krešimir IV (1058–1074) and Dmitar Zvonimir (1075–1089).



## Republic of Croatia (1991-present)

Croatia became a member of the Council of Europe in 1996. The years 1996 and 1997 were a period of post-war recovery and improving economic conditions. However, in 1998 and 1999 Croatia experienced an economic depression, which brought unemployment for thousands of citizens. Croatia became a World Trade Organization member in 2000 and started the Accession of Croatia in 2003. Following the ratification of the Treaty of Accession 2011 and the successful Croatian European Union membership referendum, 2012, Croatia joined the EU on 1 July 2013. In the Croatian presidential election, 2014–15, Kolinda Grabar-Kitarović went to become the first Croatian female President.

## HISTORY OF POLAND IN A NUTSHELL

*ONCE UPON A TIME... namely around 9th and 10th century, there were **some Slavic tribes** on the territory along the upper Vistula River, the coast of the Baltic Se and in Greater Poland. That's how the story begins. Below, you will find some milestones of Polish history.*



966 – Duke Mieszko chose to be baptized in the Western Latin Rite, probably on 14 April 966, following his marriage to Princess Doubravka of Bohemia, a fervent Christian. This event is known as the baptism of Poland and symbolically marks the beginning of Polish state, initially ruled by the Piast dynasty.

1000 - Congress in Gniezno. After the baptism, establishment of church structures followed, supported by Mieszko's son, Duke

Bolesław I the Brave. During the Congress of Gniezno in the year 1000, Holy Roman Emperor Otto III recognized the Archbishopric of Gniezno.

1025 – Coronation of Bolesław I as the first king of Poland. A few kings followed and in 1138, Bolesław III in his last will divided Poland between his sons. The period was called fragmentation and it took years to bring the parts together again.

1410 – In 1226 Konrad I of Masovia, invited the Teutonic Knights to help him fight the Baltic Prussian pagans. The Teutonic Order destroyed the Prussians but kept their lands, which resulted in centuries of warfare between Poland and the Teutonic Knights. In 1410 **the battle of Grunwald** marked a great victory of Polish and Lithuanian forces over the Teutonic order. It was one of the biggest military clashes of the Middle Ages. Marriage between Władysław Jagiełło and Polish queen Jadwiga started the first real union in Europe - between Poland and Lithuania.



1573 – The rule of the Jagiellonian dynasty ended in 1572. The thing that distinguished Poland from other European countries in the modern period was its democratic system, which was finally established in the 16th century. All of the nobility, i.e. nearly 10% of society at that time, was able to participate in the governing of the country. The 16th-century parliament became the main state authority. The king was ELECTED by noblemen at election sessions. Henry of Valois (later King Henry III of France) was the winner of the first "free election" held in 1573. The royal elections increased foreign influence in the Commonwealth. The reign of Stephen Báthory of Hungary followed (r. 1576–1586). He was militarily and domestically assertive and is revered in Polish historical tradition as a rare case of successful elective king.



1683 – The XVII century witnessed military conflicts between Poland and Russia, the Ottoman Empire or Sweden and also uprisings on the territory of modern-time Ukraine. After he became **king, Jan III Sobieski** led joint Polish-Austrian-German forces to a great victory in the Battle of Vienna (1683), which was the final blow to the Turkish invasion into mainland Europe. The wars exhausted the country and triggered internal weaknesses, like a gradual decline of political culture (e.g. *liberum veto* – an opportunity to stall a session of the Sejm (Parliament) by a single MP). It all led to the partitions.

1772 – The first partition of Poland: parts of Commonwealth were divided between Prussia, Austria and Russia. There were some (successful) attempts of reforms in Poland (like the establishment of the Commission of National Education, (the first Ministry of Education in Europe) and the Constitution of the 3<sup>rd</sup> May. However, in 1793 Russia, Prussia and Austria arranged for the Second Partition of Poland, which left the country with a critically reduced territory. After Kościuszko Uprising in 1795, the Third Partition of Poland was undertaken by the same countries as before and it resulted in the effective dissolution of the Polish–Lithuanian Commonwealth. Poland disappeared from the map of Europe for a long time. The country “went underground”, as the attempt to regain independence never stopped (The Uprising of November 1830, The Greater Poland Uprising of 1846, The Uprising of January 1863 etc.)

11 November 1918 – Regaining of Independence. The outbreak of World War I in the Polish lands offered Poles unexpected hopes for achieving independence. All three of the occupant

monarchies (Germany, Austria and Russia) were dissolved by the end of the war, and many of their territories were dispersed into new political units.



**Józef Piłsudski** arrived in Warsaw on 10 November and was granted extensive authority. On 22 November, he became the temporary head of state. After more than a century of foreign rule, Poland regained its independence at the end of World War I as one of the outcomes of the negotiations that took place at the Paris Peace Conference of 1919. The Treaty of Versailles set up an independent Polish nation with an outlet to the sea, but left some of its boundaries to be decided by plebiscites (in turn, many military actions followed, e.g three Silesian Uprisings). The newly reborn country had to fight for its freedom again when the Soviet counter-offensive pushed the Poles out of most of Ukraine. On the northern front, the Soviet army reached the outskirts of Warsaw in

early August. A Soviet triumph and the quick end of Poland seemed inevitable. However, the Poles scored a stunning victory at the Battle of Warsaw (1920) called „A miracle by the Vistula”.

1939-1945: After 20 years' break, another war broke out, depriving Poland of its independence again. The two Western powers, France and Great Britain, soon declared war on Germany, but they remained largely inactive (the Phoney War). Germany attacked Poland on 1 September and the Soviet Union – on 17 September. German-occupied Poland was divided from 1939 into two regions: Polish areas annexed by Nazi Germany directly into the German *Reich* and areas ruled under a so-called General Government of occupation. The Poles formed an underground resistance movement and a Polish government-in-exile that operated first in Paris, then, from July 1940, in London.



The last act in this time in the struggle for Poland's independence was **the Warsaw Uprising**, which broke out on 1st August 1944.

***Mały Powstaniec (the "Little Insurrectionist")*** is a statue in commemoration of the child soldiers who fought and died during the Warsaw Uprising of 1944. It is located on Podwale Street.

1945 – 1989 Polish People's Republic: After the war, the territory of former Poland was modified again due to conferences of the USA, Great Britain and The Soviet Union. Poland was simply moved west. Post-war time found the country strongly influenced by its eastern neighbour. Lenin's monuments were erected in many cities and Russian was an obligatory subject at schools. The government's highest economic priority was the development of heavy industry useful to the military. State-run or controlled institutions common in all the socialist countries of Eastern Europe were imposed on Poland,



including collective farms and worker cooperatives, even small-scale private enterprises were eradicate. Stalinism introduced heavy political and ideological propaganda and indoctrination in social life, culture and education. It was accompanied by industrialisation and urbanisation. The opposition against Soviet occupant was strong, though. The country was in touch with the western world through illegal channels. The Catholic Church was a strong source of resistance against the Soviets.



The election of Cardinal **Karol Wojtyła** for the pope known as **John Paul II** was a trigger that made the transformations and resistance in the country faster.



Solidarity and the Round Table: In the summer 1980 after a wave of strikes that swept across Poland, the scale of the protests forced the authorities to sign an agreement which eventually led to the creation of the Independent Self-governing Labour Union “Solidarity” (Polish: “Solidarność”) under the leadership of **Lech Wałęsa**.



“Solidarity” began to operate across the whole country. Despite the authorities’ plans to abolish it and brutal martial law, introduced in Poland on 13 December 1981, its activity, mostly underground, they had to make some concessions. Moderate opposition was offered to hold talks at a round table. The authorities only intended to reform the political system, but the system ultimately fell. In semi-free elections of June 1989 “Solidarity” won 99 out of 100 seats in the Upper House (Senate) and all possible seats (35%) in the Lower House of the Parliament (Sejm). The state was nicknamed Third Polish Republic. That year marks the beginning of a new peaceful era in Polish history that continues up to now.

1999 – Poland became a member of NATO



2004 – Poland became a member of the European Union



(based on Wikipedia and a Guide to the History of Poland [www.msz.gov.pl/resource/e2892c78-20e4-4e15-b95c-04fe74c53ba2:JCR](http://www.msz.gov.pl/resource/e2892c78-20e4-4e15-b95c-04fe74c53ba2:JCR) )

## King Matthias (1458-1490)

Matthias Corvinus was born in Kolozsvár in 1458 his birth name was Hunyadi Mátyás. His English name is Matthias Corvinus and his Croatian name is Matijas Corvin. The Hungarians call him Mátyás király which means King Mátyás.

He was the king of Hungary, Croatia, Bulgaria, Serbia and later he became the king of the Czech republic. He was the most popular and most effective medieval Hungarian-Croatian king.

Matthias attempted to reconstruct the Hungarian state after decades of feudal anarchy and his 32 year long reign (1458-1490) is considered by Hungarians to be the country's golden age. Mátyás married the daughter of Ferdinand, the king of Aragon. The wife of Mátyás was named Beatrix and she was from Italy, Naples. After the wedding, Beatrix moved to Hungary and she brought a lot of recipes from Italy. Including a bread recipe which the chefs of Mátyás used and made a special bread for him. The bread weighed 2 kg.

Together with his wife he was a great humanist, a patron of all kinds of art and he founded a library as well, the famous Corvina (contained about 3000 fine codices).

The Black Army of Matthias successfully protected Hungary from the threatening Ottoman Empire and captured Vienna from his Habsburg rival, Frederick III, in 1485, where he established a new capital of the Kingdom. He died there five years later, in 1490 after 32 years on the throne.

Matthias later became one of the most popular historical figures in Hungary – he is often referred to as “the king in disguise” in legends and tales of Hungarian folklore. There are several myths about his just figure and even a cartoon series based on tales about the king as he rewards the good and punishes the bad in disguise. Additionally, he is the figure on the HUF 1000 banknotes.

Mátyás was the last Hungarian king in Hungary because after him there were just kings from abroad.

*„Matthias is dead – justice is lost.”*



via Britannica, visitbudapest.travel, Wikipedia



# **THE EMPIRE**

The empire during the rule of Carlos I or V of Germany and his son Felipe II is one of the biggest empires ever seen in history. It was so big that there was always sun somewhere in the kingdom because when it was night in one place and in another was in midday and vice versa. Carlos and Felipe inherited almost all of his empire, although during his life he continued conquering places as el Congo. When the empire was in its hugest heyday it was made up of countries and territories as Germany, Spain, Italy, part of Poland, The Netherlands, Portugal, France, Luxemburg, Belgium, the north of France, the Philippines, New Guinea, Mexico, part of USA, And almost the 30% of South America.

## **Carlos I**

Carlos I (1516-1556), son of Juana of Castile and their German prince Felipe of Habsburg, was the King of Castile Aragón and Navarre. He also inherited extensive territory from his grandparents, both in Europe and in the Americas. He also was named emperor of Germany under the name of Carlos V.

His son Felipe II (1556-1598), ruled a vast empire “where the sun never set”, and Portugal and its American territories were also incorporate to the empire.

Since the Roman Empire, no European family had accumulated so much power. But governing such a vast empire was not easy.

Carlos I inherited territory from his grandparents who had governed in Burgundy, Castile, Aragón and Austria, and who possessed colonies in the Americas.

Following the death of his grandfather Maximilian of Austria in 1519, Carlos I was proclaimed emperor of Germany (Carlos V) and his empire expanded further, becoming “universal”. This new emperor faced many problems in Europe:

-The European monarchies of France, England and the German states felt threatened by the Habsburgs power, leading to frequent confrontations with the French.

-The rivalry acquired a religious character when Lutheranism spread throughout the German states.

-Charles I's continued distance from the Peninsula aroused suspicion that he was not giving the area enough of his attention.

All this problems led Carlos I to abdicate the throne in 1556. And his son Felipe II, inherited all his territories, except Austria and the title of emperor.



## **FELIPE II**

Felipe II was born on May 21, 1527, in Valladolid, Spain and he died on September 13, 1598. He was king of and king of Portugal. During his reign, the Spanish empire attained its greatest power, extent, and influence, though he failed to suppress the revolt of the Netherlands (beginning in 1566) and lost the “Invincible Armada” in the attempted invasion of England (1588).

Felipe was the son of the Holy Roman emperor Carlos V and Isabel of Portugal. From 1543 Carlos conferred on his son the regency of Spain whenever he himself was abroad. From 1548 until 1551, Felipe travelled in Italy, Germany, and the Netherlands, but his great reserve and his inability to speak fluently any language except Castilian made him unpopular with the German and Flemish nobility.

Felipe contracted four marriages. The first was with his cousin Maria of Portugal in 1543. In 1554 Felipe married Mary I of England and became joint sovereign of England until Mary's death, without issue, in 1558. Felipe's third marriage, with Elizabeth of Valois, daughter of Henry II of France, in 1559 and, in 1570, Philip married Anna of Austria, daughter of his first cousin the emperor Maximilian II. She died in 1580.



# THE EMPIRE



In 753 B.C. Rome was founded. At the start it was just a village of farmers and breeders, and nobody could ever imagine that this small town would become the greatest empire in the world, changing the history forever.

In a first period Rome was a monarchy, after it became a republic and finally an empire.

Or it's better to say that Rome became THE EMPIRE.

The Roman Empire included the most part of the known world of that time and its very first leader or dictator was Julius Caesar.



## JULIUS CAESAR

Julius Caesar was born in Rome on 12 or 13 July 100 B.C. into the prestigious Julian clan. When he was sixteen, he joined the army, proving himself as an effective soldier (and also an eloquent speaker!)

Caesar himself progressed within the Roman political system, becoming in succession quaestor, aedile and praetor. He served as a governor of the Roman province of Spain, and back in Rome, he made a pact with Pompey and Crassus (The First Triumvirate) who helped him to get elected as a consul in 59 B.C. Then he was appointed governor of Roman Gaul where he stayed for eight years. He defeated the tribes, adding Gaul to the Roman Empire, and making Rome safe from the possibility of Gallic invasions. He also made two expeditions to Britain.



Caesar then returned to Italy, but in Rome, the First Triumvirate had disintegrated.

Disregarding the authority of the Senate, Caesar crossed the Rubicon River with his legions and marched on the city in 49 B.C. This was considered as an act of war.

In the ensuing civil war Caesar defeated the Republican forces. Pompey, their leader, fled to Egypt where he was assassinated. Caesar followed him

and when he arrived in Egypt he claimed outrage over Pompey's death and took over the royal palace. Then he deposed the co-regent, Ptolemy XIII, and aligned himself with Cleopatra (the Egyptian queen), igniting war between his legions and the Egyptian army.

Caesar and Cleopatra held out for six months until reinforcements arrived and the Egyptian army was defeated. But Caesar also became romantically involved with the queen ...

Caesar and Cleopatra seemed to have become lovers shortly after their meeting, and he remained in Egypt with her for nine months. Then after defeating some tribes in Asia Minor, he returned to Rome triumphant.

Caesar was then the master of Rome and made himself Consul and Dictator. He used his power to carry out much-needed reforms, relieving debts, enlarging the Senate, building the Forum Iulium and revising the calendar. Dictatorship was always regarded as a temporary position but in 44 B.C., Caesar took it for life. His success and ambition alienated strongly Republican senators. A group of these, led by Cassius and Brutus, assassinated him on the Ides (15) of March in 44 B.C. Caesar had designated his great-nephew Octavian as his heir but...

# OCTAVIAN AUGUSTUS



After Caesar's death the fight for the power between the general Mark Anthony and Caesar's true heir Octavian started dramatically. Octavian was only 19 years old at the start of his political career, but was also wise for his age and made the Senate and the Anti-Caesars support him against Anthony. How many people would be able of such a similar thing being only 19?

In 43 B.C. Octavian made an agreement with Mark Anthony and another general, Lepidus. This agreement is called the Second Triumvirate. The three of them together fought against all the enemies and Caesar's killers. After winning the battle of Philippi, Octavian was assigned the West, Anthony the East and Lepidus Africa.

Afterwards Lepidus was deprived of his powers, so the only obstacle for Octavian to have the power only in his hands was Mark Anthony. Meanwhile the latter had settled in Egypt where he had a love affair with the queen Cleopatra, and for her love he gave her some of the Roman territories.

So Octavian had a perfect reason to start a war against him, but he didn't want to start a civil war, so he declared war against Egypt and not against Anthony.

The decisive battle was the one of Actium. After their defeat Anthony and Cleopatra, aware of their imminent death committed suicide.

Octavian became eventually the first Emperor of Rome.

He started an age of peace and cultural development. It was him who commissioned Virgil to write Aeneid. That was even the age of other important poets such as Horace, Livius and Ovid. Octavian also revolutionized the administration of Rome and reformed the army.

He received many titles, the most important one was the title of Augustus, and the peace time was called in his honor Pax Augusta. There is also a month of the year dedicated to him and that still exists: August.

Octavian Augustus was an emperor loved by everyone also after his death which occurred on August 19, 14.

By Martina Di Nunno and Giuditta Greco

