



Original Contribution

THE KNOWLEDGE ABOUT THE ANCIENT WORLD IN THE EDUCATION OF STUDENTS OF PEDAGOGY

Tz. Kasnakova, A. Arnaudova

Faculty of Education, Trakia University, Stara Zagora, Bulgaria

ABSTRACT

Europe is among the leading players in today's globalisation efforts by its contribution to modern civilisation. The main reason for that is the fact that roots of contemporary values such as freedom, democracy, rational government, science and technology originated first in the Ancient World of which Europe formed a part. In classes and lectures with an emphasis on our cultural heritage, students have the opportunity to reflect upon important issues such as philosophy, science, political structure, art, trade, etc. Disciplines like "Civic Education", "Interrelationships in the Local Civic Communities", "Methodology of Education in *Man and Society*" and English Language Learning relive students interest and motivation to build up their awareness about the world – past and present, and find their place as citizens of Europe and proud carriers of a rich cultural and historical heritage.

Key Words: ancient culture, ancient philosophy, historical and cultural heritage, education, foreign language teaching

In today's world of globalisation we often seem to look back to the past in search of support – in history, politics, culture and traditions. This retrospection inevitably leads us to the ancient world and this is perfectly logical, bearing in mind the rich ancient heritage reflecting upon different aspects in our lives. There are great works of art and architecture, which remain unsurpassed and we still learn from the rhetoric of the ancient philosophers, from the thoughts about political and state government, from the nature-oriented, healthy way of life, etc.

The Knowledge about the Ancient World

The Ancient world is renowned for several great civilizations- those of the Ancient East, Ancient Elada, Ancient Thrace and Ancient Rome.

The term "ancient East" was generally used to refer to the lands situated east and southeast of the Greek-Roman world. Those were the lands and the people of Asia, North Africa, India and China where the first countries in the world originated. They were also important because they were the origin

countries of the first written language and culture. The ancient world was strongly influenced by the East and undoubtedly any countries, which were in close geographical location and in contact with the Eastern world exceeded the development of other European countries.

The Eastern peoples (of Egypt, Mesopotamia, India, China, etc.) were far more successful for several reasons – one of the most important being the fact that they inhabited fertile valleys with high-water rivers enabling irrigation and agriculture. Another significant factor was the discovery of ore and the use of metal for tool manufacturing. Slave labour also played a crucial role.

The main sources on the history of the Ancient East until the middle of 19th century remained the Bible and the compositions written by Greek and Latin historians. The most detailed account was written by the Greek historian Herodotus (5th century BC) who was also known as "the father of history". He wrote about the history and culture of Egypt, Mesopotamia and other countries. Since he used translators from the local population to complete his work, some of his accounts were imprecise. 400 years later another historian – Diodor, studied Egypt.

The Babylonian priest Beros (3rd century BC) also described the life of the

* **Correspondence to:** Tzonka Kasnakova,
Faculty of Education, Trakia University, Stara
Zagora Bulgaria; Tel.: +35942613742; E-mail:
kasnakova@abv.bg

Eastern people before they were conquered by Alexander the Great. Strabon (1st century BC) in his historical and geographical outline of Egypt shared the idea that many famous Greek philosophers had actually lived in Ancient Egypt and that their beliefs had been derived from the Egyptian culture.

Detailed historical research began during the second half of the 20th century with the discovery of the first written sources – thousands of clay plates with inscriptions from the libraries of Mesopotamia rulers, as well as inscriptions on walls and temples. The thorough study of huge archaeological sites revealed to the world the rich heritage of the Ancient East – towns, temples, libraries, etc. It is interesting to note that a Bulgarian, Peter Mateev, from Kotel (1850-1943) took part in the deciphering of the clay inscriptions.

The students at the Faculty of Education exhibit a profound interest in the problem of bringing-up and teaching children in ancient Athens and Sparta. They are impressed by Plutarh's conclusion that the children in Sparta were expected to learn only what is most necessary for them. "All the rest in their education is restrained to learning well how to be obedient, to endure pains and win in struggles." (1) In contrast, the methods used in Athens impress with the loving attention given to children from the day they were born. For the Athens woman the child was her greatest responsibility and she had to sing, play a musical instrument and tell stories and fables to the children. Children were let to run around free and were given toys to play with.

The aim of education and upbringing in Athens was harmonious development. Education followed three main directions – languages, gymnastics and music. It was carried out by private teachers.

Another topic of particular interest for the students of pedagogy is the mythology of the Ancient World. Myths and legends help explain the moral system of Assyrians, Babylonians, Egyptians, Greeks, Romans, Thracians and other ancient peoples. The students are able to trace the impact of mythology in works by different authors from the old days to the present. This influence is especially eminent in the film industry.

Undoubtedly, Ancient Thrace holds a prominent place among the countries of the Ancient World. The great archaeological findings from the last 4-5 years are particularly important. Among these are the Golden mask of a Thracian ruler, the bronze head of king Sevt III, the mythic Perperikon

and the even more mysterious Tatul with its womb-like cave and many others. It is worth mentioning here that Trakia University, Stara Zagora, Bulgaria, is settled near the Valley of the Thracian Kings (about 30-40km).

The Thracians were the oldest inhabitants of our lands. According to the old Greek historian Herodotus they were the most populous people on earth after the Hindus. Strongly attached to the land and used to living free in the huge Thracian valleys and the even more picturesque mountains, the Thracians had a tribal way of life and formed alliances only in case of great danger.

Known are about 50 Thracian tribes spread across the territory of the Balkan Peninsula. The most famous among them were: the **mizi** – living between the river Danube and Stara Planina mountain, the **tribali** – in Northwest Bulgaria, the **geti** – in Northeast Bulgaria, the **serdi** – in Sofia region, the **agriani** – in Graovo, the **denteleti** – in Kjustendil region, the **medi** – along the upper stream of the river Struma, the **koilaleti** – in the Rodopi mountains, the **besi** – along the upper stream of the river Maritza, the **odrisi** – the down stream of Maritza, the **asti** – in Southeast Thrace, etc.

They made a living from agriculture, cattle breeding, ore mining and later on they became skilful craftsmen – moulders, blacksmiths, weapon makers, weavers and goldsmiths. They also enjoyed hunting, riding and playing games.

The Thracians believed in many gods and worshipped different natural forces, which they personified as human beings. The supreme deity was Zvelsurd – the god of thunder and lightning. Other deities were Bendida, Zalmoksis, etc. Very popular among the Thracians was Sabazii – the wine god. But the most widely known of all gods was Heros, also known as the Thracian horseman. He was depicted on stone plates, with a spear in his hand and riding a horse. More than a thousand plates with the image have been found in Bulgarian lands so far, which proves the wide popularity of the cult.

The Thracians believed in afterlife. When they buried the dead, they placed food, weapons and other objects alongside the corpse to accompany the man in his journey to "the other world". The rich people were buried in special mound and tombs.

The Thracians liked music, songs and entertainment, which was the reason they honoured their mythical singer Orpheus so much. Legend has it that he used to live in the Rodopi mountains.

At the beginning of the 5th century BC the Odrisi founded their own state on the territory of a great part of present-day South and East Thrace and a capital city – USKUDAMA (now-Odrin).

Today the Thracian art memorials such as the golden treasure from Varna, the treasure from Vulchitrun, the wall-painting of Kazanlak temple, the treasures from Panagjurishte, Vratza, Letkik and Rogozen have acquired a worldwide fame. They stand for the rich cultural heritage of Ancient Thrace, which we have the right to be proud of.

The old town of Perperikon is one of the most impressive ancient cultural sites in our country. During the period of 2001-2002 an ancient Christian memorial was open to the public. It dates back from the time of Omir and the old Mikena epoch. The oldest palace dwelling originated in the late Bronze Age and could be compared to Tyrint Palace in Greece. Life in that unique town continued for 7000 years. There are traces of existing cults from as long as 5000 years BC. The big rock temple was carved in the rocks in 15th – 12th century BC and later other building layers were added. A special big oval chamber was discovered in Perperikon. Inside there was a circular altar 3m. high and 53m. in diameter. A natural narrow passage with carved stairs led to the chamber. The first dwellings in the temple were made around the 15th – 11th century BC. The archaeologists uncovered unique beautiful pottery with images of Sun deities and also the first linear writing on a plate, which had been found in no other Thracian monuments.

The big King complex and the fortress were built in Perperikon in later periods. According to Makrobios, a Roman historian, the hill was called Zelmisis (after the name of the god Zemoksis). Its ancient builders included a megalith sanctuary in the palace structure and built the Akropolis on top thus forming a rock town. According to Nikolai Ovcharov, this must be the famous prophecy place of god Dionisius where Alexander the Great received his vision that he would be ruler of the world and where later on Guy Octavius understood that his son Octavius Augustus would rule the empire.

The palace of the great Thracian king Vologez, Dionisius' priest, is most likely to be here too. He was the one who dared declare war on the Romans in the 2nd century BC. The temple survived the Roman conquest and in the 5th century, with the advent of Christianity, was among the best in the

Rodopi Mountains. Many of the buildings in Perperikon were transformed into churches whereas the town itself became a centre for the new religion.

Another interesting monument of the Ancient World is the sanctuary of god Dionisius which is supposed to be somewhere in the Rodopi Mountains. This is one of the most beautiful Bulgarian mountains, a source for many myths and legends. Omir was one of the first to admire “the Snow Mountains of the Thracians” and later Herodotus, Tukidith and Strabon wrote about them. According to the local legend, told by Publius Ovidius Nazon (43 years BC), the old Thracian queen Rodope and her brother Hemus, overcome by self-esteem, started flattering each other with the names of the supreme gods Jupiter and Junona. The gods punished them for their impudence and turned them into mountains standing apart and away from each other.

Another myth has it that a long time ago there was a great valley with roses. Zeus' daughter, Persefona, liked to go there to pick flowers. Once, the Thunder God got angry and turned the prettiest of her companions, Rodope, into a mountain. There is a different legend, which tells of an Egyptian pharaoh who named the oval mountain peak after one of his favourite mistresses who was born in these lands.

Prof. Ballan believes that the name of the mountain originated from the Greek word “rodon”, which means “thirty leaves” or “rose”. Another version traces the etymology of the word back to the Slavonic words “ruda” and “ropa” (pit) and the old-time ore mining and moulding activities.

The Thracians settled in the Rodopi Mountains during the 2nd century BC and with their sense of beauty they worshipped the picturesque mountain. The rock cult, very popular among them, resulted in many incarved sites, passes, tombs, stairs, etc. The mysterious sanctuary near the settlement of Tatul is situated on a volcanic rock and 32 stairs lead to the centre of a significant rock complex nearby Malko Gradishte. In the Eastern parts of the Rodopi Mountains hundreds of trapezium-shaped niches used for burials were carved on the sunlit surface of hard to access rock massifs. Nowhere else on the Balkan Peninsula one could find similar Thracian burial sites.

The spiritual life in Ancient Thrace was dominated by three major cults: the Sun, immortality and the forces of Nature. The Thracians honoured voluntary death and some believed that the souls of the dead would

come back to the upper world whereas others were convinced that the souls didn't actually die but continued to live more happily than before. There is evidence for such beliefs in Thracian funerals. One of the most interesting findings which is exemplary for their spiritual heritage is the cliff tomb in Tatul village, Momchilgrad region. It has the shape of a pyramid with sarcophagi and tombs carved inside. All the tombs lay open to the sun and winds and one of them is sunlit for the whole of the day. The latter is supposed to be a mausoleum where the Thracians performed rituals and sacrifices and worshipped the Sun.

Today there are several thousand Thracian mounds. Some of the tombs of respected people are heavily decorated and adorned with sculptures. Among these, the Tomb in Kazanlak and the one in the village of Shipka are of particular interest. Others include the Sveshtar Tomb (Isperih region), the Strelche Tomb and the tomb-mausoleum near the village of Starosel (Plovdiv region). The archaeological excavations proved the information from the Greek historical sources about the Thracian kings. The kings were buried with their favourite wives, slaves and horses and great many gifts, weapons, chariots, jewellery and everyday objects to accompany them in the afterlife. The burial ceremony was followed by three days of feasting and competitions. When a noble woman died a golden wreath with beautifully made leaves and floral motifs was placed on her head before she was buried. A burial wreath of this kind was found in Vratza.

Students' Involvement

In the past the Thracians inhabited vast regions and their settlements spread across between the Karpati mountains, the river Danube, the Black Sea, Aegean Sea, the Sea of Marmora and west to the Iliri tribes. They also lived on the islands of Tasos, Samotraki, Lemnos, Imbros, Tenedos as well as some parts of Asia Minor. If we are to compare the Thracian culture to other cultures, we will arrive at the conclusion that Thrace and the ancient Mikena, Minoya, Iran and even Greece exhibit many common features. In fact, Ancient Thrace looks like an extremely beautiful intricately woven colossal design. It explains the students' interest towards the Ancient World. The results from the questionnaire, which 60 students of pedagogy (social, special, pre-school and primary school) showed their affinity. 98% would like to learn more about the chronology, the main characteristics and achievements of that

period. 100% want to be informed about the Bulgarian ancient heritage and its European and worldly significance. 100% would love to visit ancient historical sites and monuments in Bulgaria and if possible in Greece and Turkey.

What are the opportunities for expanding students' knowledge about the Ancient World?

First of all, this is the university subject – "Civic Education", which is an optional discipline for all specialities. Some of the most important themes to be discussed deal with our ancient heritage and its proper place in the present-day world.

Students demonstrated a deep interest in the issue about the invention of calendars. The first calendar is supposed to have appeared in Egypt and it was most probably a Sun calendar. According to that the years consisted of 365 days, which were equally divided into 12 months and each month was named after a deity. It was later found out about the existing difference between the sun and the astronomical calendar and corrections were made during the time of the Roman emperor Guy Julius Caesar. It was then that the leap year was introduced, consisting of 366 days once in every four years. In 1582 the Pope approved of a new calendar, which differed from the old one with 10 days and at present with 13. This explains why we sometimes talk about "the new style" and "the old style" in chronology.

Another opportunity for enhancing students' knowledge of the Ancient World is the discipline "Interrelationships in the Local Civic Communities" taught to students of Social Pedagogy. Participants are involved in discussions about the impact of the ancient heritage in the formation and functioning of various civic communities. Students reconsider the relation between ancient religious beliefs and contemporary world religions. The search for problem- and conflict-solving decisions is put to the front.

The greatest advantage is for the students of Primary School Pedagogy with a Foreign Language. In the discipline "Methodology of Education in Man and Society (3rd – 4th grade) they study the ancient Bulgarian heritage and its importance and place in Bulgarian, European and world cultures. The emphasis is on Ancient Thrace and the cultural and historical remains from various civilizations in our homelands.

The students develop their own projects for research and popularisation of Bulgarian ancient heritage. They write essay inspired by

what they have seen and learned. (see Appendix 1). The fieldwork and the visit to historical sites provide a first-hand experience and a chance to get a glimpse of the way of life and places from a long time ago.

In their English language classes students of Pre-school and Primary School Pedagogy also focused their attention on the Ancient World and, along with the process of acquiring the foreign language, they were able to develop both their linguistic and cultural knowledge. The experimental work was carried out in accordance with the modern methods in foreign language education.

Communicative Language Teaching and the Knowledge of History

One of the current tendencies in foreign language teaching in the modern world is the acquisition of communicative competence. In accordance with this approach language is no longer viewed as a mere system of strict rules and vocabulary items to be memorized but is considered "a dynamic resource for the creation of meaning". (2) Therefore the basic goal for those involved in foreign language education is the ability to use the target language to communicate ideas and to participate in social interactions with others. In this respect Communicative Language Teaching takes into consideration both the objectives and the means (the classroom activities) needed to fulfil these objectives. This general shift in attitudes towards language and learning reflects on the curriculum and the overall planning of the lessons where the focal point becomes the encouragement of unrehearsed language performance. Thus the Communicative Language classroom provides an environment where learners and educators cooperate, whereas the role of the teacher is to encourage and enable students to participate and to provide them with whatever tools they may need for their language learning and further communication in real life, outside the classroom. In other words, as H. Douglas Brown indicates, we as teachers "are trying to get our learners to develop linguistic fluency" and "beyond grammatical and discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language." (3) The process of acquiring linguistic competence is one which requires not only a knowledge of the target language - its vocabulary and grammar structures but also a cultural knowledge that is the key for effective communication and a more successful inter-cultural discourse.

Cultural studies as an essential part of foreign language learning will facilitate and improve understanding across cultures and will make learners more aware of existing differences as well as of their own culture. Among the themes related to a Cultural Studies syllabus are history and historical heritage. (4) Along with other themes such as social relations, education, arts and the environment, the study of early civilizations, invasions and other historical events could be especially interesting and motivating for students. Historical knowledge would broaden the students' perception of the world around them - present and past, and would enhance their understanding of other people, their traditions and cultures. A history-based lesson in the English language classroom also provides an opportunity for using a variety of materials other than the course book, for setting a different more relaxed and enjoyable pace for the lesson, and for applying a carefully chosen classroom strategy for developing the four basic language skills (listening, speaking, reading and writing) which are the prerequisites for mastering linguistic competence.

Lesson Planning and Organization

The **theme** chosen for the third-year intermediate-level students of English at the Faculty of Education was "The Roman Empire". In a series of three consecutive lessons the students were introduced to some general facts and notions about the Senate, the Roman Army and the gladiators. The **materials** for the lessons were selected and designed on the basis of several resources - the textbooks *History*, *Entertaining History of the Old World*, *Encyclopaedia Britannica*, the film *Gladiator* by David Franzoni, and the book version of the film, adapted for language learners. The **aim** was to develop and improve students' language skills by means of involving them in a variety of lexical activities, audio-visual, oral and writing tasks. The basic **methods** of work focused on an integrated, theme-based and task-sequenced approach. The use of a content-based technique in teaching a foreign language is not innovative. It has been the leading principle in English for Specific Purposes (ESP) and the so-called "immersion programs". The technique implied conveys informational content, which is of specific interest and relevance to the learner (e.g. for his/her needs, job requirements, etc.) Although in the case of students of pedagogy

the topic has, at least on the surface, no direct relation to their major field of study; it is nonetheless important for their general education and allows for the complete integration of language skills. The objective is not to teach history but rather to teach English through a historical topic presented in a sequence of tasks with an emphasis on communication. The tasks follow the logic of the main theme and the successful completion of one guarantees the ability to cope with succeeding ones. Thus, the chaining of interlinked sets of activities ensures better coherence and consistency of the lesson and builds students' self-confidence. The tasks are skill-centred as each one focuses on a particular skill such as reading comprehension or listening but the focus soon shifts to move to other skills in follow-up activities. This approach to the teaching process is significant because in real-life situations "people seldom work with one skill only when dealing with a topic" and because "it is very often true that one skill cannot be performed without another." (5) Thus, with the integration of the four skills in mind, the lessons have been designed and planned to suit both the linguistic and cultural objectives.

Lesson 1 introduces students to some general concepts about the Roman Empire. Taking the familiar as a departure point, the approach adopted consistently raises learners' interest and encourages them to involve in further activities and find out more about historical facts of the ancient world. (see Appendix 2) The students work in pairs on a General Knowledge Quiz and then compare their answers with partners from the other groups. They try to work out the right answers by comparing and discussing possibilities and the teacher interferes only at the final stage to provide feedback. In the second stage of the lesson learners read three short texts about the Senate, the Roman Army and the gladiators and work on a number of reading comprehension activities such as answering questions, finding the meaning of unfamiliar words, matching synonyms or definitions and gap-filling. (see Appendix 3). The focus is on understanding specific information and extending vocabulary.

Lesson 2 is a video lesson where students watch three episodes from the film "Gladiator". The aim is to practice students' listening comprehension skills. They watch each episode twice - first listening for gist and then trying to listen for details and find the answers to more concrete questions. (see Appendix 4). At the end of the lesson they are

given a homework assignment to read pages 23-28 from the book "Gladiator" (6) which describe the same episodes and think about the differences between the film and the book version.

Lesson 3 is a discussion session in which students are asked to share their observations and work in small groups to compare the book and the film and discuss the advantages and disadvantages of both. The final stage is an open-class debate in which each group presents its opinion and supports it with arguments. The emphasis is on communicative ability rather than accuracy and the teacher remains an observer and coordinator avoiding the typical role to correct mistakes. The discussion is a free dialogue in which both learners and the teacher are partners whereas the atmosphere in the classroom resembles a natural real-life situation. At the end of the lesson the students are given a written assignment based on the topics they have discussed. Their task is to present in a written form the ideas and the decisions they have come to during their group work.

Analysis of the Experimental Work

In the course of three subsequent lessons the students worked on a variety of activities under the historical topic, "The Roman Empire". Most of them were cooperative and willing to participate. Some took the initiative to do further reading on the theme and bring other topic-related materials to the classroom. Although in lesson 2 students watched only a part of the film, they decided to stay after the lesson and watch the whole film. Their interest in the historical topic was a leading factor for the successful completion of each lesson and for their active participation in each step of the process.

Conclusion

Designing a history-based lesson for the English classroom proved to be a challenging task requiring much time and efforts for selecting and structuring the materials, planning and sequencing of the activities, timing, organization and presentation. Despite the difficulties in preparing and planning the lessons, they were nonetheless enjoyable, rewarding and intrinsically motivating for the participants. The students had the chance to learn more about ancient history and the true historical facts behind the screen production of one of the most famous Hollywood films about Rome. Along with extending their

cultural knowledge, they involved in a diverse language activities to improve their linguistic competence. Reading comprehension, gap filling, listening and note taking were interlinked with and led to oral practice and individual writing. Having completed the previous informative and lexical tasks and after watching the film, the students felt competent enough to express their thoughts freely in a friendly and relaxed classroom environment. Even the usually shy students took part in the discussions to share their opinions with others. The experiment proved that a deviation from the course book could be extremely helpful and that a historical topic might as well ignite one's imagination and inspire learners to use the target language as a means of communication. We believe that involving students to take part in debates and discussions, teaching them about the Ancient World and helping them to be more competent in their knowledge and communication is a step forward towards achieving the contemporary most important objective in education.

Appendix 1

The Ancient World

*Milena Hristova,
First-year student of Social Pedagogy*

For me the Ancient world is a world full of mystery and harmony. In my Ancient World there is peace and well-being, warmth between people and nature. Imagining the Ancient World brings to my mind a somewhat unreal natural scene – a little village with five-six small houses made of wood and clay and happy children running around carefree. They are wearing clothes of animal skins made by their parents. They are laughing and their sweet voices echo in the village making everyone feel happy. Their parents are working assiduously in the house or on the field. Their mother is baking bread for them to eat and the father is sowing corn in the nearby field. An idyllic life on the background of beautiful nature. There are forests and mountains, rivers and torrents around. Everything is so peaceful and calm in people's relationships. This is what I imagine when I look at a simple clay pot or another antique vessel used many thousand years ago. These ancient people were also very clever and thoughtful. They built things and managed to improve their life, which was not a very easy one. They fought with the climatic changes and the harsh environment. The Ancient World and the ancient man left an

important message for us, one, which we'll only need to decipher. And today when we enter a museum of ancient art we get a glimpse of another life sealed in the vessels, everyday objects, tools, pendants, things that were hand-made but they are so intricate and beautiful that even today with our sophisticated machines we cannot make them the same way. Everything inspires awe and admiration. They also put their soul to the shaping and design of the objects they made and one can feel it today so many centuries later. Part of these people still lives in the artefacts they left. The ancient man seemingly depicted simple thing but these things were the real, valuable things in life – nature, animal and human figurines. They embody both the mystery and harmony of the past, an ancient past, which we could only imagine with the eyes of the so-called modern *Homo sapiens*.

The Way I See the Ancient World

*Tzvetozara Agopyan,
First-year student of Social Pedagogy*

Long before the continents froze in their positions and before geographers and mapmakers agreed on their boundaries, the ancient civilizations had perceived space in a free and artistic way. The ancient people despised restriction of personal, cultural, ideological and imaginary levels.

Today the idea of freedom and creativity is still fundamental but somewhat distorted. The real freedom is in the human spirit or the spirit of a civilization unbound by any human vices. Creativity is something vague. God is a creator. Today's "creators" are ruled by materialistic ambitions, desire for fame, rewards, etc. The real, refined, sophisticated mind is not what it used to be in ancient times and although we as human beings believe to be highly intellectual, it is uncertain whether the direction of our development is the right one. We are said to be closer to perfection now than thousands of years before but the idea for a linear progression is unsound. Even today, along with the highly developed society, there exist on different continents primitive cultures – in Australia, South Africa, New Guinea, North America. We can assume that at least 20 000 years ago the Stone age tribes lived in Europe but probably in other places there were more developed societies. Consequently, there is no basis for comparison with the ancient people. One thing is certain, however; they definitely knew their origin, their destiny, the unlimited

capacity of their minds and how to live in harmony with nature. It seems fascinating because we cannot fully understand it. Our world and technologies are materialistic and what we lack today is the free, unbounded spirit.

Yet every culture carries the beginning of its end. The forces of development and destruction go hand in hand, working simultaneously. There are well known examples such as Troy, Babylon, Greece, Rome, etc. It seems that near the end of its existence every civilization develops a potent power that could lead to its destruction. Today we have atomic weapons, which can destroy the whole world and if it happened, in 2000 years from now archaeologist would have no idea what kind of civilization we built. It is possible then that there existed other civilizations before the ones we are familiar with and that a great deal of the ancient world remains unknown. So where are we going when we don't even know the beginning? Isn't there a shore of knowledge we can swim to? Was it all some kind of manipulation and hiding the truth for the sake of keeping the so-called world order? Was the truth purposefully hidden in the Ancient World itself?

The Ancient World as I See It

*Elena Ivanova,
First-year student of Social Pedagogy*

Another time, another world. Houses made of stone, people wearing white robes. A small cobbled street with sellers praising their goods, a crowd of people. A wise philosopher with white beard standing at the centre of the square surrounded by people. Beautiful statues and objects of art adorn the old town. The wise man is walking down the street sharing his wisdom with the people. He opens the eyes of the blind helping them to see the truth, to understand their ignorance and find their real selves.

Another time, another world, where the things so important for the modern man and the mundane greyness of everyday life did not exist. The people then needed no modern appliances, they were fascinated by different things and were discovering the world, which we take for granted today. Probably they were stronger people than us.

Another time, another world and just an ordinary day. The same streets, the same sellers and craftsmen and a man taking a child to a grammar school surrounded by goats and other animals. The philosopher is there again

opening people's minds and thoughts. He is searching the truth trusting his beliefs and principle. Who does this today?

Another time, another world with different views, moral codes and values. People lived a simpler life but they were more organized and respected morality and honesty. Today's world is full of lies, quarrels and unfaithful friends. Theoretically the man is free but restricted by the chains of the artificial world he lives in; things were different in the old days. White was white and black was black. The people then lived a simple, home life and did not fear a friend's betrayal. Lies and betrayals probably existed but not to the extent they rule our world today. But that was another time, another world- a long time ago in ancient antiquity.

Appendix 2

The Roman Empire

General Knowledge Quiz

I. How much do you know?

1. Rome was founded in:

- A. 753 BC
- B. 776 BC
- C. 202 BC

2. The first Roman emperor was:

- A. Julius Caesar
- B. Octavius Augustus
- C. Marcus Aurelius

3. The emperor famous for his cruelty and reckless killing of his family was:

- A. Gaius Caesar (Caligula)
- B. Tiberius Claudius
- C. Neron

4. The most important deity in Roman religion was:

- A. Jupiter
- B. Mars
- C. Zeus

5. The name of the gladiator who led the slaves' uprising in 73-71 BC was:

- A. Commodus
- B. Spartacus
- C. Romulus

II. Match the following items with their definitions

- | | |
|----------------|-----------------------|
| 1. Caesar | a) ordinary people |
| 2. Senate | b) landed aristocracy |
| 3. praetorians | c) skilful fighters |

- | | |
|---------------|-----------------------------------|
| 4. consuls | d) magistrates |
| 5. patricians | e) an advisory council |
| 6. plebeians | f) the title given to the emperor |
| 7. gladiators | g) the emperor's personal army |

Appendix 3

I. Read the text and answer the questions

The Senate

The Senate may have existed under the monarchy and served as an advisory council for the king. Its name suggests that it was originally composed of elderly men (*senes*), whose age and knowledge of tradition were highly valued in Roman society. During the republic the Senate was composed of members from the leading families. Those were respected representatives of the landed aristocracy. Although the size of the Senate during the early republic remains unknown, ancient sources indicate that it numbered 300 during the middle republic. Its members were called *patres et conscripti* ("the fathers and the enrolled") suggesting that the Senate was initially composed of two different groups - the *patres* (fathers) later called patricians and the *conscripti* (enrolled), known as plebeians or representatives of ordinary people with no aristocratic origin.

During the republic the Senate advised both the magistrates (consuls) and the Roman people. As an advisory body it had enormous power because of the collective prestige of its members. The magistrates submitted to it matters for discussion and debate. Whatever the majority voted was termed "the Senate's advice" (*senatus consultum*) and was directed back to the magistrates and to the Roman people for its enactment into law.

1. Answer the following questions.

- Did the Senate play an important role in Roman history?
- What was the main function of the Senate?
- How did the Senate take important decisions?

2. Are these sentences true or false?

- The Senate existed during the monarchy.
- There were 300 members in the Senate during the early republic.
- Only patricians could become senators.
- The "enrolled" were plebeians.
- The Roman people submitted questions for discussion to the Senate.

3. Match the synonyms from the text.

consul	called
advisory council	magistrate
termed	initially
leading families	advisory body
originally	landed aristocracy

II. Here are some proverbs about Rome. Can you guess what they mean?

All roads lead to Rome.

Rome was not built in one day.

When in Rome, do as the Romans do.

III. Read the texts and answer the questions.

The Roman Army

The regular Roman army that emperor Augustus and his successors created was based on excellent organisation and training. At this period, the legions, the most important part of the army, still recruited only Roman citizens.

The legion had over 5000 men, mostly heavy infantry, backed by small cavalry units, catapults and other engines of war. Each individual soldier was a skilled craftsman, a good warrior, also able to read and write.

The "auxiliary" units recruited mostly non-citizens, but they had Roman commanders. These units usually had 500 men, cavalry, infantry, or mixed. Both the auxiliaries and the legionaries had a regular payment, an assured career, and provision for retirement. Although the auxiliaries were lower paid, they automatically received Roman citizenship when they retired and their sons were allowed to join the legions. This was a good way to turn illiterate barbarians into literate Roman citizens.

All Roman soldiers were well armed and prepared for battle and the whole army under the command of its generals acted as a disciplined machine. The warriors were dressed in strong armour, carrying a helmet and a shield, along with a short sword, extremely useful in hand-to-hand combat. Unlike the armoured Romans, their opponents wore little or no body protection and many of them lost their lives, even before the start of the real battle, to the clouds of Roman javelins. Another advanced weapon and a favourite among the permanent soldiers was the chariot, which the Romans used for quick transport in and out of battle.

Thanks to the advance of such weapons, the strict army discipline, the excellent organisation and training the Roman army won many victories during the years.

1. Answer the following questions.

- Who were the recruited soldiers during the early empire?
- Which were the main military units in the Roman army?
- How did it become possible for illiterate barbarians to be legionaries?
- What was the greatest disadvantage of Roman rivalries in battle?

2. Read the text again, find the words that describe the Roman army and arrange them into groups.

Military units
Weapons
People
Actions

IV. Who were the gladiators?

1. What were the words that the gladiators used to salute the emperor on the arena?

Viva the emperor! The gladiators salute you!
We honour you Caesar! The mortals salute you!
Hail Caesar! Those about to die salute you!

2. What is the name of the biggest amphitheatre in Rome famous for its gladiatorial games?

3. Now read the text and decide if the sentences are true or false.

Gladiators

The Gladiators (Latin "swordsmen"; from *gladius*, "sword") were professional fighters in ancient Rome. The gladiators originally performed at Etruscan funerals to give the dead man armed attendants in the next world; therefore the fights were usually to the death. At shows in Rome, these fights became widely popular and increased in size from three pairs at the first known fight in 264 BC (at the funeral of Brutus) to 300 pairs in the time of Julius Caesar (d. 44 BC). Shows were also given in other parts of the Roman Empire, as can be seen from the traces of amphitheatres.

The shows were announced several days before they took place. The spectacle began with a procession of the gladiators through the arena and it opened with a sham fight (*prolusio*) with wooden swords and javelins. The signal for real fighting was given by the sound of a trumpet. When a gladiator was wounded, the spectators shouted "*Habet*" ("He is wounded") and then decided his faith

of life or death. A thumb up meant life and a thumb down was followed by immediate death. The reward of victory consisted of branches of palm and sometimes of money.

Gladiators were trained in special "schools of gladiators", famous for their strict and severe discipline. The fighters had various origin but were chiefly slaves and criminals.

There were different classes of gladiators according to their arms and style of fighting. The *Samnites*, for example fought with the national weapon - a large oblong shield, a plumed helmet and a short sword. The *Thracians* ("Thracians") used a curved dagger, whereas the *dimachaeri* ("two-knife men") of the later empire carried a short sword in each hand. The *essendarii* were known as "chariot men" because they fought from chariots like the ancient Britons and the *laquearii* ("lasso men") used a lasso to entangle their antagonists.

If a gladiator survived a number of combats he might be discharged from service and gain his freedom. Occasionally, some gladiators became politically important, such as Spartacus, who, acting on his own initiative, led the slaves' uprising in 73-71 BC.

Gradually, with the coming of Christianity, gladiatorial shows started to lose their popularity. In fact, they were abolished twice - firstly by emperor Constantine I (AD 325), and secondly by emperor Honorius (393-423) but gladiatorial games probably continued to exist for a century after that.

True (T) or False (F)?

- Gladiatorial fights had Etruscan origin.
- All gladiatorial games took place only in Rome.
- The gladiators were divided in different groups because of the variety of weapons and modes of fighting.
- The *essendarii* fought with two swords.
- A gladiator who was lucky to stay alive long enough had the chance to win his freedom.
- The new Christian religion put an end of gladiatorial spectacles.

4. Do you know any archaeological findings in Bulgaria which provide evidence for gladiatorial fights?

IV. Check the meaning of the new words and complete the exercises.

1. Look at these words and answer the questions.

armour arrow emperor general

republic shield gladiator slave
 sword senate

- Which four words are for people?
- Which two things can you use to kill someone?
- Which two things would protect you in a fight?
- Which two words tell you about the government of a country?

2. Choose the best words to complete the sentences below.

battle carriage cheered glory
 honour salute trap train
 wounded wheat

- Many soldiers were killed in the and many more were
- The crowd the winners.
- When a soldier passes an officer, he must him.
- We drove in our past fields of
- There were enemy soldiers all around me. I was stuck in a
- Gladiators in special schools to become good fighters.
- "We all those who died for the of Rome.

3. Match the words with their definitions.

arena cage chain tiger

Which is:

- a prison for an animal?
- something that you use to stop an animal running away"
- a wild animal?
- a place where sports and games are held?

Appendix 4

Gladiator

A David Franzoni's Film

I. Before you watch

Read the introduction to the episodes you are going to watch

General Maximus, Commander of the Roman Army of the North, fights his last battle in the war against Germania. Soon there will be peace again and he hopes to return to his farm and family in Spain.

The old emperor Marcus Aurelius is dying. The only heir to the throne is his son - Commodus, an ambitious and cruel young

man. The old emperor does not wish to leave the fate of Rome in his hands. He wants Rome to be a republic and asks Maximus to become Rome's protector after his death. The general realizes he must perform one more duty for the Emperor before he can go home. He knows it will not be easy, and he is right.

II. After you watch

Part I

A. Answer the following questions.

- What is the last wish of the old emperor?
- How does Commodus feel?
- What does he do?
- Why doesn't Maximus take Commodus' hand?
- What does he ask Quintus to do for his family?

B. Are the sentences true or false.

- Quintus is woken in the middle of the night by Maximus.
- Maximus realizes that the emperor has been killed by his son Commodus.
- Quintus believes that the emperor has died of natural causes.
- The new emperor Commodus wants to kill Maximus.
- Maximus is wounded with a cut on his neck.

Part II

A. Answer the following questions.

- Who are the woman and the boy?
- What has happened to them?
- How does Maximus feel and what does he do?

Part III

A. Are you a good observer?

- Can you name all the animals that you saw in this episode?
- Who are these people"
 - He is a tall black man with large lips.
 - He is a large man with big blue eyes, white hair and a white beard.
 - He is a strong man of heavy built and a skilful fighter.

B. Who says these things?

- "Don't die! They'll feed you to the lions."
- "Some are good for fighting, some for dying. You need both."
- "Gladiators, I salute you."

C. Now try to answer these questions.

1. How much does Proximo pay for the slaves and the animals?
2. Why are the fighters marked with spots of different colour?

REFERENCES

1. Kasnakova Tz. and D. Belchev, *Entertaining History of the Old World*, Stara Zagora, 1998, pp.72-84
2. Nunan, D., *Designing Tasks for the Communicative Classroom*, Cambridge University Press, Fourth printing, 1991, p.12
3. Brown, H.D., *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Prentice-Hall Inc., 1994, p.77
4. *Branching Out a Cultural Studies Syllabus*, British Council, Bulgaria, Tilia Ltd, 1998, pp.10-29
5. Harmer, J., *The Practice of English Language Teaching*, Longman Group UK Limited, 1991, pp.52-54
6. Keen, A. and G. Dewey, *Gladiator: A Hero Will Rise*, Penguin Reader, Pearson Education, Harlow, 2001, pp.23-28