

## EDUCATIONAL SCENARIO

### 1. Identification of the educational scenario

#### 1.1 Title of the scenario

**“Queens can also be slaves”**

**Hecuba the queen of Troja is a slave**

#### 1.2 Creator

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*Citizenship Education in Greece*

ΚΟΙΝΩΝΙΚΗ ΚΑΙ ΠΟΛΙΤΙΚΗ ΑΓΩΓΗ (Γ' ΓΥΜΝΑΣΙΟΥ)- *SOCIAL AND POLITICAL EDUCATION (3rd class of High School)*

ΣΥΓΧΡΟΝΟΣ ΚΟΣΜΟΣ : ΠΟΛΙΤΗΣ ΚΑΙ ΔΗΜΟΚΡΑΤΙΑ (Β' ΓΕΝ. ΛΥΚΕΙΟΥ)- *MODERN WORLD: CITIZENS AND DEMOCRACY (2nd class of general Lyceum)*

ΠΟΛΙΤΙΚΗ ΠΑΙΔΕΙΑ (Α' ΓΕΝΙΚΟΥ ΛΥΚΕΙΟΥ ΚΑΙ Α' ΕΠΑΛ)- *POLITICAL EDUCATION (1st class of General type of Lyceum and 1st class of EPAL(Vocational High School)*

ΒΑΣΙΚΕΣ ΑΡΧΕΣ ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ(Β' ΓΕΝΙΚΟΥ ΛΥΚΕΙΟΥ)- *BASIC PRINCIPLES OF SOCIAL SCIENCES(2nd class of General type of Lyceum)*

#### 1.3 Topics or courses involved

Citizenship Education

According to

**European Convention on Human Rights**

**Based on Article 4**

Article 4 prohibits slavery, servitude and forced labour

**Forced labour** is a generic or collective term for those work relations, especially in modern or early modern history, in which people are employed against their will

with the threat of destitution, detention, violence (including death), compulsion, or other forms of extreme hardship to themselves or members of their families

#### 1.4 Educational level

**Primary**

**Secondary: 12-15 years old**

**Second chance school**

**Reception class**

**Other**

#### 1.5 Learning outcomes of the scenario

At the end of the scenario, students should be able to describe and support:

- The definition of Slavery.
- Whom do we call a slave?
- What is our knowledge of Slavery Historically? (from Ancient to Modern Times)
- Examples of Historic Facts concerning Slavery Worldwide.

#### 1.6 Time-duration

**Class time:** 4 hours (including the theatre action)

**Outdoor preparation:** 1 hours

**How many hours to be used in total:** 5 hours

## **2. Development of the educational scenario**

### 2.1 General description

See <https://www.ohchr.org/EN/ProfessionalInterest/Pages/SlaveryConvention.aspx>

For the purpose of the 1926 Convention, the following definitions are agreed upon:

(1) Slavery is the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised.

(2) The slave trade includes all acts involved in the capture, acquisition or disposal of a person with intent to reduce him to slavery; all acts involved in the acquisition of a slave with a view to selling or exchanging him; all acts of disposal by sale or exchange of a slave acquired with a view to being sold or exchanged, and, in general, every act of trade or transport in slaves.

#### **1. Warm up**

**Are you aware of the true meaning of Slavery? Have you seen it in a film, the Media or around you even in contemporary societies?**

**According to the International Convention of Human Rights: "No-one should be allowed to live under any slavery status. Slavery in partial or in total under any form are forbidden"**

Article 4 prohibits [slavery](#), servitude and [forced labour](#) but exempts labour:

- done as a normal part of imprisonment,
- in the form of [compulsory military service](#) or work done as an alternative by conscientious objectors,
- required to be done during a [state of emergency](#), and
- considered to be a part of a person's normal "civic obligations".

## **2. Discussion to explore**

- The circumstances under which someone is forced as another man's slave.
- Differences between slavery and service.
- The differences between a slave and a servant.
- Contemporary forms of Slavery worldwide.
- Contemporary forms of slavery according to the political state/situation of a Country.

## **BINARY OPPOSITIONS to be explored**

**Binary opposition 1: Is death better than life under Slavery? Does any man have the right to enslave another? Whether it is political reasons, reasons of war, reasons of Race?**

**3. Using Theatre techniques:** The educator gives out the theater piece of Hecuba (revised accordingly)

[Reading only of the theater piece. To be able to have an opinion of what it says.](#)

### **3a. General discussion after the piece**

- Did you like the piece from Euripides?  
What exact themes does it discuss?  
Who are the characters involved?  
What is their relationship?

What do they stand for and support?

### 3b. using theatre techniques

The Educator gives out specific roles to the students. At this point we are not interested if the piece and the roles are performed well. We are only interested to hearing well the dialogues and be able to see the different opinions, in order to be able after to have discussion upon the idea of slavery, freedom and self-motivation and to what the characters believe in and aspire.

Some of the students “perform” the roles. While having the rest of the students as audience that will support all three thesis, divided in 3 groups.

## 4. Dialectical Discussion to reveal meaning

### 4a. dialectical discussion to explore

The tutor guides a discussion based on questions fostering the development of the opinion on the freedom or slavery.

- .Is life worth living under the status of slavery?
- .What is more valuable, Life or Freedom?
- .Was Polyxeni right in her decision to prefer to die that to remain alive and a slave ?
- . Would it be better to obey her mother and ask Odysseus not to take her ?

### 4b. Personalization:

questions the students can answer by working in 3 groups, each to answer of each character.

- What would you do if you were Hecubas mother ?**
- What would you do if you were Polyxeni the slave?**
- What would you do in masters Odysseus place and position?**

**Binary opposition 2:** What should one do if in the position of slavery? Accept it, rebel, die or collaborate.

## 3. Using Theatre techniques according to the theater piece again.

### 3a. discussion: questions to be explored

1. Accept ones fate αδιαμαρτύρητα?
2. Commit suicide?
3. Escape ?
4. To rebel via force and the arms?
5. To report it to the authorities?
6. to collaborate with the master to his behalf and stepping upon the other slaves?

### 3b. using theatre techniques

See worksheet 2

## 4. Dialectical Discussion to reveal meaning

#### 4a. dialectical discussion to explore

Slavery: an ancient concept that survives the ages. Can you refer to contemporary, modern, everyday forms and relationships that resemble to slavery in the modern social family environment.

#### 4b. Personalization

Has anything similar as described above ever happened in your country, city, neighborhood, or family level ?

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#### Conclusions

- a) The conclusion is that in the civilized world, in democratic regimes, Slavery should not exist under any form and no circumstances.
- b) Human relationships have to be based upon Free-Will and personal disposition of people.
- c) Exploitation of people by people is not only humiliating not only for the suppressed one but also for the one forcing slavery. Both for the enslaved and the “master”

#### 2.2 Worksheets & Resources

- [Worksheet 1](#): International Human rights convention on Human Rights/slavery

[Worksheet 2](#): Theatre piece extract for both Binary oppositions.

#### Polyxeni an excerpt from Hecuba of Euripides

HECUBA My child! O Polyxeni! Come out and attend your mother. Come out, hear me!

POLYXENI The distress in your voice, your sharp cries of dismay, dearest mother, have flushed me from the tent like a bird  
What on earth is your news?

HECUBA O my child, my own lamb

POLYXENI Why this chill in your tone?

HECUBA I am afraid—

POLYXENI Don't stop now—no, now I am afraid. I hear such fear in your voice.

HECUBA My child—child of a wretched mother! The Greeks voted —to kill you on the tomb of Achilles.

POLYXENI Alas, that you utter unspeakable woes!

HECUBA I must speak the unspeakable, child, though it tears me to pieces. You must know.

POLYXENI Sad mother of mine, what more can you take?

Such outrage and woe abound. It's too much.

ODYSSEUS Hecuba, I think you know the army's will and verdict. I'll state it anyway: The Greeks have voted to offer up your daughter on Achilles' tomb. They've authorized me to be her guard and escort.

HECUBA Oh dear gods, here it comes: a pitched battle thick with groans and anything but dry of tears. She is my staff, my nurse, my guide. She is my Troy. Those with power should use that power carefully. Those in luck should not assume that luck will hold, as I well know.

HECUBA O daughter, all my arguments against your murder were useless, feeble puffs of air accomplishing nothing. If you have more skill than your mother, use it now. Like the nightingale, sing out all your notes, or you will lose your life. Fall prostrate at this man's knee and persuade him. He has children, too, I know. You may yet move him to pity.

POLYXENI I see you, Odysseus, how you've hidden your right hand in your cloak and turned your face away so I can't touch your hand or beard in supplication.

**But you have nothing to worry about. I'll follow you to Achilles' tomb, both out of necessity and because I wish to. I want to die. I won't grovel for my life like some lowly coward of a woman. Why should I live? My father was king of Troy, ruler of all Phrygians. I was born royalty, and I was reared to expect I'd marry my choice of kings, exciting rivalry over whose home and hearth I'd grace as bride. I was mistress of the Idaeans, center of their attention, godlike—except in my mortality. Now that I'm a slave, I am infatuated with death. Imagine: some cruel-minded master could buy me for money—me, the daughter of Priam, sister of Hector and many others (360)—and take me to his house, force me to cook for him, to sweep and tend the shuttle, to work day after day while my bed, once thought fit for rulers, is polluted by some bought slave. No, it will not happen. That life is inconceivable. While the light in my eyes is still free, I yield it up, giving my body to Hades. So lead me, Odysseus; take me to my death. I see no reason to hope for or believe in anything better. And, Mother, don't you interfere. Help me instead. I would rather die than suffer the shame of wearing slavery's yoke around my neck.**

CHORUS The signs of good breeding are always impressive. But nobility is even more noble when it's deserved

- Worksheet 3: Questions to explore in small groups
- Worksheet 4: Questions for Dialectical Discussion
- Worksheet 5: Questions for Personalisation

### [2.3 Infrastructure & Materials needed](#)

- Theater piece
- Board for pinning up discussion results
- Paper and pen

### 2.5 Challenges

Will students be able to recognise the phenomena of slavery from ancient times to our modern society in its many forms and faces.

### 2.6. Further reading

#### **Films: 12 years of Slave.**

Twelve **Years a Slave** is an 1853 memoir and **slave** narrative by American Solomon Northup as told to and edited by David Wilson. Northup, a black man who was born free in New York state, details his being tricked to go to Washington, D.C., where he was kidnapped and sold into **slavery** in the Deep South.

## 3. Evaluation of the educational scenario

- **Evaluation** - Teacher will ask students to write down about multiple and various themes, according to his/her preferred subjects. One can focus on History or Modern times:
  - a) Modern Slavery-Trafficking: white flesh trade, Exploitation of Immigrants and refugees.
  - b) Historic Slavery. America, the Colonies, Indian territories etc etc.. can be explored
- **Lessons learned – conclusions:**

Freedom is the utmost human right.

Unfortunately, in our modern world- not all have the right to be free.

### Worksheet 3

#### Questions to explore in small groups

**Binary opposition:** Should we accept any kind of slavery of humans and/or animals?

#### **3a. Discussion**

1. In your perspective, what is slavery?
2. Does it exist today and in what form?
3. What we can do to prevent Slavery worldwide?
4. Can you elaborate on the refugee situation... is it slavery?