The Trans-Thermopylae Battle

Description	In this activity, the students will be introduced to the historical and socio-political conflict between the Greek and Persian cities, taking the battle of Thermopylae as a common thread. For this, they will carry out an adaptation of that battle in different media and languages.

Tag

- Coding
- Comic
- Cosplay
- Fan Fiction
- Graphic
- Instagram
- Movies
- Photo
- Social Media
- Videogames
- Wattpad
- Writing
- Youtube

Skills

PRODUCTION
- To create and modify written productions
- To use writing software and apps
- To create and modify drawings and designs
- To use drawing and design tools
- To create and modify photographic productions
- To use photographic and editing tools

CONTENT MANAGEMENT
- To search, select and download
- To manage content archives
- To manage content dissemination and sharing

INDIVIDUAL MANAGEMENT
- To self-manage

SOCIAL MANAGEMENT
- To collaborate

MEDIA AND TECHNOLOGY
- To take action and to apply

NARRATIVE AND AESTHETICS
- To interpret
- To recognize and describe
- To compare
- To evaluate and reflect
- To take action and to apply

IDEOLOGY AND ETHICS
- To evaluate and reflect

Learning areas
- Arts
- Language
- Social Sciences

Card language	• English
	• Spanish
	• Italian

Structure

Sessions	6 (variable)
Duration	6x60' (variable)
Number of participants	30
Age	• 14-16
Materials	• Comic "300" by Frank Miller
	• Film "300"
	• Video game "300" or video-trailer about this videogame
	• Computer or smartphone
	• Kahoot app
	• Image editing tools
	• Cosplay Hero app and chroma or similar environment
	• Figures and paintings

Process

Key questions	• What was classical Greece like? • What were the reasons why the Battle of Thermopylae took place? • Who participated in the battle of the thermopiles? • Why do you think it is important? • What can we learn from the Greeks?
Development	In the first session the students are divided into groups. The groups are divided depending on the type of military unit and culture they represent, since they will have to develop their characters in different media throughout the activity. Next, a fragment is shown of a film about the battle of Thermopylae (the adaptation of Frank Miller's comic "300" is recommended). Once the film is over, the class makes a video forum in relation to the following questions: What are the fundamental ideas of the film? What are the Greek characters like? What is represented by Greek culture? What relationship exists with other cultures? How are the characters of other cultures characterized? In the second session, through the different groups, the students analyse the comic "300" by Fran Miller in relation to the battle of Thermopylae. It is recommended, in the case of not having access to the videogame on "300", that a video-trailer of the same is planned. This focuses on analysing the ideas that are told, what strategies are used, ethical values, mythology, creeds and philosophies. It is important to know how to decode the message transmitted by the Spartan culture and its relation to the theoretical contents studied in the subject. In the third session uses an app for creating cosplays (Cosplay Hero) and historical scenarios. To do this, you will need a wall painted green or a chroma to make them with better quality. The groups are divided and they create characters of the battle, scenes, etc. Once they are finished, they are printed and placed in groups on panels in the class. In the fourth session, small figures or role models representing the soldiers of the different armies are painted and created. The objective is to organize them by groups, following the military strategies of the Battle of Thermopylae. In the fifth session, the battle is recreated with the strategies and characters that each group has represented. It is important to explain, according to the historiography, how the battle developed and what differences are found in relation to the adapted version of the comic and the film that was seen in the previous sessions. For half of the session the groups play the battle through the simulation of the combats. The session closes with a series of conclusions about historical events, characters, cultures, etc. In the last session, each team shares the contents and materials they have developed. For this, each group will carry out its own self-assessment and a co-evaluation of the work of the other teams. Finally, a Kahoot type trivial game will be made to check the contents acquired by each team.
Evaluation	The students should be asked the specific questions in this form both at the beginning and at the end of the process as part of the evaluation. They will also make a self-evaluation and co-evaluation with a specific cooperative work rubric. The acquired knowledge, the realization of the activities and their development and the personal competences should also be valued.
References for professors	• Wikipedia about the Battle of Thermopylae • Webquest about "300" • Kahoot • 300: Las Termópilas: http://oculimundienclase.blogspot.com.es/2010/12/300-las-termopilas.html • Thermopylae batlle parts 1 and 2: https://www.youtube.com/watch?time_continue=3&v=SSWeczyoTQE https://www.youtube.com/watch?v=GsjpcQ8ym64
Author	Alfredo-Javier Medinilla Yáñez, BA in Design and Management of Transmedia Projects at CSEU La Salle, Spain - 201001764@campuslasalle.es Irune Labajo González, Teaching staff at CSEU La Salle, Spain - irune@lasallecampus.es Dani Muñoz Beret, Teaching staff at La Salle Maravillas, Spain - dmunozb@lasallemaravillas.com