

ALP HISTORY

Glossary for all Units, and the full texts of the
Unit 15 “Age of Discoveries and the Renaissance” and
Unit 23 “World War II”,
translated in English



Funded by the
Asylum, Migration and
Integration Fund of the
European Union



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΙΑΣ



ALP HISTORY

Glossary for all Units,
and the full texts of the
Unit 15 “Age of Discoveries and the Renaissance”
and Unit 23 “World War II”,
translated in English



Funded by the
Asylum, Migration and
Integration Fund of the
European Union



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΙΑΣ



ΕΡΓΟ ALP

ΙΣΤΟΡΙΑ

ΣΥΓΓΡΑΦΕΙΣ ΕΚΠΑΙΔΕΥΤΙΚΟΥ ΥΛΙΚΟΥ

ΚΑΤΕΡΙΝΑ ΑΡΑΜΠΑΤΖΗ
ΠΑΝΑΓΙΩΤΗΣ ΓΑΤΣΩΤΗΣ
ΤΑΣΟΣ ΜΑΤΟΣ
ΔΕΣΠΟΙΝΑ ΠΑΠΑΔΟΠΟΥΛΟΥ

ΜΕΤΑΦΡΑΣΗ ΣΤΑ ΑΓΓΛΙΚΑ

ΑΧΙΛΛΕΑΣ ΚΩΣΤΟΥΛΑΣ
Μέλος ΕΔΙΠ ΠΤΔΕ Πανεπιστημίου Θεσσαλίας

ΕΙΚΟΝΟΓΡΑΦΗΣΗ

ΑΠΟΣΤΟΛΗΣ ΠΑΠΑΚΩΝΣΤΑΝΤΙΝΟΥ

ΕΠΙΣΤΗΜΟΝΙΚΑ ΥΠΕΥΘΥΝΟΣ ΕΡΓΟΥ ALP

ΓΙΩΡΓΟΣ ΑΝΔΡΟΥΛΑΚΗΣ
Διευθυντής του Εργαστηρίου ΜΔΔ Ελληνικής Γλώσσας και Πολυγλωσσίας
Πανεπιστήμιο Θεσσαλίας

ΥΠΕΥΘΥΝΟΙ ΓΙΑ ΤΗ UNICEF

ΝΑΟΚΟ ΙΜΟΤΟ
ΓΙΩΡΓΟΣ ΣΙΜΟΠΟΥΛΟΣ

ΕΚΠΡΟΣΩΠΟΣ ΓΝΩΜΟΔΟΤΙΚΗΣ ΕΠΙΤΡΟΠΗΣ ΙΕΠ

ΝΤΟΡΕΤΤΑ ΑΣΤΕΡΗ

COPYRIGHT ©

2020, UNICEF & GLML, UNIVERSITY OF THESSALY

TABLE OF CONTENTS

Unit 15. Discoveries and the Renaissance (15th-16th Century in the West)	7
Unit 23. World War II, 1939-1945	27
Glossary	47

UNIT 15

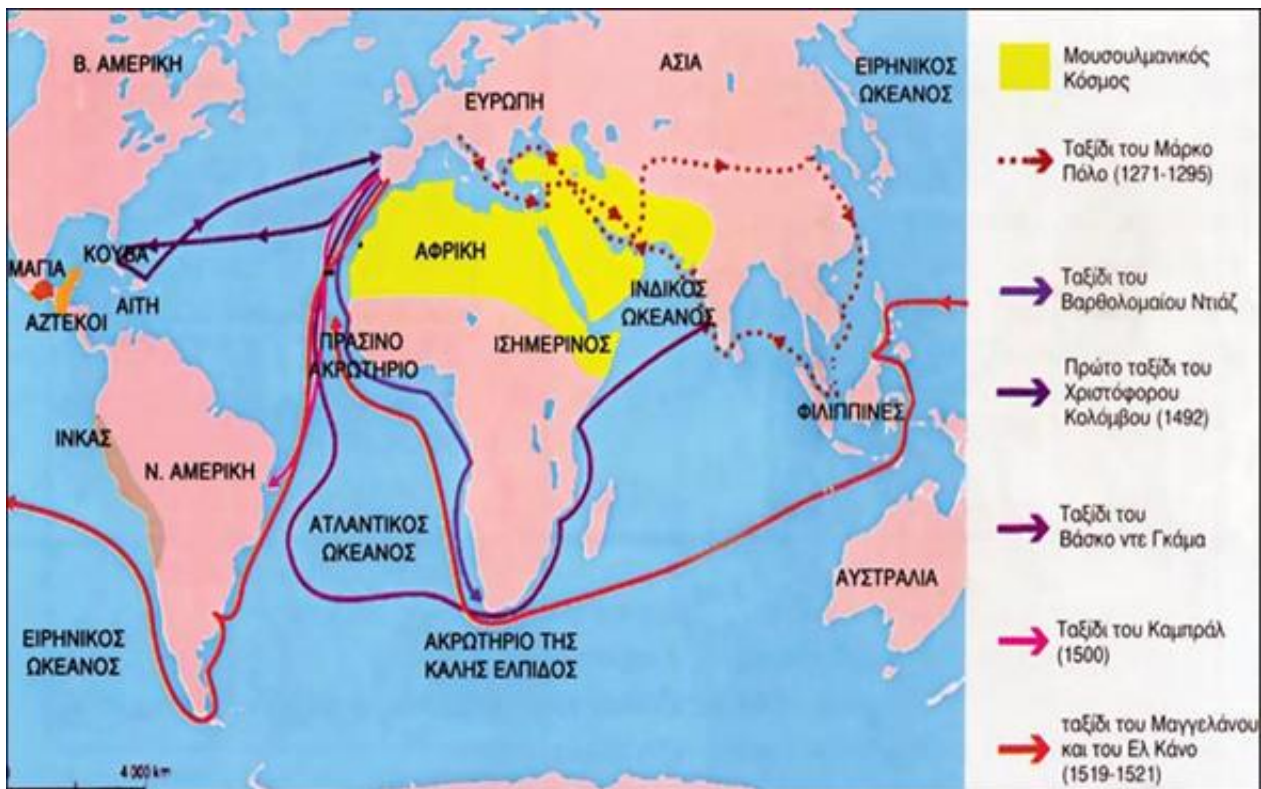
Discoveries and the Renaissance

(15th-16th Century in the West)

In Unit 15, we discuss:

1. The discovery of new lands,
2. The first European colonial expansion,
3. The Renaissance and Humanism,
4. The invention of the printing press,
5. The Reformation and the Counter-Reformation.

The Discoveries



The discovery of new lands, 15th-16th century.

Picture credit: History textbook, 2nd Year, High School

- Muslim world
- ⋯→ Marco Polo's voyage (1271-1295)
- Bartolomeu Dias's voyage
- Christopher Columbus' first voyage (1492)
- Vasco da Gama's voyage
- Cabral's voyage (1500)
- Magellan–Elcano circumnavigation (1519-1521)

Continents and Islands	Αϊτή	Haiti	Ευρώπη	Europe
	Ασία	Asia	Ισημερινός	Equator
	Αυστραλία	Australia	Κούβα	Cuba
	Αφρική	Africa	Ν. Αμερική	South America
	Β. Αμερική	North America	Φιλιππίνες	Philippines
Oceans & Capes	Ακρωτήριο της Καλής Ελπίδος	Cape of Good Hope	Ινδικός Ωκεανός	Indian Ocean
	Ατλαντικός Ωκεανός	Atlantic Ocean	Πράσινο Ακρωτήριο	Cape Verde
	Ειρηνικός Ωκεανός	Pacific Ocean		
Peoples	Αζτέκοι	Aztecs		
	Ίνκας	Incas		
	Μάγια	Maya		

Activities:

1. This map shows the 15th – 16th century Discoveries. Describe, in a few (3-4) sentences, what these discoveries involved. Use the words *voyages*, *ocean*, *known world*, *unknown world*.
2. The 15th – 16th century explorers avoided the Muslim world. Explain this, with reference to the map. Discuss why they would avoid these territories.

Text: [Pre-Columbian civilizations]

The names *Maya*, *Azteks* and *Incas* appear on the map. These are the names of civilizations that existed in the Americas before Columbus landed in it. These civilizations were destroyed after the Era of Discoveries. We will see why and how this happened later on.

Causes and means of the Discoveries

Activity:

After examining the three sources below (two texts and one picture), say:

1. Which one(s) describe(s) the causes of the Discoveries;
2. Which one(s) describe(s) the technical means of the discoveries.

Locate the words in the text or the elements in the picture that justify your opinion, and explain as necessary.

Text source 1: [The incredible riches of Japan]

“People in this land have good manners and a lot of gold. They have so much gold that they don’t know what to do with it. There is a great palace fully covered in gold. They have lots of valuable red stones, which are very pretty, round and large, and just as expensive as the white ones. This is an island so rich that nobody can count how much wealth there is in it.”

Marco Polo, *The Book of Wonders*, Ch. 162.

Credit: *History textbook, High school, Year 2.* Abridged & translated.



Picture source 2:

View of the Lisbon harbour. This is where the great explorations of the Portuguese began. You can see Caravels, a type of ship with square sails, which were suitable for travelling in the open seas. This picture was painted by the Dutch master Theodor de Bry in 1562 and it is housed in Paris, at the *Service Historique de la Marine* (Currently *Service Historique de la Defance*).

Credit: *History textbook, High school Year 2.*

See also: *History textbook Year 2, Muslim Children Education, Ch. 9, p. 159.*

Text source 3: [The goals of Prince Henry the Navigator]

“[Prince Henry the Navigator] wanted to know what lands there were beyond the Canary islands and cape Bojator, because to that date nobody had either read or heard what lands there were past that cape.

The second reason was that they would be able to bring back lots of cheap products, if there were Christians in those lands, and if they could approach the ports without danger, since there would be no other merchants there.

The third reason was that he would send his men to find out how far the forces of the infidels stretched.

The fourth reason was because he wanted to find out if there were strong Christian rulers in those lands, who could help him against the infidels.

The fifth reason was his great desire to strengthen the Christian faith and to make anyone who wanted to be saved a Christian”.

Credit: Gomes Eanes de Azurara, *Chronicle of Discovery and Conquest of Guinea*, 1543.

In Year 2 High School History textbook, abridged & translated.

Classification Activity:

Complete the right-hand column of this table with words and phrases from the two written sources that refer to the causes of the Discoveries. Also use your own words or phrases to explain the above.

Causes of the Discoveries:	
Exploratory:	
Financial:	
Political:	
Religious:	



Picture source:

Natives of the San Salvador (Holy Redeemer [the one who saves us]) greet Christopher Columbus and the Spaniards. Picture by Theodor de Bry, 1602. It is housed in the Bibliothèque nationale de France, Paris.

Credit: Year 2 High School History textbook.

Activities:

1. This picture shows the encounter (: meeting) between two different worlds. Explain who is meeting whom, and where and when this meeting took place.
2. Describe the figures in the picture: their clothes, their posture (: how they stand) and the objects they are holding.
3. Speculate why Theodor de Bry painted this picture.

The Europeans' first colonial expansion

Activity:

Complete the gap in the following text (Text source 1) using the following phrases:

1. "New World"
2. Colonial empire
3. Native Americans
4. Pre-columbian civilisations

Text source 1: [Consequences of the Discoveries]

During the Age of Discoveries, the Spanish and the Portuguese conquered a lot of land. Both countries created their own In the 16th century, the Spanish and the Portuguese conquered a large part of the Americas and destroyed Their main motivation was quick profit. When Columbus reached America [1492], the Europeans conquered the and went on to exploit it. The local conquered populations, the, became slaves to the conquerors. The Europeans treated the natives very savagely. The natives could not resist the heavy weapons of the conquerors.

Credit: History textbook Year 2, Muslim Children Education. Ch. 9, p. 160. Abridged & translated.

Text source 2: [Consequences of the Discoveries]

"The Spaniards conquered lots of regions in Central and South America, where they built cities and brought missionaries to make the Native Americans Christians. The natives lost their lands. The Spaniards who went to the Americas [...] had absolute power over the natives who cultivated the land. Cruel treatment, massacres, malnutrition, horrible life conditions, and the disease that the conquerors brought with them almost exterminated the Native Americans".

Credit: History textbook Year 2, Muslim Children Education. Ch. 9, p. 160. Abridged & translated.

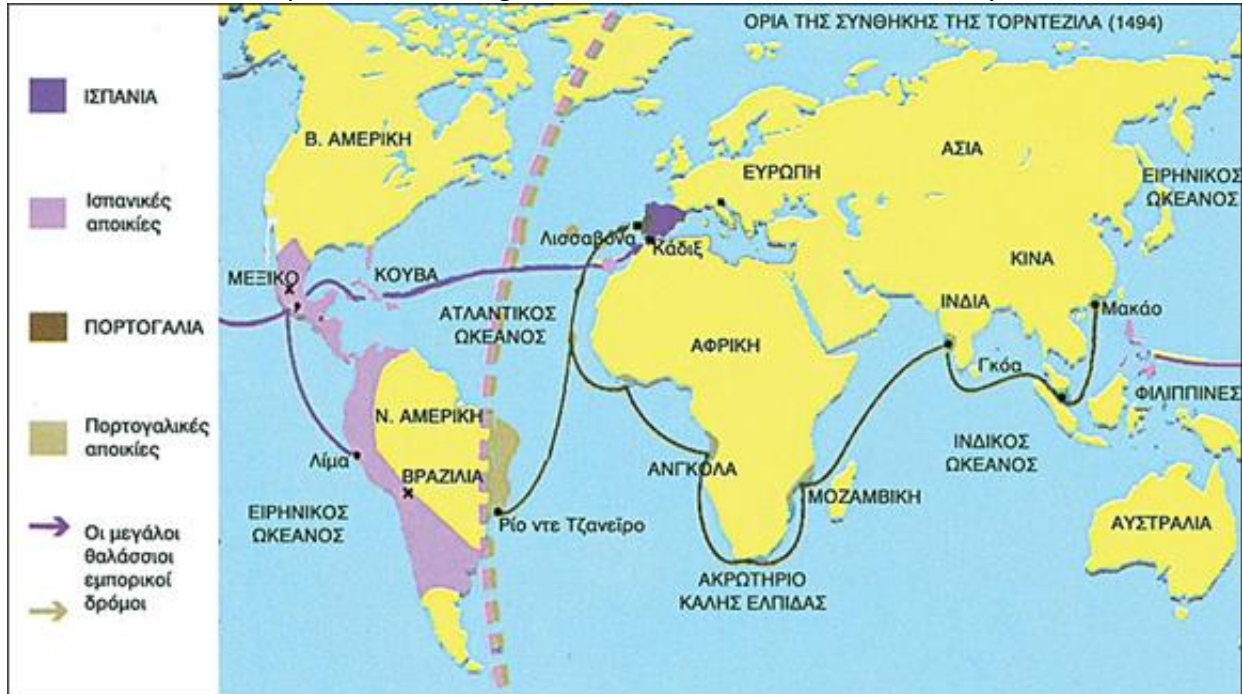
Activities:

1. Using a dictionary, find the meaning of the words "missionary" and "mission".
2. Discuss if it is right for someone to try to change another person's religious beliefs. Justify your opinion.

Activity:

Look at the following map and explain the phrase “colonial empires”, which was mentioned in text source 1 (above):







[Consequences of the Age of Discoveries; the first colonial empires]



Picture / Map: Spanish and Portuguese colonies at the end of the 15th Century, according to the Treaty of Tordesillas (1494)

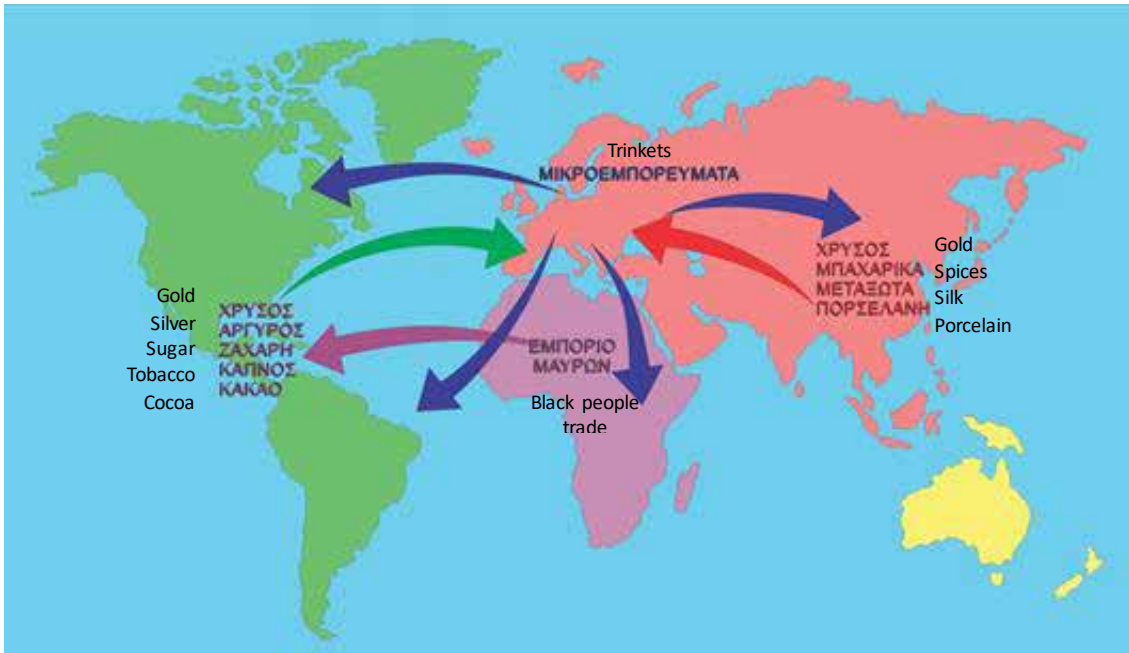
Credit: Year 2 High School History textbook

Key

	Spain
	Spanish colonies
	Portugal
	Portuguese colonies
	Major trade routes
	

Activities:

1. Explain what kinds of (political, social & financial) consequences of the Age of Discoveries are described in the map and the table that follows. Justify your opinion.
2. Observe the numbers on the right-hand column of the table. Explain how they change and why.



Map: International trade in the 16th-17th century.

Creator: Apostolos Papakonstantinou, Eikonorama.

Credit: Year 2 High School History textbook

Table:

Silver imported from the Americas to Spain	
Period	Kilograms (Kgr)
1540-1550	17,500
1550-1560	30,000
1560-1570	94,000
1570-1580	100,000
1580-1590	200,000
1590-1600	270,000

Table: Silver imports of Spain from the Americas during the 16th century

Credit: Demitroukas, Ioannou, Baroutas, op.cit. Year 2 High School History textbook

Activity:

Examine the map and the picture and explain what *black people trade* was, who did it and why. Discuss the phrase *black people trade*. Is it offensive?



Picture: black workers in a goldmine in the island of Hispaniola (present-day Cuba).

The picture is taken from a 1594 book.

Credit: History textbook Year 2, Muslim Children Education, Ch. 9, p. 161.

See also Repousi et al. (2008), p. 6.

Renaissance & Humanism, 14th-16th century Europe

Text source: [The Renaissance]

The word 'Renaissance' was used first by educated people in the Italian Peninsula from the end of 14th century, and in the rest of Europe from the 16th century onwards. It describes the great effort to grow the letters and the arts, just like in classical antiquity. A lot of educated scholars and artists were part of this movement, and it spread in many places.

Credit: History textbook Year 2, Muslim Children Education. Ch. 9, p. 149.

Complete the table:

Use the information from the source material above [The Renaissance] to complete the following table:

The «Renaissance»	
What was it?	
When did it happen?	
Where did it happen?	
Who took part in in?	

Text source: [Humanists]

Humanists praise humans and all the human creations, and especially their attempt to make the best use of their abilities in order to improve their life.

Credit: Repousi et al. (2008), p. 2. Abridged & translated.

Text source: [Only a wise person is a real person]

“It is my expectation and my wish that you learn all the languages: Ancient Greek [...], Latin, Hebrew [...], Chaldean and Arabic [...]. I want there to be no knowledge [...] that you do not remember. [...] I want you to learn geometry, arithmetic, and music. [...] Learn all the rules in astronomy. [...] Memorize the best of Law. [...] And spend a lot of time on natural science, so that you learn about all the fish, the birds, the trees, the plants of the forest, the grasses of the earth, and the metals. [...] Then read all the Ancient Greek, Arabic and Latin medical books with care [...] as well as [...] the Holy Scripture. [...] Finally [...], when you become a man, leave the leisurely and quiet life of studies behind you, and learn the art [...] of weapons, so that you can defend my home and help our friends in any hard time. [...]”

Credit: Fr. Rabelais, *Pantagruel* (1532), Ch. VIII, *Year 2 High School History textbook*. Abridged & translated.

Question - Activity:

Use the lines of the star below to record what a universal human (*homo universalis*) should be able to do, according to the textual source above [Only a wise person is a real person].¹



¹This star is just a suggestion. You can use another star with as many lines as you need.



Picture: Map from Year 2 High School History textbook. It shows the centres and spread of the Renaissance.

Activity:

In a few sentences explain what the black arrows in the map show (mean). Use the captions on the left of the map to help you.

Invention of the printing press (1450)



Left-hand picture: a modern replica of the printing press invented by Johannes Gutenberg. (1390/99-1468).

Right-hand picture: miniature showing a printing press of the time. Paris, Bibliothèque nationale de France, Paris.

Credit: Year 2 High School History textbook.

Activities:

1. Look at the pictures above.
2. Watch the following video: <https://www.youtube.com/watch?v=yeikw0kyqI>, from where the left-hand photo was taken.
3. Discuss why the invention of typography (printing) was important at that time. We can answer like this: "Before the invention of the printing press, people used to write books (manuscripts) by hand. This meant that ... Later ..." (Complete the gaps).



Picture: Map showing the spread of printing in Western Europe in the 15th century.
Credit: History textbook Year 2, Muslim Children Education, Ch. 9, p. 149.

Key

Printing houses in Europe	
♦	Before 1480
•	After 1480

Activities:

1. Look at the map above and take note of the change in the number of printing houses in Europe before and after 1480. Give the numbers.
2. Discuss what the rise in the number of printing houses means about the production of books.
3. Discuss what the rise in the number of printing houses and the increased production of books means for the value of books. Have books become more or less valuable?
Express and justify your opinion.

Reformation & Counter-reformation

Glossary:

In the Glossary for Unit 15, find and study the terms: [Reformation](#), [Protestants](#), and [Counter-Reformation](#).

Activity:

Discuss which of the three aspects of the Counter-reformation (as defined in the Glossary) seems most effective. Why?

Highlights (pictures) of the Reformation and Counter-reformation

Highlight – Text source 1: [the Indulgences]

Those who say that, as soon as they hear the sound of money in their moneybox, then human souls go to heaven, are expressing human ideas.

Thesis 27 (of 95) by Martin Luther against the Roman Catholic Church (1517).

Credit: Repousi et al. (2008), p. 4. Abridged and translated.



Picture: 16th-century woodprint: The Pope's representatives sell indulgences in Germany.

Credit: Repousi et al. (2008), p. 4.

Activity:

Briefly explain:

- What **indulgences** were (who sold them to whom, and what for);
- Why the **Protestants** protested against them.

Highlight 2: [Giordano Bruno's trial]



Picture (copper carving): imaginary depiction of Giordano Bruno's trial by the Roman Catholic Inquisition in 1600. It was carved by the Italian sculptor Ettore Ferrari (1845-1929).

Credit: Wikipedia

Giordano Bruno (1548-1600) was an Italian philosopher, a mathematician, a poet, and an astronomer. He was tried, convicted, and executed, because the Roman Catholic Inquisition believed that his his ideas about the universe and religion were believed to be heretical and dangerous.

Activities:

1. Locate Giordano Bruno in the picture above. Say how we understood it was him.
2. Say what else you would like to find out about Giordano Bruno's story.
3. Explain why Bruno's trial is a highlight of the Counter-reformation.

Activity:

- Discuss if Bruno's execution was fair or not, and justify your opinion.
You can start your answer like this: *The execution was (un)fair because...*

Highlight 3: The Christian World after the 16th century ReformationSpread of the Reformation during the 16th Century

Picture credit: Giakovaki et al. (2007), op. cit., History textbook Year 2, Muslim Children Education, Ch. 10. p. 166.

Key

	Protestants
	Roman Catholics
	Orthodox

Activity:

1. Discuss which religions of the Ottoman Empire are not visible in the map. Explain why they are not shown. Consider the title of the map (The spread of the reformation during the 16th century).
2. Imagine that you are Protestants, living in the Kingdom of France in the 16th century. How would you feel (Well? Bad? Afraid?)? Why?
3. Assume that you are Catholics living in 16th Century France. How do you feel about the Protestants? Would you feel hostile or friendly? Why?
4. Assume that you are Roman Catholics living in Syros, a Greek island in the Cyclades in the 16th century. How would you feel about the Orthodox? Why?

UNIT 23

World War II, 1939-1945

In this chapter, we will discuss:

- What caused World War 2, what its consequences were, and why it is important;
- Greece in World War 2.

World War 2 (Causes, consequences, significance)

Timeline of World War 2

1939	<ul style="list-style-type: none"> • The Italian army invades Albania. • The Soviet Union and Nazi Germany sign a non-aggression pact (“Molotov Ribbentrop pact”) • The German army invades Poland. The UK and France declare war on Germany. The Soviet Army invades Poland.
1940	<ul style="list-style-type: none"> • The German army invades Denmark, Norway, the Netherlands, Belgium, Luxemburg, and France. • Italy declares war on the UK and France. • Romania is forced to cede (: give) some of its regions to the Soviet Union. • The Italian army invades Egypt. • Japan allies with the Axis powers¹ • The Italian army attacks Greece through Albania. • Hungary allies with the Axis powers. • The British forces in Egypt push the Italian Army back.
1941	<ul style="list-style-type: none"> • Hungary allies with the Axis powers. • The Greek army pushes the Italian army back and counterattacks. They take over towns in South Albania. The German army invades Yugoslavia and Greece. Greece is divided into three occupation zones: an Italian, a German and a Bulgarian one. • German, Italian, and Finnish forces invade the Soviet Union. • Partisan uprising in Yugoslavia against Axis invaders. Three resistance groups are formed in Greece. The National Democratic Coalition (Εθνικός Δημοκρατικός Σύνδεσμος, ΕΔΕΣ), the National and Social Liberation (Εθνική και Κοινωνική Απελευθέρωση, ΕΚΚΑ), and the National Liberation Front (Εθνικό Απελευθερωτικό Μέτωπο, ΕΑΜ). • Japanese naval and air forces attack the US Navy at Pearl Harbor (in the Hawai’i islands). Japan declares war on the USA and the UK.

¹Axis: the alliance between Nazi Germany and Fascist Italy. The two countries form a central ‘axis’ (: line) between western and eastern Europe.

1942	<ul style="list-style-type: none"> • German forces counterattack in Libya. Allied forces respond with a new attack against Axis forces in Egypt. • The Nazis decide on a “Final Solution” to the Jewish issue. This involves exterminating (: killing) all the Jews who were in Axis-occupied territories. • The Soviets defeat the German army at Stalingrad and counterattack.
1943	<ul style="list-style-type: none"> • The German army is defeated in the Soviet Union and North Africa. • About 50.000 Greek Jews are sent from Thessaloniki to the Auschwitz extermination camp. The same is done to Jews of other European territories that are controlled by Nazis. • Allied forces land in Sicily and, next, in Italy. In Italy, Mussolini is overthrown (: loses power). Italy changes allegiance, becomes part of the Allied forces, and declares war on Germany.
1944	<ul style="list-style-type: none"> • The Germans are defeated again in the Soviet Union. The German army is on the retreat on all fronts. Allied forces land on Normandy (France). • The Japanese army invades India. • Finland and Bulgaria leave the Axis. • British forces land in Greece and enter Athens. Fighting begins between the EAM-ELAS resistance fighters and the forces of the Greek government, who are supported by the British.
1945	<ul style="list-style-type: none"> • The Soviet army occupies Warsaw (Poland). The Germans are on the retreat everywhere. The Nazi extermination of Jews is intensified everywhere. • Carpet bombings of German towns by Allies. • Berlin is occupied by the Soviets and the Allies. Germany surrenders. • US airplanes drop two atom bombs on Japanese towns (Hiroshima & Nagasaki). Japan surrenders.

Key to Map 1

	Germany (1934)		German-occupied territories (June 1940)		Italian-occupied territories
	German borders (3 rd September 1939)		German-occupied territories (Jan. 1941 to May 1941)		Axis-friendly countries
	German-occupied territories (Sept. 1939)		German-occupied territories (June 1941 to Nov. 1942)		Slovakia (German protectorate, 1939)

Countries, Regions & Territories	Αίγυπτος	Egypt	Ιρλανδία	Ireland	Ουγγαρία	Hungary
	Αλγερία	Algeria	Ισπανία	Spain	Ουκρανία	Ukraine
	Ανατολική Πρωσία	East Prussia	Ιταλία	Italy	Πολωνία	Poland
	Βέλγιο	Belgium	Καύκασος	Caucasus	Ρηνανία	Rheinland
	Γαλλία	France	Κρήτη	Crete	Σαουδική Αραβία	Saudi Arabia
	Γαλλία του Βισύ	Vichy France	Κριμαία	Crimea	Σουδητία	Sudetenland
	Γερμάνια	Germany	Λετονία	Latvia	Σουηδία	Sweden
	Δανία	Denmark	Λιβύη	Libya	Συρία	Syria
	Ελβετία	Switzerland	Λιθουανία	Lithuania	Τουρκία	Turkey
	Ελλάδα	Greece	Μαρόκο	Morocco	Τσεχοσλοβακία	Czechoslovakia
	Εσθονία	Estonia	Μεγάλη Βρετανία	Great Britain (UK)	Τυνησία	Tunisia
	ΕΣΣΔ	USSR (Soviet Union)	Νορβηγία	Norway	Υπεριορδανία	Transjordan
	Ιράκ	Iraq	Ολλανδία	Netherlands	Φιλανδία	Finland
	Towns	Βαρκελώνη	Barcelona	Μίνσκ	Minsk	Ρώμη
Βισύ		Vichy	Μόσχα	Moscow	Σμόλενσκ	Smolensk
Ελ Αλαμείν		El Alamein	Ντάντσιχ	Danzig (Gdańsk)	Στάλινγκραντ	Stalingrad (Volgograd)
Λένινγκραντ		Leningrad (St. Petersburg)	Παρίσι	Paris	Τομπρούκ	Tobruk
Λονδίνο		London	Ρίγα	Riga	Τύνιδα	Tunis
Μέμελ		Memel				
Seas & Oceans	Ατλαντικός Ωκεανός	Atlantic Ocean	Μαύρη Θάλασσα	Black Sea		
	Βόρεια Θάλασσα	North Sea	Μεσόγειος Θάλασσα	Mediterranean Sea		

Activities:

Read the timeline and follow developments on Map 1. Then do the following tasks:

1. Find two territories that Nazi Germany *annexed* (: occupied) before 1939.
2. Find which country Nazi Germany and the Soviet Union *partitioned* (: divided). Find when that happened.
3. Historians say that the Battle of Stalingrad was a turning point of World War 2. Read the events in the timeline and discuss if this view is correct.
4. Find the six (6) countries that fought on the side of Nazi Germany. Read the timeline and see what these countries did when the war turned against Nazi Germany.
5. Explain why this war is called a World War.
6. Find a World War 2 monument² where you live. Find information about it on the internet: e.g., when/why was it built, etc.

²Monument: a structure that reminds us of people and events in the past.

Text: [The origins of World War 2 – 1]

We can trace the origins of World War 2 to the Interbellum (1919-39) in Europe. Many historians believe that World War 2 is a continuation of World War 1 (1914-18), because:

- The opposing forces were not very different;
- One of the causes of World War 2 was the dissatisfaction about the peace treaties that ended World War 1. Many countries, especially the losing side, believed that these were very unfair and wanted to change them.

Nazis took over power in Germany in 1933. Many Germans supported them because they could not see another solution to the financial problems that Germany was facing: unemployment, high prices, debt, and taxes. There were similar authoritarian regimes in many European countries during the interbellum. These are marked in Green in Map 2.



Map 2: Different regimes in Europe during the Interbellum

Picture Credit: Skoulatos, Dimakopoulos, & Kondi (2006). *Ιστορία Νεότερη και Σύγχρονη, Γ' Γενιαίου Λυκείου* [Modern History, Year 3 Comprehensive High School], Vol. 2, p. 182.

Key

- Civic Democracies
- Communist countries
- Countries under a dictatorial or fascist regime

Text: [The origins of World War 2 – 2]

Many historians believe that the main cause of World War 2 was the aggressive policy of the Nazi state. Under Adolf Hitler, Germany broke the treaties that ended World War 1 in the following ways:

- Increased the country's military spending;
- Occupied the Ruhr valley near the French-German border in 1936;
- Annexed Austria in 1938;
- Annexed the Sudetenland in 1938;
- Partitioned Czechoslovakia in 1939;
- Invaded Poland in 1939.





Look at the map below:



Χάρτης 3: Hitler's provocations, 1936-39.

Picture Credit: Skoulatos, Dimakoroupos, & Kondi (2006). *Ιστορία Νεότερη και Σύγχρονη, Γ' Ενιαίου Λυκείου* [Modern History, Year 3 Comprehensive High School]. Vol. 2, p. 136.

Key

	Demilitarized zone
	Annexation of Austria (<i>Anschluss</i>)
	(Partial) annexation of Czechoslovakia
	(Partial) occupation of Poland

Ανατολική Πρωσία	East Prussia
Αυστρία	Austria
Γερμανία	Germany
Ντάντσιχ	Danzig (Gdańsk)
Πολωνία	Poland
Τσεχοσλοβακία	Czechoslovakia

Text: [The origins of World War 2 – 3]

The German invasion of Poland triggered the start of World War 2. The major powers (the UK, France, the USA, and the Soviet Union) could not agree with each other and did not form an alliance against Nazi Germany. In fact, in 1938 France and the UK had agreed with Germany in the Munich Agreement. Unfortunately, this 'appeasement policy' did not save peace. On the contrary, it gave the Nazis time to prepare for war.

Activity:

1. In groups, use the sources above (Texts 1, 2 & 3, and Maps 1, 2 & 3) to decide on the two most important causes of World War 2. Justify your choice.

You can present your historical thinking as follows. "In our opinion, the most important cause(s) of World War 2 was/were... because...".

2. Each group should briefly present their thinking to the plenary. Justify your views by referring to the source material. Identify points of agreement and disagreement.

Consequences of World War 2

Activity:

- In groups, look at pictures 1-4, read the accompanying texts and discuss the consequences of World War 2.
 1. Say what you found most interesting (texts and pictures)
 2. Discuss anything else you want to find out about what you have observed and read.
 3. Say why it is still important to discuss the events of World War 2 today.
- Every group should present their thinking and conclusions to the plenary.



Picture 1: International statistics.



Picture Credit: Athens Macedonia News Agency. Journalism: D. Frangouliotis

Translation:

8-9 May

Memory and reconciliation days

For the victims of World War 2

	6.8 million (Axis forces) 23 million soldiers 16.2 million (Allied forces)
80 million people killed in total	
	57 million civilians

Casualties

	Soldiers	Civilians
Soviet Union	10,000,000	20,000,000
Germany	5,000,000	2,760,000
Japan	1,300,000	672,000
China	2,500,000	15,000,000
United States of America	407,000	6,000
United Kingdom	403,000	92,700
Yugoslavia	300,000	1,200,000
France	210,000	350,000
Romania	290,000	200,000
Hungary	200,000	290,000
Poland	123,000	5,680,000
Greece	88,300	325,000
Italy	77,000	153,000
Czechoslovakia	46,000	394,000
India	36,000	2,150,000
Netherlands	7,900	200,000

Activity:

Discuss the meaning of 'Days of memory and reconciliation', in the title of Picture 1.



Picture 2: Photograph after the drop of the atom bomb in Hiroshima (6th August 1945)

Picture Credit: Washington Post.

Activity:

1. Discuss what the man in Picture 2 might be thinking. Guess based on the historical context (see the picture caption).
2. Speculate whether his life is in danger.



Picture 3: Shadow of a person, preserved on stone.

This shadow is all that was left of the person after the atom bomb exploded.

Picture Credit: Hiroshima Peace Memorial Museum

Activity:

In groups, discuss why one should visit places like the Hiroshima Peace Memorial Museum.

Each group should present their findings in plenary. Compare the answers and find points of agreement and disagreement.



Picture 4: View of the dome (roof) of the Hall of Names in the Yad Vashem Museum in Jerusalem (Israel). The museum is dedicated to preserving the memory of the Holocaust victims. The dome displays photographs and names of victims.

Glossary:

- The **Holocaust** (also called the **Genocide of the Jews** or **Shoah**) was the industrial-scale extermination of Jews by the Nazis during World War 2. It involved the mass transportation of the Jews to specially-constructed camps for forced labour and extermination. In addition to the Jews, the Nazis targeted the Roma community, the physically infirm, homosexuals, political dissidents, Soviet prisoners, and others.
- **Industrial-scale** [extermination] means ‘massive’. To achieve the industrial-scale extermination of the Jews, the Nazis used the most advanced technical means of the time: the railroad network, specially-constructed camps, death chambers, poison gasses etc. The number of people and the amount of resources that were used to this end is staggering.

Greece in World War 2

Text:

On 28th October 1940, the Italians asked Greece to surrender. The Greek prime minister, Ioannis Metaxas, refused. The Greek army fought back against the Italians, and then they counterattacked on the Italian positions in Albania. However, the German Nazis, who were allies with the Italian Fascists, attacked Greece (6 April 1941). Soon, they occupied Greece. That was the beginning of the **Triple Occupation** by the Germans and their allies, the Italians, and the Bulgarians. The Greek **resistance** organisations fought back against the occupying forces, and they responded with **retaliations**. At the same time, the Nazis were trying to exterminate the Greek Jews. After the defeat of the Axis forces, Greece became **free**, in October 1944 (Athens was freed on 12th October). Very soon, however, in December 1944, the forces of the National Liberation Front (EAM), which was the largest resistance organization, started fighting with the forces of the government and the British forces who supported the government. This was the start of the Greek **civil war**.



Cartoon in the Daily Mail, a British newspaper.
Picture credit: greek-language

Activities:

1. Discuss the information that this cartoon shows about the Greek-Italian War (1940-1941). Look for specific details in the picture and connect them to their historical context.
2. Find the point in the text above (Greece in World War 2) to which this cartoon refers.






Map showing the Triple Occupation of Greece:



Map 1: Occupation zones 1941-44.

Picture credit: *Ιστορία του Ελληνικού Έθνους* [History of the Greek Nation], Εκδοτική Αθηνών (2000). Vol. 16, p. 13.

Key

	German occupation zone
	Italian occupation zone (German after Sept. 1943)
	Annexed by Italy (German occupation after Sept. 1943)
	Bulgarian occupation zone
	Bulgarian military presence (under German command, 1943-44)

Map-based activities:

1. Find which occupation force took control of the largest cities.
2. Find which occupation force took control of most territory/
3. Speculate (: guess) about the reason(s) why the Nazi occupying forces created a buffer zone between Turkey (a neutral country then) and the Bulgarian occupation zone.

Occupation of Greece, 1941-44

Textual source: [In Hitler's Greece. The Occupation Experience]

"I see people stuffing themselves with food in all the occupied lands, while our people are hungry. For God's sake, we did not send you there to work for the benefit of those people, but to take as much as you can, so that the German people can survive. This is all I expect from you. The concern about foreigners should stop, once and for all... When you tell me that people in your lands are starving to death, I don't care. Let them die, if it means that no German starves."

H. Göring addressing the Reich Commissioners and the military commanders of the occupied territories (6th August 1942).

In Mazower M. (1994). *In Hitler's Greece. The Occupation Experience*. Athens: Alexandria. (p. 35).
Abridged & translated.

Glossary:

- **Herman Göring** was a field-marshal and commander of the armed forces in Nazi Germany. He was Adolf Hitler's second-in-command.
- **Reich Commissioners** were the highest officials in charge of an occupied area.
- **The Third Reich** is the name Nazis used to call Nazi Germany. The word *Reich* means *Empire* in German.

Activities:

1. Discuss what strikes you most in Herman Göring's words.
2. Say if there is anything else you would like to find out about him.
3. Discuss how you would respond to him if you lived in that time.

Table: Births and deaths in Athens and Piraeus

Year	Births	Deaths	Difference
1941	13,152	27,205	-14,053
1942	11,250	45,650	-34,400
1943	17,950	15,073	+2,877
1944	22,352	16,853	+5,499

Credit: Births and deaths in Athens and Piraeus. 20th Century Greece, 1940-1945, *Epta Imeres – Kathimerini*, 14/11/1999, p. 29.

Activity:

Discuss what might have caused the great number of deaths in Greece in 1942. Consider what you read in the source material above (*In Hitler's Greece. The Occupation Experience*).

Famine in Athens

Photo 1: Famine in occupied Athens.

Picture credit: Paraschos, K., (1979). *Η Κατοχή. Φωτογραφικά τεκμήρια 1941-1944* [The Occupation: Photographic documents, 1941-1944]. Athens: Ermēs (p. 27).

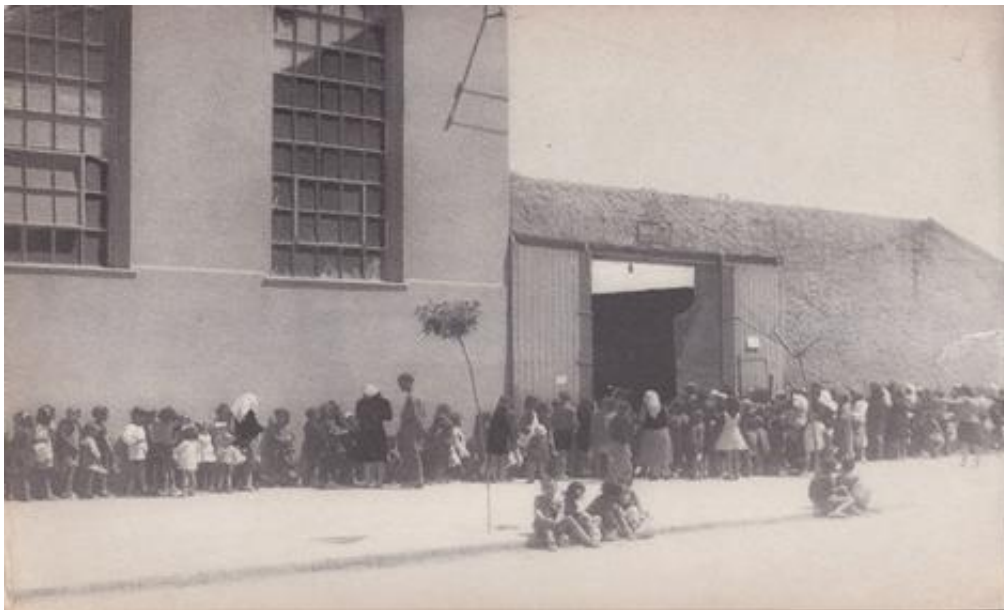


Photo 2: Waiting for food outside the Fix beer factory in Athens during the German Occupation.

Picture credit: Paraschos, K. (1979). *Η Κατοχή. Φωτογραφικά τεκμήρια 1941-1944* [The Occupation: Photographic documents, 1941-1944]. Athens: Ermēs (p. 45).

Activities:

1. Briefly describe what Photos 1 & 2 show.
2. Discuss what you find striking about these two photos.
3. Discuss what else you would like to find out about them.



Athens newspaper during the occupation. The title reads: “17 bullets at age 17. Iro Konstantopoulou, a young student, who faced death with incredible heroism”

Activities:

1. Read the title and say what historical event this newspaper refers to. Use the internet to find information.
2. After your research, briefly narrate Iro Konstantopoulou’s story.
3. Say that you found striking about Iro Konstantopoulou’s story.
4. Say what else you would like to find out about this story.



Map 2: This map shows towns and villages in Greece that were destroyed by the occupation forces. Black dots show main towns, and red dots show localities that were destroyed. Credit: Konstantinos A. Doxiadēs (1946). *Αι θυσίες της Ελλάδος στο Δεύτερο Παγκόσμιο Πόλεμο. Μέρος Α' και Μέρος Β'.* [Greece's sacrifices during World War 2, Parts 1 and 2]. Reprinted by *Kathimerini*, 2014. Picture credit (internet): *Ιστορίες για τον Β' Παγκόσμιο Πόλεμο* [Stories about the World War 2] website.

Activities:

1. Read Map 2 and its caption.
2. Discuss the Nazi retaliations in Greece. Speculate about what caused them and what their consequences were.
3. Based on the map, discuss the number, density, and location of Nazi retaliations.
4. Discuss what else you would like to find out about this topic.
5. Find an occupation monument near where you live. Use the internet to find information about this: when and why it was built. Draw something about it.



Picture: The Holocaust memorial in Athens. This shows a broken Star of David.³ It was designed by the Greek American artist Diana Magania in 2010. It commemorates the Greek Jews in Athens. It is located in the junction of Melodoni, Ermou, and Euvoulou streets, near the Jewish Temple (Synagogue). This is where the Germans arrested the Jews of Athens on 24th March 1944. The pieces of the monument, which are shaped like unequal triangles, are placed round a hexagon in the centre.

Activity:

Discuss why it is important to remember the story that this monument commemorates. You can write: *"It's important to remember the extermination of the Jews in Athens by the Nazis because..."*.

³Star of David: A symbol of Judaism. It consists of two equilateral triangles, one of which is on the other. According to the Scriptures, David was a kind of Israel.

HISTORY

GLOSSARY

Unit 1

Greek word	English translation	Meaning
Ακρόπολη	citadel	The highest part of an ancient town or settlement. A citadel is fortified with a wall that goes around it.
αρχαιολογία	archaeology	This is the science that examines how people lived in previous times. Archaeologists study what remains from the past.
Αυστραλοπίθηκος	Australopithecus	An Australopithecus (Southern Ape) is the direct ancestor of humans. It belongs to the genus (family) of <i>hominins</i> , the same family as humans.
εποχή παγετώνων	Ice Age	This is a large time period, when the temperature of the planet was very low. This meant that a great part of the earth was covered by <i>glaciers</i> (rivers of ice).
κατανομή εργασίας	distribution of labour	This is when different people do different parts of a task, so as to do the task more efficiently. For example, some people work the land, others are warriors, others are governors, etc.
κοινωνία	society	An organised group of people.
οικισμός	settlement	A group of homes; a place with homes where people live, making a community.
σπηλαιογραφία	cave painting	A painting on the walls of a cave; these were made during the Stone Age.

Unit 2

Greek word	English translation	Meaning
Ευφράτης	the Euphrates (Arabic: الفرات نهر, Nahr ul-Furāt; Syrian: ܦܪܬܐ, Prāt)	This is the largest river in the Middle East. It is 2.760Km long. It begins its course in Armenia and spills into the Arab (Persian) Gulf, after joining the Tigris.
Μεσοποταμία	Mesopotamia	This is what Ancient Greeks called the land between the two great rivers Tigris (in the east) and Euphrates (in the west). Most of this land is present-day Iraq.
μονοθεϊστικός λαός	monotheistic people	This is a group of people who believe in only one god.
Νείλος	the Nile	This is a river in Africa. It is one of the two largest rivers in the world. It was very important in the development of Ancient Egypt. Herodotus, an Ancient Greek Historian, describes Egypt as “a gift of the Nile”.
οχυρωμένη ακρόπολη	fortified citadel	The tallest part of an ancient town. There was a strong wall around the citadel to protect it.
Σφήνα	wedge	This is a piece of wood or metal, shaped like a triangle. We put a wedge between two things, pressing it, when we want to divide them or make them stop moving.
Τίγρης	The Tigris (Arabic: دجلة Dijlah didzlah; Syrian: ܕܝܓܠܐ Deqlat; Kurdish Dîcle, Dîjla ديجله)	This is one of the two great Rivers in the region of Mesopotamia (the other one is the Euphrates). It begins in the mountains of Anatolia in Turkey, runs through Iraq, and when it reaches the south of that country it merges into the Euphrates and spills into the Arab (Persian) Gulf. It is about 1,900Km long.
Τροχός	wheel	A very old and very important invention. It is a round construction which turns around an immobile (non-moving) axis.

Unit 3

Greek word	English translation	Meaning
αποικισμός	colonisation	This is when many people leave their homeland and go to a new place, where they build a new town to live. This new town is called a <i>colony</i> (<i>αποικία</i>).
δωρική εξάπολη	the Doric <i>hexapolis</i>	This is a group of six important towns that the Dorians (a group of Greek people) built in the islands and south coast of Asia Minor (present-day Turkey). These towns were: Halicarnassus, Knidos, Lindos, Kameiros, Ialysos, and Kos.
Έπος	saga, epic poem	This is a large poem that describes legendary, remarkable events.
Πίνδος	The Pindos mountains	This is the largest mountain range (group of mountains) in Greece. It starts in the northern borders of Greece with Albania and ends in the Corinthian Gulf.

Unit 4

Greek word	English translation	Meaning
ακρόπολη	citadel	The highest part of an ancient town. It was fortified (protected) by a wall.
Αγορά	marketplace	This is where people buy and sell things. They also gather here to discuss the town matters.
οπλίτης	hoplite	A heavily armed warrior in Ancient Greece.
φάλαγγα	phalanx	A formation of soldiers who move together.
δημοκρατία	democracy	A form of government where decisions are made according to what most people want.
ολιγαρχία	oligarchy	A form of government where few people have power.
είλωτας	helot	This is what Ancient Spartans called their slaves.
έφορος	ephor	One of the five leaders in Ancient Sparta. Ephors would be in power for one year.
Άστυ	town	A large place where people live.
περικεφαλαία	helmet	A metal 'hat' that warriors used to wear on their heads in ancient times.
συνοικισμός	federation	When many small villages join with each other and create a town.
Τάξη	class	A group of people with similar social and financial status.
Όλυμπος	Mount Olympus	This is the tallest mountain in Greece. In ancient times, people used to think that this was the home of the gods.
αρχιτεκτονικός ρυθμός	architectural style	This is a group of features that some buildings share, which make them different from others.

Unit 5

Greek word	English translation	Meaning
συμμαχία	alliance	A group of countries or people who work together to achieve something that is in everyone's interest.
σύμμαχος	ally	A country that promises to help another country, or a person who promises to help another person, if someone attacks the second one.
ρήτορας	orator	A person who talks in front of an audience.
αρχιτεκτονική	architecture	The art of designing buildings.
Φίλιππος Β΄	Phillip II	King of Macedon; father of Alexander the Great.
Δαρείος Γ΄	Darius III	The last king of the Persian Empire; he ruled before it was conquered by Alexander the Great.
Κύρος Β΄	Cyrus II	The person who founded (created) the first Persian Empire.
Θουκυδίδης	Thucydides	An Athenian historian; he wrote the history of the Peloponnesian War, between Athens and Sparta.
Έφεση	appeal	This is a second trial. It happens when there are doubts (we are not sure) about the decision of a first trial.
Ινδία	India	An ancient country in Asia (in the same area as present-day India)
Δόρυ	spear	A long wooden stick with an iron tip, which people use as a weapon
φάλαγγα	phalanx	A formation of soldiers who move together.
τραγωδία	tragedy	An ancient theatre play that causes very strong emotions
κωμωδία	comedy	An ancient theatre play that makes people laugh
Θέατρο	theatre	1. An act where people (actors) perform different stories in front of an audience; 2. The place where a theatre play happens.
γλυπτική	sculpture	The act of making sculptures (stone or metal figures).
Ποίηση	poetry	The act of making literature texts (poems) in verses (short lines).
φιλοσοφία	philosophy	Seeking knowledge and the truth about the meaning of life.
επιστήμη	science	The systematic study of reality.

Unit 6

Greek word	English translation	Meaning
Ασάρτη	Astarte	An important goddess of the ancient Phoenicians. They believed that she protected love and female beauty.
εφεύρεση	invention	A discovery that helps people and makes their lives easier.
διεθνής γλώσσα	international language / <i>lingua franca</i>	A language that people from different nations use to communicate.
επιταγή	cheque	A paper which gives an order to a bank to give someone some money.
Συμπολιτεία	confederation	When towns join together and become a common country.
τράπεζα	bank	An institution that takes money from people and gives it to other people with a interest.

Unit 7

Greek word	English translation	Meaning
Μύθος	myth	A non-real narration (story) that usually talks about gods and heroes.
χερσόνησος	peninsula	A piece of land that has sea on three sides.
πειρατής	pirate	Someone who attacks ships or towns near the sea, and takes their valuables.
σύγκλητος	senate	The parliament of Ancient Rome, which made laws and governed the country.
Ύπατος	Consul	The supreme (most important) leader who had the highest power in the Ancient Roman Republic.
Πυρηναία	the Pyrenees	The mountain range (group of mountains) that separates Spain from France.
Άλπεις	the Alps	A large mountain range (group of mountains) that is in many European countries (Italy, France, Switzerland, Austria, etc.).

Unit 8

Greek word	English translation	Meaning
πολίτης (πολίτες)	citizen(s)	this is the person who lives in a state and has political rights and obligations.
πολιτικά δικαιώματα	political rights	these are the rights of a citizen. For example, one political right is that you can vote in the elections or other people can vote for you.
υδραγωγείο (υδραγωγεία)	aqueduct(s)	this is a large technical work which brings drinkable water from high ground (e.g., from a mountain) to a town.
χορηγός (χορηγοί)	sponsor(s)	this is a rich citizen who pays for the expenses of a theatre performance.

Unit 9

Greek word	English translation	Meaning
κωδικοποίηση της νομοθεσίας	codification of laws	the act of gathering the laws and putting them in order.
Μεσαίωνας	Middle Ages	the period from the 5 th to the 15 th century C.E.
ορθόδοξος, ορθόδοξη, ορθόδοξο	orthodox	something that is considered correct according to the Christian religion
συντεχνία	guild	a group of people who have the same profession and have the same interests

Unit 11

Greek word	English translation	Meaning
Γότθοι	Goths	A Germanic tribe (group of people). They attacked the Byzantine Empire in the 3 rd and 4 th centuries C.E.
μεσαίωνας	Middle Ages	The period from the 5 th to the 15 th century C.E.

Unit 12

Greek word	English translation	Meaning
Ακρίτες	frontiermen	soldiers who guarded the borders (<i>άκρες</i>) of the Byzantine Empire.
εκχριστιανισμός	Christianise	the act of making someone a Christian
Ληλατώ	Loot	take by force, steal

Unit 13

Greek word	English translation	Meaning
Άλωση	sacking	The act of taking a town by force
Νομάδες	nomads	People who do not have a permanent home; they move from one land to another, so as to find forage (food) for their animals.

Unit 14

Greek word	English translation	Meaning
Μνημείο	monument	A structure that reminds us of past events
Αγάδες	Turkish: <i>Aga/agma</i>	A state official of the Ottoman government. Agas did not may taxes.
Βιλαέτι	Turkish: <i>Vilayet</i>	A large administrative division (part) of the Ottoman Empire
Ζιμήδες	Turkish: <i>zimmi</i>	People in the Ottoman empire who were not Muslims. They did not have the same rights as Muslims. They paid the highest taxes.
Μεγάλο Διβάνι, Σουλτανικό Συμβούλιο, Αυτοκρατορικό Συμβούλιο	Divan / Imperial Chancery / Imperial council	The highest government and judicial body of the Ottoman Empire.
Μεγάλος Βεζύρης	Grand vizier	A representative of the Sultan, who was responsible for all things.
Παλάτι	Palace	This is where the Divan got together to make decisions. It is the Sultans' seat (place) of government.
ραγιάδες	Turkish: <i>rayah</i>	The subjects (people) of the Ottoman Empire, both Muslims and non-Muslims, who paid taxes.
Σουλτάνος	Sultan	The head of the Ottoman Empire; an absolute monarch (ruler, king)
(Υψηλή) Πύλη	(High / Sublime) Porte	The central government of the Ottoman Empire
φόροι / δοσίματα	taxes / tributes	These are obligations of subjects (people) to a state. They can be monetary obligations (obligations in money) or obligations in kind (things). Sometimes taxes were services. This meant that people had to work for the government. A very heavy tax for Christian families was the "blood tribute" (Greek: «παιδομάζωμα»; Turkish: <i>devşirme</i>): this meant giving their children to the government.
μικρογραφίες	miniatures	Small religious icons (pictures), which people painted by hand.
χειρόγραφα	manuscripts	Books that people write by hand; not printed books.
γενίτσαροι	janissaries	A "new army" of the Ottoman Empire. The soldiers of this army children who were taken by the government from their (Christian) families the <i>devşirme</i> system.

Unit 15

Greek word	English translation	Meaning
άπιστους	infidels	“people with no faith”; this is what explorers called the people who were not Christians. However, these people were not without faith; they had a different (non-Christian) faith.
υποθέτουμε	we assume	We say our opinion about something, what happened and how. We support our opinion on as much evidence as we can: e.g., proofs, indications, lines of thinking.
συνθήκη	treaty	A written agreement between countries.
κλασική αρχαιότητα	classical antiquity	The civilisation of Ancient Greece between 490-480 and 323 BCE (see also "Ψηφίδες για την ελληνική γλώσσα").
τυπογραφία	typography / printing	Printing (producing) books with the use of metal or wooden moving elements.
Θρησκευτική Μεταρρύθμιση	Reformation	This is the creation of Christian communities in 16 th Century Europe (1517-1555), who were called the Protestants. The Protestants said in strong words that they disagreed (they <i>protested</i>) with the Roman Catholic Church. The Roman Catholic Church is based in Rome and its head is the Pope. The Protestants believed that men and women are saved by God and faith, not by fasting (not eating), prayers and other outward actions.
Προτεστάντες	Protestants	They are called Lutherans in Germany (their leader was Martin Luther). In Switzerland, they are called Calvinists (their leader was John Calvin), and in England they are called Anglicans.
Αντιμεταρρύθμιση	Counter-Reformation	This is the effort of the Roman Catholic Church to stop the Reformation. It started in the second half of the 16 th century CE. This effort was done in four ways: (1) Groups (“Orders”) of monks, like the Jesuits, spread the views of the Roman Catholic Church, through schools, hospitals, printing books etc.; (2) the Grand Inquisition (a religious court) puts on trial everybody who is said to spread words against the Roman Catholic Church; (3) the printing of books that were believed to be against the Roman Catholic Church was censored (not allowed).

Unit 16

Greek word	English translation	Meaning
συγκεντρωτικό κράτος	centralized state	This is a state where all power stems from one centre, and the centre exercises all power.
απολυταρχία	authoritarianism	This is a type of government where all power belongs to the monarch (King or Queen), and the monarch exercises all this power without any limitations (control).
Κοινοβούλιο	Parliament	The elected (chosen) representatives of people, who create the laws on a country by voting.
Λατίνοι	-	The people who spoke languages, such as Italian or French, that are derived (came from) Latin.
αγγαρεία	forced labour	Forced work; work that one has to do without payment. It is usually very tiring and unpleasant.
Γαλέρες	Galleys	War ships
ρεμπελιό	Rebellion	Revolution.
ποπολάροι	-	Working-class people
εμπορική επανάσταση	Commercial revolution	A period between approximately 1520-1650, when trade (buying and selling) developed very strongly.
μερκαντιλισμός	Mercantilism	The belief (in 16 th – 18 th century Europe) that the wealth (richness) of a country grows when you export (sell) products and import (buy) valuable metals, like gold.
τραπεζίτες	Bankers	People who own or manage banks.
εφοπλιστές	Ship owners	People who own ships, or are in charge of a shipping financial business.
βιοτέχνες	Artisans / craftsmen	People who ran an artisanship business.
βιοτεχνία	Artisanship / craftsmanship	Production of goods or products using only simple tools.
μεταστροφή	-	(in this context) change of religious beliefs

Unit 17

Greek word	English translation	Meaning
Διασπορά	Diaspora	(In this context) Greek communities outside Greece, e.g., in Europe and southern Russia.

Unit 19

Greek word	English translation	Meaning
αυτοκρατορία	empire	A country with many different people and cultures.
εθνικό κράτος	nation-state	A country where most people belong to the same nation.
Έθνος	nation	A group of people who wants to identify as such, and who share a common culture and history
ανεξαρτησία	independence	When you have no commitments or obligations.
ανεξάρτητη χώρα	independent state	A country that has its own government. An independent country can decide on its own foreign policy and implement it freely, and it is not controlled by other countries.
αυτονομία	autonomy	The right that a political or social group has to define its own laws that govern its activity.
αυτόνομη χώρα	autonomous state	A country that can define its own laws that govern its activity, and can implement them inside the country, but does not have its own distinct foreign policy, because it is not independent.
γερμανόφωνα κράτη	german-speaking countries	These are countries where the German language is the basic language of communication.

Unit 20

Greek word	English translation	Meaning
προεστός, πρόκριτος, δημογέροντας	aldermen	Old or rich people who were responsible for administrating public affairs during the Ottoman rule. Their Turkish name was «κοτζαμπάσηδες» / kocabaşı.
Μπέηδες	Turkish: <i>bey</i>	These were local governors of an area who were approved by the Sultan.
Εθνοσυνέλευση	National Assembly	The group of representatives of a nation. They come together to make the laws of the country.
συγκέντρωση εξουσιών, συγκεντρωτικό κράτος	concentration of powers, centralized state	One centre (group of people) has the power to decide on most issues.
Βαυαρία	Bavaria	An area in present-day Germany, which was a small kingdom at the time. Its king was (Λουδοβίκος Βίτελσμπαχ), and he was Otto's (Όθωνας) father.
προστάτιδες δυνάμεις	Protectors	England, France, and Russia were called the protectors of Greece, because they saved the Greek Revolution from the Turkish and Egyptian forces in the Naval Battle of Navarino (1827) and, later, created the Greek state (1830).
Έξωση	Expulsion	What happens when you send someone away
Σύνταγμα	Constitution	The fundamental law of a country. It regulates how powers are distributed (divided).
απόλυτη μοναρχία	absolute monarchy	The supreme leader of a country (in this case, the King or Queen) has all the powers. He (or she) can give them to anyone they want.
συνταγματική μοναρχία	constitutional monarchy	The supreme leader of a country only has the powers that are described in the Constitution.
αστικά κέντρα	urban centres	Towns at that time.
Ιωάννης Κωλέττης	-	A fighter in the 1821 Greek Revolution and politician. When he was the premier of the cabinet in 1834-1835, he moved the capital of Greece from Nafplio to Athens. He was also the head of the 'French' political party, and a prime minister. See also http://photodentro.edu.gr/aggregator/lo/photodentro-aggregatedcontent-8526-5501
Μεγάλη Ιδέα	Grand Idea	This is the Greek national idea to expand the borders of the country, in order to include all the Greeks of the Ottoman Empire. The end of the Grand Idea came with the defeat of Greece in the Greek-Turkish war of 1919-1922.
εθνικές γαίες	National Land	This was land that the Greek country took from Ottomans after the 1821 Greek Revolution.

αγροτική μεταρρύθμιση του 1871	1871 agricultural reform	The Greek state divided the National Land to farmers who did not have their own land («ακτήμονες», landless people).
γελοιογραφία, σάτιρα	cartoon, satire	A text, picture or movement that makes people laugh.
Κόμμα	(political) party	An organization of people who aim to govern a country.

Unit 21

Greek word	English translation	Meaning
αντάρτης	guerrilla	A fighter who is not part of the regular army. Guerrillas fight to liberate their motherland.
Έλος	swamp	A shallow lake with many plants.
ελονοσία	malaria	An illness which mosquitos transmit to people.
δικτατορία	dictatorship	A regime where one person or a group of people govern a country, but the people cannot control them.
λίμνη των Γιαννιτσών	Lake of Giannitsa	A lake near the town of Giannitsa, in Macedonia. Today it has been drained (there is no longer any water there).
Μεγάλη Ιδέα	Grand Idea	This is the Greek national idea to expand the borders of the country, in order to include all the Greeks of the Ottoman Empire. The end of the Grand Idea came with the defeat of Greece in the Greek-Turkish war of 1919-1922.
ναζιστικό κόμμα	Nazi party	A far-right fascist party that was headed by Adolf Hitler. The Nazis governed Germany from 1933 to 1945, and they caused World War II.
πρώτες ύλες	raw materials	These are materials that we get from farming, animal husbandry, forests, etc. We use raw materials to make products which we can use in commerce.
συμμαχία	alliance	A group of countries or people who work together for a shared cause.
φανατισμός	fanaticism	A blind passion for a religion or an ideology.
φασισμός	fascism	A far-right ideology which supports authoritarian rule and nationalism, and refuses the democratic process (parliament, elections, opposition, etc.).

Unit 23

Greek word	English translation	Meaning
Μνημείο	Monument	A structure that reminds us (helps us to remember) people or events from the past.
ολοκαύτωμα (ή γενοκτονία των Εβραίων ή Σοά/Shoah)	Holocaust (or Genocide, or Shoah)	This was the industrial-scale extermination of Jews by the Nazis. It was done by transporting them, in large numbers, in specially constructed concentration camps, labour camps, and extermination camps, during World War II. In addition to the Jews, the Nazis targeted the Roma (Gypsies), physically infirm (cripples), homosexuals, political dissidents, soviet prisoners etc.
βιομηχανικού τύπου [εξόντωση]	Industrial-scale [extermination]	Massive. To make this happen, the Nazis used the most advanced technological means of the time: the rail (train) network, specially constructed camps, death chambers, poison gasses etc. The number of people and resources who were used for this aim was impressive.
Χέρμαν Γκαίρινγκ	Hermann Göring	A field-marshal, in charge of the armed forces of Nazi Germany. The second in command after Adolf Hitler.
αρμοστές	commissioners	Nazi officials in charge.
το Τρίτο Ράιχ	Third Reich	A name of Nazi Germany. It means 'Third Kingdom' in German.
Άστρο του Δαβίδ	Star of David	A symbol of the Jewish religion. It consists of two equilateral triangles that face different directions (up and down) and are superimposed (one is over the other). According to the Holy Scriptures, David was a king of the Jews.

Unit 24

Greek word	English translation	Meaning
διχοτομημένη	divided	Separated in two parts.
εμφύλιος πόλεμος	civil war	A war between two groups that belong to the same country.
Ε.Σ.Σ.Δ.	U.S.S.R.	Union of Soviet Socialist Republics.
Η.Π.Α.	U.S.A.	United States of America.
Ιδανικό	ideal	An important goal that we are fighting to achieve.
Ισχύς	power	-
μεταπολεμικός	post-war	Something that happened after World War II.
μοναρχία	monarchy	A regime (form of government) where a country is headed by a monarch (King or Queen).
πολιτικός πρόσφυγας	political refugee	Any person who leaves the country of which they are citizens, against their will, because he or she is afraid that they will be harmed because of their political beliefs.
πραξικόπημα	coup d'état	A sudden action by a military group, who take the power illegally by sending away the legal government.
Προεδρευομένη Κοινοβουλευτική Δημοκρατία	presidential republic	A form of government where there is a President of the Republic and a Parliament. The members of Parliament are elected (voted) by the people.
Χούντα	junta	A group of military officers who take power from the politicians by force.

Unit 25

Modernity

Greek word	English translation	Meaning
συνδικαλισμός	(trade) union action	When people who work in the same area of production get organized in a group; it also means the collective action that they take.
απεργίες	strike / industrial action	When people take an organised decision to stop working.
χειραφέτηση	emancipation	When someone becomes free from the bonds of power and oppression (power itself continues to exist).

μοντερνισμός	modernism	The tendency to go beyond tradition, and to find new ways of expression.
--------------	-----------	--

Modernisation in Greece, 1880–1911

Greek word	English translation	Meaning
εκσυγχρονισμός	modernization	Adjustment to new conditions and demands.
Μεγάλη Ιδέα	Grand Idea	The expansion of the Greek state to all the areas where Greeks lived.
ομογενείς	nationals	People who belong to the same nation as others, but live in a different country (e.g., Greek nationals in the USA).
Διεθνής Οικονομικός Έλεγχος	International Financial Control Committee	An international committee that took over control of the main sources of income of the Greek state.

Colonialism and Imperialism

Greek word	English translation	Meaning
ιμπεριαλισμός	Imperialism	A policy of expansion of industrial states at the expense of other ones.
αποικιοκρατία	colonialism	When some countries are dominions (parts) of other countries, and depend on them militarily, financially, and politically.

The end of the Cold War and new conflicts at an era of globalisation

Greek word	English translation	Meaning
κομμουνιστικά καθεστώτα	communist regimes	These are regimes where the financial and social system depends on the shared ownership of the means of production, and the total disbanding of the social classes and distinctions.
περεστρόικα	<i>perestroika</i>	This is a Russian word that means 'reorganisation'; democratisation and the dissolution (stop) of the strict government control over the economy.
γκλάσνοστ	<i>glasnost</i>	This is a Russian word that means 'openness'; free expression of opinions.
παγκοσμιοποίηση	globalization	The creation of a worldwide financial area where all products can move free.

Παγκόσμια Τράπεζα	World Bank	An international financial credit institution which aims to provide financial and technical assistance for development projects in developing countries, in order to reduce poverty.
Οργανισμός Οικονομικής Συνεργασίας και Ανάπτυξης (ΟΟΣΑ)	Organisation for Economic Co-operation and Development (OECD)	An international organization of developed countries that support the principles of democracy and the free market.
νεοφιλελευθερισμός	neoliberalism	The idea that people can develop most when they follow the laws of the market
κράτος πρόνοιας	welfare state	This provides health cover, education, and insurance to its citizens.
διαδίκτυο	internet	A global network that connects computers and computer networks. This helps to establish the communication between them as well and gives users several services (e.g., email)
εθισμός	addiction	This is a form of behaviour that is typified by dependence on a specific activity or substance.
μέσα κοινωνικής δικτύωσης	social media	These are services that help people interact and communicate through internet communities. They appear in various forms, e.g., Facebook, Twitter, etc.
Πληροφορική	Information Technology	The science of studying computers.
Τεχνητή Νοημοσύνη	Artificial Intelligence	This is a branch of computer science that aims to develop machines that can mimic the human thought processes (ways of thinking).

Modern Greece

Greek word	English translation	Meaning
Πληθωρισμός	inflation	The rise of prices.
Αποβιομηχάνιση	deindustrialization	The decline of industries.
Μεταπολίτευση	Restoration (of Democracy)	The period after the restoration of democracy in Greece, from 1974 to 1989, when the Berlin Wall fell.
Υλική ευμάρεια	wealth	Abundance of material resources.
Μετανάστες	immigrants	People who decide to move to a different country, for various reasons, for a specific length of time. Some of them may stay in a new country forever. Immigrants usually seek better financial and social conditions for themselves and their families.
Ομογενείς	nationals	People who belong to the same nation with others, but live in a different country (e.g., Greek nationals in the USA).

Παλινοστούντες	returning nationals	Greek nationals who returned to Greece from the former USSR after 1980.
Πρόσφυγες	refugees	Refugees usually leave their country because of a war or a purge, and because they are not safe in their country. Their only option for finding safety is to leave their country. They leave their regular life behind. They might lose their home, their family, and their loved ones. There are international laws for protecting refugees. Countries have a legal obligation to allow refugees to ask for protection.

New conflicts at an era of globalisation

Greek word	English translation	Meaning
Εμφύλιος πόλεμος	civil war	A war between people who belong to the same group (country, nation, organization).
Εθνοκάθαρση	national cleansing	The violent removal from a place of the members of an ethnic community, or their mass extermination (which is a genocide).
N.A.T.O.	N.A.T.O.	North Atlantic Treaty Organisation
Στρατόπεδο συγκέντρωσης	concentration camp	A centre for holding people who were considered dangerous (at a time). In the past, during WWII, Nazis had used concentration camps to gather their opponents, force them to work, and exterminate them.
Αλ Κάιντα	al-Qaida	An armed Islamist terrorist organisation.
Ταλιμπάν	Taliban	A political-religious movement who governed Afghanistan between 1996 and 2001.
Ξενοφοβία	xenophobia	Being afraid of people who come from a different place.



Funded by the
Asylum, Migration and
Integration Fund of the
European Union



ΠΑΝΕΠΙΣΤΗΜΙΟ
ΘΕΣΣΑΛΙΑΣ



Αυτή η έκδοση χρηματοδοτήθηκε από την Ευρωπαϊκή Ένωση. Το περιεχόμενό της εκφράζει τις απόψεις των συγγραφέων της και δεν μπορεί να θεωρηθεί ότι αντικατοπτρίζει την επίσημη θέση της Ευρωπαϊκής Ένωσης.