

## **THE DEVELOPMENT OF SOCIAL AND CIVIC COMPETENCES IN SOCIAL SCIENCES: DIDACTIC ITINERARY FOR THE PHENICIAN LEGACY OF ALMUÑECAR (GRANADA)**

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### **1. INTRODUCTION**

The principles on which the aims of the Spanish education system are inspired are set forth in the Spanish Constitution. Among others, the claim to achieve the highest educational quality, the equity to try to guarantee equal rights and opportunities among people regardless of their sex, age, religion, etc. can be highlighted. In this context, the educational stage called Secondary Education, which has a compulsory and free character during the four years following Primary Education (students between 12 and 16 years), has as general principles to seek that students acquire basic knowledge in humanistic, scientific and technological studies.

The Royal Decree, which establishes the basic curriculum of Secondary Education and High School, bases the teaching-learning process, in addition to the objectives, contents, teaching methodology, standards and learning outcomes and the criteria of evaluation, in the empowerment of seven transversal competences that he calls key and that he conceptualizes as a “know-how”, that is, that propitiate knowledge through active participation in social practices.

Order ECD / 65/2015 establishes a total of seven key competences that are: “linguistic communication” (CCL), “mathematical competence and basic competences in science

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and technology” (CMCT), “digital competence” (CD), “learn to learn ”(CAA), “ social and civic competences ”(CSC), “ sense of initiative and entrepreneurial spirit ”(SIEP) and finally “ awareness and cultural expressions ”(CEC), which without completely excluding the rest, we focus on the “social and civic (CSC)”.

The development of social and civic competences should facilitate students to acquire skills that favor the use of the knowledge studied on the dynamics of societies (both past and present and at different spatial scales), to understand and critically assess the relevant information of your contributions.

### **1.1. Methodology**

In the specific case of this itinerary, we must highlight the importance of local history for middle school and the potential offered to both teachers and students. In short, there is a broad consensus that didactic itineraries are a useful tool for teachers of Secondary Education who wants to innovate in the teaching of Geography and History and in their teaching methodologies.

It has been considered that the itinerary, so that it achieves the expected educational effects, must be inserted in the didactic programming of the disciplinary matter, as well as prepared and planned before being carried out. This should be followed by the execution of the route and finally culminated in the classroom with a reflection that facilitates the achievement of the designed purposes.

### **1.2. The importance of the Phoenicians in the Iberian Peninsula**

The interest of the study of the Phoenicians is that it is a little known town since they failed to have a perfectly defined territory with a political capital. This did not prevent them from attaining enormous economic importance in the Mediterranean and cultural influence, as a consequence of their great commercial capacity based on very efficient transaction techniques, supported by excellent control over navigation. Based in the Eastern Mediterranean, in what are now the coasts of Lebanon, Israel and Syria, they managed not only to establish factories everywhere, but also to relate to independent city-states and others belonging to other peoples, both in the eastern Mediterranean, like from the west, north and south. Their factories shared, in addition to being located in places with a orography that facilitated the defense of possible temporary enemies: Egyptians, Assyrians, Babylonians, Persians, etc., language, culture and religion, circumstances that led in addition to commercial traffic, the always enriching cultural exchange.

The Andalusia coast was an area of interest for Phoenicians, highlighting the case of Cádiz and also on the coast of Granada the settlement of SEK, now Almuñécar, which

has numerous resources that have been classified as BIC (Cultural Interest Goods) and they are a benchmark that gives identity to the city in the context of Andalusia.

It also justifies the choice of this subject, the enormous importance of the Phoenician remains in the city. Archaeologists and historians consider the Phoenicians, not only as the founders of Almuñécar, but also those who managed to insert this nucleus into a commercial route that brought cities of the diverse and complex Mediterranean world into contact.

Nowadays, the state of deterioration and abandonment is more than evident, with the majority going unnoticed by the responsible institutions, the local population and secondary schools. Ignorance of local history is axiomatic and justifies the purpose and usefulness of this itinerary.

### **1.3. Points of didactic interest (PDI) and work objectives**

Six Points of Didactic Interest (PDI) have been chosen: Monument to the Phoenician, Necropolis of Montevelilla, Archaeological Museum Cueva Siete Palacios, Factory of the Salts Parque del Majuelo, Necropolis of Laurita and Necropolis of Puente de Noy.

The main objective is to fundamentally develop the social and civic competence in the students of 1st ESO through a didactic itinerary for the Phoenician remains existing in the municipality of Almuñécar. This is specified in the following specific objectives:

- Know the enormous historical, cultural and heritage wealth that the Phoenician civilization has bequeathed in numerous areas of the town.
- Limit in space and time the origins of the Phoenician civilization, its waves of expansion through the Mediterranean and the place occupied by Almuñécar.
- Identify the basic features of settlement forms, their economy, their objects, and customs and funeral rites.
- Interpret the cartography of the route to develop the spatial sense.
- Acquire sensitivity towards the historical heritage of your town, as well as an awareness of its importance.
- Promote values of conservation, respect, and value with sustainability criteria of the legacy of past societies.

## **2. ITINERARY DESIGN**

### **2.1. Issues taken into account to design the itinerary**

In this itinerary students must learn about different concepts such as space, environment, territory, location, location, location, spatial scales, geographic coordinates

or historical concepts such as chronological time, historical time, or others such as civilizations, cultures, societies, towns, social groups, oligarchies, heritage, etc., require not only their study, but also opportunities to use them in activities that are related to their daily reality, so that their meaningful learning is favored.

We consider social and civic competence one of the most complex to develop. This statement is justified in that not only a very active participation of teachers and students is essential, but also of families and social agents of the place where they exercise. While promoting knowledge of the place and society in which it resides, it implies deepening issues such as: their origin and socio-economic and environmental dynamics over time.

The opportunity offered by the enormous heritage that exists in our country, as a result of the large number of towns that have passed through the peninsular site throughout history, favors the design of educational itineraries at different educational levels. In the case of the municipality of Almuñécar, this opportunity is especially important since, as advanced above, it is a population center that was founded by the Phoenicians and constitutes one of the Andalusia cities and it could even be said that Mediterranean, more important as for the number and value of the patrimonial resources that of that time are conserved.

Nowadays, Almuñécar is the second most important city from the economic point of view of the coast of Granada, being recognized, precisely because of its enormous historical heritage and its beaches, the status of tourist capital of the Subtropical Coast. Its unique subtropical climate allows, in addition to obtaining an important production of tropical fruits. With an average temperature of 18° C, a low thermal amplitude, both daily and annual, due to the influence of the Mediterranean Sea, makes it a particularly valued city.

## **2.2. Characteristics of the three phases of the itinerary and its development**

The preparation of the itinerary has been structured in three phases. The first one that has been dedicated to its design and preparation, a second one where the execution takes place and finally the third one favors the reflection in the classroom of the questions dealt with in the previous phases.

### *2.2.1. The first phase or previous preparatory phase in the classroom.*

The PDIs included for your visit, can help you to reflect and agree on the most appropriate parameters to order the route (chronological?, Spatial contiguity?, Greater to less scientific interest?, Circular circuit so it facilitates the return to a specific point where it is more appropriate to finish the tour?, etc.), as well as the rules to be respected during its duration and the activities to be carried out by the students in each of the PDIs.

This previous activity will allow them both to verify their level of knowledge of this heritage of their city, and to start trying to locate their situation on a map of the town of Almuñécar, which will facilitate their attention and encourage them to ask questions such as: Where did they come from?, when did they come?, why did they decide to settle here?, what did they do?, how was their relationship with the native population?, what do we know about their political organization?, what do we know about his economic organization?, what was his social organization?, what were his religious beliefs?, etc.

The above will be accompanied by a common field notebook for students, and another for teachers, whose structure will be explained in a reasoned manner to the whole class. The notebook will aim to guide the key questions that must be worked, done and answered in each of the PDIs. It will contain a series of activities to be completed by each group (consisting of 4 students) and the space necessary to take notes on the responses that each group has collected in the PDI that has worked. Each member, even if he has a shared responsibility at work, both his own and to collect the relevant information presented by the rest of the groups on the tour, must assume specific obligations that he will give account.

On the organization and operation of the groups chosen at random, one of them will be especially responsible for the collection of key historical (archaeological) information of each PDI. Another will deal with instrumental and essentially geographical issues. A third party will be responsible for taking photographs that show the degree of access, conservation and protection of the heritage resource. Finally, the fourth will carry out the work of completing the questionnaire of the notebook and exposing the resulting contents in the tour before the rest of the groups.

The estimated duration is a normal day of a center, beginning at 8:15 a.m. and ending at 2:45 p.m., that is, six and a half hours. The programmed route has a length of 3.3 km and the average slope to be overcome is reduced.

### *2.2.2. The second phase Field trip, itinerary execution.*

The field trip will take place around the month of May. A total of six PDIs are established, which follow a chronological order and are included in the cartography prepared for this didactic itinerary through a GIS. In this phase there will be a brief presentation on relevant aspects of each PDI.

The students in this phase will have to assume work both in exposing their work, active listening and carrying out, among other activities, obtaining photographs of the PDIs that have not worked, their geographical coordinates, will take their altitude, orientation, will take notes on the chronology, about the characteristics and functionality of the resources, about their scientific importance, about the current use and conservation

/ protection status in which they are found. The compilation of all this information in the respective field notebooks by each group and for each PDI, will be of vital importance to achieve as final product the drafting of a protest group letter addressed to the institutions responsible for local heritage.

### *2.2.3. The third phase Reflection and conclusions*

The post-visit session will be held in the ordinary classroom and will be used exclusively for reflection on the itinerary made and for conclusions. It will reflect on the contents treated, its local history, the importance of Geography and History to interpret them, current conservation status of the Phoenician remains, transmit ideas, develop proposals or protective measures that could be carried out, exchange opinions and even debates on the reasons presented to agree on the most appropriate ones. In this sense, the general conclusions of the didactic itinerary will be obtained through an analysis of all the information collected in the field notebooks for each PDI. Students should discuss whether or not it is necessary to write a claim letter to local authorities to improve the conditions in which the Phoenician heritage of the municipality of Almuñécar is found.

In the event that the result is positive, the protest letter and documented with photographs will show the state of abandonment of the Phoenician remains and request their protection, as well as the need to put them in value, so that they are taken into account by of the municipal technicians and political authorities responsible for the different administrative areas, their access, conservation and restoration. Together, the key reasons that justify the intervention by the authorities will be agreed upon, they will select the documentary evidence and plan the means to ensure that their letter arrives and to ensure a response to their demands.

## **3. DESCRIPTION OF THE DIDACTIC ITINERARY BY THE LOCATION OF ALMUÑÉCAR. ISSUES TO WORK BY THE STUDENT**

### **3.1. Description of the town of Almuñécar**

Almuñécar is a coastal city in the province of Granada, with a surface area of 83.3 km<sup>2</sup> and a population of 26,377 populations (INE, 2018). Its Phoenician origin is verified by documented archaeological remains and the numerous scientific studies that have been carried out in the municipality for decades. Some research states that by 1500 a. C. there was a population presence, which corresponds to the Bronze Age and the Archaic culture. At the end of the s. IX a. C., its origin and foundation is attributed to the Phoenicians under the name of Ex, later Sexs or with the Romans (3rd century BC)

Firmum Iulium Sexi, which marks the starting point of the importance of this city for the Phoenicians and their commercial relations with the Mediterranean.

The first historical accounts of the town date back to the Greek geographer and historian Strabon. In his work, *Geography of Iberia*, of great worldwide recognition, one of the passages mentions the town of Sexs (Almuñécar), founded by the Phoenicians, and its importance as a port and merchant city on the coast. Most of the information we have about the Phoenicians in Almuñécar comes from various scientific studies that have been based on the evidence provided by the archaeological excavations carried out in the municipality, since the early sixties by Manuel Pellicer and Molina Fajardo.

In short, the location of this population seems to respond to the patterns set for the installation of commercial factories, since it is necessary to take into account that the promontories on which the city sits then formed a peninsula.

### **3.2. Description of Teaching Points of Interest (PDI)**

#### *3.2.1. First educational point of interest: Monument to the Phoenician*

The bronze statue pays tribute to the Phoenicians as founders of the city of Almuñécar (Sex). It is located on the Paseo del Altillo, in front of the Puerta del Mar beach, and was made by the Granada-born sculptor and goldsmith Miguel Moreno Romera, in 1987.

The Phoenicians occupied this area of the Mediterranean in the eighth century B.C. For this culture the sea was its main economic source and they were the best navigators of the time. The monument is presented as an anonymous figure, a muscular Phoenician who sits on a ship, known as “hippoi”. It was a type of Phoenician ship built with cedar wood from Mount Lebanon. The ignorance of the compass implied that navigation should be done during daylight hours, with sunlight and along the coasts. They were light boats, fast and easy to maneuver propelled by rowing and sailing.

#### *3.2.2. Second point of educational interest: Montevelilla Necropolis*

The Montevelilla necropolis has brought to light numerous objects of great historical and heritage value, which highlights the importance of this geographical enclave for the Phoenician society of the moment. In the sixties of the twentieth century there was news of an important finding in the area of Monte Velilla.

The PDI is located in the surroundings of a Phoenician necropolis, where the graves excavated in the area stand out and its observation allows students to be aware of the degree of neglect, deterioration and abandonment of the place. It is a key place to know the changes that arose around the Phoenician funeral rites that were taking place in this area.

### *3.2.3. Third point of didactic interest: Archaeological Museum Cave Seven Palaces*

In this PDI you can visit the Siete Palacios Cave Museum, located on San Miguel Hill and since 1984 the headquarters of the current municipal archeological museum of Almuñécar. This space has all kinds of Punic ceramics, objects, figures, coins, alabaster glasses, accessories, jewelry and materials from the salting factory.

The great star piece that houses this museum is a beautiful Egyptian vase from the time of Pharaoh Apophis I of S. XVII a. C. This vessel was transferred by the Phoenician navigators on one of its commercial routes through the Mediterranean to the town of Sex. It is made of marble and has a stamp-shaped hieroglyphic writing showing the name of Pharaoh Apophis I. In the excavation campaigns of the eighties of the twentieth century, a cultural sequence could be documented inside this cave, where the presence of a final bronze, Phoenician, Punic and Iberian bronze habitat was highlighted.

### *3.2.4. Fourth point of didactic interest: Factory of the Salazones Parque del Majuelo*

The next PDI is located next to the slopes of the Castillo de San Miguel, in the Salazones factory of the El Majuelo Botanical Park today. For Molina and Jiménez (1983) it is a unique place as a center of production and commercial activity. The authors affirm that the remains found in this factory of salted fish have allowed us to verify that it is a place with a chronology that covers from the 1st century BC. C at the end of IV d. C o principles of V d. C.

The large amount of material extracted from this area has provided information of vital importance to know the past of this place. Also, according to Molina and Jiménez (1983), they have allowed studying other aspects such as the importance of trade routes, production centers or exports and imports of basic food products. The first news about the location of the salting factories of Almuñécar date back to the 70s of the 20th century. Excavations and surveys carried out by the Molina Fajardo team have documented the existence of the first Phoenician settlement of the eighth century BC. C.

### *3.2.5. Fifth point of educational interest: Laurita Necropolis*

The Laurita necropolis is located on the Cerro de San Cristóbal. In 1962, the popular neighborhood of Los Marinos began to be built on the Cerro de San Cristóbal for fishermen in the municipality. After the progress of the works, the ceramics and funerary pieces of goldsmith's work, including the Egyptian vessel, among others, were a constant.

The looting of the tombs was intense and their deterioration was high, with scattered and fragmented ceramic varnish remains of red varnish. Today we know that it has 22 burials of incineration with alabaster urns. According to Pellicer (2007), it may be a



set of burials belonging to a limited high social class, perhaps to a prestigious elite of the first settlers of Sex, and, on the other hand, to which their chronological framing corresponds at most, three quarters of a century, equivalent to three generations.

### *3.2.6. Sixth point of educational interest: Necropolis of Puente de Noy*

The Necropolis of Puente de Noy is located west of the Seco River, on the hill where IES Antigua Sexi is located. It was discovered by an institute professor in 1979. Subsequently, excavation campaigns were initiated by F. Molina Fajardo and his team and, in 1982, the Phoenician-Punic necropolis of Puente de Noy was announced.

This is a PDI of special interest, since a total of 102 Punic burial tombs were excavated in the area, with a great variety of types of trousseau and a wide chronological range that goes from S. VII to I a. C. Likewise, this tomb represents changes of a social, religious and funerary type, where the cremation in an urn is replaced by burial.

### **3.3. Learning process evaluation**

To evaluate the student learning process, the field notebook and the final product (claim letter) have been taken into account. The notebook constitutes an evaluation instrument in itself that will allow to verify the degree of achievement of the key competences. On the other hand, to evaluate the final product, a rubric will be used to measure the level of development of social and civic competences more specifically.

## **4. CONCLUSIONS**

In the present work, a didactic itinerary proposal has been prepared for students of 1st ESO and that emphasizes the development of key competences and more specifically in the development of social and civic competences (CSC). For decades, the application of didactic itineraries in secondary education and, specifically, in the area of Geography and History, has reported great benefits in students and in the improvement of the teaching-learning process.

The proposed itinerary focuses on the archaeological heritage of Phoenician origin in the municipality of Almuñécar. Throughout the six selected PDIs, the great importance of the remains and the enormous didactic potential they provide are confirmed. However, they are underutilized and require urgent measures for their enhancement and conservation. Through three different phases (before, during, post) and with the help of different teaching resources, a field notebook and a proposal of exclusive activities for each PDI, the set of key competences is developed, enhancing the role of social competences and civic as the main objective of this work. These phases will result in

a final product or claim letter prepared by the students and addressed to the relevant authorities, in order to put the necessary means to put it into value. In this way the students of 1º of ESO begin in the exercise of their rights and civic obligations, trying to improve, with the help of the entire educational community, the reality of the city in which they live.

In short, the didactic itinerary is a fundamental methodological tool for the development of key competences in middle school students, as shown in this work. Despite not having been implemented in reality, it is intended to be applied in the next academic year to obtain more objective results and correct possible deficits that may arise from its application.