

Mega Greek

Topic: Ancient Greece



Teacher Guide

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Welcome to *Mega Greek: The Ancient Greeks*.

This eight-session course is designed for schools teaching the Ancient Greeks as a history topic. Each session covers an aspect of Ancient Greece, with students engaging in a worksheet or creative task.

<i>lesson</i>	<i>aspect</i>	<i>student task</i>
1	Different Greek cultures	Greek cultures fact file
2	Gods & goddesses	Make a gods & goddesses match-up game
3	Mythology	Create your own myth
4	Art & architecture	Design a Greek vase painting or make a clay acroterion
5	Writing	Make your Greek name badge
6	Sport & fitness	Compare the Olympics worksheet
7	Science & maths	Triangles investigation or Science words puzzle
8	Philosophy	Moral dilemma discussions

Each lesson is designed to last around 40 minutes.

This teacher guide contains notes to the teaching slides, as well as the worksheets for the lessons.

The finger icon  indicates a mouse click or arrow press to activate an animation on the teaching slide.

Lesson 1: Ancient Greek cultures

LO: To understand the diversity of Ancient Greece and its cultures

Slide 2

Often, we study time periods in history, like the Victorians or the Romans. But history is super interesting when you think about it as a continuous timeline that stretches back from the modern day into the far depths of the past. Let's start our Ancient Greek journey by travelling on the history timeline to see just how far back we have to go to reach the world of ancient Greece. Let's start 👉 logically with where we are now, in the 21st century. Moving back a little bit into the past 👉 we enter the 20th century, when we saw things like 👉 the first voyages into space, the 👉 development of aviation and [cl] aeroplanes, and before that [cl] the invention of motorized vehicles like cars. Going back a bit further in time takes us into the 19th century, with the growth of factories and cities 👉 and the invention of the steam engine. The 17th and 18th centuries is the time when travel around the world, especially by sea, was very important, and America gained its independence from Britain. 👉 Going back in time 👉 into the 16th century, we have the time of Shakespeare and Queen Elizabeth the first of England, and before her, her father Henry the 8th. Now, going past that point on the history timeline, we get to what are sometimes called the late middle ages, the 11th to 15th centuries. This is a time you might associate with knights and castles. 👉 Before then come the early middle ages, where Europe was split into lots of kingdoms, and when Vikings ruled the waves. That takes us all the way back to the 6th century, so over a millennium and a half ago. That's a long way back we've gone! In Europe, what came before the middle ages? 👉 The Roman Empire, based in Rome but ruling a vast amount of Europe, the middle east and North Africa. And another place that the romans ended up adding to their empire? Greece 👉 which had been arguably the most important Mediterranean civilization since the 10th century BCE – that's three thousand years ago! What a long distance we've travelled on the history timeline!

Slide 3

We've done the 'when' so let's now do there 'where'. 👉 Countries appear on this map of Europe, finishing with a zoom-in on Greece.

Slide 4

An even closer view of Greece and its neighbours 👉, and also of three distinct cultures that were part of Ancient Greece: the Minoan; the Spartan; and the the Athenian.

Slide 5

Although we tend to lump 'Ancient Greece' into one bucket, there were several different cultures over time and geography. 👉 A timeline takes us to the time of the Romans, where CE turns into BCE, and then places three distinct Ancient Greek cultures on that timeline:

👉 The Minoans, a very ancient culture based on the island of Crete

👉 The Spartans, based in the city state of Sparta on the Greek mainland

👉 The Athenians, the culture we're probably thinking of when we think of Ancient Greece, as they were so foundational to Roman and subsequently Western culture

Slides 6-8

Over the next few slides we'll explore different aspects of Minoan, Spartan and Athenian society and culture. After this, there's a quiz, so your students may want to take notes.

Slides 9-18

An interactive 'what can you remember?' quiz. Click on the right answer (if it's the wrong one, it'll disappear until you have the correct one).

Slide 19

This slide prompts the students to move onto the lesson's worksheet, a fact file capturing information they've just encountered. You can put slides 6-8 back on the board if they need to refresh any information.



Spartans

location on map

dates

famous for

.....

system of ruling

.....

fascinating fact

Ancient Greek cultures

fact file



Athenians

location on map

dates

famous for

.....

.....

.....

system of ruling

.....

fascinating fact



Minoans

location on map

dates

famous for

fascinating fact

system of ruling

Lesson 2: The Olympian gods

LO: To meet the main gods of Ancient Greece and understand their powers and areas of control

Slides 2-7

A warm-up quiz to see what students can remember from the previous lesson.

Slide 8

👉 An introduction to religion in Ancient Greece, focusing on the idea of polytheism (worshipping multiple gods) over the monotheism prevalent in modern Western society.

Slides 9-20

Pictures of the twelve main Olympian gods will appear. Students may be able to guess who they are from the picture, but 👉 the 'power' and 'symbol' buttons will reveal more clues. 👉 The pink button reveals the name.

Slide 21

What can you remember about gods and their symbols. When you've worked out what god a symbol belongs to, click on it to see if you're correct.

Slide 22

👉 Animated instructions on how to make the game cards, and...

Slide 23

...how to play the card game.

Zeus king of the gods

Hera queen of the gods

Athena wisdom, war,
handicraft

Ares war

Artemis moon, hunting

Apollo sun, music,
medicine

Aphrodite love,
beauty

Hermes messenger,
travel, mischief

Hades death, the
Underworld

Poseidon seas,
earthquakes

Hephaestus
ironwork, fire, volcanoes

Demeter harvest,
farming

Zeus *symbols*

Hera *symbols*

Athena *symbols*

Ares *symbols*

Artemis *symbols*

Apollo *symbols*

Aphrodite *symbols*

Hermes *symbols*

Hades *symbols*

Poseidon *symbols*

Hephaestus *symbols*

Demeter *symbols*

Lesson 3: Greek mythology

LO: To hear some Greek myths and to understand why myths get told

Slides 2-7

A warm-up quiz to see what students can remember from the previous lesson.

Slide 3

👉 An introduction to Greek myths plus a chance for students to discuss any Greek myths they may already know.

Slide 4

A short audio telling of three Greek myths:

- Heracles
- King Midas
- Narcissus

👉 Click on the picture to play the story's audio.

Slide 5

👉 In this slide, we look at three reasons that anthropologists, psychologists and cultural historians have identified as driving the creation of myths. The students are given an opportunity to discuss which of these three reasons may be the driver behind each of the three myths they've just listened to.

Slides 6-8

👉 Here are three more opportunities for students to think about the 'why' behind some more Greek myths.

Slide 9

This slide prompts the students to move onto the lesson's worksheet, a structured worksheet that guides students through the process of writing their own myth. This can be done individually or in groups/pairs. Once done, students can tell their myths to the rest of the class.

Creating a myth

1. Decide what kind of myth you'd like to write and its main focus

teaching

Teaching a moral or a lesson
about life

What is that lesson?

explaining

Explaining a feature of the
natural world

What is the feature?

wishing

Doing things that are beyond
normal human powers

**What is that superhuman
power?**

2. Setting the scene

Introduce the main character in your story. Are they a human, a supernatural being or even an animal?

Describe the setting of your story. Where in the world is the myth taking place? Greece, Africa, the Antarctic... or even another planet?

Top storyteller tip: Think of powerful vocabulary and alliteration to show what the main character and their setting are like.

write your notes here

3. The unfolding of the myth

Describe a problem or situation encountered by the main character and how the main character plans to tackle the situation.

Are there any more characters in your story? Do they help the main character or not?

Top storyteller tip: Use characters' direct speech to bring the story to life and entertain your audience.

write your notes here

4. The myth climax & resolution

Explain how the character(s) carry out the plan to solve the problem. Is the plan successful? What happens to the character(s)?

Top storyteller tip: Use a mythical time connective to signal the resolution or end of your story e.g. 'from that time on...'

write your notes here

Lesson 4: Art & architecture

LO: To understand key features of Greek art and architecture and to make our own vase design or replica acroterion

Slides 2-7

A warm-up quiz to see what students can remember from the previous lesson.

Slide 3

The three fields that we're going to explore in this lesson are

- Sculptures and statues
- Pottery
- Architecture (buildings and structures)

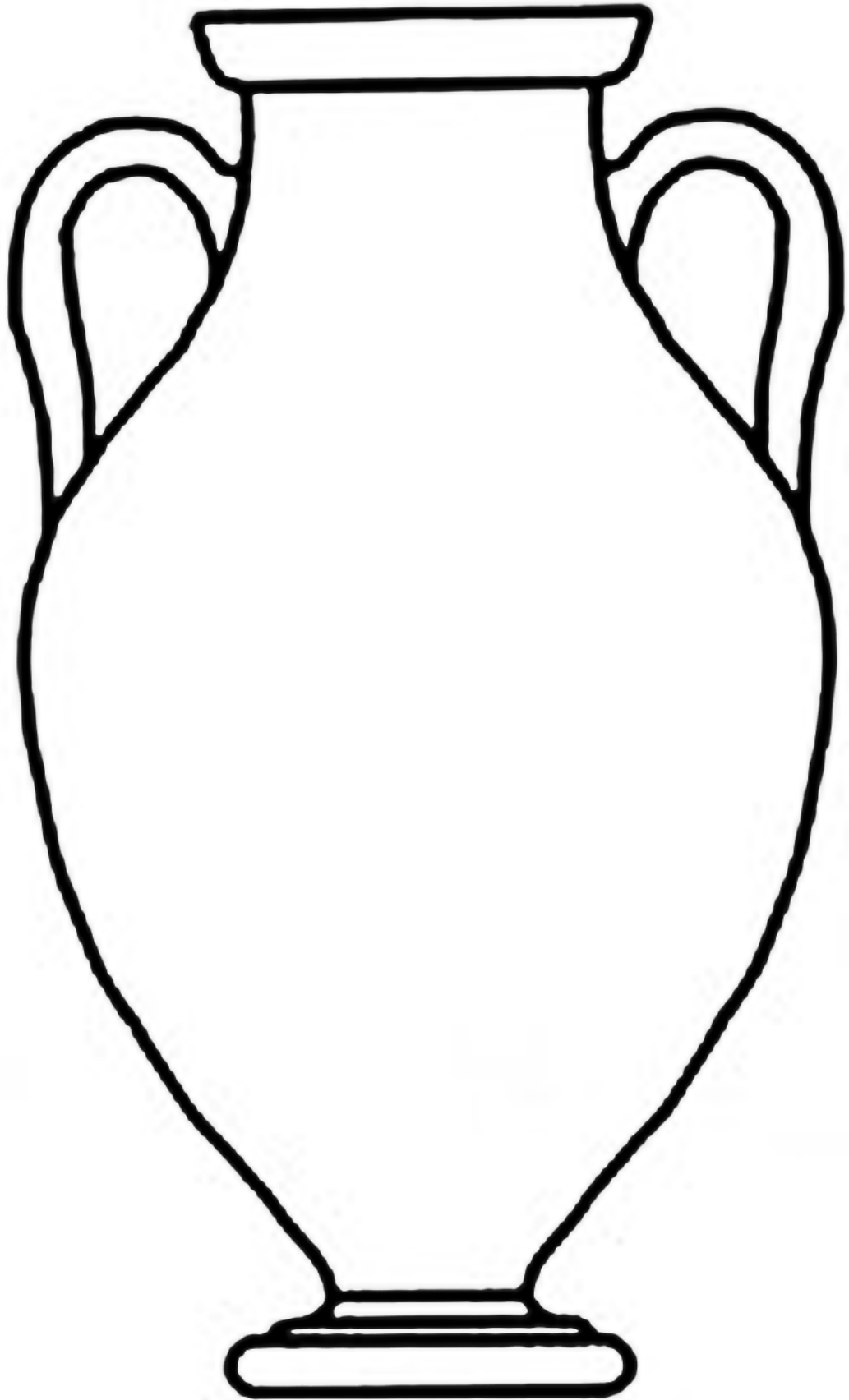
Since it is Athenian culture that has been most influential in these areas, our sources will come from there.

Slides 9-17

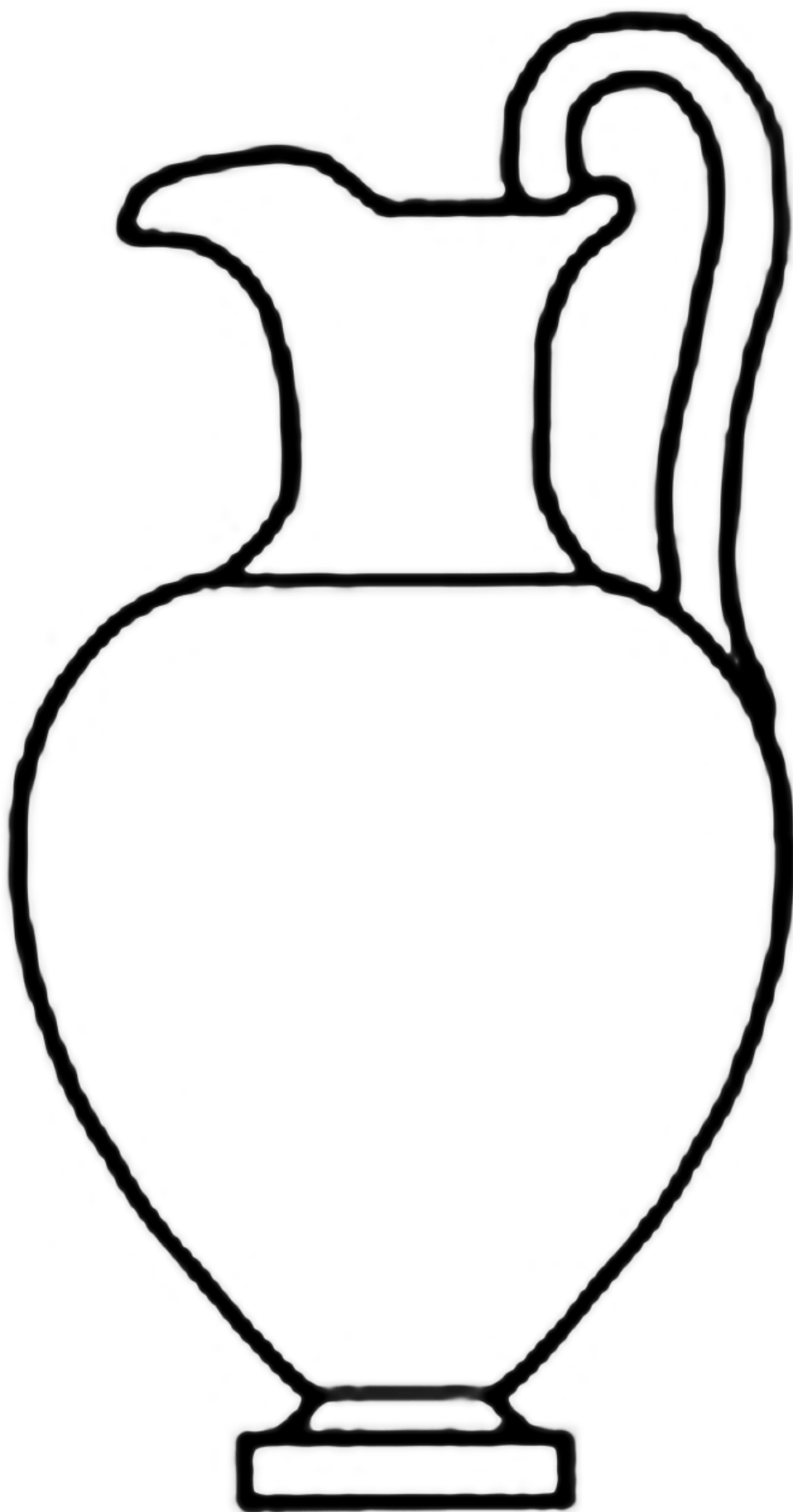
👉 Examples of Athenian art and architecture.

Slides 18-20

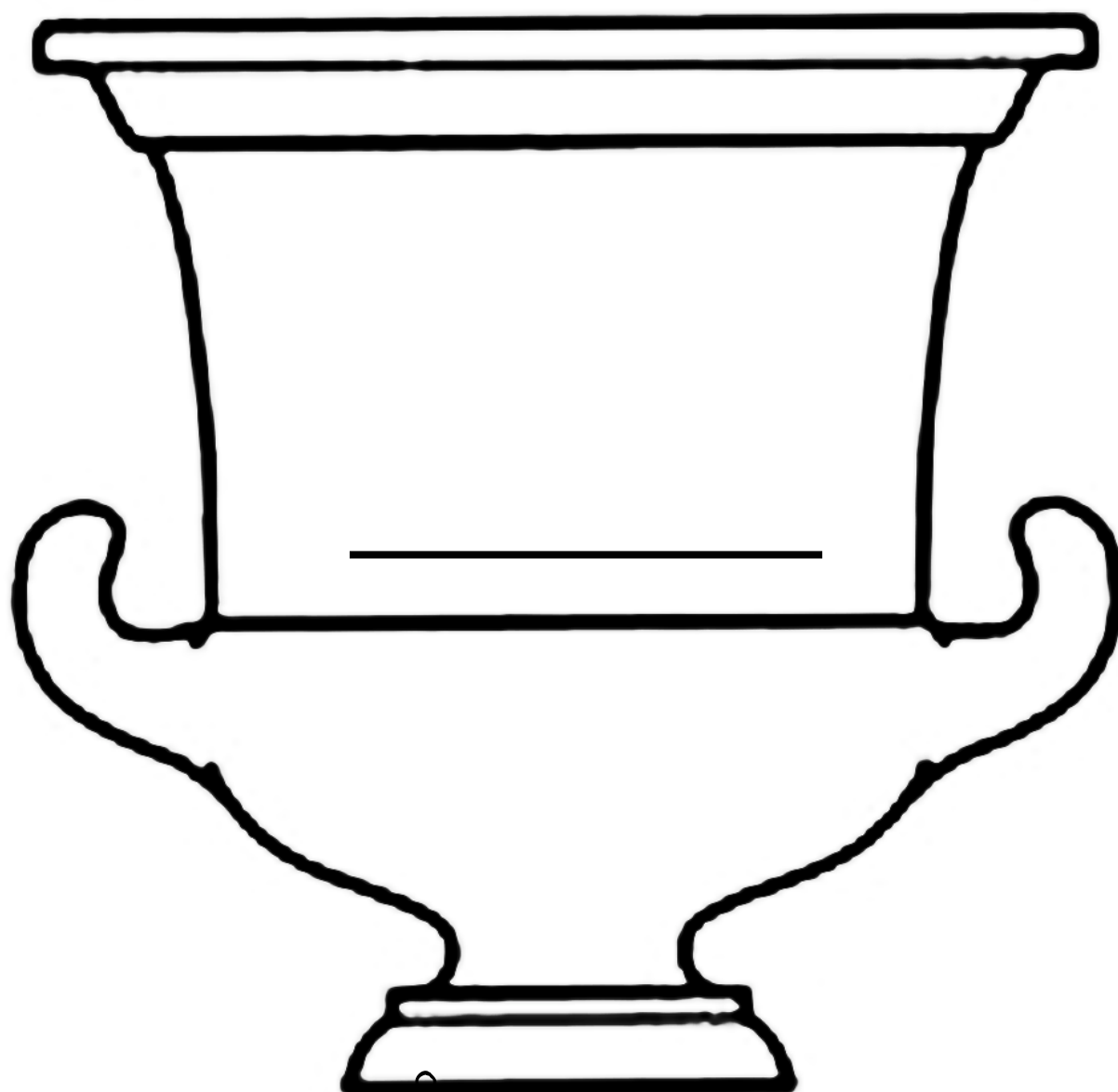
👉 Each picture will take you through to instructions for designing a Greek vase decoration (slide 19), or a clay acroterion (video on slide 20).



amphora - jar

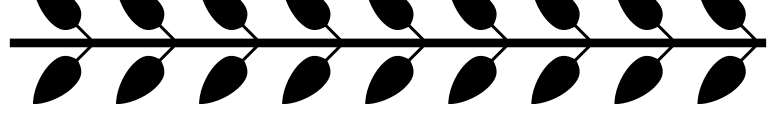
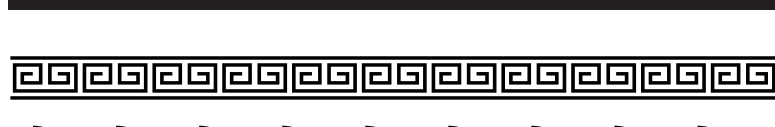
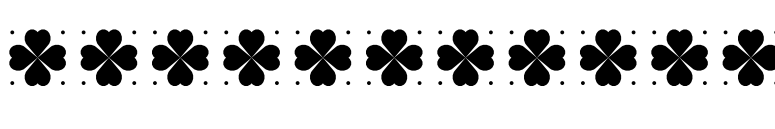
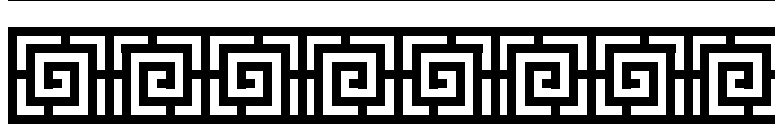
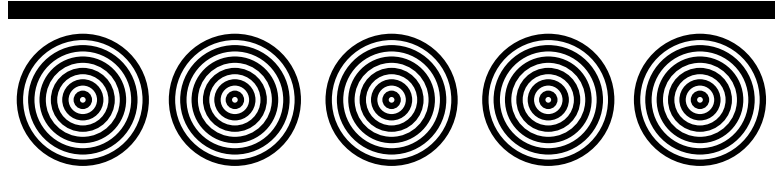
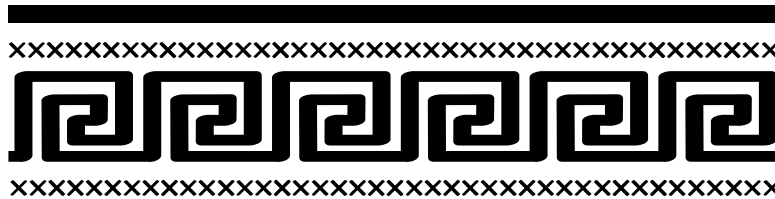
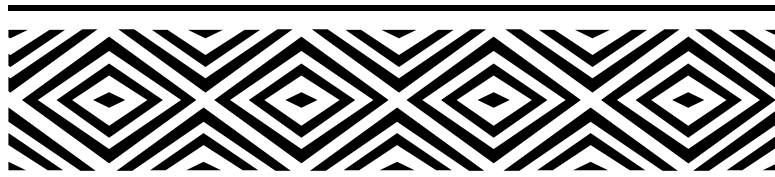


oinochoe - wine jug



krater - bowl for
mixing wine and water

Greek decorative patterns



Lesson 5: Writing

LO: To learn about and to write our names in the Greek alphabet

Slides 2-7

A warm-up quiz to see what students can remember from the previous lesson.

Slide 8

Have you ever wondered where the letters that we use today for reading and writing come from? 🖐️ The answer is the Romans, who gave us both the capital and lower case letters we still use today. But where did they get their letters from? If we go back a step in history, we can see how 🖐️ Greek letters, although a bit different, were what then turned into the alphabet used by the Romans. 🖐️ In fact the word alphabet is itself a word of Greek origin, made by putting together the word alpha, the first letter of the Greek alphabet and beta its second

Slide 9

🖐️ Some Greek letters that are similar to and different from the letters we're used to.

Slide 10

The Greek alphabet, both upper and lower case. This is also a good point to give the students their Greek alphabet printout sheets.

Slide 11

You may have noticed on your Greek alphabet sheet that there's no individual letter for 'h'. This is where we learn 'breathings'. 🖐️ First of all, we have the rough breathing. It looks like a comma like this. If a word starts with a vowel, but you'd like an h sound before that vowel, you write a rough breathing on top of the first letter. If you don't want an h sound on a word starting with a vowel, you show this with a smooth breathing like this it faces the opposite way to the rough breathing.

🖐️ Here you can see the same letters as the word 'hall' but because there's a smooth breathing on the alpha, there's no h sound and the word is 'all'.

🖐️ If the word starts with two vowels, the breathing goes on the second letter [do] so in the Greek alphabet that's alpha (a), epsilon (e), eta (air), iota (i), upsilon (u/y), omicron (o) or omega (oh).

Slide 12

Students are encouraged to look over their alphabet sheets and identify similar and dissimilar letters to the Roman/English alphabet.

Slide 13

🖐️ Country names will appear, written in Greek characters. Using the alphabet sheet, students can decode what the countries are. 🖐️ Answers will appear after each country word.

Slide 14

Instructions for students on how to write their own name in Greek characters. Some potential problem areas:

ch or sh – use χ (chi)

j – use an ι (iota) or a γ (gamma)

y – use a υ (upsilon)

c – use a κ (kappa)

f – use a φ (phi)

w – use two υυ (two upsilons)

q – use and κυυ (kappa upsilon upsilon)

v – use a φ(phi, the closest sound we have)

Practice on a whiteboard before making the badge.

The Greek Alphabet



lower case	upper case	sounds like	letter name	modern equivalent
α	A	<u>a</u> pple	alpha	a
β	B	<u>b</u> at	beta	b
γ	Γ	g <u>a</u> rden	gamma	g
δ	Δ	<u>d</u> og	delta	d
ε	E	<u>e</u> gg	epsilon	e
ζ	Z	<u>z</u> oo	zeta	z
η	H	<u>pai</u> r	eta	eh
θ	Θ	<u>th</u> ink	theta	th
ι	I	<u>r</u> ip	iota	i
κ	K	<u>k</u> ick	kappa	k/c
λ	Λ	<u>l</u> eg	lambda	l
μ	M	<u>m</u> op	mu	m
ν	N	<u>n</u> ut	nu	n
ξ	Ξ	<u>e</u> xit	xi	x
ο	O	<u>t</u> op	omicron	o
π	Π	<u>p</u> at	pi	p
ρ	P	<u>r</u> ed	rho	r
σ ς (end of word)	Σ	<u>s</u> ink	sigma	s
τ	T	<u>t</u> ank	tau	t
υ	Υ	conf <u>u</u> se	upsilon	u/y
φ	Φ	ele <u>ph</u> ant	phi	f/ph
χ	X	te <u>ch</u> nical	chi	kh
ψ	Ψ	<u>l</u> ips	psi	ps
ω	Ω	p <u>o</u> ke	omega	oh

῀
rough breathing

makes an 'h' sound before a vowel at the start of a word

῁
smooth breathing

tells the reader not to make an 'h' sound before a vowel at the start of a word

Lesson 6: Sport & fitness

LO: To learn about the importance of sport and fitness in Ancient Greece

Nb. From this point on in the course, the Greek alphabet will appear and students will be encouraged to decode (or 'transliterate') words into English characters.

Slides 2-7

A warm-up quiz to see what students can remember from the previous lesson.

Slide 8

A introductory discussion about four pieces of sport and fitness vocabulary (all of which, as we'll see in a few slides, come from Ancient Greece).

Slides 9-14

👉 Some information about those four key words, highlighting their Ancient Greek connections.

Slide 15

This slide prompts the students firstly to discuss how the ancient Olympics are different to the modern ones. There is then a worksheet that allows them to capture their thoughts. It may be helpful to leave slide 14 on the board for this exercise.

Compare the Olympics

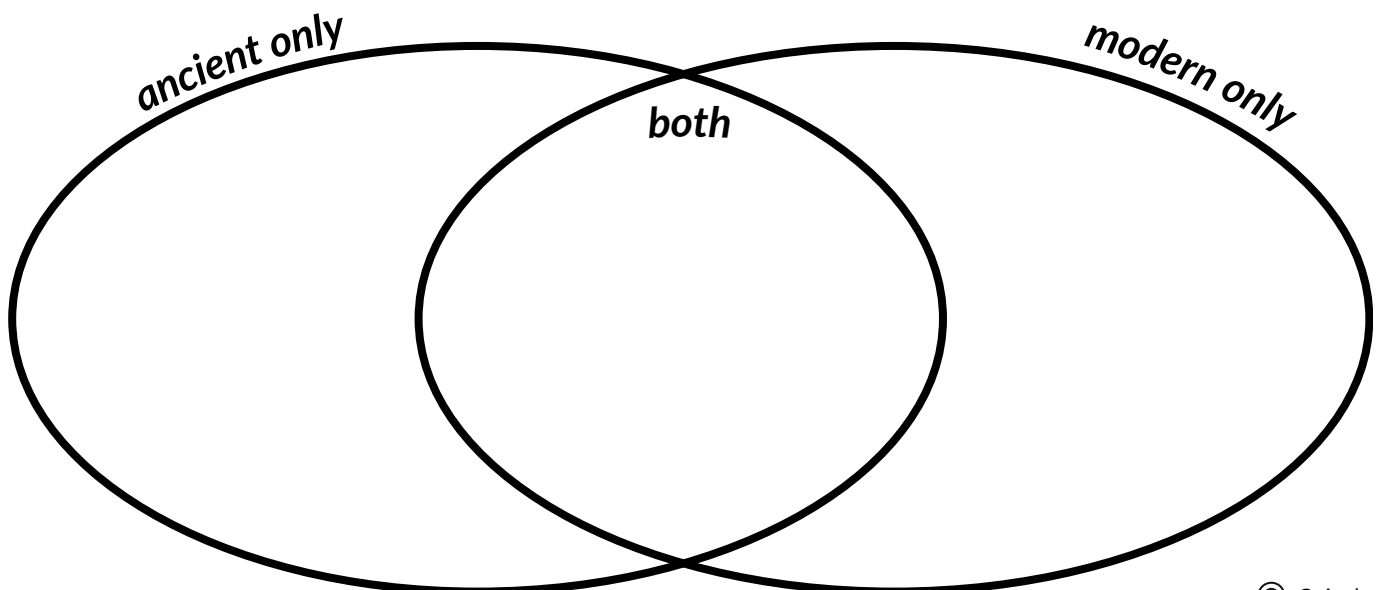
How are the modern Olympics different from or similar to the Ancient Greek Olympics?

Complete the table below.

	Ancient	Modern
where held	Olympia, Greece	
how often held		every 4 years
who can compete	free-born Greek men	
winner's prizes		medals

Sort the Olympic sports into the following groups: ancient games only, modern games only, appearing in both modern and ancient games.

javelin **running** **swimming**
football **discus**
horse racing **boxing** **fencing** **long jump**



Lesson 7: Science & Maths

LO: To learn about the important contributions of Greek thinkers to modern science and maths

Nb. From this point on in the course, the Greek alphabet will appear and students will be encouraged to decode (or 'transliterate') words into English characters.

Slides 2-7

A warm-up quiz to see what students can remember from the previous lesson.

Slide 8

The three fields that we're going to explore in this lesson are

- Medicine
- Inventions and discoveries
- Maths

Slides 9-11

👉 An introduction to two key figures in each field. Since their names can be a bit tricky to pronounce, 👉 clicking on the blue button will read their names out loud.

Slide 12

An introduction to the two activities associated to the lesson:

- Pythagoras' triangle investigation
- Greek science words puzzle (worksheet below)

Slides 13-20

👉 A step-by-step practical investigation that demonstrates the Pythagorean principle that all angles in a triangle add up to 180° . Each student (or pair of students) will need:

- 2 pieces of paper
- a pencil
- a ruler
- coloured pens/crayons
- scissors

Greek science words

Fit each of the words below into the grid. Use the clues that show the Ancient Greek origins of the words to help you. The first word has been put in the grid to get you started.

words to fit in the grid



symmetry

polygon



atmosphere



metamorphosis



plankton



skeleton

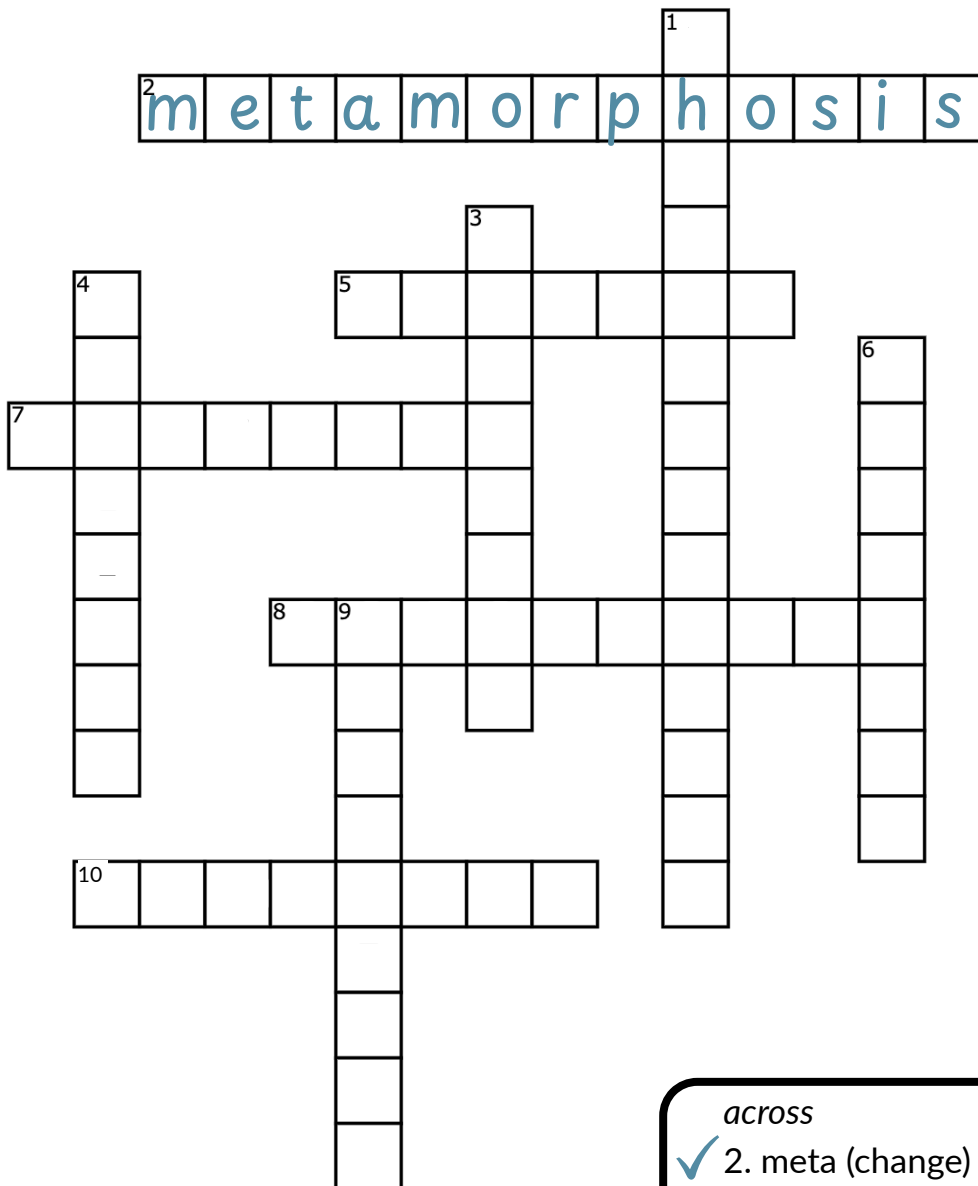


photosynthesis



geometry

trapezium



clues

down

1. phos (light) + synthesis (putting together)
3. planktos (drifting)
4. skeletos (dried up)
6. syn (together) + metron (measure)
9. trapeza (table)

across

- ✓ 2. meta (change) + morphe (form, shape)
5. polus (many) + gonia (sides)
7. pente (five) + gonia (angle)
8. atmos (vapour) + sphaira (sphere, ball)
10. geo (land) + metrein (to measure)

Lesson 8: Philosophy

LO: To encounter some of the philosophers of Ancient Greece and the questions they asked

Nb. From this point on in the course, the Greek alphabet will appear and students will be encouraged to decode (or 'transliterate') words into English characters.

Slides 2-7

A warm-up quiz to see what students can remember from the previous lesson.

Slide 8

👉 An exploration of the word 'philosophy'.

Slides 9-11

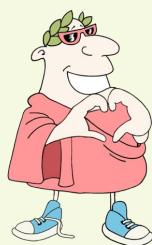
👉 An introduction to two important Greek philosopher, Aristotle and Plato, and the questions that they asked. Since names can be a bit tricky to pronounce, 👉 clicking on the blue button will read their names out loud.

Slides 12-17

The tale of Gyges, an allegorical story told by a character in Plato's *Republic*. Plato put this story in his philosophical work to discuss what drives humans to be good (or otherwise). The story is accompanied by 👉 audio, and ends with a discussion about what choices the students would make in Gyges' situation.

Slide 18

To extend the discussion on what makes people behave (or not!), here are two more, more modern dilemmas (👉 click to hear them read out loud).



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