

- Stage a mini-Olympic games outdoors or in the school gymnasium. Have students conduct research to find out about ancient Olympic events and how they were played. Begin with a procession commemorating the games. Crown the winners with laurel (or ivy) wreaths. See Mrs. Donn's Daily Life internet site for a synopsis of the competitive spirit of five important city-states.
- Conduct a classroom debate: Lord Elgin removed the priceless friezes and statues from the Parthenon in Athens (where they were in an advanced state of decay and neglect) to the British Museum in London. In doing so he probably saved them from destruction. Now the government of Greece wants them returned to Athens where they were the glory of the Acropolis. Museums argue that if all antiquities were returned to their original locations, their galleries would be emptied. The Greeks feel the sculptures should be with the people who created them. Should the British Museum return the "Elgin marbles" to Greece?

Suggested Internet Resources

Periodically, Internet Resources are updated on our web site at www.LibraryVideo.com

- www.perseus.tufts.edu/ — Perseus Project. A digital library of resources for studying the classical world including hundreds of photographs of ancient sites and art.
- www.perseus.tufts.edu/Olympics/index.html — The Ancient Olympics, sponsored by the Perseus Project.
- carlos.emory.edu/ODYSSEY/GREECE/homepg.html — Odyssey Online's Ancient Greece page presents archeology, mythology and daily life aimed at students and teachers.
- members.aol.com/Donnclass/Greeklife.html — Mrs. Donn's Daily Life in Ancient Greece. A site for students and teachers.

Suggested Teacher Resources

- Baker, Charles and Rosalie. *The Classical Companion*. Cobblestone Publishing, Peterborough, NH; 1988. A sourcebook for teachers and students with projects and a chiton pattern.
- Baker, Charles and Rosalie. *Classical Ingenuity*. Cobblestone Publishing, Peterborough, NH; 1996. Art, architecture and inventions.
- Honan, Linda. *Spend the Day in Ancient Greece*. "Projects and activities that bring the past to life." John Wiley and Sons, New York, NY; 1998.
- Rearick, John. *Greek Myths: Eight Short Plays for the Classroom*. Scholastic, New York, NY; 1997.

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- "Athens and Sparta." *Calliope Magazine: World History for Young People*. Nov/Dec, 1994. Entire issue devoted to Athens and Sparta including an archaeology section on the Acropolis. Back issues available from Cobblestone Publishing, Peterborough, NH.

Suggested Student Resources

- Connolly, Peter. *Ancient Greece*. Oxford University Press, New York, NY; 2001.
- Macdonald, Fiona. *You Wouldn't Want to be a Slave in Ancient Greece!* Franklin Watts, New York, NY; 2001.
- Minnis, Ivan. *You are in Ancient Greece*. Raintree, Chicago, IL; 2005.
- Pearson, Anne & Nick Nicholls. *Eyewitness: Ancient Greece*. DK Publishing, New York, NY; 2000.

TEACHER'S GUIDE CONSULTANT

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TITLES

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ANCIENT GREECE

Grades 3-7

This guide is a supplement designed for teachers to use when presenting this program. The guide provides you with a summary of the program, pre-viewing and follow-up questions, activities, vocabulary and resources.

Before Viewing: Give students an overview of the program. Use the program summary to help provide this introduction. Select pre-viewing discussion questions and vocabulary to provide a focus for students when they view the program.

After Viewing: Review the program and vocabulary and discuss what students learned. Use follow-up questions and activities, and encourage students to research the topic further with the Internet and print resources provided.



Historical Overview

The civilization of ancient Greece was not controlled by a central government, but instead consisted of hundreds of independent city-states on what is now the Greek mainland and islands of the Aegean Sea. United by a common language, religion and ethnic identity, the Greek city-states formed alliances to fight off much stronger foreign powers. Considered to be the birthplace of democracy, scientific reason and the ethos of individualism, ancient Greece is credited with having a greater influence on the western world than any other ancient culture. Athens, the city-state that dominated all others in cultural accomplishments such as philosophy, drama, architecture and science, rivaled Sparta in military power. The prolonged warfare between Athens and Sparta left Greece vulnerable to the empire of Alexander the Great. It was Alexander, and later the Romans, who were responsible for spreading classical Greek culture across much of Europe and Asia.

Vocabulary

archaeology — In Greek, “study of beginnings”; the science of studying past cultures by analyzing their remains.

Athens — A leading city-state in ancient Greece known for its culture and democratic system of government.

Acropolis — In Greek, “high hill”; the highest point in a Greek city-state where important monuments and temples were built.

Parthenon — The classic Greek temple built on the Acropolis in Athens to honor the goddess Athena.

frieze — A series of sculptures carved out of a background panel.

city-state — A central city and the surrounding area it rules.

Sparta — Athens’ rival city-state known for its military power.

democracy — In Greek, “rule of the people”; a system of governing in which citizens vote to elect representatives and make laws.

assembly — In Athens, the meeting of citizens held every ten days to discuss and vote on issues related to the democracy.

barbarian — To the Greeks, foreigners or people who were not like them.

philosophy — In Greek, “love of learning”; a system of thought which examines and explains the purpose of life.

terra cotta — Red clay pottery used in making classical Greek vases.

Delphi — An ancient town of central Greece; the sanctuary of the oracle of Apollo was here.

oracle — A priest or priestess believed to speak for a god and foretell the future.

Olympics — A festival of athletic games and contests first held by the ancient Greeks in 776 BC.

Timeline

1050 – 750 BC	The Early Period
776 BC	Traditional date of first Olympic Games
750 – 500 BC	Archaic Period; Sparta dominates
500 – 323 BC	Classical Period
490 – 479 BC	Persian Wars
431 – 404 BC	Peloponnesian War between Athens and Sparta
336 – 323 BC	Alexander the Great
323 – 31 BC	Hellenistic Period

Pre-viewing Discussion

- Refer to a map of the Mediterranean and locate the peninsula and islands of Greece. Inform students that the land of Greece is rocky and mountainous, the soil is only fertile in a small area, and there are few mineral resources. What resources would the people of Greece have to use? Students might notice that Greece is surrounded by the sea. Yes, the Greeks turned to the sea for their livelihood and became the greatest sailors and traders of their day.
- Greece was the birthplace of democracy and personal freedom. As students watch the program, ask them to note what other ideas we have inherited from the ancient Greeks.

Focus Questions

1. Explain the main differences between the Greek city-states of Athens and Sparta.
2. Describe the Athenian form of democracy and system of voting. Who qualified for citizenship in ancient Athens? Who was denied that privilege?
3. What was a major accomplishment of Athens’ leader Pericles?
4. What role did the Acropolis play in the life of Athens?
5. Describe the temple of the Parthenon on the Acropolis of Athens.
6. Why did the Athenians name their city for the goddess Athena? Describe the statue of Athena which once stood in the Parthenon.
7. What are the “Elgin marbles” and what is their history?
8. Why are Greek vases valuable sources of information to archaeologists?
9. What role did the Greek gods of Mt. Olympus play in the Greeks’ daily life?
10. Why did ancient Greeks visit Delphi? What was the significance of the Oracle?
11. Compare and contrast life for boys and girls in Athens with that of children in Sparta.

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12. What was the importance of athletics in ancient Greece? What were the ancient Greek Olympics like?
13. What factors led to the weakening of power in Athens and Sparta?
14. How was Greek culture spread throughout the world?

Follow-up Discussion

- Discuss ways in which western civilization has been influenced by ancient Greece? What legacies have we inherited from the Greeks?
- Compare and contrast the Athenian form of democracy with those of democratic governments today. Use a Venn diagram to organize information such as citizenship, voting privileges, government bodies, laws, rights and freedoms. Was ancient Greek democracy truly democratic? Is ours today?
- If students were children in ancient Greece, would they rather live in Athens or Sparta? Why? Would being a boy or a girl influence their choice?
- What was unique about the Greek attitude toward individual accomplishment? How is the belief in individualism expressed in western societies today?

Follow-up Activities

- Ask half of the class to write a letter from the point of view of a boy or girl living in ancient Athens to a cousin or friend who lives in the city-state of Sparta describing their lifestyle, education and future plans. Have the other half of the class reply as Spartans.
- The English word for alphabet comes from the Greek letters “alpha” and “beta” which mean “a” and “b.” Have students write their names using the ancient Greek alphabet.
- The world’s first staged plays were performed by the Greeks, who held drama festivals in honor of the gods. Produce a classroom play based upon one of the Greek myths.
- The Greeks wore tunics, loose-fitting garments extending to the knees. Design an ancient Greek tunic called a “chiton.” Block print a border using sponge paint in ancient designs such as the Greek key, leafy borders or astronomical symbols like the sun and moon. (See Suggested Teacher Resources for patterns.)
- The Greeks were great astronomers. Many constellations in the night sky come from ancient Greek stories. Share one of these myths with students. Then have them create a constellation and write an original myth to accompany it.

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