**Resource Toolkit for Ancient and Medieval History 10**

The Glory That Was Greece

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**I. Print Resources:**

1. ***The Odyssey*, a graphic novel by Garath Hinds.**

Along with the Iliad, Homer’s, *The Odyssey* was one of ancient Greece’s most important cultural works. It tells the story of Odysseus and his crew as they try to return from the Trojan war. Students will find here a hero who is of a different kind than Hector or Achilles, as Odysseus navigates, cheats, and charms his way home to his wife, child and country. *The Odyssey*, has played a substantial role in influencing western arts and culture. From Joyce’s, *Ulysses*, to *The Time Traveler's Wife,* traces of *The Odyssey* are everywhere. Scenes like the isle of Sirens, Scylla and Charybdis, Odysseus’ encounter with the Cyclops or with Circe, provided ancient Greeks with as much moral instruction as allegories in the Bible offered Christians.

Students will be able to engage with the broad strokes of *The Odyssey* through the graphic novel. If there is an interest in taking this section a bit further, consider reading Margaret Atwood’s, *The Penelopiad.*  In this novel Atwood turns the traditional narrative on its head and focuses on the trials experienced by Odysseus’ wife, Penelope.

 This can be tied to unit outcome number 3, “Describe the political and social organization of Mycenaean civilization as revealed in the archaeological and written record.” The events of this story take place during the Mycenaean period and thus can be used as illustrative materials to help with this outcome.

1. ***Age of Bronze* by Eric Shanower** - graphic novel resource

*Age of Bronze* is a graphic novel series by Eric Shanower that has been in publication since 1998. There have been 34 issues published, and as of 2019 the series has moved to online distribution at [age-of-bronze.com](http://age-of-bronze.com/). The series chronicles the Trojan War and represents a comprehensive research effort and detailed storytelling that aims to encompass the mythology and narrative of the war as well as the archaeological record.

Understanding the Trojan War and the Homeric myth are important parts of understanding daily life in ancient Greece, as the mythology and stories served as foundational and creation myths for the society and are represented in many facets of ancient Greek life, from the public oratories to pottery and art, religious practices and traditions, societal roles and ethics, etc.

The graphic novel represents an opportunity to show this story in a different and more accessible light. The series breaks up the tedious epic so a single part of the story can be focused on, or a single theme analysed. It also presents a more dynamic visual style that may be easier to approach for some students.

This resource is relevant to outcome number 3, “Describe the political and social organization of Mycenean civilization as revealed in the archaeological and written record,” as well as number 9, “Identify the Greek values and perspectives as revealed in the Greek gods and myths, the Olympic games, and the oracle at Delphi.”

**II. Online Resources**

1. **Women in Ancient Greece.**

Video: <https://www.youtube.com/watch?v=FWWzIIIFLQw>

This video lays out what the experience of Athenian and Spartan women were. Students may be surprised to learn that these two city states who are both lumped together into what we call ‘Ancient Greece’, were actually very distinct societies, with very different ideas about how women should behave. Athen’s was a highly conservative culture which meant that women were placed firmly in the home, under the authority of their husbands or male relatives. Spartan women, by contrast, participated in sports, displayed ferocity, and were permitted to be promiscuous. In both cases, the experience of women is strongly related to social class. Women who were positioned as slaves or servants in these societies had a substantially different experience than women who enjoyed status.

This video fits in with unit outcome number 11, “Describe the pleasures and challenges of daily life in the Greek city-states.” Athens and Sparta were the two largest city states at the peak of Classical Greek civilization, and this comparison will give a good snapshot into how different life could be between different city states.

1. **Gender Fluidity in the work of Sappho.**

<https://www.youtube.com/watch?v=OwwNow19bsA>

This brief video from the BBC is an excellent introduction to a conversation on sexuality and gender politics both for ancient Greeks and ourselves. The resource could be paired with dipictions of homosexulaity in pottery and friezes from the period. Sappho manipulates language to challenge ideas about gender. Although they were permissive of homosexual expressions and relationships, ancient greeks were still largely conservative about the roles men and women were permitted to perform. A discussion grounded in this video offers students the nuanced perceptions her contemporaries might have had to Sappho’s work. The etymology of the word Lesbian gives teachers a chance to talk about the pervasive influence of greek culture on the English language.

In so far as a person’s perceived gender was a major determinant of the kind of life they could lead in ancient Greece, this resource could be tied to outcome 5: Factors which divided and united Greek people.

1. **Ancient Mediterantian Trade**

<https://www.youtube.com/watch?v=BiFQU1aV6cU>

This resource explains how the particular economies of the ancient Greeks emerged out of a confluence of geographic factors. Students will learn that the mountainous terrain privileged certain agricultural pursuits over others and how their position on the mediteranean involved them with a circuit of exchange with Egypt, Mesopotamia, and Africa. Students should be offered the opportunity to become familiar with the mediteranean world. Being able to identify where Egypt was and where Rome would later be, understanding the strength of North Africans in this period, and recognizing the proximity to mesopotamia are all important components to an appreciation for the historical significance of the region.

After viewing the video and discussing, students should be encouraged to engage maps by labeling, colouring, creating, illustrating, or notating.

Activities stemming from this resource will satisfy outcome 1: Explain the geographic factors which influenced the development and interaction of civilizations in the Aegean and eastern Mediteranean.

1. **Ancient Greece**

<https://www.bbc.co.uk/bitesize/topics/z87tn39>

This website is developed by the BBC and provides seven “learner guides that will walk students through a variety of different topics which includes everyday life, mythology and their contributions to the world around them. In these learner guides there are interactive pieces of the article where you can click on icons and learn more about its significance to Ancient Greek society. An activity that a teacher could do with this resource develop a “scavenger hunt” where the students have to find the answers that are hidden within the guides, that way the students have the freedom to browse the articles but will also be expected to answer a set of questions. The resource also has class clips which can be used as a short but informative way of introducing topics that center around Ancient Greece such as; theater and the arts, gender, and contributions to the world.

This website could be used to satisfy multiple curricular outcomes. Number 9 says, “Identify the Greek values and perspectives as revealed in the Greek gods and myths, the Olympic games, and the oracle at Delphi”. It is also relevant to number 12, “Identify examples of Greek accomplishments in such fields as science, medicine, and philosophy and provide reasons which may explain the Greek achievements in these areas.” It could also be brought to several other outcomes in addition to these two.

1. **Assassin’s Creed Video Game**

 Assassin’s Creed is an adventure video game that follows a protagonist who is using an advanced technology that allows him to go into and interact within “genetic memories” from his ancestors. The video game has developed multiple versions of this concept, allowing them to build worlds and stories within multiple different time periods. These time periods extend from around 500BCE right up to the Industrial Revolution in the late 19th century. They also take part in multiple different locations across the globe from the canals of Venice, to the Great Pyramids of Egypt to Revolutionary Boston. The video game developers would travel to locations and take thousands of pictures and videos in order to accurately depict geographic locations, as well as research hundreds of primary and secondary sources in order to maintain a largely accurate historical depiction for their game’s settings. There is an immense emphasis on such historical elements and a developer was quoted saying “if the history resonates with the audience, then a heightened sense of drama can be built, and the immersion enhanced through authenticity…and it would often be harder to invent anything more exciting” (Stuart, 2010).

 There is one Assassin’s Creed game that ties into our specific time period for Unit Three: The Glory That Was Greece from the NB Social Studies 10 curriculum, and that game is Assassin’s Creed Odyssey. Although it is difficult to assign a video game as content, the game can act more or less as a visual aid to be able to walk through Ancient Greece, with the students analyzing its architecture and leisures. The teacher can also demonstrate the interactions with famous historical figures to aid the students’ learning in the respective fields of those famous figures.

 Assassin’s Creed Odyssey takes place in the year 431 BCE in Greece and its plot takes place right in the midst of the Peloponnesian War. The player is a mercenary who can choose to fight for either Athens or Sparta. The story also includes appearances from actual historical figures that were present during that time such as Euripides, Socrates, Perikles, Plato and Pythagorus to name a few. There are also accurate depictions of historical and mythical sites of Ancient Greece including the Agora of Athens, Ithaca, the Odeon of Athens, the Statue of Zeus at Olympia and Macedonia.

 The game can be used to reach unit SCOs and further advance the student’s knowledge of Ancient Greece and surrounding areas. SCO #1 states students should be able to “explain geographic factors that shaped the development of Greek civilization.” The game touches on this SCO because of its accuracy of its geography and history. The game starts within the battle of Thermopylae, which is a significantly well-known part of Greek history, as it has been portrayed through the movie 300. If a student were to play through these historical scenarios it would enhance their knowledge on the geography and politics that shaped Ancient Greece. The unit’s SCO #8 states students: “demonstrate an understanding of the achievements of Greek architecture and/or sculpture.” This is perhaps the most relevant and useful outcome to strive for if you were to use this video game within the classroom. The teacher can connect the game to the projector and can walk the character through the meticulously detailed, vibrant, interactive world of Ancient Greece. From the architecture of each building, to showing actual historical sites and how they may have appeared when they were recently built would be very beneficial for the students. It would also be the most efficient and effective way to integrate the game into a classroom setting without the need of purchasing the game for each student or for those who simply do not play or have interest in video games. This activity could certainly reach a broader audience of learners. SCO #11 says students should be able to “describe the pleasures and challenges of daily life in the Greek city-states.” Similar to SCO #8, this outcome would be much easier to integrate in a classroom setting while still reaching learners who are not keen to video games. Again, the teacher could simply use the game to walk their character around Greece and various city-states. The character in the game can seek leisure in Greek bathhouses, or watch horse races, or go hunting. These are all things the teacher can demonstrate and they can help further the students’ understanding of a day in the life of an Ancient Greek. SCO #12 says the student should be able to “identify examples of Greek accomplishments in science, medicine and philosophy and provide reasons which may explain the Greek achievements in these areas.” The game includes historical figures such as Pythagorus, Plato and Socrates and having the character in the game interact with these figures leads to a better understanding of what each contributed to Ancient Greece and their respective fields of study. And finally SCO #14 of the unit states students should be able to “assess the causes and consequences of the Peloponnesian War.” This outcome can be touched on as the majority of the game itself takes place during the Peloponnesian War, with the character being able to fight on whichever side of the conflict that they choose. The decisions the character makes and the historical figures that they interact with have effects on the war and its outcomes, which will further the students’ understanding and analysis of the war.

Reference: <https://www.theguardian.com/technology/gamesblog/2010/nov/19/assassin-s-creeed-brotherhood-history>

1. **Ancient Greece visual database:**

<http://www.beazley.ox.ac.uk/index.htm>

The Beazley archives is a website directed by the Classical Art Research Centre of the University of Oxford. It is the largest online collection of ancient Greek visual arts. It is an amalgamation of different databases and is free for anyone to access. It is an excellent resource for teachers that want to add stunning visuals to their presentations. The archives also have the potential to be used to find interesting gems, pottery, and seals that can then be used for critical analyses by students. History lessons are more engaging for students if they are in a position to bring their own opinion and when they are in contact with concrete visual evidence. Finally, as the website is easy to navigate, it can also be used by the students themselves for their own research.

This resource could be used in conjunction with outcome number 8, “Demonstrate an understanding of the achievements of Greek architecture and/or sculpture.” The archive presents visual art in a broad sense and allows for a more encompassing understanding of Greek art.

1. **Women in Antiquity Website**

Resource: <https://womeninantiquity.wordpress.com/2018/11/27/lesbianism-and-queer-female-sexuality-in-ancient-greece/>

This website has countless articles on women in antiquity with specific themes including : homosexuality, virginity and rape, infanticide, women of tragedy, gendered mental illness, etc. Furthermore there are many visuals and interactive content with which students can engage to deepen their comprehension of the role of women in Greek society. This website is an international collaboration between students enrolled in Women in Antiquity. It was created to be a “visually-appealing, interactive, informative and open-access resource that contributes to the exiting online body of work devoted to the study of women in the ancient world.” This resource could be used to link to a variety of curriculum outcomes, such as “determine to what point Western civilization reflects the values and institutions of Greece.” Students could also connect their comprehension of the topics above with different Greek artifacts (sculptures, pottery, art, etc).

**III. Culminating Activities:**

1. Lessons 1:

Students will engage in one of several writing assignments that allow them to reflect on their learnings about Ancient Greece. Students may use anything that they learned during the unit as the basis for their assignment, but will also be expected to use additional research for support (at least 2 sources).

 Activity 1:

A creative writing assignment: Students will write a journal that reflects on the daily life of a Greek man or woman at any period of time in Ancient Greece. They will write one week’s worth of journal entries describing various activities that their fictional character takes part in. This can include descriptions of activities such as the following:

* 1. Participating in a religious festival (olympics, theatre)
	2. Participating in a democratic assembly
	3. Going to War
	4. Visiting the agora
	5. Watching a funeral speech
	6. Going to school
	7. Attending a symposium

Activity 2:

Historical figure research project: Students will choose a historical figure from any period relevant to this unit. They will have the option to write a 500 word essay explaining the significance of this person to history, or give a five minute class presentation. The presentation must include a powerpoint of at least 5 slides. Class time for presentations will be scheduled as needed. The following are some examples of figures that students could research.

* 1. Homer
	2. Sapho
	3. Solon
	4. Herodotus
	5. Leonidas
	6. Artemisia
	7. Pericles
	8. Alcibiades
	9. Socrates
	10. Plato
	11. Euripides
	12. Alexander

**B. Lesson 2**

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| **Arts Based Lesson Plan** |  |
| **Grade 10** | **Unit Three: The Glory That Was Ancient Greece.** |  |
| **Unit Outcome:** | GCO 11 Students should be able to describe the pleasures and challenges of daily life in the Greek city-states. |  |
| **Topic:** | Interpreting History – Archaeology & Historical Inquiry: |  |
| **Lesson Objective:** | The mosaics of Ancient Greece display scenes - events, contests, battles, and everyday life integral to the culture of their time. In this lesson students will be introduced to the notion that art provides a lens into society. Overall, this lesson will engage students in the process of considering how primary sources are discovered, evaluated, and used to construct historical knowledge. |  |
| **Required Materials:** | * PowerPoint – Introducing the concept of Historical Inquiry, Archeology, and the art of Ancient Greece.
* Images and/or Photos of Mosaics from Ancient Greece and Rome.
* Interpreting Artifacts Graphic Organizer (class copies).
* Paper, Pens, Markers, etc.
 |  |
| **Introduction:** | Students will first be introduced, by way of a PowerPoint, to the concept of historical inquiry as well as the field of archeology to develop their understanding about how we learn about the past.<https://drive.google.com/file/d/1QjdcLRwLeeU9BqY-IobAThDHvvO8xJNT/view?usp=sharing> |   |
| **Warm-Up:** | The mosaics of Ancient Greece display scenes - events, contests, battles, and everyday life integral to the culture of their time. On the Smart Board/computer students will be shown an image/images of mosaics from Ancient Greece. As a class, briefly examine mosaics and highlight points of interest.Specifically touch on composition and emphasize how elements are arranged in the work.Ask the students the following guiding questions:Who do you see? Who are these people?What equipment are they using? How are they organized?What do you believe they think and feel?Finally, using the observations already made, ask members of the class to make inferences on the meaning of the work. What does it reveal/how does it help us learn about the past? |   |
| **Process:** | Inform the students that they will now be interpreting mosaics from Ancient Greece and Rome in groups or individually – should they want to.Students are to select one of the mosaic images provided as well as an Interpreting Artifacts Graphic Organizer. Students are then to use the guiding questions in the graphic organizer to help them analyze and interpret their chosen mosaic. When each student has completed their work, the class will debrief. One-by-one each student will present their analysis of the artifacts.How the students wish to share what they have gleaned from the artifact is up to them – within reason.Examples: a poem, a short story, act out a scene, a visual representation, or anything similar. |   |
| **Closure:** | After each student has present their analysis of the artifacts the class will then conference, during this time, todays learning will be summarized, consolidated, and reflected upon. |   |
| **Assessment:** | To what degree students have met the learning objectives articulated for this lesson?* Planning & Execution was the student able to plan, coordinate and communicate/express themselves clearly.
* Creation & Explorationwas the student engaged, did they demonstrate knowledge of the related techniques and vocabulary.
* Connection & Reflection was the student able to establish and communicate a personal connection with their work? Did they use related vocabulary?
* Effort & Participation was the student engaged? Did they try? Were they respectful and appreciative of others?
 |   |
| **Extension:** | Inform the students that is now their task to create their own mosaic, the kind in which future archeologists could very well utilize to understand them and our society. |   |
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C. Lesson 3

**Lesson Plan**

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| **Name :**  | **Grade Level:** 10 | **Date :** February 27, 2020 |
| **Topic and Theme:** Ancient and Medieval History : The Glory That Was Greece : Democracy  |
| **Learning Objectives:***Students should be able to :* * GCO 1 : How civilization emerged in the Aegean the influences which shaped that civilization and the influences it exerted on other civilizations.
* SCO 2.13 : Demonstrate an understanding of the relative merits of the various political institutions developed in the Greek city states.
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| **Required Materials:*** Whiteboard for question
* Discussion questions
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|  |
| **Procedure:** 1. Explain that we are going to look at the differences between direct democracy and representative democracy
2. Explain that students will play the role of male Athenian citizens practicing direct democracy.
3. Place a question on the board : Should we go to war with Sparta?
4. Allow students time to discuss and explain that each person gets a vote.
5. Students will practice participatory democracy
	1. Choose 4 students to play elected officials and allow just them to discuss and vote on the same question.
6. Discussion on the merits/difficulties
	1. Would it be possible today in NB? In what instances would direct democracy work? Who does representative democracy benefit? Who is over/under represented in office?
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|  |
| **Extensions:**  |