

Greeks

A simulation of the history and culture of
ancient Greece

About the Author

Bill Lacey began his relationship with Interact in 1974 with his first work, *Espionage*. Bill used his fascination with the enduring Greek genius and their pursuit of excellence to create the perennial favorite, *Greeks*. First published in 1989, *Greeks* remains a long-standing best seller for Interact.

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Bill retired from full-time teaching after 36 years in the history classroom. He now spends his time working as a student-teaching supervisor for the California State University system, consulting and presenting workshops for local school districts, staying fit at the gym, walking with his wife of many years (also a retired teacher), and playing golf.

Special Thanks to:

Fran Lyons Sammons, for her substantial contribution to Academy and her support in refreshing the content of this title to meet today's educational standards. Fran taught fifth grade in Jamestown, Rhode Island, for 30 years. She has written, co-authored, and contributed to several Interact titles including *Chow* and *Personal Finance*. When she's not busy promoting active learning, she can be found sailing with her husband who is a retired science teacher.

Jeremy Varner, for authoring the Technikos phase, a science connection he created and used in his own classroom. Jeremy is entering his fifteenth year teaching in the Cincinnati, Ohio, area where he has used Interact units his whole career. In addition to this contribution for Interact, he has published two novels and several articles. When he is not teaching or writing, he spends time with his wife fixing up their old house, reading, or doing almost anything outdoors.

Michelle Albaugh, Wendy Hayes Ebright, and Pam Daly of Sowers Middle School in Huntington Beach, California; and Allyson Lacey Stella of East Middle School in Downey, California, for piloting the original *Greeks*.

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Welcome to ***Greeks!***

Your students are about to experience what it was like to live in the ancient Greek world. Your students become Greek Hellenes who will sharpen their speaking, listening, writing, critical thinking, and cooperative group skills. They will learn about the history, culture, and contributions of the ancient Greeks as they participate in a variety of exciting activities.

For students in grades five through eight, *Greeks* is an in-depth simulation that is divided into nine phases. Four of these phases make up the foundation. Add breadth to your unit by mixing and matching the remaining phases to fit your local curriculum and available time.



Organized into city-state teams, all young Hellenes will attend “school” to learn the Greeks’ enduring principles of thought and behavior that were carried across Europe to the shores of North America. They will debate controversial topics, design and build a Greek temple, and choose an individual project to showcase their understanding and appreciation of Hellenic history. Your Hellenes might also unleash their creativity by writing and performing a Greek drama, show off their physical skills in a classroom Olympics, or stimulate their intellectual side as they exchange ideas role-playing some of Greece’s most illustrious citizens. Most importantly, they will learn why this era is considered one of the most significant in human history.

Use the information sheets, background essays, writing tasks, and assessments as designed; or combine them with your own favorite activities and materials. *Greeks* is sure to be one of your favorite units, as well as one you’ll hear about from students for years to come.

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Purpose and Overview

What is *Greeks*?

Greeks is a whole-class simulation for grades five through eight. Through a variety of activities that focus on the legacy of ancient Greece—its history, philosophy, religion, science, math, language, art, architecture, theater, and other cultural achievements—this unit explores what it was like to be Greek citizens in the fifth century BCE and how their achievements have affected today's Western society.

Studying ancient Greek civilization is essential and is required by many schools because of the vast legacy of Greece. Virtually every subject in today's schools has Greek roots and one of every eight words in the English language has a Greek origin. Moreover, the Greeks developed the Socratic method of inquiry, the discipline of logic, and mathematical proofs in geometry, all topics recommended by state curriculum departments. Today's students should also understand and appreciate the basis of our contemporary democracy, for which the Greeks are credited.

This Teacher Guide includes everything you need to run the simulation, including daily lesson plans for you and reproducibles for your students. The step-by-step instructions, materials lists, worksheets, and assessments are ready-to-use but easily modifiable to suit your own teaching style.

Greeks is organized into nine phases. Each phase is a stand-alone activity that can be combined in a variety of ways to create an entire cross-curricular Greeks unit. We encourage using the unit as a whole if possible. At a minimum, we recommend a foundation of four phases, consisting of Going Greek, Academy, Festival, and Assembly.



The Foundation

Phases that make up the foundation are highlighted with a gray box.

Summary of Phases

Going Greek



2–4 days of instruction

Going Greek sets the stage for your entire *Greeks* unit. Here students select Greek names and are assigned membership to a polis, one of five city-states. They learn about their polis, including ways to behave, goals to strive for, and how leadership roles are assigned. Each polis establishes an identity, creates a logo banner, and decorates their polis area to reflect their unity and uniqueness. Students will learn why we study ancient Greek history, what ancient Hellenes believed, and how they dressed. They learn about fate, as well as how to gain (or lose) Hellaspoinits for themselves and their polis. They might also learn the Greek alphabet and work to achieve personal goals (areté) they've set.

Academy



5–6 days of instruction

Academy resembles school, where Hellenes learn essential historical information that they will build upon throughout the unit. Working as loyal members of their poleis, students study the development of Greek civilization, from the Bronze Age through the Hellenistic Era, and explore Greek education, social classes, and trading. Putting what they learn into context, students create a polis time line, polis map, and individual maps of ancient Greece, on which they locate and label key events, people, and places.

Festival



2–3 days of instruction

Students get a chance to sing, dance, illustrate, compose, bake and serve, construct, or otherwise demonstrate something they've learned while studying ancient Greece. While the actual Festival is held at the end of *Greeks*, students must choose and begin working on their project during the Academy phase. Students have four weeks to research and complete their project and prepare a three- to five-minute presentation to teach what they learned to the rest of the class.

Assembly



2–3 days of instruction

In a simulated meeting of the Greeks' most democratic assembly, students form new groups, which are assigned to the pro or con side of one of four controversial propositions: new colonies, women's rights, the abolition of slavery, and submission to the Persians. Students do research to develop one or two arguments that support their position, then prepare their oral arguments. After each proposition is presented and argued before the assembly, a vote is taken to determine the "winner."

Technikos 2–4 days of instruction

Through a series of four inquiry-based labs, students explore some of the major science and math contributions of the Greeks. These labs cover the areas of earth science; forces, motion, and energy; geometry; and physical science. As they complete the lab exercises, students will be reinforcing and understanding key scientific principles in the same manner the Greeks did, making for a holistic, fun, and challenging experience.

Acropolis 3–4 days of instruction

Students learn not only about Greek architecture, but also about five different forms of government (monarchy, democracy, oligarchy, anarchy, and dictatorship). First they study Greece's famous architects and buildings with their Doric, Ionic, and Corinthian columns. Then they read an essay describing the five different forms of government. Each polis uses what they've learned to design and build a Greek temple, then they randomly draw one of the five forms of government, under which they must operate to build their temple. Temples are judged on beauty, symmetry, function, and how well they honor their deity.

Theater 3 days of instruction

In this phase, students create and participate in a short theatrical production. Each polis reads a synopsis of a Greek play then writes an adaptation. With help from you or your school's drama teacher, students write the script, create costumes and props, and stage the plays.

Symposium 2–3 days of instruction

Students take to the stage, using scripts and other information they've researched. Some students portray famous Greek "celebrities" who have varied achievements in philosophy, politics, literature, science, and the military. Others are invited guests who ask questions of Socrates, Pericles, Aspasia, Phidias, Homer, Archimedes, and Alexander the Great to determine who contributed the most to the ancient Greek civilization. Students then write their personal decision in essay form using notes they took during the event.

Olympics 2–3 days of instruction

In this phase, students learn about the history of Olympics then simulate the ancient Greek meet. As students compete in such events as the Tortilla Toss (discus), Pitching Pencils (javelin), and Leaps and Bounds (standing broad jump), they are cheered on by their fellow Hellenes, who are striving for individual excellence as well as victory for their poleis. The top three winners in each event are honored at an awards ceremony that concludes the Olympics.

What do students learn?

The activities within this unit are correlated to national and state education standards. To obtain specific standards information for this title, go to www.teachinteract.com or contact us at 1-800-359-0961.

Greeks is a customizable unit that can include some or all phases contained within these materials and can be modified to include your own resources and activities. In the beginning of each phase of this unit, we detail the Knowledge, Skills, and Attitudes that students will acquire by participating in that particular phase. By using the foundation of this unit, your students will all gain and experience the following:

Knowledge

- Learn a general history and understand the cultural achievements of Archaic (Heroic), Classical (Golden), and Hellenistic Ages of ancient Greece
- Describe the development and significance of trade in ancient Greece
- Describe how geography played an important role in the development of fiercely independent city-states in ancient Greece
- Identify the names and some general characteristics of the different city-states within *Greeks* and mark their locations on a map
- Learn and appreciate the role religion played in Greek life, including identifying specific gods and goddesses, and the influence of the oracles
- Describe the social classes within the Greek Athenian democracy that included male citizens, who enjoyed full participation in government, as well as foreign-born people (helots), women, and slaves who were excluded from all government decisions
- Read and understand information about the origins and development of Greek democracy—specifically the assembly—as it functioned in fifth-century BCE Athens

Skills

- Identify and locate key places (city-states, bodies of water, etc.) on a map of Greece
- Use strategies to read with understanding, contribute to discussions, and interpret content
- Function effectively as an individual and/or cooperatively in a group or in pairs, as each task specifies, to reach certain objectives
- Listen purposefully and take notes when the teacher and classmates present information

- Research, create, and complete an original project by following directions and guidelines accurately and meeting deadlines

Attitudes

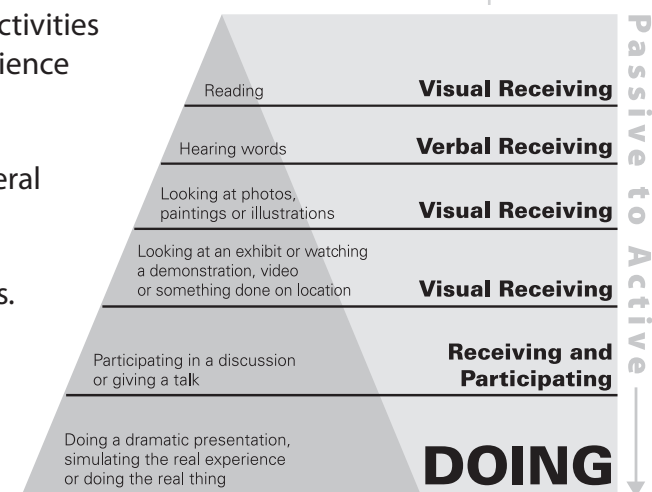
- Appreciate the significant contributions of ancient Greece to the development of Western civilization and the world today
- Appreciate that individual rights and universal democracy were not guaranteed for all in ancient Greece
- Appreciate the importance of art, music, theater, and religion in the culture of ancient Greece
- Appreciate the efforts, dynamics, and accomplishments of successful group interaction and cooperation
- Appreciate that planning, cooperation, and effort almost always produce better results than lack of preparation and haphazard or inconsistent work habits

Experiential Learning

Interactive teaching strategies stimulate students to think about and participate in ideas and events of the past to better understand how a particular period of history influences life today. Learning through experience leads to increased understanding and retention for a broad range of learners. For a few weeks, your classroom will resemble and reflect those ancient times, as young Hellenes journey through several phases of history and culture. They will remember what they experience for years to come.

Differentiation and Multiple Styles of Teaching and Learning

Like all Interact units, *Greeks* provides differentiated instruction through its variety of learning activities and assessments. Students learn and experience through all domains of language (reading, writing, speaking, and listening) and demonstrate their knowledge through several of Gardner's Multiple Intelligences. The mix of individual and group work challenges learners of varying abilities and motivations. You can choose those activities that leverage your students' strengths and stretch their abilities, and adjust the level of difficulty and expectation to fit individual needs. With *Greeks* you can challenge all students to reach for a higher level of performance.



Level of Involvement

Adapted from Edgar Dale's "Cone of Experience"

How are students organized?

Students are organized into five separate city-states called poleis. Students remain members of their assigned polis throughout *Greeks*. Some activities require students to work individually, in pairs, or in small groups within their polis.

How much time is required?

Greeks can take a minimum of two and a half weeks to a maximum of seven weeks of class time. This unit is designed as a comprehensive resource that is flexible to meet your specific needs. You can use the entire unit as designed or let time and your local curriculum be your guide to combine elements from *Greeks* with your own ideas and resources.

Using the Whole Simulation

Using all of *Greeks* is time well spent if your course can afford it. Students will learn critical content and come away with memories they will never forget. If you follow the daily lesson plans included in this unit, you will spend 24 to 35 class periods. Suggestions and ideas for saving time and replacing or extending activities within specific phases are provided.

Using Only the Foundation

Going Greek, Academy, Festival, and Assembly are the foundation that we recommend as a minimum. These phases provide the basics of a solid interactive unit on ancient Greek civilization in two and a half weeks of class time, or 12 to 18 class periods.

Using These Materials to Supplement Your Existing Unit

If you're looking for ways to refresh your already solid Greeks unit, or you want to add experiential learning to your more traditional approach, pay special attention to Festival (a structure for offering differentiation), Assembly (demonstrating democracy), Acropolis (a tactile activity that emphasizes decision making), and Olympics (a playful kinesthetic experience). Use Technikos (science and math labs) for a creative and ready-to-use cross-curricular partnership with your peers and add a twist to your students' definition of history. Provide a fun alternative for content review with the Panhellenic Quiz Bowl. Or use an element or two from within a phase, like city-state teamwork, the Myth of Minotaur, or the mystical role of the Oracle to add a bit of fun to your routine.

How is learning assessed?

There are many opportunities for performance assessment within *Greeks*. Cooperative group, performance, and other phase-specific rubrics are provided. Students work to meet the expectations outlined in the provided rubrics, and to earn Greek Hellaspoinits, which can be used to gauge student involvement, effort, and understanding. Several tools—Quiz Cards, essay margin questions, and debriefing questions—can be used to review content and create formative assessments. Some activities, such as map work and reflection writing, can also be assessed using your standard grading system. Each phase includes suggested methods of assessment based on the activities contained within it.

What do Rubric Scores Mean?

- 4 Exceeds Expectations**—This rating describes work that exceeds the standard. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively,” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the unit activities. Their performance and/or product are significantly better than what was required or expected.
- 3 Meets Expectations**—This rating describes work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his or her understanding in an application setting.
- 2 Nearly There**—This rating describes work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs to try a little harder, or needs to revise his or her work in order to meet the standard described.
- 1 Incomplete or Ineffective**—This rating describes work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate knowledge or a skill, or will require alternative instruction and assessment.

Getting Started

Look through the entire *Greeks* unit to become familiar with the objectives, activities, and assessments within each phase. You will then be prepared to customize the unit to best fit your needs.

Determine how much time you can spend on your *Greeks* unit. Decide whether you will use these materials only or will combine them with pieces of your existing unit and your own ideas. From these materials, choose which phases—and which activities within them—you will use to meet your desired time frame, your students' needs, and your local curriculum. Carefully consider the options and extensions provided at the end of the daily lesson plans. These activities can be added to your unit, or used as filler or extra credit. More importantly, these activities can be used to replace other activities, should they better fit your goals. Some Festival projects are also suitable as extension activities.

Teaching tip

When using *Greeks* for the first time,



you may choose to tackle only the foundation.

As you gain more experience with this unit and its approach, add and adapt phases to your unit. You might also add or change a phase every few years to keep the unit interesting and surprising for you and your class. Or you might try a particular phase with one class while testing a different phase with another.

Decisions to Make

1. Determine time frame
2. Choose unit materials
3. Choose phases of *Greeks*
4. Choose activities for each phase

The *Greeks* Unit

Greeks consists of nine phases. Each phase includes a purpose and overview with time chart and suggested assessment methods, "Before Day 1" preparation and setup directions with materials and copies needed, daily lesson plans, options and extensions, and reproducibles. An extensive list of teacher and student resources for this unit is also available at www.socialstudies.com/interact_resources.

Using Special Elements

There are several elements that are important to and used throughout *Greeks*: Fate Cards, The Spy from Sparta, The Oracle at Delphi, and Quiz Cards. You are in control of if and when you use them.

Fate Cards

Fate Cards

There are 12 Fate Cards related to the Greek gods. When drawn, these cards cause citizens to gain or lose 10 to 30 Hellaspoinits. There are also eight spy Fate Cards. These cards can be used in conjunction with or in place of The Spy from Sparta element (see page 13). The spy cards cause poleis to gain or lose 20 to 60 Hellaspoinits. Feel free to add your own Fate Cards into the mix. You might also want to separate good fates and bad fates at any given time to lead the game in a particular direction.

Decide how often you will have students draw Fate Cards. Twice a week works well, but you might choose to use them more often in the beginning to build enthusiasm. To get you started, the introduction and use of Fate Cards is written in to the daily lesson plans of *Going Greek* and *Academy*. You can tell the class how often you will use the cards or keep the timing a surprise. To add more excitement, announce “Double Fate Days” when all fate points are doubled.

The Spy from Sparta

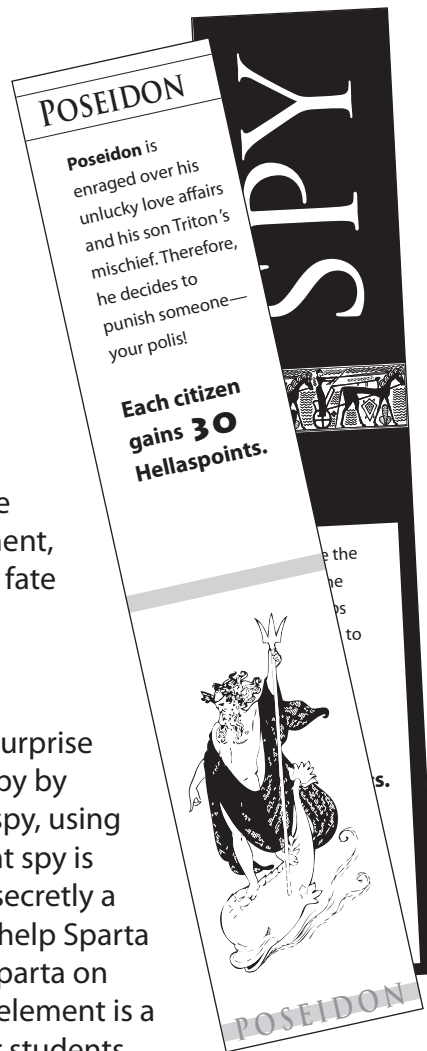
The Spy from Sparta can add fun and surprise to your unit. You can incorporate the spy by choosing one student to operate as a spy, using the spy Fate Cards, or both. The student spy is assigned to the polis of Athens, but is secretly a member of Sparta. The spy’s goal is to help Sparta dominate *Greeks*. Read *The Spy from Sparta* on page 26 before deciding whether this element is a fit for your class environment and your students.

If you have a student spy, carefully select the right student to play the part. Choose and prepare your spy before grouping students. The spy must fit so well with the Athenian group that he or she wants to stay with the group and remain undiscovered. But the spy must remain loyal to Sparta no matter what. Select a student who can keep the secret and handle the repercussions if discovered. Assure the student that his or her points or grade are not in jeopardy by sabotaging the Athenians. Make performance expectations clear. Give more intrigue to the spy by adding your own duties and ideas about how to play havoc with the Athenians’ guests.

The Oracle at Delphi

Oracles interpreted the actions of the gods, who the Greeks worshipped and had great belief in. This simulation’s Oracle at Delphi is a whimsical element that highlights this part of Greek culture.

The character of the Oracle is a student favorite, but we suggest using it no more than once a week. To get you started, the introduction and use of the Oracle is in the daily lesson plans of the foundational phases, and the Olympics phase. Choose one of your most dramatic students as your Oracle or ask for a volunteer. The Oracle sessions are meant to be fun!



The Spy from Sparta

The Oracle at Delphi



Teaching tip

Involve more students by sharing the role of the Oracle. Together, this group of students can prepare their scripts, create a costume or costumes, and decorate the Oracle’s chair.

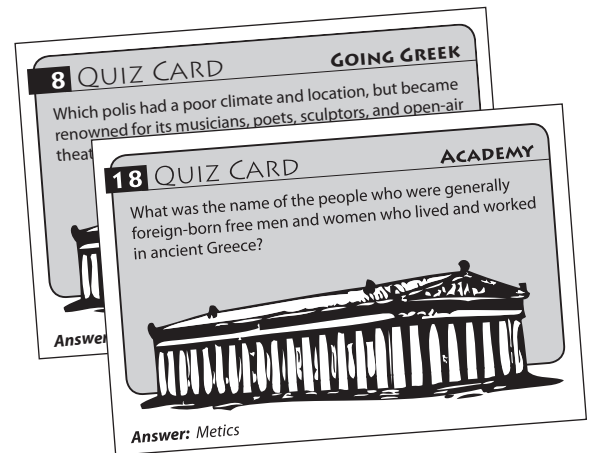
Quiz Cards

Depending on your class environment and student temperament, you might allow the questions to the Oracle to be about anything. Or, you might want to limit the questions to the particular phase you are working on, or to the *Greeks* unit in general.

Quiz Cards

The Quiz Cards provided for each phase include key content that all students should know and understand by the end of the unit. The cards can be used to learn and review content and create formative assessments.

Distribute a set of Quiz Cards to each polis when you introduce a phase of the unit. Or hand out cards as students learn the content. Allow students time during the class period to quiz one another within their poleis. Also allow students to take home Quiz Cards if needed. Create at least five sets of cards for each phase, one for each polis and a few extras for students to use independently. Use heavy paper and laminate your cards for durability. Use a different color paper for each set of quiz cards (there is one set per phase). Store each card set in an envelope or plastic bag.



Assessments

Each phase includes suggested methods of assessment, such as rubrics and Quiz Cards. The daily lesson plans for *Going Greek* and *Academy* include a written test. The Quiz Card questions, essay focus questions, debriefing questions, and Resource Map are tools that can be used to help you create these, other written assessments, and a final test.

The Quiz Cards from each phase can also be combined and used for a Panhellenic Quiz Bowl. "Panhellenic" means all Greeks or Hellenes can participate. A quiz bowl is a fun activity to help students review content and mentally prepare for a final test.

To stage the Panhellenic Quiz Bowl, set up your classroom to resemble a television game show, with seating for each polis. Choose a round-robin style or other type of group tournament, making sure all students have a chance to participate. If students compete head-to-head in your tournament, choose the contestants by lot, making a link to the Assembly phase where students learn how members of the boule were chosen.

Tips for a Successful Panhellenic Quiz Bowl

- Announce the length of the Panhellenic Quiz Bowl and what time it will end.
- Set aside a group of the most difficult Quiz Cards to use as bonus questions.
- Sequence the cards so the most important questions are sure to be asked.
- Play introductory music (try the *Zorba the Greek* soundtrack).
- Use bells or buzzers for students to ring in with answers.
- Use visual aids when possible for the questions.
- Assign a tally keeper to keep score on the chalkboard.

Recommended scoring:

5 points for a correct answer

3 points for correctly answering a question missed by the first team

2 points for bonus questions

- Deduct **3 points** for each wrong answer. This penalty discourages students from raising their hands or ringing their bells too quickly.
- Award Hellaspnts to the winners and runners up. Consider giving an additional prize, such as Kudos® bars. "Kudos" in Greek means glory, worth praise, or accolades, a fittingly "sweet tribute" to the winners.

Culminating Event

After giving your final test, hold an awards ceremony to recognize the many achievements of your students throughout *Greeks*. Ideally, final test scores can be added to the final Hellaspnts tally before awards are given out. Honor the top Hellaspnts earners, award areté, and celebrate other notable achievements. You might create ballots and have Hellenes vote for their favorites. Award one student in each category, choose a few winners, or award one winner per polis. Make your awards ceremony a dramatic event. Bring in food if appropriate, play lively music, and give certificates or prizes to the winners.

Suggested Awards

Kalakagathos: Best citizen in the polis
(citizen who showed the most development)

Thespis: Best actor or actress in Theater

Edifice: Best temple construction in Acropolis

Pindar: Best athlete in the Olympics

Alpha: Best all-around performer in *Greeks*

Suggested Prizes

Certificates	Paper wreaths
Kudos bars	Paper medallions
Chocolate coins	

Classroom Materials Required

This unit is designed to use commonly found objects. To turn your room into ancient Greece, collect materials for decorating, such as:

- artificial trees, plants, and leaves
- bed sheets and ivy (artificial plants) to create Greek attire
- music

You will also need the following for each polis:

- envelopes or small plastic bags for Quiz Cards
- folder to store polis paperwork
- box to store polis folders
- small box or container to draw names from
- small slips of paper to write names on
- spear and helmet for the strategos

See the “Before Day 1” instructions in the beginning of each phase for phase-specific materials lists.

Preparation and Setup

Make Copies

Reproduce all Masters for each phase you are using. Make sure to return Masters to your Teacher Guide for use with future classes. In addition to phase-specific materials, you will need the following:

- **Letter to Parents**—One (1) per student
Copy the letter provided or customize for your class.
See “Notify Parents” on page 17.
- **Fate Cards**—One (1) set
Use heavy paper and laminate your cards for durability.
- **The Spy from Sparta**—One (1) OPTIONAL
- **Cooperative Group Work Rubric**—One (1) per student and one (1) to post
- **Presentation Rubric**—One (1) per student and one (1) to post

See the “Before Day 1” instructions in the beginning of each phase for phase-specific Masters.

Notify Parents

Review and edit the Letter to Parents on page 20. Send the letter one week before you begin the unit to tell them what students are about to experience in your class and the expectations you have for student behavior and participation. Encourage parents to ask about the unit, help with their student’s Festival project, provide students with books and/or trips to a local library, and assist in making a “chiton” outfit. Parent support will help your students and improve your in-class experience.

Group Students

Students work in groups throughout the unit. For the majority of the phases, students work within assigned poleis, or city-states. Assess your student population to determine how to group the poleis. Use the Polis Profile sheets on pages 54–68 to choose the number of groups and participants needed for each. Consider the skills, abilities, and attitudes of your students carefully. Make sure each polis has a blend of leaders, producers, males, and females, keeping in mind your students’ unique attributes (e.g., select one or two artistic students for Athens and one or two athletic students for Sparta).

Make Your Chiton

Dressing as Greeks is a fun and exciting part of this unit. Have your chiton ready by Day 1 to show enthusiasm for the unit. Make your chiton as elaborate as possible to show your students the possibilities for their own attire. Accessorize with appropriate head and footwear, and jewelry.

Unit Time Chart

Recommended Time Frame (Full Greeks Unit)


Week 1				
Going Greek 1 <i>Intro to Greeks Create identities</i>	Going Greek 2 <i>Presentation prep Greek clothing</i>	Going Greek 3 <i>Presentations Greek gods</i>	Going Greek 4 <i>Assessment Intro to Academy</i>	Academy 1 <i>Greek education Intro to history</i>
Week 2				
Academy 2 <i>Greek history</i>	Academy 3 <i>Greek history Intro to Festival</i>	Academy 4 <i>Social classes Greek trade</i>	Academy 5 <i>Project work Reflection</i>	Academy 6 <i>Assessment</i>
Week 3				
Theater 1 <i>Greek theater Play selection</i>	Assembly 1 <i>Greek assembly Research</i>	Assembly 2 <i>Assembly session</i>	Assembly 3 <i>Assembly session Debriefing</i>	Technikos 1 <i>Intro to Technikos Scientific Method</i>
Week 4				
Technikos 2 <i>Intro to Labs One lab</i>	Technikos 3 <i>Two labs</i>	Technikos 4 <i>Final labs</i>	Theater 2 <i>Work on Plays Performance prep</i>	Acropolis 1 <i>Greek architecture Temple design</i>
Week 5				
Acropolis 2 <i>Blueprints Governments</i>	Acropolis 3 <i>Temple building Reflection</i>	Acropolis 4 <i>Present temples Judge temples</i>	Theater 3 <i>Performances Debriefing</i>	Symposium 1 <i>Background Planning</i>
Week 6				
Symposium 2 <i>Research Preparation</i>	Symposium 3 <i>Symposium Debriefing</i>	Olympics 1 <i>Olympics essay Events</i>	Olympics 2 <i>Events Awards</i>	Festival 1 <i>Presentations</i>
Week 7				
Festival 2 <i>Presentations Reflection</i>	Quiz Bowl / Final Test			

Unit Time Chart

Minimum Time Frame (Condensed Foundation)

Week 1				
Going Greek 1 <i>Intro to Greeks Create identities</i>	Going Greek 2 <i>Presentation prep Greek clothing</i>	Academy 1 <i>Greek education Intro to history</i>	Academy 2 <i>Greek history</i>	Academy 3 <i>Greek history Intro to Festival</i>

Week 2				
Academy 4 <i>Social classes Greek trade</i>	Academy 5 <i>Project work Reflection</i>	Assembly 1 <i>Greek assembly Research</i>	Assembly 2 <i>Assembly session</i>	Festival 1 <i>Presentations</i>

Week 3		
Festival 2 <i>Presentations Reflection</i>	Quiz Bowl/ Final Test	

LETTER TO PARENTS

Dear Parent,

Chaire! (hah-RAH) ... Rejoice!

In the next few weeks, our class will travel back in time to the fifth century BCE and the ancient eastern Mediterranean "country" that was called Hellas. The students will become immersed in all things unique to ancient Greece. They will experience Greek history, politics, philosophy, art, and architecture. They will speak, write, work, compete, and begin to think like these ancient people.

Our unit will include political and social debates, temple building, and personal research projects. We might also study the Greeks' science and mathematical contributions; simulate an Olympics competition; perform theater; and assume the role of famous Hellenes to discuss their squabbles, wars, and lively social lives. The culminating "Festival" activity will require students to present a personal project they will complete during this simulation. More information on these projects will be provided to you shortly.

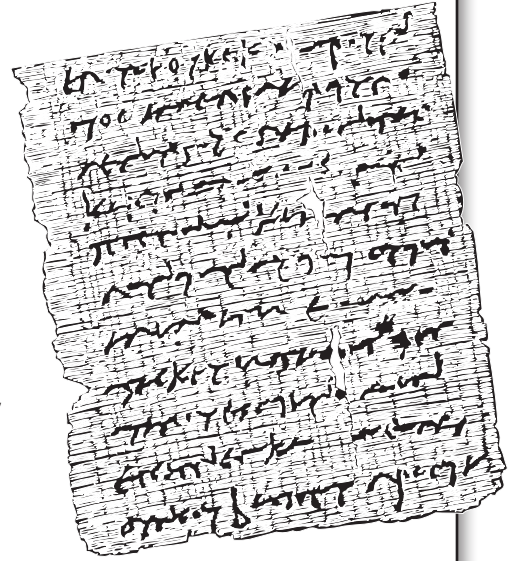
Participation in this simulation called *Greeks* will be an unforgettable learning experience for your son or daughter. But like the ancient Greeks, your student must work hard to achieve his or her personal best. Thus, each student is expected to be positive, enthusiastic, and apply him- or herself to tasks that both challenge and inform.

Your support and encouragement at home will also be a vital factor in how much your student effectively learns while participating in the unit's activities. Find time for his or her private, creative study and encourage discussions. Also, lend a hand locating or putting together items, such as costumes or props to enhance our classroom learning.

The ancient Greeks themselves displayed a special zest for life. They boldly faced intellectual, spiritual, and physical challenges. That particular zeal for civic and cultural participation is what we hope to duplicate here. To paraphrase the ancient Greeks, "One who does not participate in and relish public life, has no life at all."

If you have any concerns or questions about the scope, sequence, or specific requirements and activities we will use to simulate the lives and accomplishments of the Greeks, please contact me at _____.

Sincerely,



APHRODITE

Aphrodite is delighted by the harmony and evidence of love in your polis. You are awarded for your unity and the remarkable beauty of your citizens.

Each citizen gains 40 Hellaspoints.



APOLLO

Apollo is pleased by the skills your people show while playing the lyre, dancing, and healing the sick. He directs the sun to shine on your region and your crops thrive.

Each citizen gains 30 Hellaspoints.



ARES

Ares is displeased with the cowardice of your polis's warriors in battle. He has also noticed some treachery among your leaders.

Each citizen loses 40 Hellaspoints.



ARTEMIS

Artemis is saddened by the poor quality of animals your polis has sacrificed to her.

Each citizen loses 10 Hellaspoints.



APHRODITE

APOLLO

ARES

ARTEMIS

ATHENA

Athena is justly proud of the intellectual pursuits in your polis, especially your scholars' work in philosophy and mathematics.

Each citizen gains 30 Hellaspoints.



DEMETER

Demeter is gratified by your citizens' diligence in tilling the soil and tending the fields.

Each citizen gains 15 Hellaspoints.



DIONYSUS

Dionysus is wildly ecstatic over the outstanding dramatic performances and festivals your polis has presented. Your selection of food and drink is worthy of reward.

Each citizen gains 30 Hellaspoints.



HEPHAESTUS

Hephaestus is annoyed by the lack of dedication in your polis's handicrafts and other projects.

Each citizen loses 10 Hellaspoints.



ATHENA DEMETER DIONYSUS HEPHAESTUS

HERA

Hera is distraught over the number of divorces, loveless marriages, and troublesome children in your polis.

Each citizen loses 20 Hellaspoints.

HERMES

Hermes is elated over how effectively your orators and writers perform in the assembly and near the gymnasium.

Each citizen gains 20 Hellaspoints.

POSEIDON

Poseidon is enraged over his unlucky love affairs and his son Triton's mischief. Therefore, he decides to punish someone—your polis!

Each citizen loses 30 Hellaspoints.

ZEUS

Zeus is angry for no apparent reason! Thunder, lightning, and pounding rain disrupt life in your polis, making farming and trade impossible and postponing the upcoming festival.

Each citizen loses 30 Hellaspoints.



HERA

HERMES

POSEIDON

ZEUS

SPY

SPY

SPY

SPY



You were given false information and evacuated all your citizens for no reason.

Your polis loses 40 Hellaspoints.

Three spies infiltrated your army. But you caught them in the act!

Your polis gains 40 Hellaspoints.

A spy stole the mast off one of your ships causing you to lose a battle.

Your polis loses 30 Hellaspoints.

A spy took one of the horses from your chariot causing you to travel in circles!

Your polis loses 40 Hellaspoints.

SPY

SPY

SPY

SPY



You were given false information and invaded the wrong country.

Your polis loses 60 Hellaspoints.

You outsmarted a spy who was trying to board one of your ships.

Your polis gains 30 Hellaspoints.

You confused a spy with your philosophical words.

Your polis gains 20 Hellaspoints.

You were given false information and wasted time building a fortress you don't need.

Your polis loses 40 Hellaspoints.

THE SPY FROM SPARTA

You are a member of the Spartan secret police. You have been chosen because you can handle the extra duties involved in being both a Spartan spy and a model Athenian citizen. Your major objective is to help Sparta dominate and gain the most Hellasponts. If you fail to help your fellow Spartans in their quest, your surveillance techniques and your competence will be suspect and you will most likely be considered a traitor.

You must work diligently at the art of spying and snooping to give Spartans an edge. Read over the secret copy of the Polis Profile: Sparta that you receive. This sheet informs you about Sparta and its secret police. Then read below to find out what you are to do and how you will accomplish your goals.

You will be placed in the Athenian city-state for the purpose of “sniffing out” what the Athenians are specifically planning. While you are an Athenian, also listen to what other poleis are discussing. No one except the teacher (and, soon enough, all fellow Spartans) will know of your mission.

What to do

1. Listen carefully and make notes about strategies and goals the Athenians and other Greeks discuss that might affect desired Spartan victories. Keep your notes and share what you have learned with the Spartan archon (leader) later, when your identity is disclosed.
2. While in the Athenian camp, be an Athenian. Try to fail an assignment here and there, lose an athletic event, and, in

general, try to sabotage the efforts of your rival city-state as a member. Work especially hard to beat Sparta in head-to-head competition. Volunteer “dumb” ideas. Distract them with superficial and irrelevant discussions. Make small mistakes (e.g., forget the Athenian chant, create an unrelated logo, etc.).

3. Be argumentative from time to time. Disagree with the consensus of the group. Volunteer and then fail to carry out what you’ve promised to do. Slow down their action whenever you can without giving yourself away.

How to be a great spy

1. Do all of your assigned work and learn as much as you can, which is after all the goal of Greeks. You still have this overriding responsibility in addition to your spy duties!
2. Don't tell a soul about your cover—not even your best friends, or your brother or sister.
3. Fit in as best you can with the Athenian delegation. Even when rumors circulate about espionage, be cool and fend off questions.
4. Think about how you're going to help Sparta and hurt Athens before you come to class.
5. Wander around to other city-states and overhear what's happening. Try to get the essence of their strategies. Keep your eyes and ears open at all times. You'll be surprised how much you can learn!
6. Keep a short diary on what you've done to aid Sparta (in case they think you're a liar).

COOPERATIVE GROUP RUBRIC

	4 Exceeds Expectations	3 Meets Expectations	2 Nearly There	1 Ineffective
Contributing	I consistently contribute to the group by sharing my opinions and ideas.	I usually contribute to the group by sharing my opinions and ideas.	I sometimes contribute to the group by sharing my opinions and ideas.	I rarely contribute to the group by sharing my opinions and ideas.
Listening	I actively listen to and support other people's opinions, ideas, and efforts.	I usually listen to and support other people's opinions, ideas, and efforts.	I sometimes listen to and support other people's opinions, ideas, and efforts.	I rarely listen to and support other people's opinions, ideas, and efforts.
Teamwork	I actively encourage all members to participate and work together.	I usually encourage all members to participate and work together.	I occasionally encourage all members to participate and work together.	I rarely encourage all members to participate and work together.
Problem Solving	I work through problems by actively seeking and suggesting solutions.	I work through problems by refining solutions suggested by others.	I sometimes work through problems using solutions suggested by others.	I do not try to work through problems or suggest solutions.
Staying on Task	I consistently stay focused on the task and complete the work required.	I stay focused on the task and complete the work required.	I sometimes stay focused on the task and complete the work required.	I struggle with staying focused on task and do not complete all of the work required.

PRESENTATION RUBRIC

	4 Exceeds Expectations	3 Meets Expectations	2 Nearly There	1 Ineffective
Organization	My presentation was very well organized.	My presentation was organized.	My presentation was somewhat organized.	My presentation was disorganized and very difficult to follow.
Understanding	I clearly explained what I did and why.	I explained my work so others could understand the most important points.	I explained my work so others could understand a few of the most important points. My explanation was difficult to follow at times.	My audience could not understand my presentation.
Speaking Voice	My voice was loud and very clear.	My voice was loud and clear.	My voice was sometimes difficult to hear or understand.	My voice was difficult to hear.
Eye Contact	I maintained eye contact with my audience.	I made eye contact with my audience from time to time.	I made eye contact with my audience a few times.	I made little or no eye contact with my audience.
Visual Aids	Any visual aids I used added interest and clarity to my presentation.	Any visual aids I used added clarity to my presentation.	Any visual aids I used added some clarity to my presentation.	Any visual aids I used were ineffective or distracting.

GOING GREEK

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Purpose and Overview

ABOUT GOING GREEK

This introductory phase sets the stage for your entire Greeks unit. Here students select Greek names and are assigned membership to a polis, one of five city-states. They learn about their polis, including ways to behave, goals to strive for, and how leadership roles are assigned. Each polis establishes an identity, creates a logo banner, and decorates their polis area to reflect their unity and uniqueness. Students will learn why we study ancient Greek history, what ancient Hellenes believed, and how they dressed. They learn about fate, and how to gain (or lose) Hellaspoinis for themselves and their polis. They might also learn the Greek alphabet and work to achieve personal goals (arete) they've set.

What Students Will Learn

Knowledge

- Identify the names and some general characteristics of the different city-states within *Greeks*, especially the one to which each student belongs
- Learn about the Hellenes' everyday apparel
- Become familiar with the beliefs of ancient Greeks and their reliance on future-predicting oracles

Skills

- Work cooperatively and productively in groups in a competitive framework
- Organize and complete individual tasks
- Exhibit leadership qualities when acting as archon or strategos

Attitudes

- Appreciate the importance that civic loyalty played in the history and development of individual Greek city-states

Purpose and Overview

Going Greek

- Feel patriotic and loyal to their particular city-state, as well as develop a civic responsibility and a sense of pride toward it
- Appreciate the effectiveness of cooperative group work

Time Required

Going Greek requires three to four days of instruction. Follow the suggested time frame for four days, or compress the time to three days by eliminating one or two activities, allowing students to work on activities at home, using a take-home assessment, or extending your social studies period each day.

DAY 1

- Welcome
- Choose **Greek Names**
- Read and discuss **Why Study Ancient Greece?** Essay
- Introduce **Clothing of the Greeks**
- Assign polis groups
- Read **Polis Profile** essays
- Review **Cooperative Group Rubric**
- Assign leadership and review **Leader Duties**
- Create polis identities
- Introduce Hellasponts
- Prepare the Oracles

DAY 2

- Prepare polis presentations
- Introduce map and time line activities
- Discuss clothing essay
- Introduce **Quiz Cards**
- Create banners and name badges

DAY 3

- Give polis presentations
- Introduce **Fate Cards**
- Read and discuss **Greek Gods and Oracles** essay
- Debrief and review for assessment

DAY 4

- Give Going Greek assessment
- Introduce Academy phase

Assessment Methods

- Presentation Rubric
- Cooperative Group Rubric
- Quiz Cards
- Written test

Going Greek Daily Lesson Plan

Before Day 1

Preparation and Setup

1. Arrange and Decorate Your Classroom

Set the scene for your *Greeks* unit. Separate the poleis (city-states) into five distinct sections of the room. Cluster desks or bring in tables and chairs to change the traditional room setup. You might leave the clusters of desks in place throughout the simulation. If you cannot, be sure to organize groups by polis when you are working on *Greeks*. Allow students to sit on the floor if appropriate. You will need an open area that can be used for the stage during the Theater, Assembly, and Symposium phases and for events during the Olympics phase. Use the outdoors whenever possible. After all, this is where the Greeks studied, worked, and played!

Use your imagination (and maybe the help of your art teacher or local theater group!) to decorate your classroom. Paint large pillars on butcher paper to replicate a Greek temple on the walls. Hang green leaves of different shades and shapes around the temple to give a sense of olive trees. Find a potted tree or a few artificial trees to place near the Oracle's chair. Play appropriate music to add atmosphere.

Determine a place in the room to store polis folders and boxes. Create wall space on which to hang the **Hellaspoints Record**, Greek Names wall chart, rubrics, and any other work you might want to post, such as polis maps and time lines.

Your students will add to the décor in this first phase. Encourage students to use decorations to distinguish their polis from the others. If you have several classes sharing the same space hour after hour, encourage students assigned to the same polis in different hours to coordinate their decoration efforts.

2. Gather Materials

In addition to the materials collected in Getting Started (see page 16), you will also need the following for this phase:

- flip chart or butcher paper
- painting/craft supplies
- 4" x 6" index cards
- string
- tape

3. Make Copies

In addition to the copies you made in Getting Started (see page 16), you will also need to make copies of the following for this phase:

- **Polis Citizens** sheet—One (1) for you to fill out
- **Greek Names** list—One (1) per student or one (1) overhead
- **Why Study Ancient Greece?** essay—One (1) per student
- **Clothing of the Greeks** essay—One (1) per student
- **Leader Duties** sheet—One (1) to post
- **Polis Leaders** sheet—Five (5); one (1) per polis
- **Polis Profile: Argos**—One (1) per student in that polis
- **Polis Profile: Athens**—One (1) per student in that polis
- **Polis Profile: Corinth**—One (1) per student in that polis
- **Polis Profile: Megara**—One (1) per student in that polis
- **Polis Profile: Sparta**—One (1) per student in that polis
- **Hellaspoints Record for Individual Hellenes**—One (1) per student
- **Hellaspoints Record for Poleis**—Five (5); one (1) per polis
- **Hellaspoints Tally**—Five (5); one (1) per polis
- **The Oracle at Delphi** handout—One (1) per student playing the role
- **Outline Map**—One (1) per student and five (5) enlarged to 11" x 17"
- **Resource Map**—One (1) per student **OPTIONAL**
- **The Five Poleis** graphic organizer—One (1) per student
- **Greek Gods and Oracles** essay—One (1) per student
- **The Greek Alphabet**—One (1) per student **OPTIONAL**
- **Areté Goals**—One (1) per student **OPTIONAL**
- **Going Greek Quiz Cards**—At least five (5) sets; one per polis and a few classroom sets

4. Determine Poleis

Complete the **Polis Citizens** sheet to create heterogeneous teams.

5. Prepare Your Introduction

This is your chance to build enthusiasm. Use the quote in the **Why Study Ancient Greece?** essay; give an overview of the phases you have selected, assessments you plan to use, and your expectations for group and student performance. If this is your first time using an interactive classroom approach, be ready to field questions from your students.

6. Create a Greek Names Wall Chart

Use a flip chart or butcher paper to create a blank chart to record students' Greek names. Create a t-chart with columns labeled "Real Name" and "Greek Name."

7. Prepare Going Greek Assessment

Prepare a formative assessment using the **Going Greek Quiz Cards**, essay margin questions, debriefing questions, map, time line, and questions from any other content you stressed. Use the questions provided as they were written; or create matching, fill-in, true or false, or short-answer questions using the same content. Select those that you feel are most relevant and add a few of your own. If you are including map information in your assessment, make copies of the **Outline Map**. The Going Greek assessment happens on Day 4.

• DAY 1 •

- Welcome
- Choose **Greek Names**
- Read and discuss **Why Study Ancient Greece?** Essay
- Introduce **Clothing of the Greeks**
- Assign polis groups
- Read **Polis Profile** essays
- Review **Cooperative Group Rubric**
- Assign leadership and review **Leader Duties**
- Create polis identities
- Introduce Hellaspots
- Prepare the Oracles

1. Welcome Students

Wearing the chiton you've created, welcome your students with a "Chaire!" (hah-RRAH). Use your prepared introduction to get students excited about *Greeks*.

A Special Note About Greek Rivalry

Students will be enthusiastic about this unit and some may create strong rivalries within the class and outside of the classroom. Throughout the unit, encourage students to exhibit positive loyalty to their polis while also respecting you, their leader, and their fellow Hellenes. Always insist on quiet and attention while you are instructing class and

while others are presenting. Add incentive by awarding Hellaspots to students or groups who exhibit positive behaviors and take away points from those who forget to act as model citizens.

2. Choose Names

Hand out or display the **Greek Names** list on the overhead. Tell students they will refer to themselves by their Greek name and polis (to which they will be assigned shortly), such as "Circe of Sparta" or "Cimon of Athens." Give students a few minutes to review the list and choose a name. Ask students to come forward and write their real name and their selected Greek name on the wall chart.

SPECIAL NOTE



Teaching tip

To save time, have students randomly draw names from a hat. If you have several classes participating in *Greeks* at the same time, limit the name choices for each class so each student has a unique name.

Teaching tip

Ask students to donate bed sheets if they have extra for students who do not have old sheets at home. Collect chitons from students who don't want to keep them at the end of the unit. Next year you may have a supply for those who can't make them at home.



3. *Why Study Greeks*

Hand out **Why Study Ancient Greece?** Walk through this short essay as a class to show students how to approach future essays. Suggest that students browse the margin questions. Allow a few minutes for students to independently read the essay. As they read, have students circle important dates, underline geographic locations, and find answers to the margin questions. Tell students that they will use the information they circled and underlined for a later activity. Once all students have completed the reading, divide the class into groups of three to five to discuss key points in the essay and answer the margin questions.

4. *Introduce Greek Clothing*

Show off your Greek attire. Point out the key features you added to emulate the style of the times. Explain that as Greeks, each student will be responsible for creating their own chiton to wear.

Hand out **Clothing of the Greeks**. This essay includes information on how to create Greek clothing. Explain your expectations for the Greek attire that will be worn in class. Include how elaborate you expect the costumes to be and how often you expect costumes to be worn. Assign the reading of the essay as homework. They should be prepared to discuss the essay tomorrow. Students can start gathering materials and begin creating his or her own chiton tonight. Students should wear their chitons to class on the first day of Academy.

5. *Organize Polis Groups*

Now that students have an idea about what to wear, they're ready to become citizens of a Greek polis. Read "The Greek Polis" paragraph from the **Polis Profile** essays. Tell students which polis you have assigned them to and post the **Polis Citizens** sheet you completed earlier. Assign each polis to an area in your new room setup and give each their undecorated polis box. Have each Hellene write his or her Greek name on a slip of paper and place it in the polis box.

6. *Review Cooperative Group Rubric*

Hand out the **Cooperative Group Rubric**. Refer to the copy on the wall if you posted it. Emphasize to students the importance of working together within their poleis. Students will remain with their polis throughout the simulation.

7. *Assign Leadership*

Greeks generally chose their leaders by lot. Explain that you will simulate how Greeks selected their leaders by randomly drawing two names from each polis box every few days.

The first name chosen will be the archon. The archons will lead polis discussions, appoint polis members to serve as scribes and cartographers, and provide political leadership for their polis. The second name will be the strategos, or general, who will organize the polis area, and protect the city-state from outside threat, foreign invasion, and internal insurrection. The strategos is the polis member who gets material from the teacher or approaches the teacher for information. Show students the **Leader Duties** sheet and post it.

Draw leader names for each polis. Have the archon select the scribe and cartographer. Have each scribe fill in the **Polis Leaders** sheet. Return names drawn to the polis box.

8. **Create Polis Identities**

Hand out the appropriate **Polis Profile** to each group. As with the **Why Study Ancient Greece?** essay, have students read and mark the essay independently, then discuss the key points and margin questions as a group.

Remind students that they are learning about their unique characteristics and what is important about their new city-states. They will use what they learn to work together to create their polis identity, which might include a logo, chant or song, and particular behaviors. They will also give a three- to five-minute presentation to the class about their polis.

Direct the archons to lead the content discussion and a brainstorm session for polis identity and presentation ideas. The presentation should include important information such as geographic location, historical events, important people, or anything that made their polis special. Encourage all poleis to keep some of their goals and actions confidential. For example, the Corinthians may not want the other poleis to know they will try especially hard to win the Acropolis-building activity, and the Argives may not want to share that they will throw support to Megara just to beat Sparta.

9. **Distribute Polis Folders**

Hand the appropriate polis folder to each strategos. Explain that all important polis paperwork will be kept in this folder. Show the area you have designated for folder storage. The strategos is responsible for the folder and should put it in storage at the end of each class.

10. **Introduce Hellaspnts**

Hand out the **Hellaspnts Record for Individual Hellenes**, the **Hellaspnts Record for Poleis**, and the **Hellaspnts Tally**. Read the directions on the individual record aloud. Explain that points can be earned individually and as a group, and that the earning of points is



Teaching tip

If you would like to add another role, choose an accountant who will take on one of the scribe's duties (see Leader Duties sheet).

Teaching tip

Use Hellaspoin
earned to gauge
student involvement.
This informal assessment
may be useful when
assigning grades.



designed to encourage learning and increase polis academic performance, cooperation, and loyalty.

The scribes are to use the tally sheet to add individual points and then record them on the polis sheet at the end of each day. The strategoi are accountable for the polis record sheet, which can be posted in class or be kept in the front of the polis folder. Individuals keep their own records and provide their point totals to the scribes as needed.

Award the first Hellaspoin for everything done well so far. Award “big points” for exceptional cooperative group work to motivate students and build excitement for earning Hellaspoin. Record points earned on the **Hellaspoin Record** sheets. Use the **Recommended Hellaspoin** sheet for guidance on awarding points.

11. Prepare the Oracle(s)

If you are using the Oracle option, privately give **The Oracle at Delphi** handout to the student or students playing the role of Pythia. The first performance of the Oracle happens on Day Four.

• DAY 2 •

- Prepare polis presentations
- Introduce map and time line activities
- Discuss clothing essay
- Introduce **Quiz Cards**
- Create banners and name badges

1. Greet Hellenes

Greet your students with “Chaire!” Tell team poleis to show deference toward the archon and strategos of their polis by getting them chairs and allowing them to sit first. Return the polis folders to the strategoi.

2. Introduce Map and Time Line Activities

Give each polis a large **Outline Map** and paper on which to create a time line. Also give each student a small **Outline Map**. Explain to students the benefit of referring to a map and looking at a time line when reading history, to see how and where their reading fits into the “big picture” of history.

Help poleis create their time lines. Have them paste together the paper you provided to create a long strip, then draw a horizontal line across the center. Each group should use the same measurements to make vertical tick marks at 100-year intervals, from 2500 BCE through 100 CE. Using 10-inch intervals for every 100 years, each time line will reach almost 22 feet. Adjust the interval length as you wish.

Give students access to a classroom map of ancient Greece, or provide copies of the **Resource Map** on page 75.

Teaching tip

Because historians
do not always agree
on specific dates of events
in ancient history, the
dates provided are
approximate but will
enable students to relate
events chronologically.



After reading and discussing each essay, poleis should add the information they circled and underlined to their large map and time line. The day's cartographer will add key locations to the map and the day's scribe will add key events to the polis time line. These leaders are accountable for making their polis's map and time line look as good as possible. This might mean coloring and embellishing the documents themselves, or recruiting others to take on the job. Each student is responsible for making his or her own map. Students can use this map to review information for assessments.

Allow 10–15 minutes for poleis to create their time lines and add the information from the **Polis Profile** essays to their maps and time lines.

3. **Prepare Polis Presentations**

Hand out the **Presentation Rubric**. Review your expectations for presentations with the class. Allow each polis 10 minutes to prepare for their presentations by reviewing their polis profile and yesterday's brainstorm ideas. The presentation should be three to five minutes and consist of the important information about the polis, including the location of the polis (shown using a map), but should not divulge any confidential information.

The archon should direct the group to choose a presenter. Presentations will be given in class tomorrow.

4. **Discuss Clothing**

Give poleis 5–10 minutes to discuss the **Clothing of the Greeks** essay they read as homework. Allow a few extra minutes for students to share ideas about their own Greek attire and discuss embellishments that would promote unity within their polis. Tell students how many Hellaspoinits could be earned for their attire. Remind them to wear their chitons on the first day of Academy.

5. **Introduce Quiz Cards**

Hand out one set of **Going Greek Quiz Cards** to each polis. Explain that you will distribute these cards at the beginning of each phase and describe how you will use the cards. Tell students that the information on the cards represents the more significant factual information they should all know by the end of each phase.

6. **Create Banners**

Have each polis design and create a banner to represent their polis, using the ideas they brainstormed yesterday. The archon is responsible for organizing his or her polis and the work they must do. The strategos must procure flip chart or butcher paper and the painting/craft supplies



Teaching tip

Some students may not be familiar with the use of CE and BCE. You may need to explain that some historians have replaced the abbreviation BC (Before Christ) with BCE (Before the Common Era) and AD (Anno Domini, in the year of our Lord) with CE (Common Era).

Teaching tip

If class time is short, suggest that archons divide the tasks and assign different members to work on the banner and box. Or have students finish the work as homework.



to make the banner. When finished, have each polis hang their banner on the wall or from the ceiling above their polis location to solidify their identity and loyalty. Each polis may also want to decorate their polis box.

7. Create Name Badges

Give each student an index card. Have Hellenes create the badges they will wear throughout the simulation. Encourage them to use their polis logo or create a clever personal logo and otherwise embellish their badges. Provide string and tape to create lanyards for the badges.

• DAY 3 •

- Give polis presentations
- Introduce **Fate Cards**
- Read and discuss **Greek Gods and Oracles** essay
- Debrief and review for assessment

1. Greet One Another

Ask students to greet each other with “Chaire!” and to use their Greek names when speaking to each other. Team members should continue to show deference toward the archon and strategos of their polis by allowing them to sit first.

2. Award Hellaspnts

Award Hellaspnts for map and time line work, cooperative group work, and banners and badges. Don’t forget to recognize creativity! Remind students how to record points and who is accountable.

3. Conduct Polis Presentations

Hand out **The Five Poleis** graphic organizer. During each presentation, have all other Hellenes write down important information they learn about the polis on their organizers and mark the polis location on their maps.

4. Introduce Fate Cards

Remind students that ancient Greece was a religious society that truly believed everything that happened, whether bad or good, was caused and carried out by hundreds of deities.

Ancient Hellenes believed in the Fates. The Fates were three goddesses named Clotho, Lachesis, and Atropos. They were believed to be in control of human destiny. According to the myth, Clotho spun the yarn of life, Lachesis measured it, and Atropos cut the thread to end life. Since “fate” is a Greek



Read or say

word, it is fitting that we include an element of chance in our ancient Greek life.

Give the current definition of fate and briefly explain the concept. Ask the archons to come forward one at a time, draw a Fate Card, and read it aloud. Once the card is read, immediately record the gain or loss of points on the **Hellaspoints Record** sheet for his/her polis.

5. **Introduce Greek Gods and Oracles**

Hand out **Greek Gods and Oracles**. Give poleis 15 minutes to read and discuss the essay and add to their maps and time lines.

6. **Debrief and Review for Assessment**

Use the rest of today's class to debrief and review for tomorrow's assessment. Review the **Going Greek Quiz Cards**, the locations of poleis on the map, and any other content from the essays that you want your students to know. Use the following questions to engage discussion.

DEBRIEFING QUESTIONS

1. Why study ancient Greece?
2. What about Greek clothing made it quite suitable for ancient Greeks?
3. Describe four major differences between an American religion and those of the ancient Greeks.
4. What makes your polis so special?



Teaching tip

Have students continue to consider the importance of studying ancient Greece by asking debriefing question 1 after each phase. Ask it at the end of the unit and discuss how and why opinions have changed.

• DAY 4 •

- Give Going Greek assessment
- Introduce Academy phase

1. **Stage an Oracle Session**

This is the first appearance of the Oracle. While your students may have wondered about the decorated chair in your classroom, only the student(s) playing the Oracle knows what is about to happen.

Have the Oracle prepare for his or her performance while you hand out index cards to the other students. Referring to the **Greek Gods and Oracles** essay read yesterday, have each student write a question

that they would ask an Oracle to answer. Limit the questions as you determined earlier (see page 14).

The Oracle can then appear and begin his or her session. Allow four or five questions to be answered. Those students who did not get to ask their questions can save their cards for a later session.

2. Award Hellaspoin

Award Hellaspoin for yesterday's presentations and other contributions. Make sure all polis have added individual points earned to their polis record.

3. Give Going Greek Assessment

Students who finish their assessment early can work on banners and badges, maps and time line, or extension activities.

When you return the graded assessments, award appropriate Hellaspoin for students who earned exemplary scores. Have students who did not earn expected scores study the material again and retake the assessment until you are certain they have learned the material. Insisting from the outset that you expect students to master the material will greatly improve the commitment students make to learning the content, and will minimize discipline problems as students work together.

4. Introduce Academy Phase

Tell students that tomorrow is the beginning of Academy, which resembles school, where they will learn much more about ancient Greek history. In addition to history, they will study the trade, social classes, and education of ancient Greece. Going Greek has prepared them for school and now they know how to look and behave like members of their polis. Students should try to emulate the ancient Hellenes, who believed in the principles of justice, honor, and striving to their personal best (areté).

Remind students to come to class wearing their chiton tomorrow. All students should have the basics of their chiton completed and can add embellishments throughout the unit. Ask students to dress in their Greek attire every day throughout Academy to maintain enthusiasm toward the unit.

Extension Activities

Learn the Greek Alphabet

Have students learn the letters of the Greek alphabet using **The Greek Alphabet** handout. Students can show their proficiency by reciting the alphabet to you or their polis, and decorating the back of their name badge (or make a new name badge) to include their Greek name spelled with Greek letters.

Write Areté Goals

Have students fill out the **Areté Goals** sheet. On the top half of the sheet they will write personal goals they wish to achieve during *Greeks* and list ways in which they will achieve these goals. On the bottom half, they will write two personal life goals. At the end of the unit, give extra Hellaspoinst or a special award to those students who have worked toward their goals. Students can add to this sheet or modify it as you work through your *Greeks* unit and students are exposed to more aspects of Greek life.

POLIS CITIZENS

Class Period: _____

ARGOS

ATHENS

CORINTH

MEGARA

SPARTA

GREEK NAMES

FEMALE NAMES

Alcestis (al•SES•tes)
 Alcithoe (al•SITH•oh•ee)
 Anatolia (an•eh•TOE•lee•ah)
 Andromeda (an•DROM•ih•da)
 Artemis (AR•tuh•mis)
 Aspasia (ah•SPAY•see•ah)
 Asterope (ah•STER•eh•pee)
 Atalanta (at•eh•LAN•ta)
 Calliope (keh•LYE•eh•pee)
 Callisto (ka•LISS•toe)
 Calyce (KAL•eye•see)
 Circe (SIR•see)
 Cleone (klee•OH•ne)
 Cybele (SIB•eh•lee)
 Cythera (sih•THIR•a)
 Daphne (DAF•nee)
 Demeter (dih•MEE•ter)
 Enyo (ih•NY•oh)
 Eos (EE•os)
 Epione (ih•PYE•uh•nee)
 Gaea (GUY•ah)
 Hesperis (HES•per•is)
 Hestia (HES•tee•ah)
 Kithira (KEE•thee•rah)
 Nausicaa (naw•SIK•ee•a)
 Oeno (EE•no)
 Pandora (pan•DOR•a)
 Pallas (PAL•as)
 Penelope (pen•NELL•eh•pee)
 Persephone (per•SEFF•eh•nee)
 Rhea (REE•ah)
 Rhode (RO•dee)
 Scylla (SILL•a)
 Selene (suh•LEE•nee)
 Sellesia (sih•LEE•see•a)
 Syrinx (SIR•ingks)
 Tisiphone (ti•SIFF•uh•nee)
 Tethys (TEE•this)
 Tyche (TIE•kee)
 Xanthippe (zan•THIP•ee)



MALE NAMES

Agathocles (a•GATH•eh•kleez)
 Ajax (AY•jaks)
 Atathyrus (at•a•THUR•sus)
 Alcmaeon (alk•MEE•on)
 Antiphus (AN•ti•fus)
 Archelaus (ar•kel•LAY•us)
 Atrax (A•traks)
 Atreus (AT•tree•us)
 Calypso (kuh•LIP•so)
 Cimon (SY•min)
 Cleon (KLEE•on)
 Damocles (DAM•eh•kleez)
 Damon (DAY•mon)
 Demophon (DEE•meh•fon)
 Diogenes (dye•OJ•eh•nees)
 Diomedes (dye•eh•MEE•deez)
 Gyges (GUY•jeez)
 Heracles (HER•eh•kleez)
 Herodotus (hih•ROD•eh•tus)
 Hippias (HIP•ee•us)
 Ibycus (IB•ih•kus)
 Ictinos (ik•TYE•nos)
 Iphitus (IF•ih•tus)
 Leonidas (lee•ON•eh•das)
 Lysander (lye•SAN•der)
 Menelaus (men•eh•LAY•us)
 Nicias (NIS•ee•us)
 Periphas (PER•eh•fis)
 Phobus (FO•bus)
 Pythias (PITH•ee•us)
 Scopas (SKO•pas)
 Solon (SO•lon)
 Telemachus (the•LEM•eh•kus)
 Therimachus (the•RIM•a•kus)
 Theseus (THEE•see•us)
 Timon (TYE•mon)
 Tydides (tye•DYE•deez)
 Xenophanes (zeh•NOFF•eh•nee)
 Zeno (ZEE•no)
 Zeuxis (ZOOK•sis)

WHY STUDY ANCIENT GREECE?

*Think about what
"1 out of 8" means.
Keeping the same
ratio, how many
Greek-based words
in every 1000
English words?*

INTRODUCTION

"It was sudden. It was miraculous. Nobody knows why it happened. But on a small rock-bound Mediterranean peninsula 2500 years ago a handful of people called Greeks roused the human race to a new ambition and sense of purpose and launched it into history."

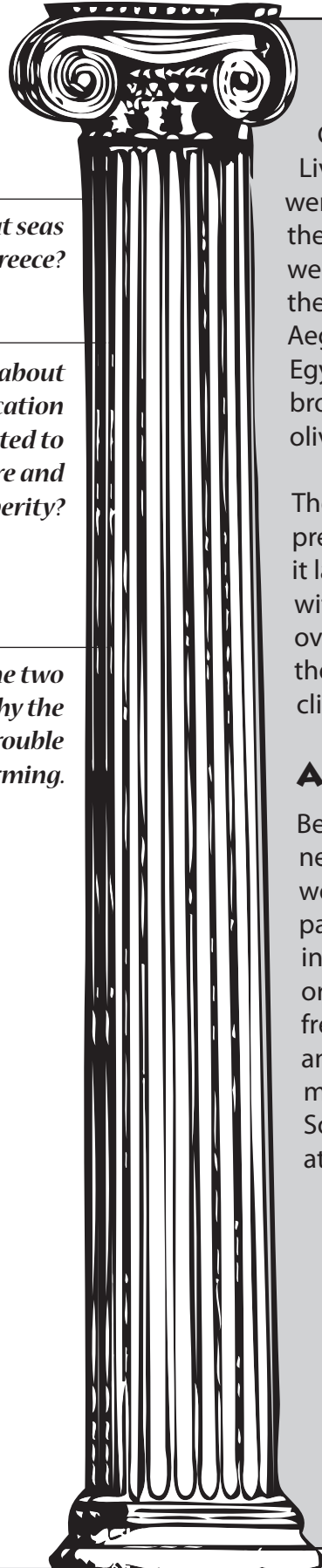
So wrote the editors of *Life* magazine in 1963 as it began a multi-issued series on the greatness of ancient Greece. On your very own journey into ancient Greece, you too need to probe Hellenic, or Greek, history. From the very beginnings of this civilization in 2500 BCE, through what is considered the Greeks' Classical era (480–323 BCE), to the rise of Christianity (first century CE), you will explore the character and contributions of a people who created the "blueprint" of European civilization.

THE UNIQUE LEGACY

On any given day one of every eight words we speak, read, or write is Greek in origin. More than any other language, Greek is the basis of our American-English tongue, especially in the scientific, technical, and medical fields. When we use words such as "panic," "atom," "architect," "democracy," "ethics," "logic," "myth," "nectar," "alphabet," "theme," "psychology," "Achilles' heel," or "Hippocratic oath," we are acknowledging a significant Greek gift to us. But the tribute goes beyond language. More important perhaps, the ancient Hellenes (what Greeks called themselves) taught Westerners how to reason and how to think. Their intellectual quest into the meaning, value, and quality of life had much to do with the origins of science, mathematics, medicine, history, philosophy, and drama. Further, their works of art, sculpture, and architecture dazzle us even today. The ancient Greeks achieved so much that almost every aspect of our lives today still bears their indelible stamp.

THE AEGEAN WORLD

But who were these men and women called Greeks, and in what setting were they able to change the course of history? They were a mixture of Indo-European Caucasians who over thousands of years migrated into



*What seas
surrounded Greece?*

*What about
Greece's location
contributed to
its culture and
prosperity?*

*Name two
reasons why the
Greeks had trouble
with farming.*

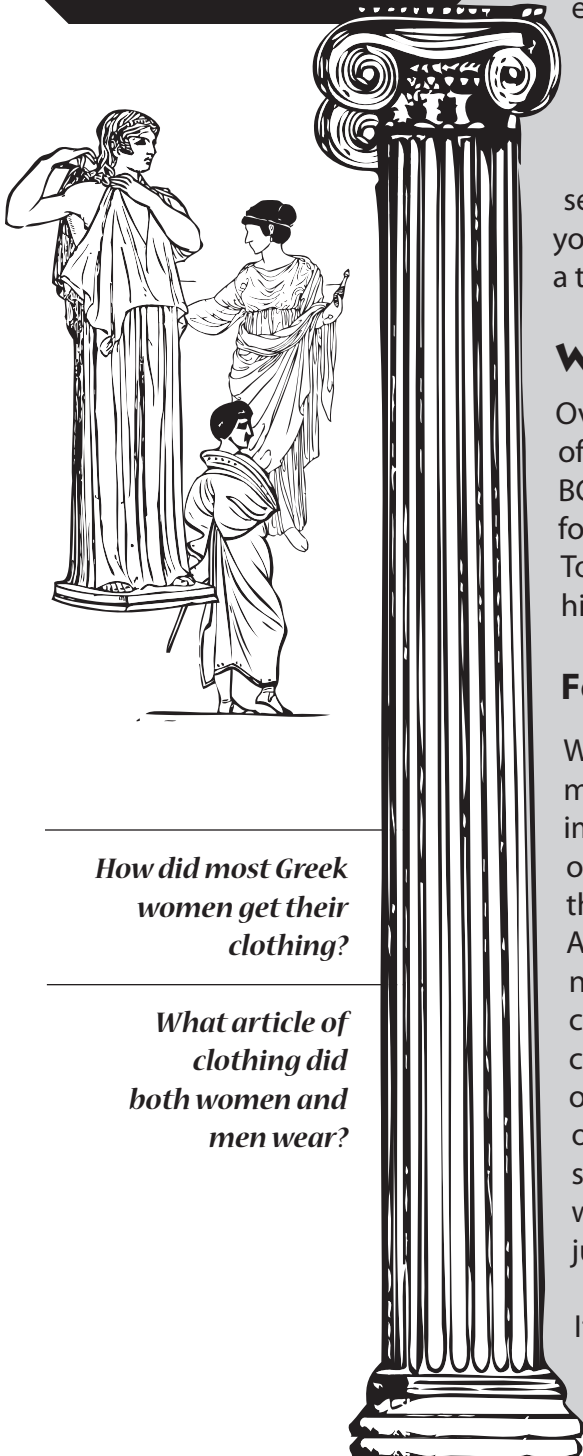
the Balkan Peninsula in waves as far back as recorded time. They found—in what became Greece—a land that bred a vigorous, outdoor life. Living on an infertile, mountainous terrain, Greeks were soon drawn to the sea. Greece was surrounded by the Aegean Sea to the east and the Ionian Sea to the west. And no inhabitant lived more than 50 miles from the coast. As sea travel became a way of life, it was the Aegean Sea that most affected their lives. Trade with Egypt and the Near East nourished Greek culture and brought prosperity from the Greek triad of exports: olive oil, grains, and grapes (wine).

The soil in Greece was not rich and the mountains presented their own challenges for farming. However, it lay at a latitude that produced a moderate climate with more than 320 days of sunshine a year. Writers over the centuries have continuously commented on the brilliant sunny days and the clear, blue sea. The climate was a tonic for their senses.

AN OUTDOOR LIFE

Because nature smiled upon them, the Greeks spent nearly all their waking hours out-of-doors. No Greek would stay inside when he could be in the sunshine, participating in a stimulating, zestful life at the theater, in the marketplace, on the wharves, in the assembly, or working out at the gymnasium. Perhaps it was this fresh-air lifestyle that helped open up the Greek mind and generated so many original ideas. This lifestyle, moreover, meant a longer, more productive life. Sophocles, for example, wrote one of his best plays at age 90!

CLOTHING OF THE GREEKS



How did most Greek women get their clothing?

What article of clothing did both women and men wear?

As part of your immersion into ancient Greek civilization, you will be asked to look like you are from a fifth-century Greek city-state. This means creating an authentic-looking costume to wear. You might be required to dress up every day or only for key events. In either case, it is important that you wear something other than contemporary modern clothing to show your unity and earn points for your polis. Your experience will be more meaningful and more fun if you make the effort!

You might make a simple costume using the suggestions in this handout or you might go all out to sew your own elaborate and authentic outfit based on your own research and materials you find at home or at a thrift store.

WHAT THE GREEKS WORE

Over their long history ancient Greeks wore a variety of clothing styles. Those who lived on Crete in 1500 BCE had fashions a bit different than those who followed Socrates around the gymnasium in 405 BCE. To simplify your task, we'll focus on only a few historically based options.

Females

What Greek women wore was more elaborate than their male counterparts. Although some women bought imported fabric and clothing, most women created their own clothing. They wove the fabric using a loom and then sewed clothing for themselves and their families. A balmy climate made loose fitting, simply cut garments a necessity. The most frequently seen item of clothing—the chiton (KY•ton)—was worn by both sexes. For women the chiton was also called a peplos (PEP•lahs). It was made of a large piece of cloth, about as wide as both arms outstretched, folded over the top, and fastened on each shoulder by a brooch. Very often it was gathered at the waist by a girdle, or belt. It could be ankle-length or hang just below the knees.

It was usually white, but could be dyed various colors. Often it had an embroidery trim, using several popular

What was the primary difference between their summer clothes and winter clothes?

What article of clothing did women wear over the chiton?

What did some women wear to show they were part of a higher social group?

How and why did men wear the chiton differently than women?

What did Greek men wear when they went to war?

Greek geometric designs. In later Greek history, the chiton had pleats and sometimes sleeves. In cooler times of the year, women used wool as a fabric, but most often they chose linen or muslin.

Another popular garment, the himation (hi-MAY-teeon), was worn over the chiton, especially on cool evenings. It served as a cloak or shawl, and it was usually brightly colored. It, too, was simple to construct and resembled the chiton. Often it was made of transparent linen.

Women who wanted to show their elevated station in society often wore very elaborate jewelry made from metal or semiprecious stones. Examples were earrings, bracelets, necklaces, brooches, and rings. On their feet females wore the always-popular sandal or went barefoot, especially in their homes. Hair for both sexes was worn long, but females frequently curled their hair or put it up.

Males

Men of ancient Greece often wore clothes similar in cut and fashion to women. The chiton, for example, was worn by both sexes. However, men might drape the fabric of their chiton under their right arm to free that arm. Their chiton would normally be shorter, probably to allow for greater mobility. Men wore a himation less often than women. A chlamys (CLAY-mis) was another kind of cloak typically worn by soldiers. It was made of woolen material, decorated on the edges, and usually worn pinned at the right shoulder. The chlamys could be worn over the chiton, but young soldiers often wore it as their sole item of clothing.

When men of Hellas prepared for and went to war, they added breastplates of leather and metal plates sewn on cloth. Their crested helmets were made of leather or bronze and sometimes covered their entire face. Spears, swords, and shin





What was the main footwear?

Why did men originally wear full beards, and what changed that style?

protectors (greaves) would complete the army "uniform."

Like women, men wore sandals or went barefoot. Men also grew full beards out of convenience because shaving was difficult with crude instruments. In the Hellenistic Era, however, Alexander the Great popularized a clean-shaven face. Men often had long hair and many wore brightly colored headbands (ribbons). They also wore crowns of wreaths, flowers, or leaves on special occasions like festivals.

MAKING YOUR OWN GREEK CLOTHING

Time and resources may not allow you to create truly authentic Greek clothing. But these tips plus your resourcefulness and creativity should result in some very fashionable attire.

A chiton is usually all that is needed to look Greek. The himation and chlamys are extras you can make if you have the time and energy.

Uniforms allow you to emulate Greek warriors. Use stiff cardboard or plastic from large detergent bottles to make crested helmets and breastplates.

Sandals can usually be found in your closet or at a second-hand store. Feel free to use anything you can find or borrow, but it might be fun to look for a pair that matches the style of the period.

Hair and beards may be hard to replicate. If you have long hair, use braids or ribbons to replicate styles of the period. Or add a headband for ceremonies to accent your look. You may want to try to create a beard or borrow a costume beard.

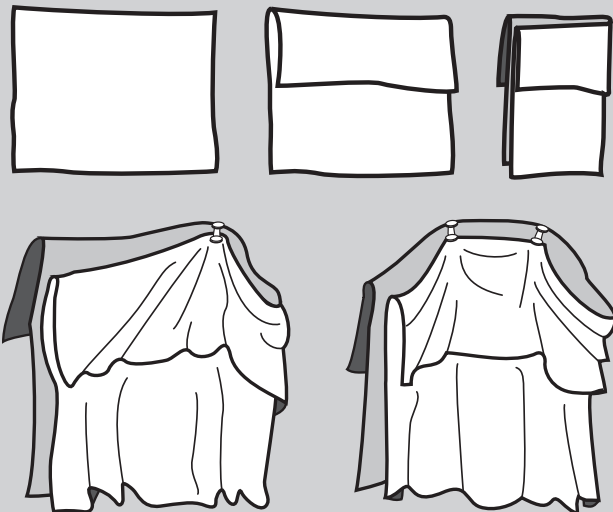
Add **personal touches** like costume jewelry or trim to make your clothing truly unique.

Instructions for making a chiton

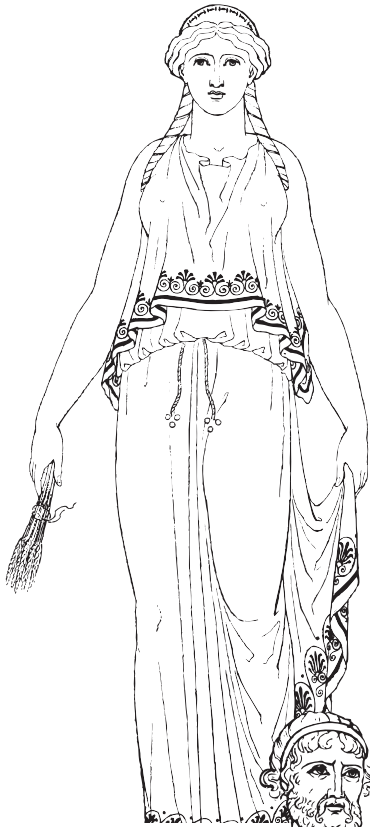
1. Find a fairly decent white bed sheet that would fit a twin-size bed. If you are over 5'3" tall, a double-size sheet might work better.



2. Lay the sheet lengthwise.
3. Fold over the top of the fabric, about a third, so the longer portion creates the desired shoulder-to-length.
4. Fold in half.
5. Find one or two clasps (large safety pins) and fasten the front and back portions of the material so it is full and loose. Boys might choose to fasten the two pieces over just one shoulder.
6. Locate a cord to cinch in the material at the waist, and to tuck in material if the chiton drags on the ground.
7. To finish, decorate with traditional Greek embroidery at the hemline and at the neck and armholes. Here are a few examples of Greek designs that you may use. (Consider researching others.)
8. Choose maroon-colored, vinyl-coated adhesive tape to create trim. Electrical or duct tape is a good alternative. You might also try cutting an embroidery pattern out of colored felt, bias tape, or quilt binding and sewing or gluing it on.



LEADER DUTIES



ARCHON

- Lead polis discussions
- Appoint polis members to serve as scribes and cartographers
- Provide political leadership
- Direct cleanup of polis area at the end of class
- Draw Fate Cards

STRATEGOS

- Organize the polis area
- Protect the city-state from outside threat, foreign invasion, and internal insurrection
- Get materials and information from the teacher
- Assume responsibility for polis folder and box



SCRIBE

- Add key events to time line
- Embellish the time line or recruit others to do so
- Tally individual Hellaspoinst and add to polis record sheet

CARTOGRAPHER

- Add key geographic locations to map
- Embellish the map or recruit others to do so

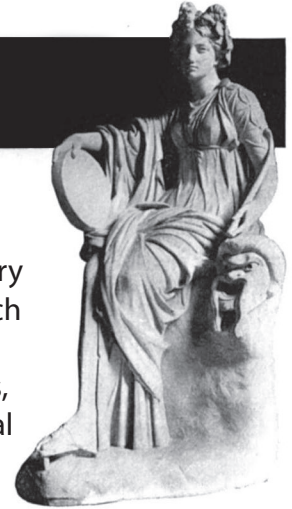
POLIS LEADERS

Class Period: _____

Polis Name: _____

DAY	ARCHON	STRATEGOS	SCRIBE	CARTOGRAPHER	ACCOUNTANT

POLIS PROFILE: ARGOS



THE GREEK POLIS

Most Greeks in the classical era of their history lived in city-states called poleis (PO•lays). Each polis (PO•liss) was fiercely independent and fortified its territory against outside invaders, including neighboring city-states. The several thousand people who lived in the polis paid allegiance to their city-state. In return, the polis offered its citizens protection, inclusion, and a full and abundant life. To most Greeks, being banished from their polis was worse than death. (Socrates had the choice!) Each polis had a strategic hill called an acropolis (ah•CROP•oh•liss). The acropolis was the focal point for Greek life and served three important functions. It was a defensive position when the city was under attack and a place to discuss affairs of state. It also served as a shrine to honor and worship Greece's many gods and goddesses.

ABOUT YOUR POLIS

You are a proud Argive (AHR•giv) loyal to the polis of Argos. The patron goddess of your polis is Hera, the wife of Zeus. For centuries, Argos was considered one of the most powerful city-states. Although it never achieved the cultural greatness of Athens or the military greatness of Sparta, Argos has an illustrious past and definitely made its mark in Hellenic history. Unlike neighboring Corinth, Argos was not blessed geographically. Their farmland was not especially fertile, and their climate tended toward cold, wet winters and dry, hot summers. Over time, the resourceful Argives overcame their poor farming conditions and learned to irrigate their fields with wells. The polis flourished.

Argives trace their beginnings to the fantastic myth of Argus Panoptes (pan•OP•teez), the hero with a hundred eyes. These eyes were all over his body but two eyes were always open and watchful, even when he slept. According to the myth, when he died, Hera put his eyes into the tail of the peacock.

The true historical hero of Argos was Pheidon (FY•dun), a man who began his rule in 680 BCE. Under his guidance, Argos grew

What is another name for city-states?

What is the word for a single city-state?

Why did Greeks fortify their poleis?

What were the three functions of an acropolis?

What name is given to a citizen of Argos?

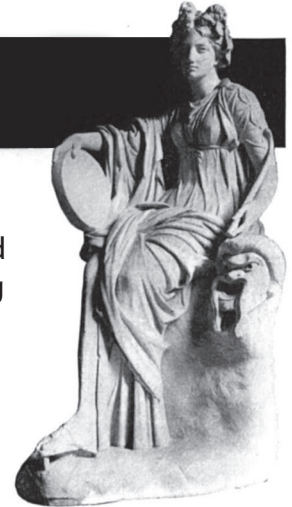
Who is your patron god or goddess?

What about the geography made Argos a less desirable place to live?

How did the Argives improve their farmland?

What was so special about the mythical hero for whom your city-state was named?

POLIS PROFILE: ARGOS



List the two accomplishments of Pheidon that helped trade in ancient Greece.

into one of Greece's most powerful poleis. The reforms he instituted actually influenced all of Greece. He is credited with establishing standard measurements for the weight and capacity of dry and liquid materials. Many other Greek city-states adopted these so-called Pheidonian measures. This was a big boon to trade and commerce. At the same time he ordered the minting of coins with standard values. It is he who created the talent, mina, and drachma.

What's a dithyramb?

Pheidon also took measures that began a lengthy progressive era in which Argos became renown for its musicians and poets. All over Greece the poet Lasus (LAY•sus) of Argos won accolades. He often wrote chants called dithyrambs (DITH•eh•rams). These wild chants had irregular form and were sung as part of festivals honoring Dionysus (dy•oh•NEE•sus), the god of drama.

Why is Polycleitus famous?

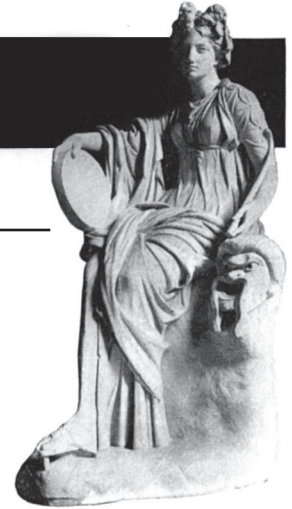
Other arts also flourished in Argos. The statues of Polycleitus (pol•eh•KLY•tus) were prized almost beyond price. He sculpted in bronze and marble and chose athletes as his subject. Few artists since have captured powerful, muscular men of action as well as Polycleitus. Drama was also very popular in Argos. Plays were performed in open-air theaters before perhaps as many as 20,000 eager Argive patrons.

What city-state eventually became more powerful than Argos?

However, Pheidon's descendants were not as effective in maintaining the glory of Argos. After a series of wars with Sparta, your polis lost its leadership and Sparta became the new power in the region. Years later Argos suffered an embarrassment that left a bitter legacy. In 480 BCE when Athens and Sparta asked Argos to send supplies and troops to fight the invading Persian hordes, the Argive leaders refused. For this decision, Argos became a disgrace in the Greek world.

What disastrous decision caused Argos to suffer disgrace in the ancient world?

POLIS PROFILE: ARGOS



Important Note

The following confidential information should NOT be part of your oral presentation to the other poleis.

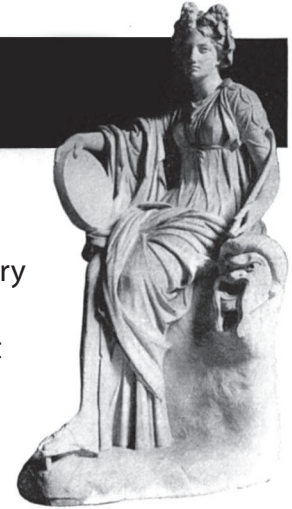
ARGIVE GOALS IN THIS SIMULATION

1. Your disgraceful action in the Persian War will give you a great incentive to reverse the negative reputation of that one, embarrassing decision. Argive citizens will have to work very, very hard to show all Greeks that they deserve respect. Your city-state's athletes, scholars, architects, soldiers, orators, students, poets, and dancers are equal, if not superior to, other Hellenes in competitive activities.
2. Try often to use the letters Alpha and Rho to your advantage, and try to win as many events as you can. Complete all tasks and be model students. Be resourceful and consistently excellent. Because your history shows that your polis is well known for creating and maintaining standards, be certain to make careful measurements and keep accurate records. Your areté is on the line.
3. Be proud to be an Argive. Your glorious past outweighs one negative. As Argives, show unity by wearing similar clothing. Consider your history when you create a clever logo to wear on your name tags and badges. Come to class together. Compose a short, modern dithyramb chant for Argos.
4. Make sure Athens and Sparta, those two very powerful poleis, don't win. Argos must accumulate the most Hellaspoinits by winning, or Argives must throw support (in the latter stages of the simulation) to Megara or Corinth, who share a similar goal of thwarting the success of the "Big Two."

HOW ARGIVES SHOULD ACT

1. Show unity. Clever costumes, logos, and chants will help. Encourage your fellow citizens to be in class each day and on time. Take opportunities outside of class to inspire fellow Argives.
2. Be model Greeks. Be respectful and cooperative. Question authority if you must, but be respectful when voicing objections. Be sure to support and carry out obediently the directions of your teacher, and your daily archon.
3. Cheer Argive victories! Learn the Greek names of your citizens and use their adopted names whenever you can. (Extra Hellaspoinits are given for success in this area.)
4. Don't try to outdo other groups. Just be Argives—hard working, loyal, competitive, and superior! Specifically, try to capture any events that have to do with art, sculpture, architecture, or mathematics. Try extra hard in these categories.

POLIS PROFILE: ATHENS



THE GREEK POLIS

Most Greeks in the classical era of their history lived in city-states called poleis (PO•lays). Each polis (PO•liss) was fiercely independent and fortified its territory against outside invaders, including neighboring city-states. The several thousand people who lived in the polis paid allegiance to their city-state. In return, the polis offered its citizens protection, inclusion, and a full and abundant life. To most Greeks, being banished from their polis was worse than death. (Socrates had the choice!) Each polis had a strategic hill called an acropolis (ah•CROP•oh•liss). The acropolis was the focal point for Greek life and served three important functions. It was a defensive position when the city was under attack and a place to discuss affairs of state. It also served as a shrine to honor and worship Greece's many gods and goddesses.

ABOUT YOUR POLIS

You are an Athenian and your loyalty is to the polis of Athens (A•thenz), often called "the school of Greece." Your polis is located on the Attica peninsula. Your patron goddess is Athena, Goddess of Wisdom. Athenian coins always showed the likeness of Athena on one side. On the other side was a standing owl and an olive branch with two leaves and a berry. There were also the Greek letters Alpha Theta Epsilon, an abbreviation for Athens.

Even in ancient times your city-state clearly served as the shining example of the model polis. For it was in Athens that democracy flourished and sculptors, mathematicians, philosophers, playwrights, and common citizens lived in freedom. In this freedom, Athenians produced theories, statues, buildings, and plays so wonderful that we still marvel at them today. No one knows why these Athenians were different from other Greeks. What is clear is that, in the fifth century BCE, the glory of ancient Greece reached its zenith in Athens. You should be proud to be an Athenian citizen. Where-

What is another name for city-states?

What is the word for a single city-state?

Why did Greeks fortify their poleis?

What were the three functions of an acropolis?

What is the name given to citizens who came from Athens?

Who is your polis's patron god or goddess?

What other symbols were shown on Athenian coins?

In what century was Athens considered the glory of Greece?

What did Sparta stress and what did Athens stress?

POLIS PROFILE: ATHENS



Which three groups were not a part of Athenian "democracy"?

as your rival city-state Sparta became a "boot camp" stressing all things military, Athens stressed using the mind and encouraged its free citizens to participate in state decisions. Over a period of 200 to 300 years, your polis went from an oligarchy (ruled by a rich and powerful few) to an early form of democracy (ruled by the people). Athenian democracy, however, was not perfect. Fifty percent of its "free" population were women, and, in those days, women were denied equal rights. Also there were as many as 30,000 slaves and foreigners in Athens who had no say in the government.

List four famous Athenians and be prepared to say their names.

However, because of the democratic institutions that developed in Athens, its citizens made history. Thousands of famous Athenians enriched Western civilizations with their work and ideas. The ruler Pericles (PEAR•eh•kleez), the sculptor Phidias (FID•ee•us), the philosopher Socrates (SOC•ra•teez), and the math/science genius Archimedes (AHR•kih•mee•deez) all came from Athens.

You and your fellow Athenians must work to continue this tradition. Let the achievements of the Athenians who came before you inspire greatness through honor, victory, and money to your city-state.

POLIS PROFILE: ATHENS



Important Note

The following confidential information should NOT be part of your oral presentation to the other poleis.

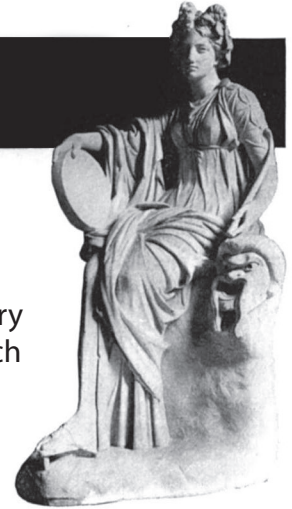
ATHENIAN GOALS IN THIS SIMULATION

1. The tradition to be the best of all Hellenes should inspire you. Strive for victory in all activities and tasks, especially those emphasizing the mind. In every activity look for the opportunity to show the leadership of Pericles, the art of Phidias, the logic of Socrates, and the genius of Archimedes.
2. If Athens cannot win the most Hellaspoinits in the simulation, at least try to beat Sparta, your archrival. This will be tough because the Spartans will go to any lengths to win! Prepare to work hard, cooperate, and do your personal best to win the honors!
3. Try often to use the letters Alpha, Theta, and Epsilon to your advantage. Dress alike, and wear identical logos and insignias. Say clever and witty things to show the rest of the Greeks that Athenians are the most cultured, intelligent, and educated.
4. Athenians loved perfection. Try to have perfect attendance and turn in papers with perfect spelling. Whoever is chosen archon for each day should make it a point to encourage all Athenians to achieve perfection in all they do.

HOW ATHENIANS SHOULD ACT

1. Show unity and loyalty. Creating a clever logo should help. (Consider Athenian history and its goddess.) Try to enter the classroom together. Make up a secret handshake.
2. Be courteous to all Greeks, regardless of city-state affiliation. Be especially supportive and helpful to other Athenians. If they are absent, encourage them to get well and return to the polis soon.
3. Give undivided loyalty and your best efforts to the archon and strategos for the day or activity. Remember you may be in a leadership position soon, and then the "table will be turned."
4. Be prepared to cheer for Athenian victories with a clever but quiet and respectful chant or song. Sing or say it each time some Athenian among you brings honor to the polis.
5. Be model students for your teacher who has worked so hard to plan and implement this simulation. Your cooperation will no doubt ensure a more successful and meaningful unit.

POLIS PROFILE: CORINTH



THE GREEK POLIS

Most Greeks in the classical era of their history lived in city-states called poleis (PO•lays). Each polis (PO•liss) was fiercely independent and fortified its territory against outside invaders, including neighboring city-states. The several thousand people who lived in the polis paid allegiance to their city-state. In return, the polis offered its citizens protection, inclusion, and a full and abundant life. To most Greeks, being banished from their polis was worse than death. (Socrates had the choice!) Each polis had a strategic hill called an acropolis (ah•CROP•oh•liss). The acropolis was the focal point for Greek life and served three important functions. It was a defensive position when the city was under attack and a place to discuss affairs of state. It also served as a shrine to honor and worship Greece's many gods and goddesses.

ABOUT YOUR POLIS

You are a Corinthian from the polis of Corinth (KOR•inth). Be proud because Corinth has a very long and glorious history! Greek myths say that the city was founded in 5000 BCE by Corinthos (kor•RIN•thus). He was a descendant of the Helios (HEE•lee•oss), the Sun God. It's not surprising that your polis built a beautiful temple in honor of the Greek god Apollo, also associated with the sun.

Corinth never reached the power and prestige of Athens or Sparta. However, it was a very rich and important polis. Geography made Corinth's location near perfect and enviable. It lies on the western part of the narrow piece of land that connects the Peloponnesus (pell•o•po•NEE•sus) peninsula (Sparta) and the peninsula of Attica (Athens). Moreover, your polis has large navigable harbors in two gulfs, the Saronic Gulf and the Gulf of Corinth. This location insured that Corinth would become a great trade and cultural center. It was also known for building the most modern ships in the ancient world.

Corinth had the best natural acropolis in all of Greece. This acropolis, called the Acrocorinthus (ak•ro•kor•RIN•thus), was a 2000-foot fortress with inexhaustible springs of fresh water.

What is another name for city-states?

What is the word for a single city-state?

Why did Greeks fortify their poleis?

What were the three functions of an acropolis?

What do you call citizens of Corinth?

How did your polis get its name?

What do we call a narrow piece of land that connects two larger land masses?

What makes the Acrocorinthus the best natural acropolis in all of Greece?

POLIS PROFILE: CORINTH



Which goddess does your polis honor?

Nearby was a temple dedicated to Corinth's patron goddess, Aphrodite (A•fro•DYE•tee), the Goddess of Love.

List at least six of Periander's accomplishments that made Corinth one of Greece's foremost poleis?

Corinth's long history doesn't have a long list of famous names, but two Corinthians deserve special recognition for advancing its glory. In 655 BCE, a tyrant named Cypselus (SIP•seh•lus) took control of the government and brought prosperity and order to the polis. His son, Periander (per•ee•AN•der), later succeeded him and ruled as a dictator for 40 years. Although he was both ruthless and erratic, he brought about many changes that were good for Corinth.

What was the Diolcos?

Periander established more law and order, encouraged Corinth business, patronized literature and art, and made Corinth one of Greece's foremost city-states. He also lowered taxes, set up a coinage, and solved the city's unemployment problems with a huge public works program. One such project was the Diolcos (DY•ol•kos). This was a stone road connecting the two gulfs on either side of Corinth. Ships were hauled out of the water, put on wheeled sleds, and moved across land. This saved weeks of sailing. Such bold ideas produced critics and enemies. Periander soon surrounded himself with bodyguards and lived a life of seclusion. He fell into madness, killed one of his mistresses, and banished his son. In spite of all this, Corinthians did not forget his overall legacy after his death. Greeks considered him to be one of the "Seven Sages of Ancient Greece."

What title did Periander earn after his death?

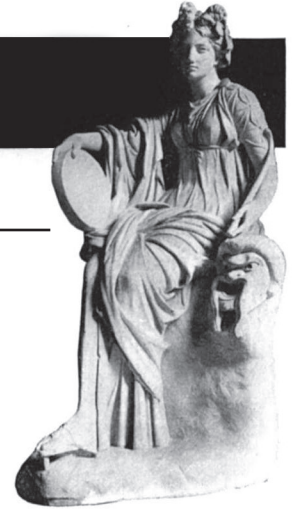
By 480 BCE, Corinth had a population of 50,000 free citizens and 60,000 slaves. Its success as a commercial center and great seaport city had its downside. Rowdy sailors from all over the Mediterranean came to Corinth on trading ships. Because of their often crude behavior, the city earned a tough reputation.

Who was a famous Corinthian poet?

Corinth produced very few cultural leaders, with the exception of Eumelus (yoo•MEE•lus), a poet in the eighth century BCE. However, Corinth did earn accolades for its exquisite pottery, bronze statues, and vase painting.

Maybe Corinth wasn't blessed by the gods to be the "alpha" of Greek poleis. But here's your chance, as clever and competent Corinthians, to beat the other city-states in a head-to-head competition.

POLIS PROFILE: CORINTH



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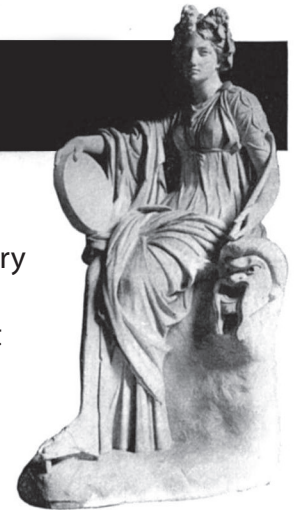
CORINTHIAN GOALS IN THIS SIMULATION

1. Try your best to win as many contests, events, and festival categories as you can. You now have the chance to do better than your predecessors ever could and beat both Athens and Sparta. This will take a supreme effort, but you can be the best of Greece. Areté!
2. Create a clever logo for Corinth. (Consider your polis history.) Encourage all your citizens to dress alike. Encourage each other to be in class each day on time. In honor of your successful position of a trading center, compose a sailing or trading chant or song to perform each day.
3. Do your best to ensure that perennial winners Athens and Sparta don't win in this simulation—prevent them from claiming their supremacy. Do what it takes to win, but be honest about it. Get an edge on upcoming events. Practice at home, at lunch, and before and after school. Be the best at your events and tasks. Corinth needs to regain its glorious past.
4. Work especially hard to win the Acropolis-building activity. Since Corinth had the best natural hill fortress, try to duplicate your excellence in the contest.

HOW CORINTHIANS SHOULD ACT

1. Show unity with your logo, chant, and outfits. Try to come to class together. Name tags might show your bonding. Because Corinth has been spelled Korinth, use the letter "K" to your advantage.
2. Be cooperative at all times, especially to those in charge, including your teacher.
3. Don't get rattled by what other poleis do. Use your Corinthian unity to work efficiently and consistently.

POLIS PROFILE: MEGARA



THE GREEK POLIS

Most Greeks in the classical era of their history lived in city-states called poleis (PO•lays). Each polis (PO•liss) was fiercely independent and fortified its territory against outside invaders, including neighboring city-states. The several thousand people who lived in the polis paid allegiance to their city-state. In return, the polis offered its citizens protection, inclusion, and a full and abundant life. To most Greeks, being banished from their polis was worse than death. (Socrates had the choice!) Each polis had a strategic hill called an acropolis (ah•CROP•oh•liss). The acropolis was the focal point for Greek life and served three important functions. It was a defensive position when the city was under attack and a place to discuss affairs of state. It also served as a shrine to honor and worship Greece's many gods and goddesses.

ABOUT YOUR POLIS

Your loyalty is to the polis of Megara (MEG•er•uh). Therefore, you are proud Megarians (meg•AIR•ree•uns) who come from a very respected city-state! Megara was once a part of Corinth, but fought for its independence. It lies on the western part of the narrow piece of land that connects the Peloponnesus (pell•o•po•NEE•sus) Peninsula (Sparta) and the Peninsula of Attica (Athens). It built ports on the gulfs that border each side. From this optimum geographical location, Megarians had the power to bargain with armies for passage through the area and to levy tolls upon trade ships. Because of this and its thriving textile industry, Megara prospered and reached greatness as a commercial trade center in the seventh and sixth centuries BCE. During this time, Megara also colonized all over the eastern Mediterranean. In fact, its most famous citizen, Byzas of Megara, founded the great city of Byzantium at the entrance to the Black Sea.

Although wealth poured into Megara, it was not distributed evenly among the population. In 630 BCE,

What is another name for city-states?

What is the word for a single city-state?

Why did Greeks fortify their poleis?

What were the three functions of an acropolis?

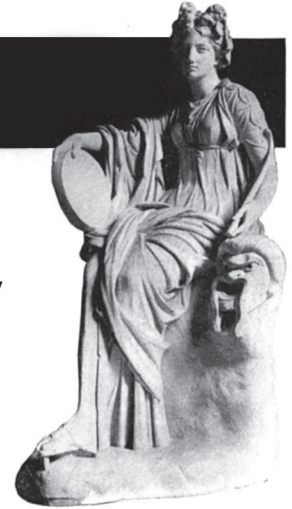
What do they call citizens of Megara?

What do we call a narrow piece of land that connects two larger masses of land?

How did the Megarians profit from their location?

What famous city was colonized by a Megarian?

POLIS PROFILE: MEGARA



What three things did Theagenes do after taking power?

Theagenes (thee-AH-jeh-neeZ), a powerful aristocrat, came forward to denounce the rich and lead the many poor. When he finally overthrew the government, he freed the serfs, humbled the rich, and patronized the arts in his polis. But as so often happens, the unhappy rich deposed the forward-thinking Theagenes. Later, a revolution renewed the democratic spirit of Theagenes. The property of the rich was confiscated again and reforms reinstituted.

Who was one of the foremost engineers of ancient Greece?

Another important Megarian of the sixth century BCE was Eupalinos (yoo-PAL-in-nos)—one of the greatest engineers of ancient Greece. He designed and oversaw the building of an amazing 3,432-foot tunnel through a mountain on the island of Samos. Slaves using hand tools started on either sides of the mountain. Imagine the engineering and measuring Eupalinos needed to do so they actually met in the middle!

What remarkable accomplishment did Eupalinos complete on Samos?

What war do historians say started because of Megara?

Unfortunately, Megara was destined to play a leading role in the Greek history of war. In 431 BCE, Megara managed to anger Athens, which banned Megarian goods from all its markets. The Megarians asked Sparta to force Athens to rescind its boycott. When Athens refused, Sparta promptly declared war. What followed for the next 27 years was the disastrous Peloponnesian (pell-o-po-NEE-zian) War.

What did the Megarians put on their coins?

Why is Eucleides important?

What was most important to the Philosophy School of Megara?

In the fourth century BCE, Megara again prospered. It minted its own coins showing Apollo's head and a lyre. Also during this time it began a huge public buildings program. All of these were beautifully decorated and filled with sculptures. A famous Megarian who lived at that time was Eucleides (yoo-KLEE-eh-deez). He founded the Philosophical School of Megara. This school based its teachings on the beliefs of the great philosopher Socrates (SOCK-ra-teez). To them, individual moral character was the most important thing in the world. When Socrates was executed in Athens, his student Plato came to stay with Eucleides in Megara for almost 10 years.

POLIS PROFILE: MEGARA



Important Note

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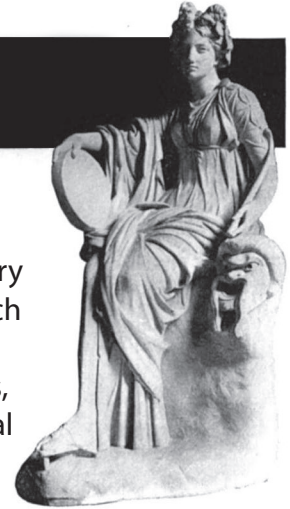
MEGARIAN GOALS IN THIS SIMULATION

1. Since you have pride in Megara's past achievements, continue this tradition. Therefore, make it a goal to capture as many events as you can and do all the tasks you are asked to do. A famous historical figure of your polis is the engineer Eupalinos. In his honor, work especially hard in the activity to build a temple. The result will be more Hellaspoinits for your city-state and a new vigorous respect for Megara from the other poleis.
2. Megarians in the sixth century BCE were proud of their textile industry, which was the envy of Greeks all over the eastern Mediterranean. In keeping with this tradition, make it a Megarian goal to have the sharpest, most tasteful costumes of all the city-states. Get together to plan and make them. Zero in on the fact that only Megarians will look like real Greeks.
3. Beat both Athens and Sparta, the dominant poleis in your time. Since Corinth and Argos will have similar goals to surpass the "Big Two," you might cooperate with both these city-states in this particular objective.
4. Try often to use the letter "M" (mu) to your advantage, and try to have perfect attendance. Avoid flimsy reasons for being absent or being late to class. Energize your fellow Megarians if they are absent or need inspiration to complete individual tasks.
5. To honor the philosopher Eucleides of Megara, always show exemplary behavior and remember that "Knowledge is virtue."

HOW MEGARIANS SHOULD ACT

1. Always show pride and loyalty toward Megara. Your well-designed outfits will help, but also try to create a clever logo that reflects Megarian history. Use your Megarian chant, poem, or song often and at appropriate times. Develop a secret salute or a handshake known only to Megarians.
2. Be courteous to all Hellenes throughout the simulation. Be especially supportive and helpful to the teacher, your archon and strategos for the day, and any Megarians who might be uninspired or confused.
3. Cheer heartily for Megarians in the throes of stiff competition. Don't ever get discouraged because you remember that Megara also had its ups and downs in history. Acknowledge every individual effort by your fellow Megarians with some sort of hurrah!

POLIS PROFILE: SPARTA



THE GREEK POLIS

Most Greeks in the classical era of their history lived in city-states called poleis (PO•lays). Each polis (PO•liss) was fiercely independent and fortified its territory against outside invaders, including neighboring city-states. The several thousand people who lived in the polis paid allegiance to their city-state. In return, the polis offered its citizens protection, inclusion, and a full and abundant life. To most Greeks, being banished from their polis was worse than death. (Socrates had the choice!) Each polis had a strategic hill called an acropolis (ah•CROP•oh•liss). The acropolis was the focal point for Greek life and served three important functions. It was a defensive position when the city was under attack and a place to discuss affairs of state. It also served as a shrine to honor and worship Greece's many gods and goddesses.

ABOUT YOUR POLIS

You are a Spartan (SPAR•ton)! You have pledged your undying allegiance to the polis of Sparta (SPAR•tah). Be proud! The most famous Spartan was Lycurgus (ly•KUR•gus) who is considered the Father of Sparta. In the ninth century BCE, Lycurgus instituted the laws that would forever change the way of life for every Spartan. Lycurgus wanted to help Spartans focus on simplicity, sacrifice, and discipline. He wanted to eliminate greed, envy, and the excesses of the wealthy. He ordered that there could be no gold or other precious metals in Sparta. Without any wealth, there was no reason for thievery. He ordered the elimination of all jobs that did not serve the state. Unfortunately this law caused Sparta to lose a lot of its artists. He insisted that all citizens eat in a mess hall. In that way, the rich could not hoard food, and no one would be poor and hungry. His intentions were good, but over time things changed. With no real wealth, there was no real trade, and your polis did not have enough food to feed its population. Therefore, Sparta invaded neighboring Messinia (mih•SEE•nee•ah) and conquered the population, which they called helots (HEL•uts).

What is another name for city-states?

What is the word for a single city-state?

Why did Greeks fortify their poleis?

What were the three functions of an acropolis?

Who is considered the Father of Sparta?

How did Lycurgus stop thievery?

What was an unfortunate outcome of the ban on "useless" jobs?

How did Lycurgus protect the poor?

What finally forced Sparta to invade and conquer its neighbor?

POLIS PROFILE: SPARTA



Why was a military education more important after the invasion of Messinia?

With this conquest, the Spartans became even more military in their outlook. The helots outnumbered them 10 to one. In order to keep them under control, the primary goal in Sparta became the training of soldiers to enslave and permanently dominate the helots. Boys were taken from their parents at age seven to live in a boot camp for 14 or more years. There they endured unbelievable privation, pain, and sacrifices to become a Spartan soldier.

What was the only art promoted in Sparta?

They studied gymnastics, but paid little attention to reading and arithmetic. Music was the only art that was promoted. (Soldiers often sang as they marched into battle.) Sometimes at ceremonies, young boys were whipped at the altar, but they would never cry out in pain. Huge crowds, including their parents, stood nearby urging silence. At age 20 they moved into a military barracks for another 10 years. The most skilled would become part of the Spartan secret police. They were made to spy on and even assassinate helots to make certain that they didn't start another revolt.

What was the point of such a brutal education?

Women of Sparta also got caught up in physical training and discipline. They had to bear strong sons for the military and deal alone with battle deaths of fathers, husbands, and sons. To be a Spartan woman was to be strong and independent.

Why did Spartan women need to be strong and independent?

When circumstances required it, Spartans were encouraged to show cunning. They might need to steal food to survive (the Spartan black soup was notoriously unappetizing) and to manipulate the rules to their advantage. It was a rough education, but the best warriors in all of Greece were produced by these methods. One of the greatest Spartan generals was Leonidas I (lee-ON•eh•das). In 480 BCE, he and 300 Spartan soldiers volunteered for a suicide mission to stop the Persian invasion. These few Spartans held off an army of more than 100,000 Persians at a mountain pass called Thermopylae (thur•MOP•eh•lee) and saved Greece! This amazing achievement certainly validates your polis's way of life!

Why was Leonidas famous?

Why is it that sometimes history does not always tell the whole story?

Other poleis say that Spartans are cruel and ruthless. But that's because your enemies wrote much of the history describing your city-state. Yes, Spartans had their faults, but the iron way of Sparta required extraordinary discipline and sacrifice! Be proud to be part of this honored military tradition of great bravery!

POLIS PROFILE: SPARTA



Important Note

The following confidential information should NOT be part of your oral presentation to the other poleis.

SPARTAN GOALS IN THIS SIMULATION

1. You must win—No excuses! It is the Spartan way! You must especially win any event that shows physical or athletic prowess. Use your strength, cunning, and endurance to claim victory.
2. If Spartans can't earn the most Hellaspoinits in the simulation, you must beat your archrival, Athens. It would be an ultimate embarrassment to lose to Athens. Support other poleis vocally (or secretly if you must) in order to keep Athens from winning.
3. Always look sharp and be disciplined. Look like professional soldiers, the spit-and-polish type. Dress alike with the same colors, insignia, and clothing. Maybe salute each other or create another military-style gesture of your own to show your unity and professionalism.

HOW SPARTANS SHOULD ACT

1. Show unity by marching into the classroom together each day. Consider singing a chant or song as you march like ancient Spartans. Create a clever badge with a logo. Use the Greek letter "Σ" (sigma) often. Be assertive, act tough, and reflect a "no-nonsense" attitude.
2. Be sharp! You are members of an elite team. Be loud, but always be courteous to your teacher (who is your superior officer) and your archon (who is second in command). Address your superior officers militarily, such as "Sir—yes—Sir!" Remember, your honor comes from your military strength and discipline. Keep your appearance neat, your hair combed, and clothes pressed.
3. Be organized! Order is the way of the Spartan. Keep accurate records. Encourage all Spartans to be on time. Use military time at all times (e.g., 1400 hours = 2:00 p.m.). Don't be absent. Show your discipline by being in class on time each day of the simulation.
4. No complaining! Spartans never show pain or disappointment.
5. Cheer for Spartan victories in each phase and task. Make up a chant or poem to recite for the glory of Sparta. Perhaps recite the quote that is on Leonidas I's monument acknowledging his bravery at Thermopylae:



"Go tell Spartans, thou who passeth by,
that here obedient to their laws, we lie."



HELLASPOINTS RECORD FOR POLEIS

Polis Name: _____

Directions

Throughout *Greeks*, you will compete with other Hellenes and poleis for Hellaspoin—this unit's form of drachmae or currency. You will gain them as you complete various tasks. You might also gain or lose Hellaspoin as you encounter fates.

Use this record sheet to record your individual Hellaspoints as you earn them. Any points you earn as a polis will be recorded on the record sheet posted in class.



DATE	TASK	HELLA- SPOINTS EARNED	RUNNING TOTAL
TOTAL			

HELLASPOINTS TALLY

Polis: _____

Scribes can use this sheet to tally points earned by individual polis members. Daily totals should be added to the Hellaspoints Record for poleis.

Example	HELLASPOINTS TALLY			
	Date	Name	Points Earned	Daily Total
	April 5	Demeter	10	
		Solon	5	
		Zeno	17	32 → add to team total as Individual Points
	April 6	Solon	15	
		Calliope	20	35
	HELLASPOINTS RECORD (FOR POLEIS)			
	Date	Task	Hellaspoints Earned	Running Total
	April 5	Cooperative Group in Academy	10	10
		Individual Points	32	42
		Polis Banner	6	48

HELLASPOINTS TALLY	Date	Name	Points Earned	Daily Total

RECOMMENDED HELLASPOINTS

Routine tasks and assignments
(e.g., map and time line work) 10–15

Fates: see individual Fate Cards

Participation in Assembly 15–20

Best Acropolis construction 15–20

Participation in Theater plays 25

Participation in Symposium 25

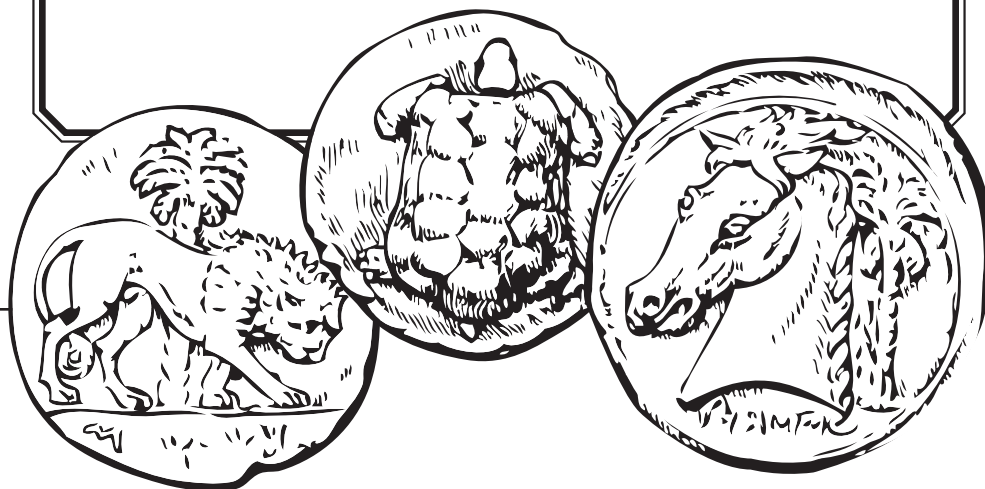
Olympic event winners 5, 10, and 15

Festival project and presentations 25–50
and letter grade

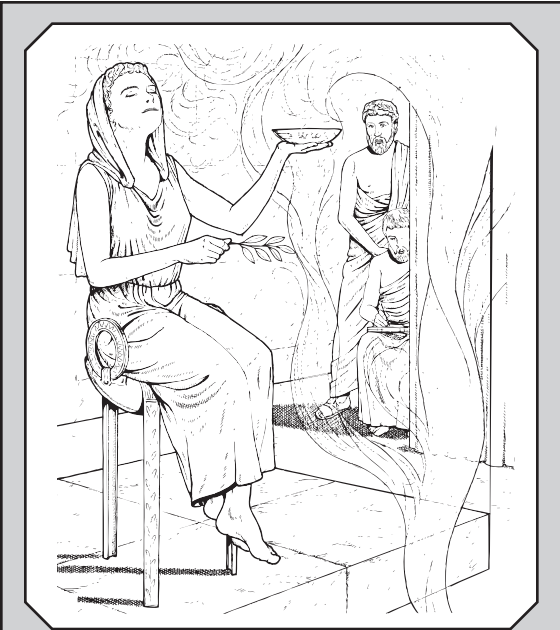
Participation in Panhellenic Quiz Bowl 20, 40
for winner

Areté award winners 30

*Deduct points from recommended totals for tasks completed late
or tasks that had to be corrected/redone.*



THE ORACLE AT DELPHI



You have been selected to play the role of the Oracle at Delphi, a priestess the Greeks called the Pythia. You are named such because on the spot at Delphi where you pronounce your predictions a large python snake or monster was once slain. Taking on this role means you will have great responsibility. As you assume the Pythia character, you are at the same time a citizen in one of the five city-states. Whenever requested by your teacher to become the priestess at Greece's most holy shrine, you will have to slip into a different costume or put on some extra flourish in order to leave one character and effectively become the famous medium.

Once every few days, you will be asked to answer important questions posed by Greek citizens who desperately want to know answers before they make vital decisions. They are nearly paralyzed with indecision and await your prophetic help. Who really knows if you—the Pythia—have psychic power? Whether or not you do, you are still offering sound advice and promoting moral unity. You are teaching the Greeks moderation, giving “supernatural sanctions” to Greek policies, and acting as a kind of collective conscience in the Hellenic world.

Preparation

Read the Greek Gods and Oracles essay to familiarize yourself with your role and to get ideas for portraying your character.

Help your teacher set up a corner of the classroom to resemble the Oracle at Delphi's tripod. This area should be mystical and include a chair; a curtain behind which you can hide; and a bowl containing two colors of beans, buttons, or marbles to help you make your predictions. To add to the atmosphere, record monster sounds to play as you make your pronouncements. Use dry ice under your tripod for an impressive special effect.

Create a costume out of a long, white sheet. Wear a wig or a mop on your head. Carry a trident or spear. Apply ghostly makeup with heavy eyeshadow. Act like a Halloween ghost—wide-eyed and crazy!

Playing the role

1. Your teacher will tell you when to conduct an oracle session.
2. In costume, secretly slip behind the curtain. Have the curtain drawn by a helper who might also collect coins (or other “payment”) as tribute.
3. As the other Greeks come forward to ask you questions, insist that they write them down on a small card and read them to you. You might insist they only ask yes or no questions (e.g., “Will Demoritus win the eraser toss in tomorrow's Olympic final?” “Will the Athenians beat the Spartans overall in constructing a temple today?”).
4. Take several seconds to ponder the question. Then select an object from the bowl. A light color means the answer to the question is “yes”; a dark color means “no.” Make up some hocus-pocus words to accompany your answer. Realize that Pythia's responses were confusing and ambiguous.
5. If you want to venture into detailed answers, you could encourage the Greek seekers to ask more involved questions (e.g., “Who will win the pointer toss tomorrow?”). Make your answers vague enough for all to interpret them favorably (e.g., “I see a dark-haired Greek with strong arms and an adventuresome spirit who will win the hearts of his supporters.”).
6. Make the most of your time in the spotlight. Have fun and you'll make learning about Greek religion and culture fun for everyone. Good luck!





MAP LABELS

ANSWER KEY

The following are locations that can be found in the *Greeks* essays. The locations are organized by phase and by essay. Several locations appear more than once and are listed under each essay in which they appear. Be aware that some locations appear in only one of the polis profiles, which are not read by each student. Students in other poleis will only know to label these locations if they are referred to in the polis presentations. Not all locations appearing on the Resource Map and wall map can be found in the essays—some are noted for reference purposes only.

GOING GREEK

Why Study Ancient Greece?

- Aegean Sea
- Balkan Peninsula
- Egypt
- Greece
- Ionian Sea

Clothing of the Greeks

- Crete

Polis Profile: Argos

- Argos
- Athens
- Sparta

Polis Profile: Athens

- Athens
- Attica Peninsula

Polis Profile: Corinth

- Athens
- Attica Peninsula (or Peninsula of Attica)
- Corinth
- Gulf of Corinth
- Peloponnesus
- Sparta

Polis Profile: Megara

- Black Sea
- Byzantium
- Megara
- Peloponnesus
- Peninsula of Attica

Polis Profile: Sparta

- Messinia
- Sparta

Greek Gods and Oracles

- Delphi
- Dodona
- Lydia
- Mount Olympus
- Salamis

ACADEMY

Education in Ancient Greece

- Athens
- Piraeus

Ancient Greek History 1

- Asia Minor
- Crete
- Egypt
- Greece
- Knossus
- Mediterranean Sea

Ancient Greek History 2

- Asia Minor
- Mycenae
- Troy (Ilium)

Ancient Greek History 3

- Argos
- Asia Minor
- Athens
- Corinth

- Egypt
- Marathon
- Megara
- Mesopotamia
- Students may mark "Middle East," but this contemporary term does not appear on the resource map.
- Plataea
- Salamis
- Sparta

Ancient Greek History 4

- Athens
- Sparta

Ancient Greek History 5

- Actium
- Alexandria
- Asia
- Babylon
- Egypt
- Indus River
- Persia

Social Classes in Ancient Greece

- None

Trade in Ancient Greece

- Africa
- Asia
- Europe
- Mediterranean Sea

FESTIVAL

- None

ASSEMBLY

- None

TECHNIKOS

- None

ACROPOLIS

Greek Architecture

- Athens
- Delphi

Forms of Government

- None

THEATER

Greek Theater

- Athens
- Attica

SYMPOSIUM

- None

OLYMPICS

The Olympics

- Athens
- Olympia
- Troy (Ilium)

TIME LINE LABELS

ANSWER KEY

**GOING GREEK****Why Study Ancient Greece?**

- 2500 BCE—Beginnings of Greek civilization
- 480–323 BCE—The Classical Era
- First century CE (1–100)—Rise of Christianity

Clothing of the Greeks

- None—Students may have circled 1500 BCE and 405 BCE, but they do not correlate with any specific events and do not need to be added to the time line.

Polis Profile: Argos

- 680 BCE—Pheidon began his rule
- 480 BCE—Argos disgraced

Polis Profile: Athens

- Fifth century—Glory of Greece reaches its zenith in Athens

Polis Profile: Corinth

- Students may mark 5000 BCE, the date Corinthos founds Corinth, but this event does not fall within the scope of the time line
- 655 BCE—Cypselus brings prosperity and order to Corinth
- 480 BCE—Corinth population made up of 50,000 free citizens and 60,000 slaves
- Eighth century (701–800 BCE)—Poet Eumelus

Polis Profile: Megara

- Seventh and sixth centuries BCE—Megara prospers as commercial trade center
- 630 BCE—Theagenes denounces the rich

- Sixth century (501–600 BCE)—Great engineer Eupalinos
- 431 BCE—Megarian goods banned from all markets in Athens
- 431–404 BCE—Peloponnesian War
- Fourth century BCE—Megara prospers again

Polis Profile: Sparta

- Ninth century (801–900 BCE)—Lycurgus changes way of life for Spartans
- 480 BCE—Leonidas I and 300 soldiers volunteer to stop the Persian invasion

Greek Gods and Oracles

- 546 BCE—Croesus, King of Lydia, asks Oracle of Delphi whether or not to attack the Persians
- 480 BCE—Athenian leaders rush to Delphi for advice on Persian advancements

**ACADEMY****Education in Ancient Greece**

- None

Ancient Greek History 1

- 2500–1500 BCE—The Bronze Age
- Students may mark 1900s (Sir Arthur Evans discovers ruins of palace at Knossos), but this event does not fall within the scope of the time line.

Ancient Greek History 2

- 1500–1200 BCE—The Heroic Era
- 2000 BCE—Groups of Greek-speaking people move to mainland Greece

- Thirteenth century BCE—Troy a favorite military target for the Mycenaeans
- 1290 BCE—Mycenaeans and Achaeans destroy Troy
- 1100–800 BCE—The Dark Ages

Ancient Greek History 3

- 800–500 BCE—The Archaic Era; the rise of the polis
- 680 BCE—First coin currency introduced
- 776 BCE—First Olympics held
- Early sixth century—Athens and Sparta are leading city-states
- 508 BCE—Cleisthenes advances democracy with reforms
- 500–480 BCE—The Persian Threat
- Late fifth century—Persians expand their empire
- 490 BCE—Attack on Greece by Persian empire imminent
- 479 BCE—Battle of Plataea, the last battle of the Persian Wars

Ancient Greek History 4

- 480–323 BCE—The Classical Era
- 323 BCE—Death of Alexander
- 480–430 BCE—The Golden Age of Athens
- 461–445 BCE—The Peloponnesian Wars; Civil War between Athens and Sparta
- 431–404 BCE—The Peloponnesian Wars

Ancient Greek History 5

- 323–146 or 31 BCE—Alexander and the Hellenistic Era
- 335 BCE—Philip II and his son Alexander unify Greece
- 334–332 BCE—Alexander spreads Greek civilization as far east as Indus River
- 146 BCE—Rome annexes Greece

- 31 BCE—Rome defeats Ptolemaic Egypt at Battle of Actium

Social Classes in Ancient Greece

- Fifth century (401–500 BCE)—Approximately 40% of Athenians are slaves

Trade in Ancient Greece

- None

FESTIVAL



- None

ASSEMBLY



The Ancient Greek Assembly

- Sixth century (501–600 BCE)—Assembly first organized by Cleisthenes

TECHNIKOS



- None

ACROPOLIS



Greek Architecture

- 437 BCE—Pericles begins public buildings program
- 432 BCE—Athenians build smaller temple dedicated to Athena Nike
- 420 BCE—Erechtheum temple built on north side of the Acropolis
- 600–450 BCE—Doric column used
- 450–340 BCE—Ionic column used
- 340 BCE—Corinthian column developed

Forms of Government

- None



THEATER

Greek Theater

- 1200 BCE—Beginnings of drama
- Fifth century (401–500 BCE)—Those worshipping Dionysus became a cult in Athens
- Mid-fifth century—Comedy performed in addition to tragedy
- 534 BCE—Thespis added actors to theater performances
- 460–430 BCE—Drama most popular entertainment in Hellas
- Students may mark the twenty-first century, but this does not fall within the scope of the time line.



SYMPOSIUM

Symposium: Background

- None



OLYMPICS

The Olympics

- 1250 BCE—End of the Trojan War
- 776 BCE—First written record of Olympic Games
- 394 CE—Emperor Theodosius abolishes games in the Roman Empire
- Students may mark 1896, the date of the first modern Olympics, but this event does not fall within the scope of the time line.
- 632 BCE—Events for boys ages 17–20 are introduced
- Students may mark 1894, the date the official Olympic motto was adopted, but this event does not fall within the scope of the time line.

THE FIVE POLEIS

GRAPHIC ORGANIZER

Name: _____

Polis: _____

ARGOS



ATHENS



CORINTH



MEGARA



SPARTA



GREEK GODS AND ORACLES

What are three reasons to study ancient Greek mythology?

Ancient Greeks were polytheistic, believing in many gods. Where did they believe these deities were found?

How did Greeks imagine their gods and goddesses to be?

According to Greek mythology, where did the 12 major Greek gods live?

In what way was religion in ancient Greece closely connected to the government and civic pride?

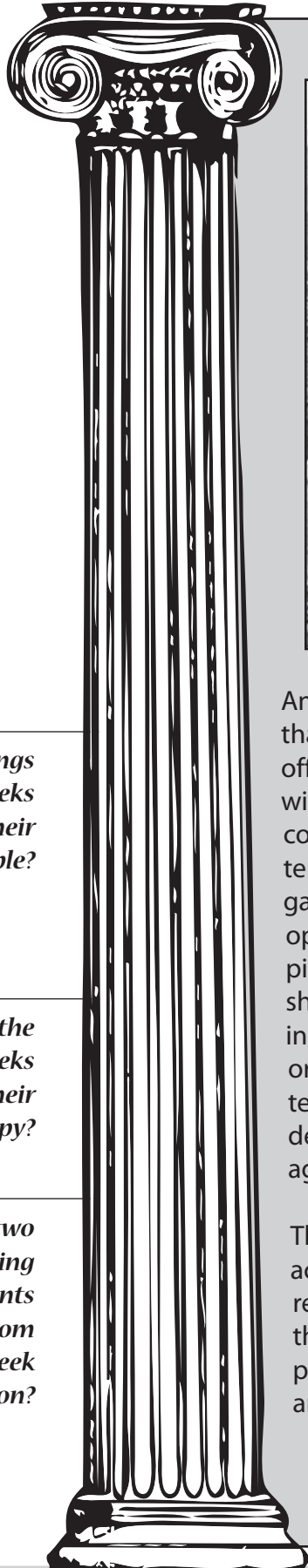
How were Greek temples different from modern churches used today?

Greek mythology provided the foundation of Greek religion over 3,000 years ago. It is important to understand some of the fundamental beliefs of that time and place. First you will better understand the important role of religion in ancient Greek culture. Secondly, you will be better able to interpret English literature as you continue through school. So many literary masterpieces rely on the stories and myths of ancient Greece. Finally, you also need to know about the religion of ancient Greece for this simulation. The Wheel of Fate will cause mythical Greek gods and goddesses to intervene into the affairs of your polis.

The Greeks did not believe in one god, but rather believed in many gods, goddesses, and demigods. They were everywhere—on land and sea, in the sky, on the moon, in sacred oak trees, in olives, even in floods and other natural disasters. In short, ancient Greeks believed everything that happened, good or bad, was caused and carried out by hundreds of deities. The Greeks also imagined their gods to be humanlike in body form. They reacted like super-humans, showing love, hate, jealousy, anger, and revenge. Greeks believed the 12 major gods lived atop Mount Olympus, a snow-capped peak in northern Greece.

Religion in ancient Greece was closely connected to the government and, to an extent, to civic pride. Greeks had no priesthood as in ancient Egypt, but had instead ordinary officials who acted as priests. Therefore, no rigid priestly class made careers of their jobs, and few became very powerful. The position became just another civic duty for a citizen. Religious festivals to the gods were numerous and generally joyous occasions. Most poleis had gods or goddesses as patrons and erected statues and temples to them.

Greek temples, unlike churches, were not places for the believers to come together to pray. Instead they were considered houses for the gods. The poleis actually employed a staff of servants to maintain the temples. Inside these beautiful temples was the god or goddess's statue in front of an altar. A sacred fire at the altar was always kept burning by men and women who served at the temple.



*What offerings
did ancient Greeks
bring to their
polis's temple?*

*Why did the
ancient Greeks
want to keep their
local deity happy?*

*What two
other lasting
achievements
resulted from
ancient Greek
religion?*

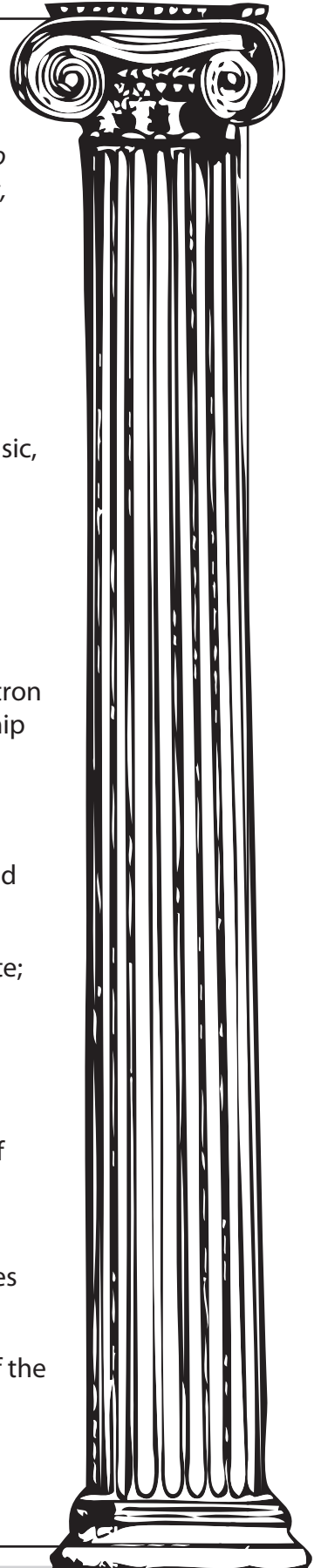
Ancient Greeks had so much respect for their deities that they did not enter the temple. Instead they left offerings at the entrance. Their offerings included wine, milk, cakes, and pastries. They even left lambs, cows, ewes, bulls, and pigs to be sacrificed inside the temple. Draped in wreaths, gilded, and sometimes garlanded, the animals would have their throats slit open and their blood sprinkled on the altar. Once a piece of flesh was offered to the gods, those present shared the rest after the "offering" was burned. Offerings sometimes included a share of a citizen's harvest or profits, too. The Greeks willingly supported their temples. They truly believed that if the gods or goddesses were not kept happy, then they would turn against the polis.

The ancient Greek religion led to two other lasting achievements: drama and the Olympics. Their religious activities included many festivals during the year. As part of the festivals, the ancient Greeks put great effort into their athletics, poetry, music, and theater.

THE 12 MAJOR GREEK GODS

The 12 major gods of Mount Olympus ruled over various realms. In addition to these gods and goddesses, there were demons, harpies, furies, fairies, gorgons, sirens, nymphs, and mortal heroes. Each had an elaborate and fascinating history, realm, or task. Greek mortals included Heracles (Hercules), Jason, and Odysseus—persons given great ability and, frequently, strength to perform incredible feats.

- ▶ **Aphrodite (a•fro•DYE•tee):** Goddess of beauty and of love
- ▶ **Apollo (a•POL•o):** God and patron of many things, including archery, music, prophecy, and medicine; often associated with the sun
- ▶ **Ares (AIR•ees):** God of war and combat
- ▶ **Artemis (AR•te•mis):** Goddess of the moon; guardian of cities, young animals, and women; “rainer of arrows and mighty huntress”
- ▶ **Athena (a•THEE•na):** Goddess of wisdom, patron goddess of Athens; patron of household crafts; daughter of Zeus; protectress of those who worship her in times of war
- ▶ **Demeter (de•MEE•tur):** Goddess of crops; giver of grains and fruit
- ▶ **Dionysus (dye•o•NEY•sus):** God of fertility, joyous life and hospitality, wild things, and wine
- ▶ **Hephaestus (he•FEES•tus):** God of fire and artisans; husband of Aphrodite; he was the only “ugly” god
- ▶ **Hera (HAIR•ah):** Wife of Zeus, protectress of marriage, children, and the home
- ▶ **Hermes (HER•meez):** God of orators, writers, and commerce; protector of thieves and mischief•makers; guardian of wayfarers; messenger to mortals; son of Zeus
- ▶ **Poseidon (po•SYE•don):** God of the oceans and seas; earth•giver of horses to mortals
- ▶ **Zeus (ZYOOS):** Ruler and king of all gods on Mount Olympus; also god of the weather, hence the expression “Thunderbolts of Zeus”



THE ORACLES

What are several ways that ancient Greeks tried to foresee the future?

Why were many oracles female?

How often did citizens go to the Oracle of Delphi to hear a prophecy?

Who spoke the prophecies of Delphi? Why did she need priests to translate?

What are the two inscriptions on the temple at Delphi?

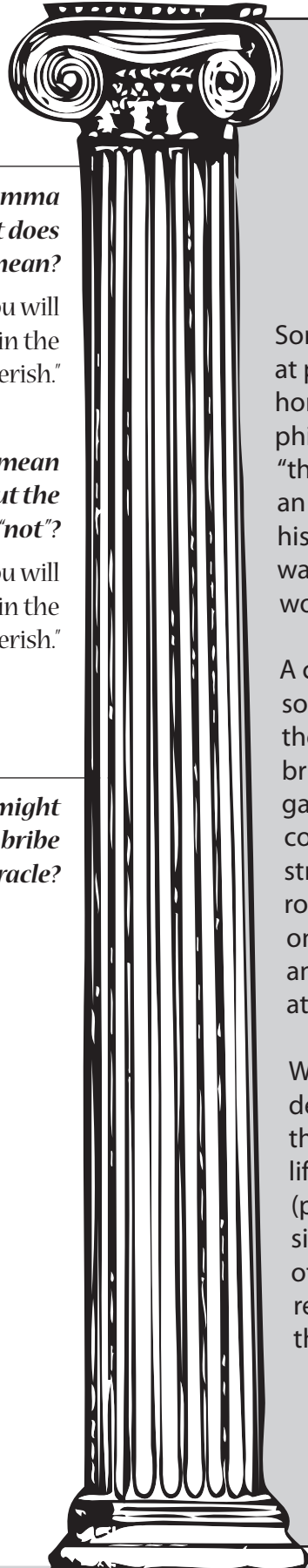
Explain how Croesus misinterpreted the oracle's response.

Ancient Greeks were fearful of offending their many gods. Some would use every means possible to find out beforehand what lay in the future. They tried star-reading, interpreting dreams, and examining the entrails of animals and the flight patterns of birds. The ancient Greeks also consulted soothsayers and oracles to divine the future. Public oracles were established all over Greece. The oracles of Zeus at Dodona and of Apollo at Delphi became famous.

Greeks believed females were more intuitive. At Delphi, three priestesses, each over 50 years old, were trained to consult the god Apollo through the medium of a trance. On the seventh day of each month, citizens came to Delphi to hear a prophecy. They paid handsomely to hear them. The priestesses worked in a hollow in the earth where natural gases seeped out. (Apollo, it was said, was slain there.) One priestess, called The Pythia, officiated. She took a high seat on a tripod in the grove of olive trees near the decomposed earth and gaseous area. She inhaled the vapors ("divine stench"), chewed on some laurel leaves, and then fell into a delirium with convulsions. Sometimes, The Pythia would utter a sentence or two of incoherent words. The priests nearby translated for the eagerly awaiting visitors.

To remind everyone who came there, there were two phrases carved clearly on upper walls of the temple. These were the words that all Greeks knew and tried to live by: "Know thyself" and "Nothing to excess." Perhaps, though, if this advice was seriously followed, the oracles at the center of the Hellenic world would be out of business.

Oracles became powerful forces in Hellenic history. But they notoriously gave ambiguous information. In 546 BCE, Croesus (KREE•sus), the King of Lydia, asked the Oracle at Delphi whether or not to attack the Persians. The oracle replied: "If Croesus goes to war, he will destroy a great empire." Believing he would win, Croesus went out to meet the army of Cyrus (SY•russ), the King of Persia, but was utterly defeated. The great empire he destroyed was his own.



If you put a comma after "not," what does the oracle mean?

"You will go you will return not, in the battle you will perish."

What does it mean if you put the comma before "not"?

"You will go you will return, not in the battle you will perish."

Why might someone bribe an oracle?

Let's suppose your polis went to the oracle for advice and she said,

"You will go you will return not in the battle you will perish."

What does that mean?

Sometimes it was not only ambiguity, but also bribery at play. In 480 BCE, Athenian leaders feared that Persian hordes were advancing on their city and rushed to Delphi for advice. When the oracle told them to get behind "the wooden wall," Themistocles (them•is•TAH•kleez), an aggressive Athenian archon, took this to mean that his people were not to hide like cowards literally behind walls, but to fight the Persians from the decks of 200 wooden ships (triremes) in the straights near Salamis.

A closer look at history, however, exposes a some-what different version. The facts seem to be these: Themistocles already had his battle plan and bribed the Oracle at Delphi to agree with him. She gave an ambiguous message that convinced the council and people of Athens of the merits of his strategy. In any case, his plan worked. The Greeks routed the Persians at the Battle of Salamis. This was one of several key battles that defeated the Persians and, thereafter, they never posed a threat. The Oracle at Delphi's reputation soared.

While it may be difficult for us to imagine a daily life dependent on multiple gods, oracles, and sacrifices, these beliefs were a significant part of ancient Greek life and culture. Ancient Greeks believed in many gods (polytheistic), while many people now believe in a single god (monotheistic). Today there are hundreds of religions practiced throughout the world. Some religions are more prominent, but most still provide the core for particular cultures.

THE GREEK ALPHABET

GREEK NAME	UPPER-CASE	LOWER-CASE
ALPHA (AL•fah)	A	α
BETA (BAY•tah)	B	β
GAMMA (GAM•ah)	Γ	γ
DELTA (DEL•ta)	Δ	δ
EPSILON (EP•si•lon)	E	ε
ZETA (ZAY•tah)	Z	ζ
ETA (AY•tah)	H	η
THETA (THAY•tah)	Θ	θ
IOTA (eye•O•tah)	I	ι
KAPPA (CAP•ah)	K	κ
LAMBDA (LAMB•dah)	Λ	λ
MU (MEW)	M	μ

GREEK NAME	UPPER-CASE	LOWER-CASE
NU (NEW)	N	ν
XI (ZIE)	Ξ	ξ
OMICRON (om•IH•cron)	O	ο
PI (PIE)	Π	π
RHO (ROE)	P	ρ
SIGMA (SIG•mah)	Σ	σ
TAU (TAW)	T	τ
UPSILON (UP•si•lon)	Υ	υ
PHI (FIE)	Φ	φ
CHI (KY)	Χ	χ
PSI (SIGH)	Ψ	ψ
OMEGA (oh•MAY•gah)	Ω	ω

ARETÉ GOALS

Name: _____ **Polis:** _____

The ancient Greeks emphasized individual human potential more than other cultures of their time. They worked diligently to reach their potential. Their goal was to achieve personal excellence by extending themselves mentally, physically, and spiritually in every aspect of their lives. For this quest they used the word areté, which roughly translates as striving for excellence, or doing one's best in a virtuous fashion.

Like the Greeks 2,500 years ago, you will be asked to push yourself, whether it is to construct a Greek temple, toss a "javelin," complete a map, expand on a new Socratic principle, or act in a drama. Strive for excellence, both as you participate in *Greeks*, and in other aspects of your life.

Directions: Write your personal areté in the spaces below.

GREEKS GOAL 1 _____

GREEKS GOAL 2 _____

GREEKS GOAL 3 _____

LIFE GOAL 1

LIFE GOAL 2

Action I Will Take to Achieve My Goal

Action I Will Take to Achieve My Goal

GOING GREEK DEBRIEFING

QUESTIONS AND ANSWERS



1. WHY STUDY ANCIENT GREECE?

You will ask this question at the beginning and again at the end of the last phase you use in this unit. An answer for the beginning of the unit might include the following: The Greeks developed the study of philosophy, which taught Western civilization how to reason and think. They made discoveries and developed an understanding of mathematics and medicine. They observed and experimented using science to describe their world. They created a language that provides a basis for much of the English language—one out of every eight words is based on the Greek language. When you ask this question at the end of the unit, they will have much more to add.

2. WHAT ABOUT GREEK CLOTHING MADE IT QUITE SUITABLE FOR ANCIENT GREEKS?

The clothing essay does not address this directly, but students might surmise that the clothing was light and airy. It protected the wearer from too much sun, but was not too heavy or too warm to wear. The simple himation provided extra warmth without a lot of bother. The clothing also exposed much of the human form, which the Greeks admired. The chlamys was practical because it allowed for freedom of movement so Greek males could run or fight without restrictions. Finally, making ancient Greek clothing was simple, once the fabric was woven. A few folds and pins held it all together.

3. DESCRIBE FOUR MAJOR DIFFERENCES BETWEEN AN AMERICAN RELIGION AND THOSE OF THE ANCIENT GREEKS.

Students themselves may be Christians, Muslims, Hindus, Buddhists, or practice no formal religion. That's why the question is worded so that students do not have to speak of their own or their family's religion. Regardless of which religion they choose, they may only make comparisons, not judgments. It is important that they realize that the ancient Greeks took their religion very seriously. Primary points of comparison might include polytheism vs. monotheism, worshipping inside the church vs. worshipping outside the temple, asking for and believing in prophecies, seeing their gods and goddesses as having human personalities and weaknesses, believing the gods and goddess came down from Mt. Olympus to interact with humans, and/or having no separation between religion and ancient Greek government.

4. WHAT MAKES YOUR POLIS SO SPECIAL?

Students should include something about their polis history and something about what they and their polis members have accomplished in the last few days. This two-part question is a personal opinion. Generally students will cite something from the section called, "About your Polis" in their Polis Profile for the first part. The second part of the question may address the logos they made or how their polis worked together. Their answers should reflect their pride and loyalty toward their polis.

1 QUIZ CARD
GOING GREEK

What is another name for a Greek city-state?



Answer: *Polis*

2 QUIZ CARD
GOING GREEK

What did the ancient Greeks call themselves as people?



Answer: *Hellenes*

3 QUIZ CARD
GOING GREEK

What are the first five letters of the Greek alphabet in order?



Answer: *Alpha, Beta, Gamma, Delta, and Epsilon*

4 QUIZ CARD
GOING GREEK

What was the most frequently worn item of clothing in ancient Greece?



Answer: *A chiton*

5 QUIZ CARD
GOING GREEK

Which polis had a near-perfect location that ensured its success as a great seaport and commercial center?



Answer: *Corinth*

6 QUIZ CARD
GOING GREEK

Which polis had a thriving textile industry, colonized all over the eastern Mediterranean, and founded Byzantium at the entrance to the Black Sea?



Answer: *Megara*

7 QUIZ CARD
GOING GREEK

Which polis was where democracy flourished and sculptors, mathematicians, philosophers, playwrights, and common citizens lived in freedom and participated in state decisions?



Answer: *Athens*

8 QUIZ CARD
GOING GREEK

Which polis had a poor climate and location, but became renowned for its musicians, poets, sculptors, and open-air theaters?



Answer: *Argos*

9 QUIZ CARD**GOING GREEK**

Which city-state had a military tradition of great bravery and human physical endurance, but to attain its goals harshly trained its boys in "boot camps" from the age of seven?



Answer: Sparta

10 QUIZ CARD**GOING GREEK**

What does polytheistic mean?



Answer: Believing in many gods

11 QUIZ CARD**GOING GREEK**

What does monotheistic mean?



Answer: Believing in one god

12 QUIZ CARD**GOING GREEK**

What do we call an ancient Greek priestess who claimed to see the future?



Answer: An oracle

13 QUIZ CARD**GOING GREEK**

Recite one of the two famous sayings that all Greeks tried to live by.



Answer: "Know thyself" or "Nothing to excess"

14 QUIZ CARD**GOING GREEK**

Where did the 12 major Greek gods and goddesses live?



Answer: Mt. Olympus

15 QUIZ CARD**GOING GREEK**

Who was the ruling god on Mt. Olympus?



Answer: Zeus

16 QUIZ CARD**GOING GREEK**

What did "areté" mean in ancient Greece?

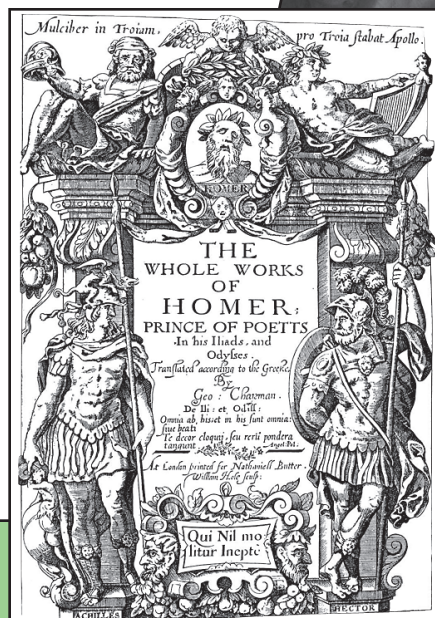


Answer: Personal excellence

ACADEMY



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Purpose and Overview

ABOUT ACADEMY

This foundational phase not only sets the standards for the remaining phases, but it also establishes your expectations for student effort and behavior. Academy resembles school, where Hellenes learn essential historical information that they will build upon throughout the unit. Working as loyal members of their poleis, students study the development of Greek civilization, from the Bronze Age through the Hellenistic Era, and explore Greek education, social classes, and trading. Putting what they learn into context, students create a polis time line, polis map, and individual maps of ancient Greece, on which they locate and label key events, people, and places.

What Students Will Learn

Knowledge

- Learn and retell a general history of ancient Greece
- Identify the key historical eras of ancient Greece
- Locate key places (natural and man-made) on a map of ancient Greece
- Identify significant ancient Greeks (such as Pericles, Alexander, Socrates, and Homer) and list their contributions
- Describe how Greek youth were educated in ancient times
- Describe the social classes in ancient Greece and how class limited individual freedoms
- Describe trade in ancient Greece and its role in the support of the city-states

Skills

- Read and label a map of ancient Greece
- Acquire information from reading essays and discussing content within a group
- Arrange information chronologically on time lines or by topic in other graphic organizers
- Work and function effectively as an individual or cooperatively in groups or pairs to complete tasks

Purpose and Overview

Academy

Attitudes

- Appreciate the effect that location had on the development of the ancient Greek civilization
- Appreciate the importance of the individual, the influence of ideas, and the role of chance in history
- Appreciate the rich cultural and political legacies of ancient Greece
- Appreciate the differences between the education of young men and young women
- Appreciate that class and gender greatly limited people's rights and freedoms
- Appreciate the efforts, dynamics, and accomplishments of successful group interaction and cooperation

Time Required

Academy requires five to six days of instruction. Follow the suggested time frame for six days, or compress the time to five days by using a take-home assessment or extending your social studies period each day.

DAY 1

- Choose new leaders
- Read **Education in Ancient Greece** essay
- Form expert groups to read **Ancient Greek History** essays

DAY 2

- Discuss history essays

DAY 3

- Discuss history essays
- Introduce **Festival Projects**

DAY 4

- Choose new leaders
- Read **Social Classes in Ancient Greece** essay
- Read **Trade in Ancient Greece** essay

DAY 5

- Festival projects update
- Write reflection piece
- Debrief and review for assessment

DAY 6

- Give assessment

Assessment Methods

- Cooperative Group Rubric
- Quiz Cards
- Written test

Academy Daily Lesson Plan

Before Day 1

Preparation and Setup

1. Choose a Class Setting

Consider a more informal setting in which to hold Academy. If appropriate, hold class outside and allow students to sit under trees or on benches in their polis groups. If staying indoors, try using a larger indoor space such as the library where students can sit on couches or floor pillows, or allow students to sit casually on the floor of your classroom.

2. Make Copies

In addition to the copies you made in Getting Started (see page 16), you will also need to make copies of the following for this phase:

- **Education in Ancient Greece** essay—One (1) per student
- **History Essay 1** essay—One (1) per student
- **History Essay 2** essay—One (1) per student
- **History Essay 3** essay—One (1) per student
- **History Essay 4** essay—One (1) per student
- **History Essay 5** essay—One (1) per student
- **Social Classes in Ancient Greece** essay—One (1) per student
- **Social Differences in Athens** worksheet—One (1) per student
- **Trade in Ancient Greece** essay—One (1) per student
- **The Myth of the Minotaur**—One (1) per student **OPTIONAL**
- **The Epheboi Oath**—One (1) per student **OPTIONAL**
- **Quotes from Ancient Greece**—One (1) per student **OPTIONAL**
- **Academy Quiz Cards**— At least five (5) sets; one per polis and a few classroom sets

* See Festival tab for copies required for that phase.

3. Prepare Academy Assessment

Prepare a formative assessment using the **Academy Quiz Cards**, essay margin questions, debriefing questions, map, time line, and questions from any other content you stressed. Use the questions provided as they were written, or create matching, fill-in, true or false, or short answer questions using the same content. Select those that you feel are most

relevant and add a few of your own. The Academy assessment happens on Day Six.

4. Review Festival Projects

Festival projects are introduced in the Academy phase so students have ample time to choose and complete a project for the culmination of *Greeks*. Review the information in the Festival section of this Teacher Guide. Make the decisions and prepare the materials required to explain the projects and your expectations.

• DAY 1 •

- Choose new leaders
- Read **Education in Ancient Greece** essay
- Form expert groups to read **Ancient Greek History** essays

1. Welcome Hellenes to Academy

At this point in *Greeks*, students should know to greet one another with “Chaire!” and address one another using Greek names. Build excitement by commenting on students’ chitons and pointing out any creative embellishments.

Use the introductory paragraph to the **Education in Ancient Greece** essay to welcome students. Quickly review the information you gave yesterday about Academy.

2. Implement Gender Differences

Today, have female students experience “being a woman” in ancient Athens. Line students up in the hall, putting “men” at the front of the line and “women” behind. Allow males to enter first and choose their seats. Once the “women” have come to their polis, do not allow them to leave their polis area until the end of the class period. During today’s class, the “women” should show deference to the “men” during discussions and they must tidy the polis area at the end of class.

3. Choose New Leaders

Because you are implementing gender differences today, put only male students’ names in the polis boxes. Draw two names from each polis box to select a new archon and strategos. If a student’s name is drawn and he has already performed that particular role, draw another name. Remind the new leaders of their duties.

4. Distribute Academy Quiz Cards

5. *Introduce Education in Ancient Greece*

Hand out **Education in Ancient Greece**. Give poleis 15 minutes to read and discuss the essay and add to their maps and time lines.

6. *Form Expert Groups*

Tell students that they will be forming expert groups to learn about ancient Greek history. Each expert group will read and discuss a different time in history. Later, they will share what they learned with others.

Direct the archons to count off members of their polis, from one to five. Have students get in groups according to their numbers. If your poleis have more than five members, you may need to move some members from the first few groups. Make sure each expert group has at least one member from each of the five poleis.

7. *Introduce the History of Ancient Greece*

Hand out the history essays, giving one part to each expert group. Give all copies of the essay to the group so they can later give copies to their polis members. Each group will read and discuss their essay as they have done with previous essays. They will not add to their maps and time line until they return to their poleis. Each student should be prepared to share what was learned with his or her polis in class tomorrow.

If your poleis have less than five members, create smaller expert groups and hand out more than one essay to one or more groups. Essays 1 and 2 and essays 4 and 5 can be combined.

8. *Award Hellaspnts*

Award Hellaspnts to individuals or poleis for exemplary performance in cooperative work, written work, and/or enthusiasm. Also consider awarding extra Hellaspnts to male students, just because they are not "women."



Teaching tip

Not all of the history essays are the same length. Use this as an opportunity for differentiation by choosing your expert groups and assigning the longer essays to your better readers.

• DAY 2 •

- Discuss history essays

1. *Welcome Hellenes*

Students should have developed their "polis personalities" and may already be acting their parts. Remind students to review their **Polis Profiles** and exhibit (but not divulge) their polis behaviors as they work toward their polis goals.

Teaching tip



When poleis are working on their time lines, point out that historians often name historic people and periods. For example, historians refer to “ancient Greeks,” where as the people called themselves “Hellenes.” Historians gave the Minoans their name.

2. *Discuss History Essays*

In their polis groups, have students begin sharing what they learned in their expert groups yesterday, beginning with the experts from group 1. The experts should hand out a copy of the essay they read and relay the information they gathered, including all key events, dates, and geographic locations, and provide answers to the margin questions. The poleis should then work as a group to add to their maps and time line.

Allow 10–15 minutes for each essay, completing groups 1–3 today.

When poleis are working on their time lines for essay 2, explain that no one knows for certain Homer’s birth and death dates, but he probably lived and wrote in the mid-eighth century BCE. Have poleis add “Homer” to their time line at about 750 BCE. Remind students that the 8th century BCE is the time between 799 and 700 BCE.

3. *Honor the Spartans*

After completing essay 3, ask the other four poleis to honor the Spartans for their sacrifice at Thermopylae. Give teams five minutes to plan a short tribute such as a cheer, speech, or epitaph for the fallen heroes. The Spartans need to decide how they will graciously accept these tributes.

• DAY 3 •

- Discuss history essays
- Introduce Festival projects

1. *Welcome Hellenes*

As students arrive to class today, build excitement by awarding Hellaspnts to individuals with new embellishments to their chitons or to poleis who are exhibiting polis behaviors and showing solidarity.

2. *Discuss History Essays*

Have students continue sharing what they learned in their expert groups, and completing their map and time line work. Allow 10–15 minutes for each essay, completing groups 4 and 5 today.

While poleis are working on their time lines for essay 4, tell students that most dictionaries will have the birth dates or some other significant date in the lives of the philosophers and playwrights cited in the essay. Award bonus Hellaspnts to any polis that researches these dates and adds them to their time line before the end of class tomorrow.

While poleis are working on their time lines for essay 5, tell students that most dictionaries will have the birth dates or some other significant

date in the lives of Alexander, his father Philip II, and Ptolemy I, who were cited in this essay. Award bonus Hellaspoinstos to any polis that researches these dates and adds them to their time line before the end of class tomorrow.

3. **Draw Fate Cards**

Ask each archon to draw a Fate Card. Award or deduct Hellaspoinstos.

4. **Introduce Festival Projects**

See Festival tab.

• DAY 4 •

- Choose new leaders
- Read **Social Classes in Ancient Greece** essay
- Read **Trade in Ancient Greece** essay

1. **Implement Class Differences**

On Day 1 of Academy the female students in the class experienced gender discrimination by “being a woman” in ancient Athens.

Today, have the male students experience discrimination by class status by “being a slave” in ancient Athens. Line students up in the hall, putting “women citizens” at the front of the line and “male slaves” behind. Allow female students to enter first and choose their seats. Once the “slaves” have come to their polis, do not allow them to leave their polis area unless directed by a woman. During today’s class, the “men” as slaves should show deference to the “women citizens” during discussions and they must clean the polis area at the end of class.

2. **Choose New Leaders**

Because you are implementing class differences today, put only female students’ names in the polis boxes. Draw two names from each polis box to select a new archon and strategos. If a student’s name is drawn and she has already performed that particular role, draw another name. Remind the new leaders of their duties.

3. **Read and Discuss Social Classes**

Hand out **Social Classes in Ancient Greece** and **Social Differences in Athens**. As students read and discuss the essay, and add to their maps and time lines, have them also work together to complete the worksheet. Because students will have some strong feelings about the Athenians’ limited view of freedom, you may want to reconvene the whole class for students to share their thoughts and any activities they added to their worksheet.

Teaching tip

Show students a larger-scale map so they can appreciate that the Aegean Sea connects to the Mediterranean Sea and the Black Sea as well.



4. Read and Discuss Greek Trade

Hand out the **Trade in Ancient Greece** essay. Give poleis 15 minutes to read and discuss the essay and add to their maps and time lines.

The essay on Greek trade allows students to better appreciate the location of ancient Greece. The significance of the Aegean Sea and the proximity of other cultures is clear when looking at a map. When poleis are working on their maps, have them also label the three continents surrounding Greece—Asia, Europe, and Africa. Remind students that ancient Hellenes did not refer to these land areas by their modern names, but we are labeling them so that we can better understand how centrally located ancient Greece was.

5. Award Hellaspoin

Award Hellaspoin

• **DAY 5** •

- Festival projects update
- Write reflection piece
- Debrief and review for assessment

1. Draw Fate Cards

Have each archon draw a Fate Card. Award or deduct Hellaspoin

2. Work on Festival Projects

Allow some time for students to ask questions and look through resource materials. All students must choose a project and fill out **My Festival Project Plan**. Plan sheets are due in two days (Day 1 of Acropolis).

3. Reflect

Have students write a three- to five-paragraph reflection piece on the gender and social differences they've read about and experienced so far. Guide students by asking them how it felt to be treated like "women" or "slaves."

4. Debriefing and Review for Assessment

Use the rest of today's class to debrief and review for tomorrow's assessment. Review the **Academy Quiz Cards**, the locations of poleis on the map, important time line dates, and any other content from the essays that you want your students to know. Use the following questions to engage discussion.

Teaching tip

To allow for more time to debrief, have students complete the reflection piece as homework.



DEBRIEFING QUESTIONS

1. What were some of the contributions the Minoans gave to the Greek civilization?
2. Describe the most significant difference between the Minoans and the Mycenaeans.
3. What does the term "Dark Ages" mean? What happened during the Dark Ages of ancient Greece?
4. How did the technology of using iron instead of bronze affect Greek history?
5. How did resources and geography affect trade in ancient Greece?
6. Although most of Greek trading enterprises were private businesses, the Greek government was involved in trade. What effect did Greek government have on trade? Were the effects all good, all bad, or a combination of both?
7. How could the word "tyrant" be associated with both a good leader and a bad leader?
8. What do you suppose is the most negative outcome of a Spartan-like society?
9. What role did ostracism have in early Greek democracy? Do you think this was or was not an effective way of preventing some one from having too much power?
10. Why would the Spartans want to keep the helots under their control?
11. Why do historians suggest that it was only because of slaves that the ancient Greeks developed democracy, philosophy, and the arts?
12. Did the class system help or hinder the development of Greek democracy?
13. How did the education system reinforce the customs of Greek politics and society?
14. What evidence, if any, shows that the Founding Fathers recognized the failings of the Athenian "democracy"?
15. Where do you suppose Pericles found the money to support the huge building program he had in Athens?
16. The Peloponnesian Wars were civil wars. How do civil wars negatively affect the development of a country or civilization?
17. Do you agree with the statement "One individual can influence the course of history"? Support your answer.
18. Do you agree with the statement "The role of chance can influence the course of history"? Support your answer.

To review map information, set up a competition among the poleis. Display a blank map on your overhead. Put a number on a location and ask students to identify it. Word the question carefully for clarity, such as, "What polis is located at #1?" or "What body of water is located at #2?" Call on an individual student. If that student can answer correctly, award five Hellaspoinits. If he or she needs to ask the rest of the polis, award only two Hellaspoinits for a correct answer. If they answer incorrectly, ask the next polis.

To review time line information, write several events in random order on the board and have students arrange the events chronologically.

• DAY 6 •

- Give assessment

1. *Welcome Hellenes*

Welcome your students today with a pep talk about the challenge they are about to face.

May you have the courage of Alexander to meet the challenge of this quiz, may you have the scholarship of Socrates to recognize the correct answers, and may the Fates be with you!

2. *Academy Assessment*

Students who finish their assessment early can work on extension activities, or work on their maps and time line.

When all the assessments have been collected, ask students to give a polis cheer and congratulate them for showing their scholarship and honesty.

When you return the graded assessments, award appropriate Hellaspoinits for students who earned exemplary scores. Have students who did not earn expected scores study the material again and retake the assessment until you are certain they have learned the material. Insisting from the outset that you expect students to master the material will greatly improve the commitment students make to learning the content, and will minimize discipline problems as students work together.



Read or say

Extension Activities

The Myth of the Minatour

Have students read **The Myth of the Minotaur** and complete the maze.

The Epheboi Oath

Have students read **The Epheboi Oath**. Tell students that when the boys completed their training as epheboi, they were required to take this oath. Have students (individually or with their polis) write their own oath.

Comparing Education

Have students go home and ask their grandparents (or great-grandparents) about the opportunities they had for education and career. Were there any differences between what grandpa could do or be versus what grandma could do or be? Have students write a three- to five-paragraph essay telling what they learned.

Quotes from Ancient Greece

Give students **Quotes from Ancient Greece** and have them complete one or more of the activities listed.

EDUCATION IN ANCIENT GREECE

What were the four phases of a human life?

How were the first two phases different from the last two phases?

Describe what it means to strive to be a kalakagathos.

What was the role of a pedagogue?

Does the fact that ancient Greeks thought a pedagogue was necessary tell you anything? About the value of education? About the boys?

What did the boys use to write their lessons? Why didn't they use paper?

Appropriately so, your *Greeks* experience has begun in Academy, or school. School is actually a Greek word (schole) meaning "leisure."

The Greeks divided the human life cycle into four phases: child or pais, youth or ephebos (eh•FEE•bus), man or aner, and elder or geron. Education covered the first two cycles so that the last two could be spent serving the state and pursuing the ideal life. Like the Greeks, you will aspire to be the ideal person—a kalakagathos (keh•la•KAY•ga•thos)—one who combines beauty and justice in a lifestyle that values fame, wealth, ability, and virtue. They were proud of this ideal and expressed this pride to anyone who would listen. While at school, they learned and practiced these attitudes.

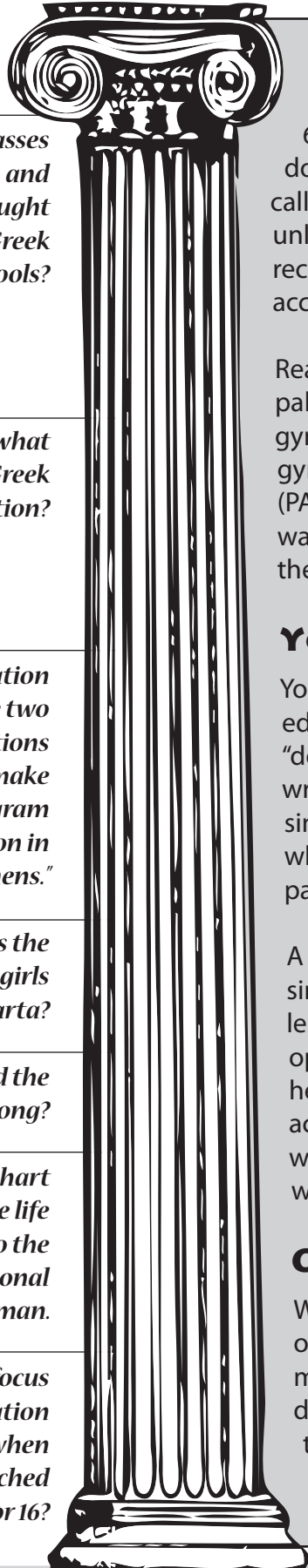
YOUNG BOYS

Schooling in ancient Greece started for boys at age six or seven. In Athens, and in most other city-states, there were no public schools or universities. Therefore, education of youth was in private hands. Trusted slaves called pedagogues

(PED•eh•gogs) accompanied young boys to school. They stayed at school and watched over the young men's progress during the day. At night the pedagogue made sure that homework was completed.



Schools were set up by private schoolmasters and they had no desks, only benches. The student would sit on the bench, holding a wax-coated tablet in one hand upon which he wrote with a stylus. One end of the wooden stylus was flattened so that mistakes could be scratched out. Paper rolls were also used, but usually they were reserved for more important documents. They used pen and ink with the paper. Starting school at seven o'clock a.m., boys of any age tired of just writing, so the schoolmasters made sure that other aspects of a full education



What other classes besides math and writing were taught in ancient Greek schools?

At age 12, what changed in the Greek boys' education?

Use the information about the two different educations (boys & girls) to make a Venn diagram entitled "Education in ancient Athens."

How was the education of girls different in Sparta?

To what class did the hetaerae belong?

Make a T-chart comparing the life of a hetairai to the life of a traditional Athenian woman.

Why did the focus of a boy's education change when he reached age 15 or 16?

were available. In addition to reading, writing, and reckoning (math, usually taught with an abacus), all 60 to 100 boys of the school were taught to play a double flute called an aulos (AU•los) and a small harp called a lyre (LIE•ur). A boy's education was not complete unless he could play these instruments, sing songs, and recite long passages of Homer's epic poetry to musical accompaniment.

Ready to move on at age 12, boys then went to the palaestra (puh•LESS•truh), a wrestling school, or gymnasium where they were instructed in sports and gymnastics under a trainer, known as a pedotribe (PAY•doh•treeb). Again, this aspect of a boy's education was essential. He was taught to wrestle, swim, and use the bow and arrow.

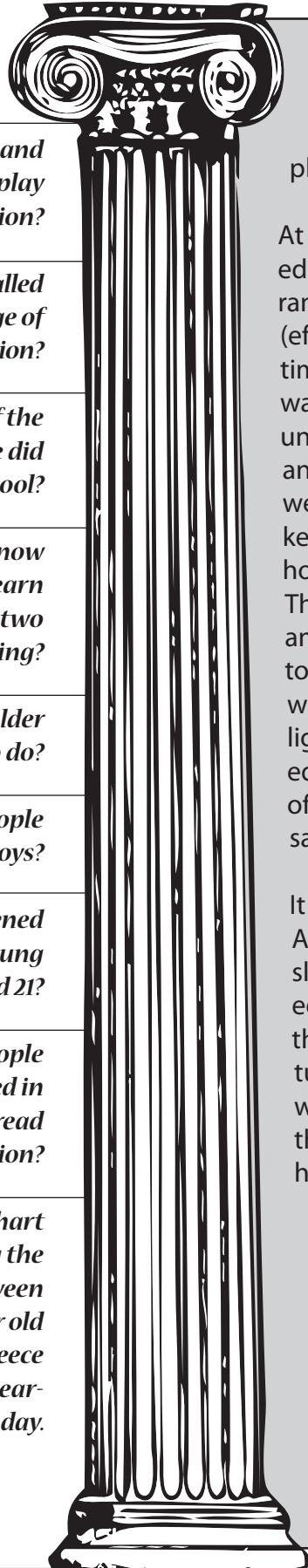
YOUNG GIRLS

Young girls of ages six or seven were not formally educated. Their mothers instructed them in the skills of "domestic science" at home. They were taught to read, write, and reckon; to spin, weave, and embroider; to sing, dance, and play an instrument. Only in Sparta, where physical power was exalted, did females participate in athletics or exercise their bodies.

A special group of women called hetaerae (hi•TEAR•ee)—single women generally from the metics class—had a less restricted education. Custom allowed them to more openly participate with men outside the home. Many hetaerae knew poetry and music. They entertained and acted as companions for male citizens whose wives were at home. Some even participated in debates where traditional female citizens could not.

OLDER BOYS

When boys reached 15 or 16, they concentrated on a physical program to prepare them for war, meaning adeptness in running, leaping, hunting, driving chariots, and hurling a javelin. At the same time, many entered higher education, provided by professional teachers called sophists (SOFF•ists) who offered instruction in oratory, science,



Who were sophists and what role did they play in a boy's education?

What are the boys called in the fourth stage of their education?

In the last stage of the education, where did the boys go to school?

What did the boys (now called epheboi) learn during their last two years of training?

What were these older boys assigned to do?

How did the people honor these older boys?

What happened officially when a young man turned 21?

What groups of people were not included in the Greeks' widespread system of education?

Make a T-chart showing the differences between the skills of a 21-year old male in ancient Greece compared to a 21-year-old male of today.

philosophy, and history. These teachers engaged lecture halls near the gymnasium or palaestra where they could teach wisdom and watch the physical training going on close by.

At about age 18 boys began the last stage of their education. In Athens they were enrolled into the ranks of the Athenian Soldiers Youth, the epheboi (ef•FEE•boy). This training took two years. During this time, the epheboi learned duties of citizenship and war. They lived together like brothers, wore impressive uniforms, and were watched and supervised night and day for their moral behavior. Within a year most were assigned to protect the borders of the polis and keep order within. The epheboi were respected and honored, and even given special seats at the theater. They had a prominent role in the city-state's festivals and religious processions. Occasionally, the epheboi took part in the torch relay from Piraeus to Athens. It was a four-and-a-half-mile night run with the only light being the epheboi torch flames. By age 21, the education of the epheboi was complete. He was officially admitted into full citizenship, and at the same time freed from parental authority.

It should be clear that the Greeks, especially the Athenians, valued education. Even though girls, slaves, and foreigners were not included in formal education, a Greek education was one of the most thorough in the ancient world. When a young man turned 21, he could jump, sing, recite poetry, wrestle, shoot a bow and arrow, drive a chariot, think logically, challenge false arguments, defend his city-state, and take pride in his polis.

HISTORY ESSAY 1

EARLY GREEK HISTORY

The Minoans, A Bronze Age Civilization • 2500–1500 BCE

Where do historians believe Hellenic history began?

How did its location help Crete become a major sea power?

What was the center of the Cretan Empire?

How did we learn about the Minoan Civilization?

How did the Minoan Civilization get its name?

What engineering feat did the Minoans develop at the palace at Knossos?

Give at least two reasons that historians believe may have caused the Minoan Civilization to end.

Most historians believe that Hellenic history began with an advanced society living on Crete. Crete is an island located in the eastern Mediterranean. It is equidistant from the mainland of Greece, Egypt, and Asia Minor. Perhaps because of its favorable site, Crete was a flourishing sea power from about 2500 to 1500 BCE. The culture was clearly pre-Greek, but showed great influences from earlier advanced civilizations like Egypt. The center of the Minoan (min•O•an) empire on Crete was the palace at Knossos (NOSS•us).

What we know about this society came mostly from the excavations at Knossos. In the early 1900s, Sir Arthur Evans, a British archeologist, discovered the ruins of the palace. It was Evans who named the Minoan Civilization after King Minos (MY•nos). King Minos is the famous king in the myth of the Labyrinth and the Minotaur.

At the archeological dig, Evans discovered that the Knossos palace was three to four stories tall, had more than 1500 rooms, and contained



workshops and storage areas. He learned that Minoans had also developed a modern plumbing system for bringing in water and disposing sewage within the palace. This carefully engineered system was as good as, or better than, any found in Europe until the nineteenth century! The art on the pottery and frescos within the palace gave some more information about the Minoans. While there was little evidence that the Minoans waged wars, scenes in the artwork showed both males and females leaping over the backs of bulls! Historians believed that this dangerous activity was either a sport or religious contest connected to worship or sacrifice.

The Minoan Era lasted over 1000 years. However, it ended rather abruptly by a volcanic explosion, an earthquake, a foreign invasion, or a combination of these. The next Greek civilization developed on the mainland.

HISTORY ESSAY 2

EARLY GREEK HISTORY

Mycenaeans and the Heroic Era • 1500–1200 BCE

Around 2000 BCE, groups of Greek-speaking people moved into mainland Greece. The migrants settled around the city of Mycenae (my•SEE•nee), and so these Greeks were known as Mycenaeans (my•she•NEE•ens). They dominated Greek history for the last phase of the Bronze Age. Like the Minoans, the Mycenaeans built a flourishing civilization and lived in great halls. They enjoyed the fruits of a thriving sea trade. But unlike the Minoans, they also enjoyed the successes of their warrior-kings, who led their armies in search of lands to plunder.

THE TROJAN WARS

In the thirteenth century BCE, the favorite military target for the Mycenaeans was the siege and capture of the strategic seaport citadel of Troy. Troy, also called Ilium (ILL•ee•um), was east of Greece in Asia Minor. An army of Mycenaeans and their allies, the Achaean (a•KEE•en) besieged and then destroyed Troy in about 1290 BCE. The war started because a Trojan youth named Paris had kidnapped Helen, the beautiful wife of Menelaus (men•e•LAY•us), a Greek king. It's been said that Helen was the "face that launched a thousand ships." This war to win her back and get revenge on Troy lasted 10 years.

We know about the Trojan Wars by reading

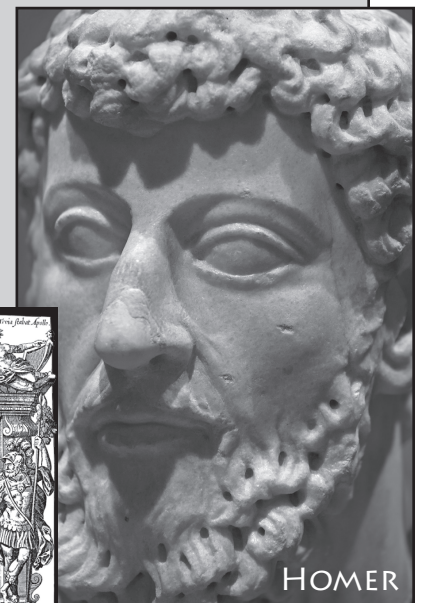
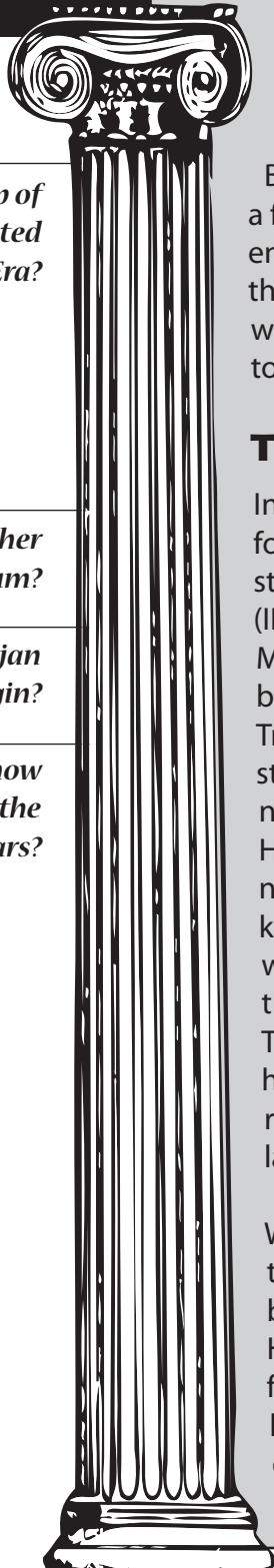
Homer's great epic poem, *The Iliad*. Homer lived three to five hundred years after the conflict but put in writing the legends handed down through oral traditions. Homer's other masterpiece, *The Odyssey*, is the tale of one warrior's adventures on his return from Troy. Because of

What group of Greeks is associated with the Heroic Era?

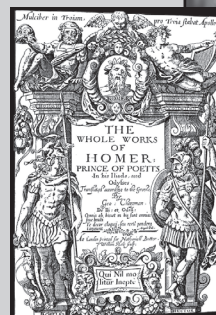
What is another name for Ilium?

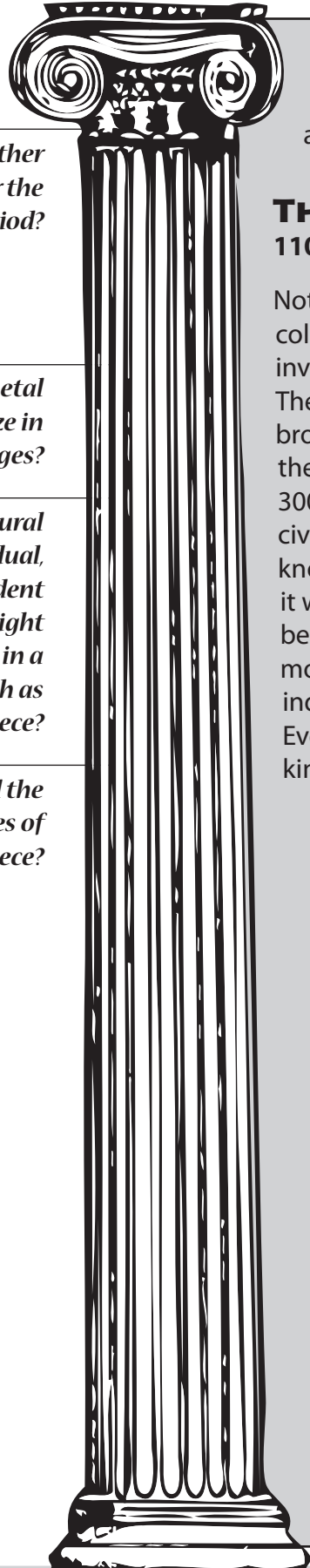
How did the Trojan Wars begin?

How do we know what happened in the Trojan Wars?



HOMER





What is another name for the Mycenaen Period?

What new metal replaced bronze in the Dark Ages?

Why was it natural that individual, independent city-states might develop in a location such as Greece?

Who ruled the early city-states of Greece?

the heroes in Homer's poems, the years when the Mycenaeans ruled Greece are sometimes referred to as the Heroic Era.

THE DARK AGES

1100–800 BCE

Not long after the Trojan War, Mycenaean civilization collapsed and their palaces were destroyed. New invaders, the Dorians, appeared from the north. They had superior weapons made of iron rather than bronze. They, too, spoke a Greek dialect, but in general they were less advanced. Consequently, there is a 300-year "dark ages" gap in Greek history when civilization stagnated. No one knows how much knowledge and culture were lost in this time. However, it was during the Dark Ages that early settlements began to develop. Because Greece was so divided by mountains, it was natural for these small, independent settlements to evolve separately. Eventually they became early city-states ruled by kings in a monarchy.

HISTORY ESSAY 3

EARLY GREEK HISTORY

The Archaic Era and the Rise of the Polis • 800–500 BCE

This era is marked by increased trade and more developments in literature, arts, and science.

Homer may have written about the Heroic Age, but he lived in the Archaic Era. There were other significant developments during this time. The first coin currency was introduced (680 BCE). Also, during this time, the first Olympics were held (776 BCE).

However, probably the most significant development was the emergence of true city-states called poleis (PO•lays). A polis was composed of a city and the surrounding countryside of about 50 to 500 square miles. Athens, Corinth, Megara, Argos, and Sparta are examples of poleis. Early in this age, the government of poleis changed from monarchies with kings to oligarchies. In an oligarchy, a few generally wealthy and powerful individuals ruled. But by the end of the Archaic Era, the Greeks had begun to establish a democracy in Athens.

SEEDS OF DEMOCRACY

The city-states required armies for defense. In earlier times only aristocratic warriors could afford the military equipment and weapons to wage war. Furthermore, war in the Heroic Era seemed too noble an undertaking for the average Greek. But during the Archaic Era, Greek armies were made up of mostly common citizens. As the citizens' role in defending the polis grew, so did their demand for a voice in government. When this demand took the form of revolt, ambitious aristocrats called tyrants usually led the soldier-citizens. The word "tyrant" indicated that they had taken the power, and were not elected or born to power. In practice, this meant they could do whatever they wanted, good or bad. Under the leadership of tyrants, the city-states often completed huge building programs and supported the growth of colonies all over the Mediterranean. These colonies remained loyal to the mother city-state and became a source of trade and wealth.

What other two "firsts" came about in the Archaic Era?

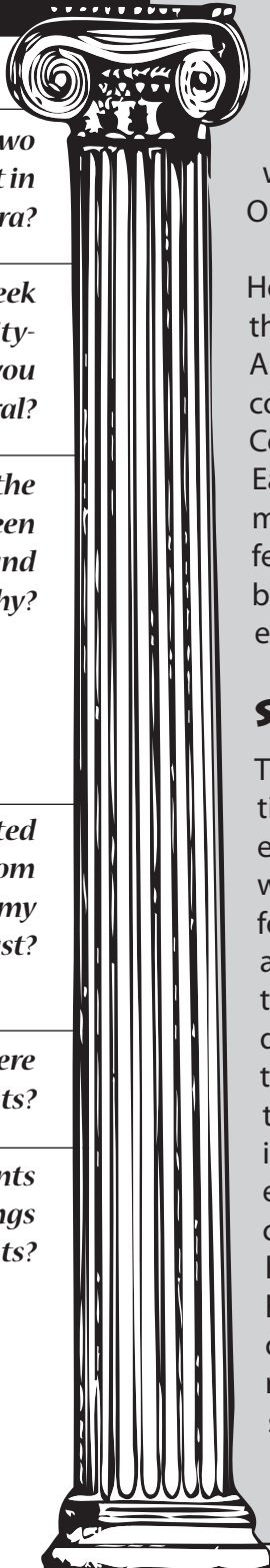
What's the Greek name for one city-state? How do you spell the plural?

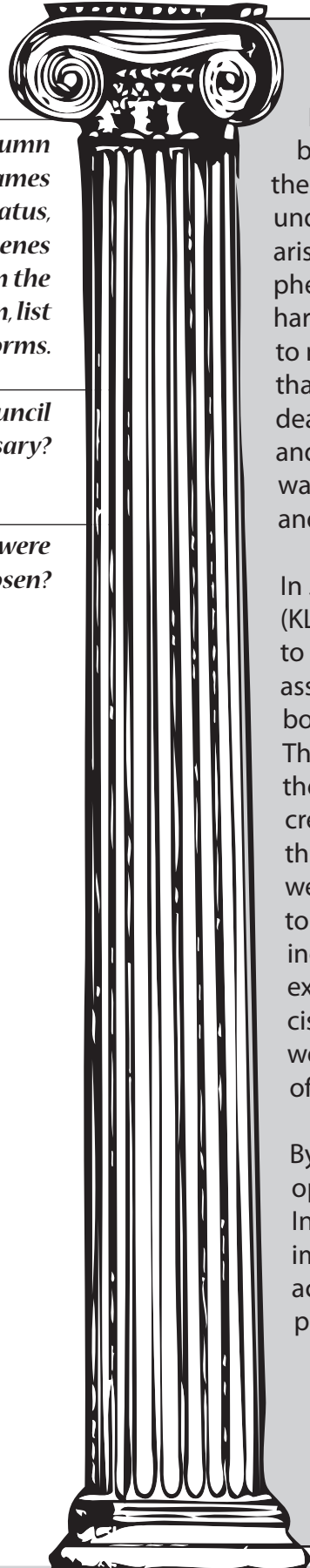
What is the difference between a monarchy and an oligarchy?

What prevented average Greeks from serving in the army in times past?

Who were the tyrants?

How were tyrants different from kings or presidents?





Make a two-column chart with the names of Solon, Pisistratus, and Cleisthenes on the left. In the right column, list their reforms.

Why was a council of 500 necessary?

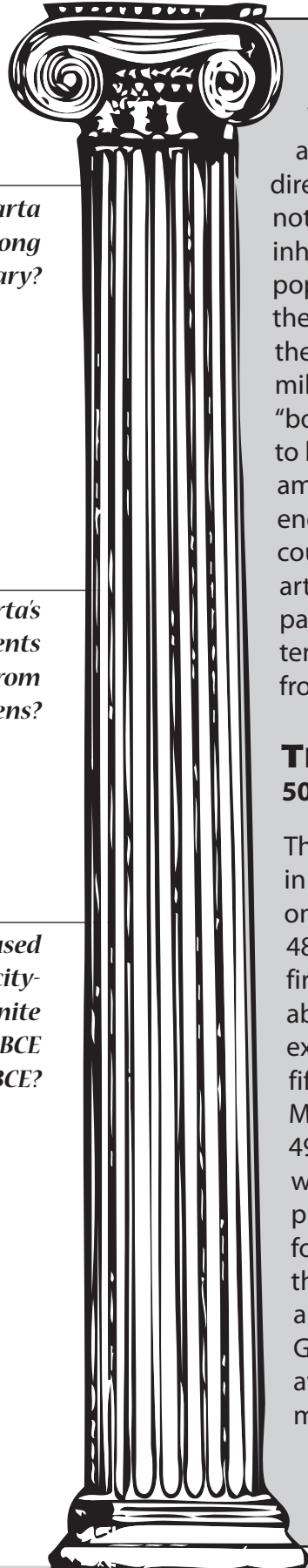
How were leaders chosen?

DEMOCRACY IN ATHENS

By the early sixth century BCE, Athens and Sparta had become the leading city-states. For Athens, however, the road to democracy would take years of reforms under different leaders. To prevent civil war in Athens, aristocrats supported Solon (SO-lon), a poet-philosopher-merchant, to head the government. He used the harsh punishments of his predecessor, Draco (DRAY-ko), to make sweeping changes. (Draco's Code was so harsh that the punishment for breaking even a minor law was death.) But Solon used his power to stop forced slavery and enslavement for debts. The next progressive leader was Pisistratus (pi-SIS-treh-tus), who redistributed land and reduced the privileges of the nobility.

In 508 BCE, the next leader named Cleisthenes (KLYS-theh-nee-z) carried further the reforms necessary to advance democracy. He made the Athenian assembly or ekklesia (eh-KLEE-zee-ah) the lawmaking body. The assembly consisted of all free male citizens. This meant thousands of people were part of making the law. To help manage the large numbers, he created the Council of 500 to propose laws and advise the assembly. Interestingly, members of the council were chosen by lot (at random). They used this method to select leaders in all aspects of Athenian life, including generals for war. Finally, Cleisthenes sought to extend the power of the citizens by introducing ostracism. This was a method of banishing citizens who were deemed dangerous to the polis, usually because of personal ambition.

By the end of the Archaic Era, all Athenians had an opportunity to serve their polis in different capacities. Individual male citizens could take part and have an important say in issues involving their community. The activities of running the polis clearly became a focal point in Greek life.



Why did Sparta need a strong military?

How were Sparta's achievements different from those in Athens?

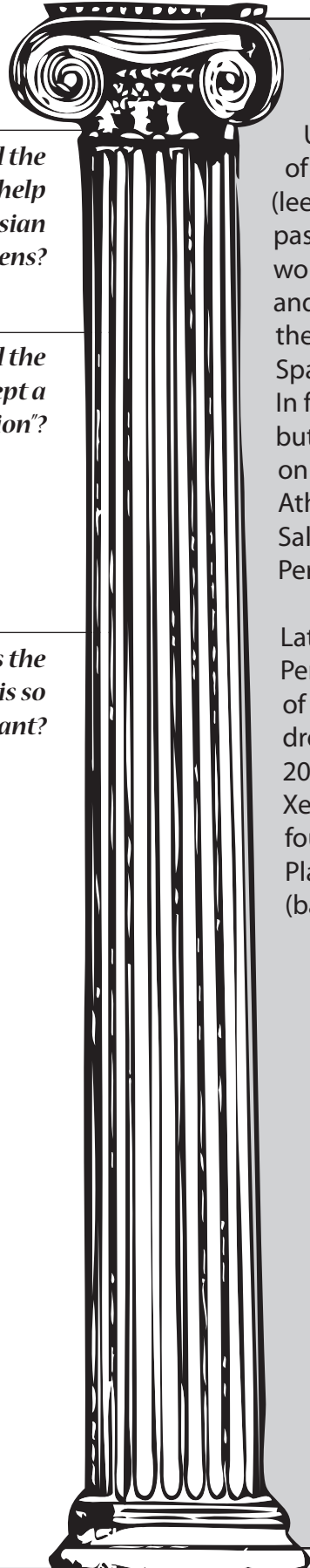
What caused the Greek city-states to unite between 500 BCE and 480 BCE?

NO DEMOCRACY IN SPARTA

While Athens slowly moved toward a democracy and her Golden Era, Sparta moved in the opposite direction. It might have been different for Sparta if not for two facts: 1) it was settled by more warlike inhabitants, and 2) they had enslaved the local population of helots (HEL•uts), who outnumbered them. The Spartans needed a strong military to maintain their rule over the helots; so Sparta developed as a military state. Spartan life essentially became a military “boot camp” where the primary goal was to train boys to be Greece’s great warriors. Young Spartans endured amazing hardships from ages 7 to 21. The fruits of this endeavor were mixed. Sparta developed men of deep courage and bravery, but at a price. They created no artistic, scientific, or democratic achievements to parallel Athenian masterpieces. No great statues, temples, philosophical theories, or epic poems came from Sparta.

THE PERSIAN THREAT **500 BCE to 480 BCE**

The independent development of city-states went on in different directions, but Greeks did manage to unite on occasion. One such time occurred from 500 BCE to 480 BCE. Herodotus (hi•ROD•uh•tus), considered the first historian, described these occasions in his writings about the Persian War. The Persians had been expanding their empire during the latter half of the fifth century. They controlled Asia Minor and the Middle East including Mesopotamia and Egypt. By 490 BCE, an attack on Greece by the Persian Empire was imminent. When the invasion did finally take place, the Greeks were ready and met the huge Persian force at Marathon, a plain in northeastern Greece. At the Battle of Marathon, the Persians were repulsed in an effort that was no doubt the finest military hour in Greek history. A runner was sent to Athens 26 miles away to announce the Greek victory. His run gave the modern footrace its name.



How did the Spartans help delay the Persian invasion of Athens?

Why did the Spartans accept a "suicide mission"?

Why was the Battle of Salamis so important?

Ten years later, the Persians under the command of King Xerxes (ZURK•seez) invaded again. Unprepared this time, the Greeks sent a small force of 300 brave Spartans commanded by Leonidas (lee•ON•eh•das) to stall the horde at a narrow mountain pass called Thermopylae (thur•MOP•eh•lee). This delay would give the Athenians a chance to evacuate their city and organize their armies. The Spartans knew protecting the pass would be a suicide mission, but true to the Spartan way, they were prepared to fight to the death. In fact, the Persians eventually killed all 300 Spartans, but they lost up to 30,000 men. The Persians marched on to Athens, which was empty because fearful Athenians had taken refuge on the nearby island of Salamis (SAL•ah•mis). There the Athenians watched the Persians burn their city.

Later, the Athenians fought a sea battle against the Persians in the Battle of Salamis. Under the command of Themistocles (theh•MISS•the•kleez), the Athenians drew the larger Persian ships into a trap and sank 200 enemy ships. It was a decisive victory, and King Xerxes withdrew to Asia Minor. In 479 BCE, the Greeks fought one more battle against the Persians at Plataea (pluh•TEE•a). Again they beat the foreigners (barbarians) and the Persian Wars were over.

HISTORY ESSAY 4

EARLY GREEK HISTORY

Classical Era • 480–323 BCE

The Classical Era is described as the time between the end of the Persian War and the death of Alexander in 323 BCE. Within the Classical Era is a 50-year period called the Golden Age of Athens.

What dates mark the beginning and end of the Classical Era?

What dates mark the Golden Age of Athens?

What words best describe Pericles?

How did having a strong navy help Athenian commerce?

How did Athens spend its profits from a successful trading empire?

What were the 4 Greek virtues?

Explain how drama in Athens was more than entertainment.

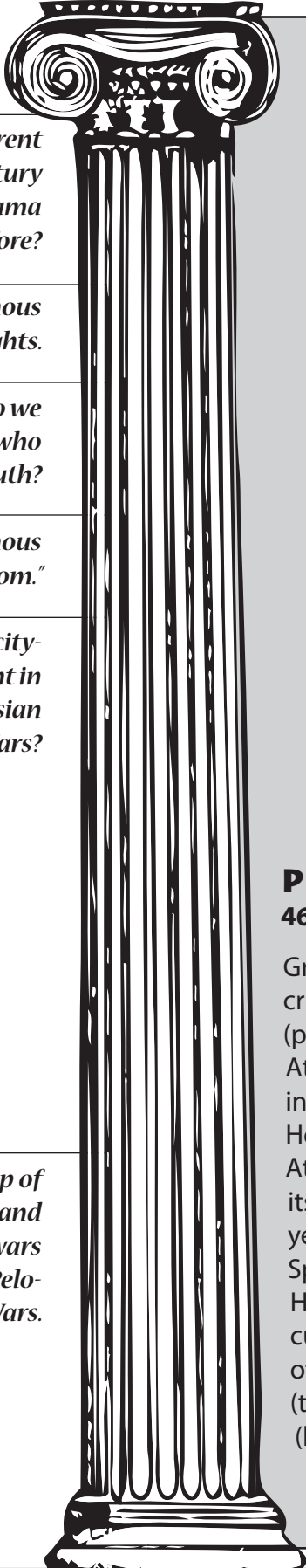
GOLDEN AGE OF ATHENS

480–430 BCE

With the Persian threat over, the citizens of Athens were now able to focus on creating a civilization worthy of free men. What followed over the next 50 years was a burst of artistic energy and original thought unrivaled in human history until Renaissance Italy. Under the encouraging leadership of a brilliant statesman named Pericles (per-uh•KLEEZ), Athens flourished. Businesses grew and trade brought in huge profits—a commercial dynasty had begun. Navy ships protected Athenian trading ships from pirates. Money from this thriving commercial empire helped pay for the beautification of the city. They replaced the buildings burned down in the Persian Wars. They constructed huge, glorious temples and public buildings including the Parthenon on the Acropolis. During the Golden Era, Greek art and sculpture glorified the human figure as it captured the essence of Greek virtues: symmetry, order, balance, and elegance. Pericles also defined who could and who could not be an Athenian citizen. This distinction was important because he gave much power to the citizens. Chosen by lot, citizens could serve in any public office and in their democracy. Citizens, and not a king, ruled the city-state. In every aspect of Greek life, there was great advancement. Here is a brief summary of some of their accomplishments in drama and philosophy.

DRAMA

To Athenians, drama was more than entertainment. The production of dramatic plays in Athens expressed a civic pride and a tribute to the Greek gods and goddesses. The early Greeks virtually invented drama as we know it, but it was the Athenians of the fifth century



What was different about fifth-century drama from drama that came before?

List four famous Greek playwrights.

What name do we give to thinkers who search for truth?

List three famous "lovers of wisdom."

What two city-states fought in the Peloponnesian Wars?

Look at a map of ancient Greece and tell why these wars were called Peloponnesian Wars.

that nearly perfected it. Golden Era playwrights posed profound questions about universal human behavior in both tragedies and comedies. Greeks of every station turned out to see the work of Aeschylus (ES•keh•less), Sophocles (sof•eh•KLEEZ), Euripides (YOO•rip•eh•deez), and Aristophanes (air•eh•STOFF•eh•neez).

PHILOSOPHY

Curiosity seemed ingrained in the Greek character. They constantly questioned the world around them as they sought to find and understand truth. A group of thinkers called philosophers (lovers of wisdom) gathered in Athens during this time. While not all Greeks understood philosophy, many did and became students of the revered philosophers such as Socrates (SOC•ra•tees), Plato (PLAY•toe), and later, Aristotle (air•eh•STOT•ul).

These philosophers stimulated young minds to put their faith in reason. As they did, all branches of human knowledge, including medicine, mathematics, science, and history, became part of the quest.

PELOPONNESIAN WARS 461–445 BCE and 431–404 BCE

Greek unity that followed the Persian Wars eventually crumbled within 50 years. The first Peloponnesian (pel•eh•po•NEE•zhun) War was a civil war between Athens and Sparta that started in 461 BCE and ended in 445 BCE. However, after only six years of peace, all of Hellas was engulfed in the second Peloponnesian War. Athens and its allies fought on one side and Sparta and its allies on the other. Fighting raged for another 27 years until the Athenian navy was destroyed, and Spartans were able to occupy Athens in 404 BCE. However, despite its defeat, Athens remained the cultural center of Greece for many years. The history of this war was brilliantly recorded by Thucydides (thoo•SID•eh•deez). Together he and Herodotus (heh•ROD•eh•tus), historian for the Persian Wars, first gave eloquence to their craft and set a standard for historians ever since.

HISTORY ESSAY 5

EARLY GREEK HISTORY

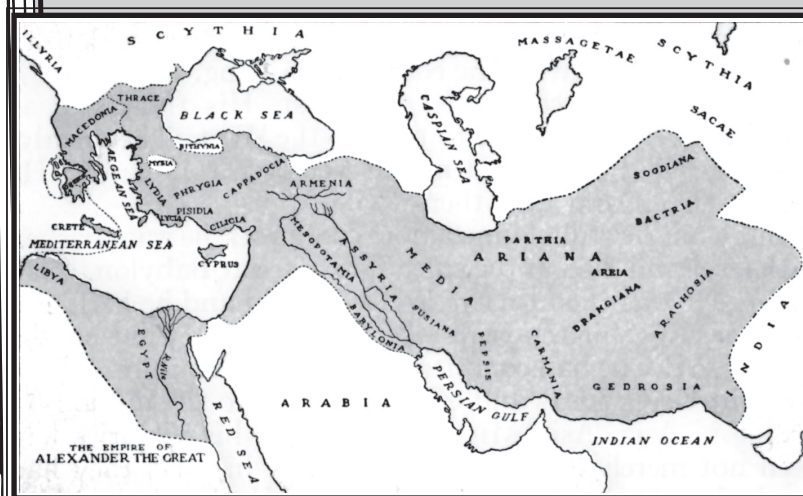
Alexander and the Hellenistic Era • 323–146 or 31 BCE

With internal conflict still existing after the Peloponnesian Wars, Greek power and strength was considerably diminished. It was not a difficult task for two Macedonian (mas•eh•DO•nee•en) warrior-kings, Philip II and his son Alexander, to stage a takeover of the city-states and unify Greece around 335 BCE. From this time on, the city-states were never totally independent again. When Philip was assassinated, the chore to finish his father's task to spread Greek culture fell to Alexander. He was a young military genius who had been taught Greek ways by Aristotle. Alexander created a fast-moving light infantry force and a heavily armed cavalry. When he moved his army, he brought along doctors to treat the wounded and engineers who built "war machines" that could hurl stones hundreds of feet. He took Greek and Macedonian armies and fashioned them into a juggernaut. He marched them into Asia, where he won battle after battle against an old enemy, Persia. Between 334 BCE and 332 BCE, Alexander conquered the largest empire the world had ever seen and spread Greek civilization as far east as the Indus River.

Locate Macedonia on the map.

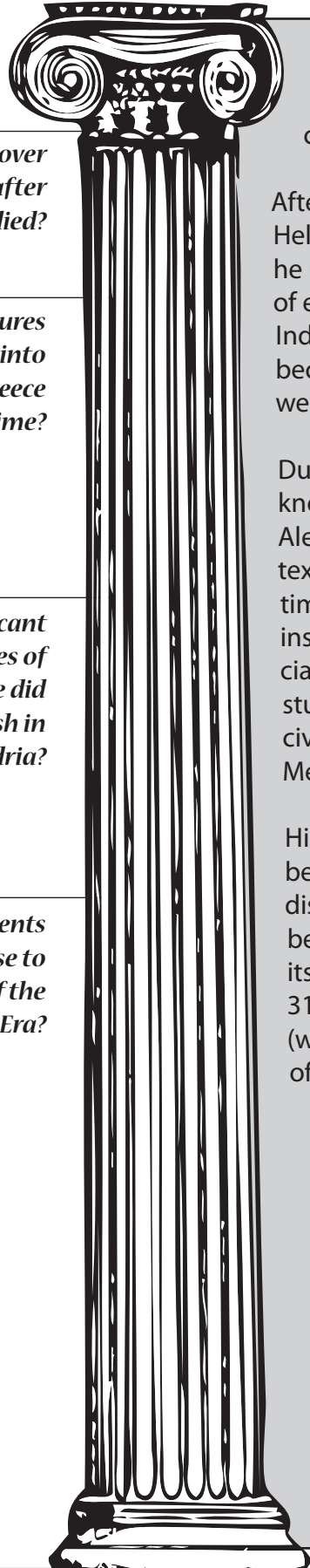
What happened when Philip II and his son Alexander took over the city-states?

Who was one of Alexander's teachers? List at least five ways that showed Alexander was a military genius.



How old was Alexander when he died?

However, he enjoyed the fruits of his victories and the results of his cultural planting for only a very short time. At age 33, he died in Babylon with no successor and an empire in confusion. Eventually Alexander's empire was divided among his generals and close companions who



*Who took over
his empire after
Alexander died?*

*What other cultures
were blended into
Hellenistic Greece
during this time?*

*What two significant
institutes of
knowledge did
Ptolemy establish in
Alexandria?*

*What two events
do historians use to
mark the end of the
Hellenistic Era?*

continued to spread Greek culture throughout the empire. One close friend, Ptolemy (TOL•eh•mee), claimed one-third of the empire that contained Egypt.

After Alexander's death, a rich new age, called the Hellenistic Era, developed in Greece and in other lands he had conquered. The era brought together a blend of eastern and western influences—Persian, Egyptian, Indian, and Greek. Customs, dress, and religions became mixed. Even marriages between cultures were encouraged.

During this time, there was a renewed flowering of knowledge. Ptolemy established a great library in Alexandria, Egypt, that contained over one-half million texts. This was the largest collection of books at that time. Also he organized the Museum of Alexandria, an institute of learning where philosophers, mathematicians, and scientists from all over the empire came to study, write, and advance their knowledge. Hellenistic civilization would continue to influence the entire Mediterranean world for centuries.

Historians generally agree that the Hellenistic Era began with the death of Alexander. However, there is disagreement about when it ended. Some historians believe that it ended when Rome annexed Greece into its empire in 146 BCE. However, others see the end as 31 BCE. That was when Rome defeated Ptolemaic Egypt (with Cleopatra and Mark Antony) at the Battle of Actium—but that's another story.

SOCIAL CLASSES IN ANCIENT GREECE

Ancient Greek ideals of personal freedom served as the basis for our Declaration of Independence, Constitution, and Bill of Rights. However, ancient Greece was not a land of personal freedom. Instead there was a well-established class system that controlled each person's life. At the very top level were male citizen landowners who enjoyed the most rights and privileges. And at the very bottom were female slaves who had so few rights that they could not marry.

SLAVES

By the time of the city-states, slavery was an accepted practice and an important part of the ancient Greek way of life. In the fifth century BCE almost 40 percent of Athenians were slaves. Some historians have suggested that it was only by using slave labor that the ancient Greeks had the time to pursue politics, philosophy, and the arts.

No particular race was a target of slavery. Many slave traders bought and sold prisoners-of-war. Abandoned and orphaned children were forced into slavery, and, of course, children of slaves were born slaves. Occasionally an owner freed a slave, but a slave usually remained one throughout his or her life.

Slaves were the private property of their owners. Aristotle once said that a slave was simply "a living tool." They worked in fields, mines, shops, and households. Obviously, those working in the mines had a life of hardship. Those working in households, however, were often treated kindly. The only good thing about being a slave was that slaves were not expected to serve in the military unless there was an emergency.

HELOTS—NEARLY SLAVES

Sparta conquered and occupied the lands around its city-state and forced the people who lived there to work on their former farmland. These people were called helots. They were more like the serfs in Europe than slaves. They could not be bought or sold, but they could not travel, had few rights, and were forced to turn over most of their crops to the Spartan overlords.

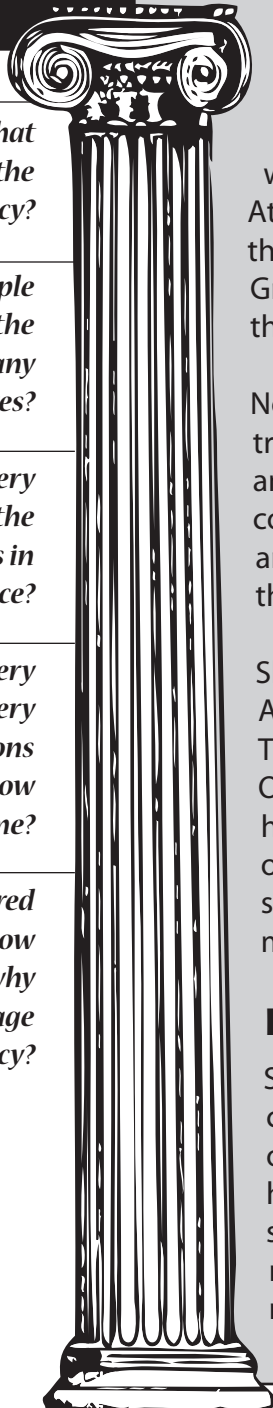
Why is it ironic that ancient Greece was the model for our democracy?

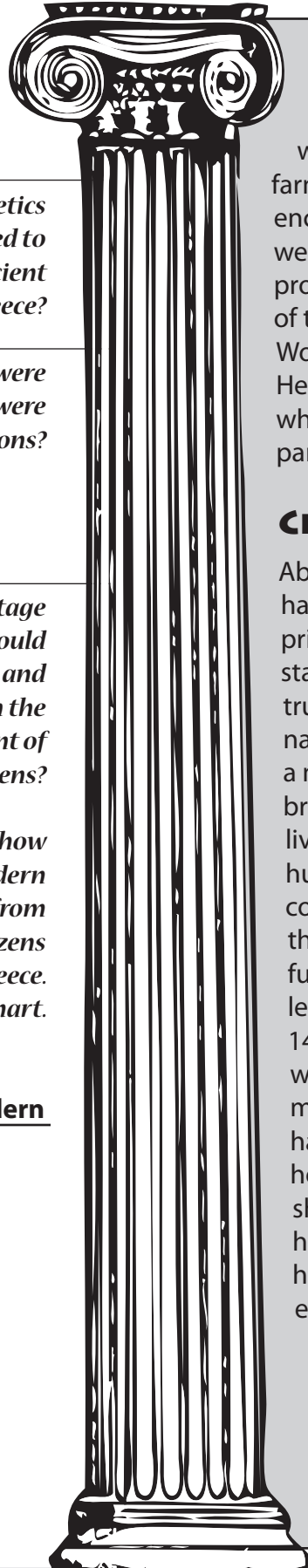
For every 100 people living in Athens in the fifth century, how many were slaves?

How did slavery contribute to the great achievements in ancient Greece?

How was Greek slavery different from slavery in the U.S. plantations before the Civil War? How was it the same?

The helots outnumbered the Spartans. How might that explain why Sparta did not encourage democracy?





Why were metics encouraged to settle in ancient Greece?

Although they were "free," what were their restrictions?

What percentage of citizens could actually vote and participate in the government of Athens?

Think about how the role of modern women differs from women citizens of ancient Greece. Make a T-chart.

Ancient	Modern

METICS

Metics were generally foreign-born free men and women. Because ancient Greeks believed that farming was the only honorable profession, they encouraged metics to settle in their city-state. Metics were often traders and craftsmen. Some metics became prosperous as bankers and businessmen. Regardless of their wealth, metics could not own land or vote. Women metics could become hetaerae (hi-TEAR-ee). Hetaerae women were companions for Greek citizens whose wives had to stay at home. Freed slaves became part of the metics class.

CITIZENS

About 26 percent of Athenians were citizens, but only half of them were male citizens with full rights and privileges. Ironically, the higher the female citizen's status, the fewer rights she had. This was especially true of Athenian women. They could own property in name only, and had to give control of their property to a male representative. That could be her father, uncle, brother, brother-in-law, or son. They were expected to live at home until they married and then live at their husband's home. "At home" meant almost "home-confinement" because women could not go out of the house. It was only on special occasions, such as funerals and weddings, that a female citizen could leave the house. When female citizens reached age 14 or 15, their families arranged marriages to citizens who were 30 or more years old. The goal of these marriages was to produce male heirs. Their mothers had trained these young wives how to run their households. They sent their household slaves to shop and run the household errands. Their husbands, however, spent a lot of time out of the house tending to the business of politics and the enjoyment of the arts.

SOCIAL DIFFERENCES IN ATHENS

Discuss each activity among your polis members and decide which group of Athenians could participate in this activity in fifth century BCE.

ACTIVITY	MALE CITIZENS	FEMALE CITIZENS	METICS	HELOTS	SLAVES
Own land					
Farm					
Farm the land					
Travel					
Vote in assembly					
Serve in the army					
Choose a spouse					
Be a banker					
Participate in the Olympics					
Own a shop or business					
Run a household					
Go to school					
Go to the market					
Escort students to school					
Run household errands					
Work in the mines					
Be a hetaerai					
Spin, weave, and embroider					
Play a musical instrument					

In the spaces below, add some activities or career options that you might want to do and then decide which Athenian group(s) you would have to belong to in order to do them. (Consider only the restriction of social class rather than whether or not a career or activity had been invented yet.)

TRADE IN ANCIENT GREECE

List three reasons why the location of ancient Greece made it a great trading center.

Why did the ancient Greeks need to trade?

What did they import?

What did they export?

What were the two primary kinds of ships? Make a T-chart to describe the differences between them.

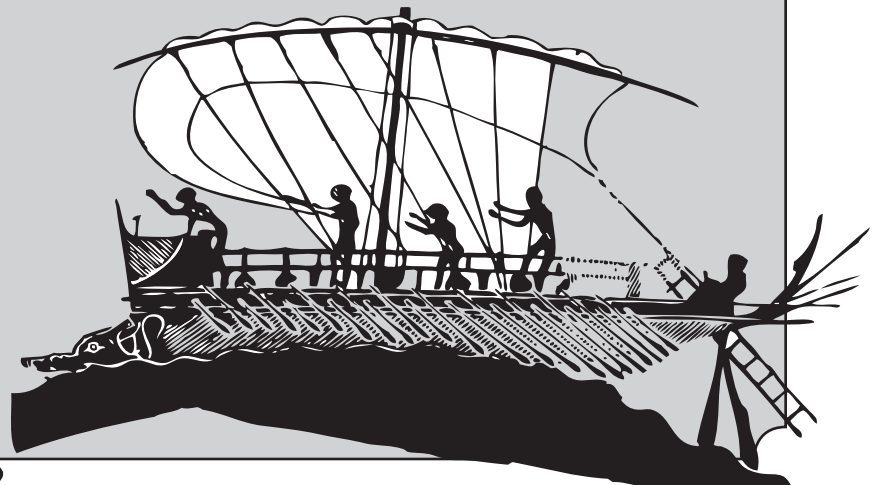
It's not surprising that ancient Greece became a great trading center. It had deepwater ports and excellent harbors. Greek ships could easily make their way around the Mediterranean Sea to other trading centers or trade routes on three continents—Asia, Europe, and Africa.

WHY TRADE

At first, most early trade occurred along the coastline from one Greek city to another. But as their population grew, ancient Greeks needed more grain to feed their people. They had also cut down much of their forests and needed lumber for fuel, furniture, housing, and shipbuilding. There was little copper or tin in Greece, and they needed these metals to make bronze. Trade solved these shortages. It allowed the ancient Greeks to import what they needed. In exchange, Greece had resources and products to export. They had olive trees to make olive oil, flax to make linen, and vineyards to make wine. They had iron and silver to make weapons, jewelry, and coins. Their skilled craftsmen made pottery for durable storage containers as well as delicate pieces of fine art.

SHIPS

Ancient Greeks were also excellent shipbuilders. They designed and built two very different kinds of ships. Their merchant sailing ships were wide enough to carry bulky cargo such as sacks of grain, casts of wine, and pots filled with olive oil. Unfortunately they were slow, and with only sail-power, it was difficult to travel toward the direction that the wind was blowing. Pirates could easily attack merchant ships, and often did. Early on, the Greeks



Why did naval ships have rams? Why didn't the merchant ships have rams to protect themselves?

How many levels of oars are on a trireme? What part of the word "trireme" gives you a hint as to the number of levels?

Part of Alexander's conquest was to re-mint existing coins. Why do you think this was important?

What two industries were helped by the increased use of standard coins?

How did having an insurance industry help trade?

How did having a money lending industry help trade?

established naval forces to defend these ships as well as their own territories.

Greek naval ships were narrow and swift. The rams built into their bows sank many pirate ships. Most had sails, but they often used oarsmen to power the ships. There was at least one level of rowers, but the most common naval ships were triremes (TRY•reem). These fast ships had three banks of rowers on each side.

COINS, INSURANCE, AND MONEYLENDERS

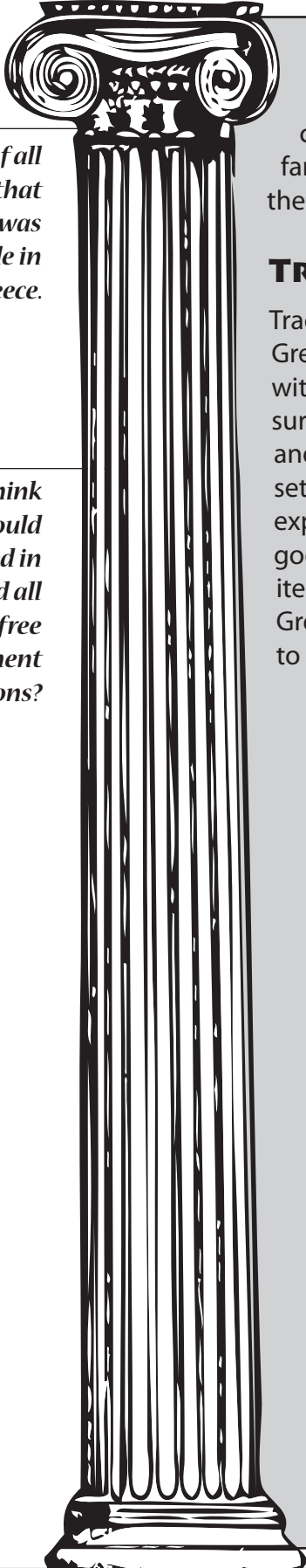


As trade increased, the use of coins increased. At first the coins were minted locally and had different values. Over time, coins became more standardized. In fact, Athens specifically regulated the minting and value of coins. They designed beautiful coins with Athena on the front side and an owl (the

symbol of their city-state) on the back. When Alexander conquered a new territory, he commanded that the local coinage be melted down and recast as Greek coins.

The use of coins made moneylending and insurance easier to conduct. This is important because these practices encouraged more trade. Insurance allowed trading companies to expand their markets and take more risks. For example, a trading company would put up one-half the cost of a voyage and ask an insurer to put up the second half. If the ship was lost at sea or taken over by pirates, the trading company only lost one-half its investment. However, if the voyage was successful, the insurer earned half the profits. This was a good deal for both sides.

Moneylenders, who were generally members of the metic (MET•ik) class, were the "credit cards" of the ancient world. They encouraged trade by allowing



Make a list of all the ways that government was involved in trade in ancient Greece.

Do you think government should still be involved in trade, or should all trade be free of government regulations?

citizens to buy more goods and maintain a higher standard of living even when they had no available cash. When profits from their other businesses or farming ventures finally came in, citizens would repay the loans with interest.

TRADING AND THE GOVERNMENT

Trading companies were privately owned, but the Greek city-state governments were definitely involved with all parts of trade. First of all they wanted to make sure that some goods, such as grain, were available and affordable to their people. They passed laws setting prices and controlling what was imported and exported. They also levied protective tariffs on some goods to stop traders from undercutting the price of items made locally. And then there were always taxes. Greek officials routinely collected taxes from traders to raise money to support their government.

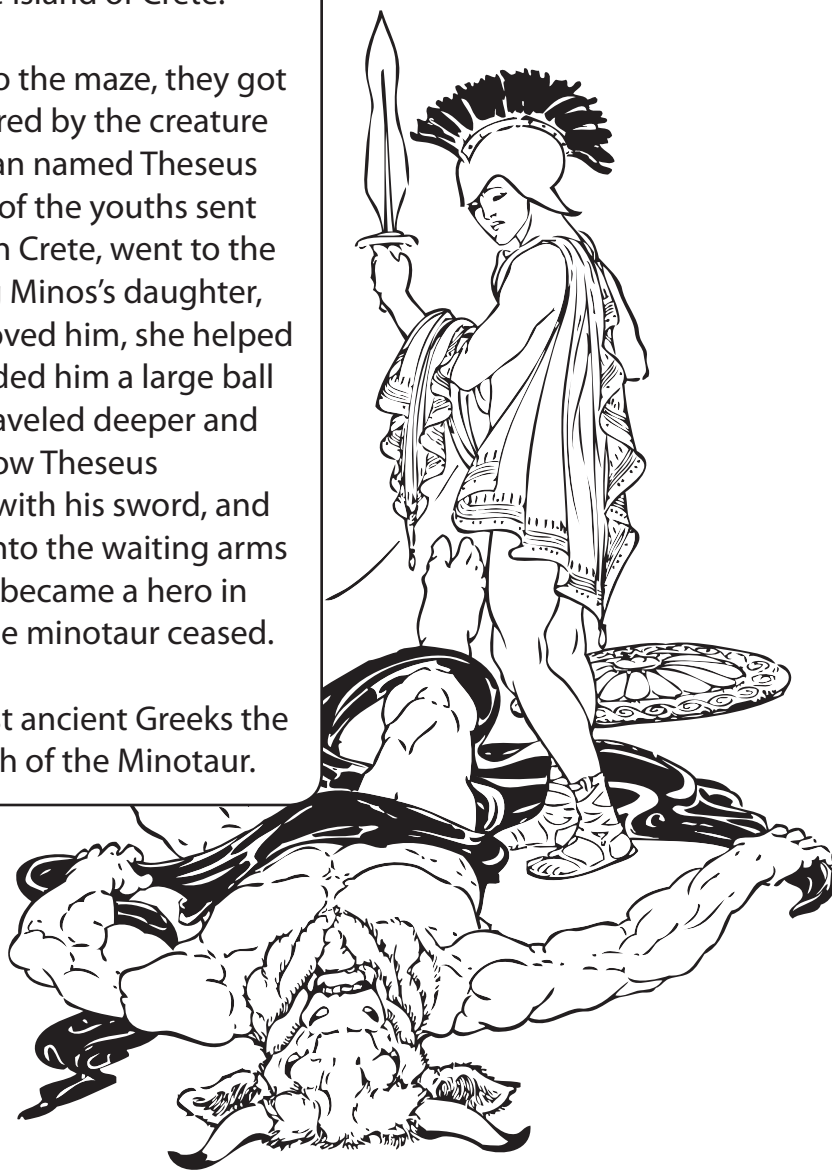
THE MYTH OF THE MINOTAUR

THE STORY

The Labyrinth and the Minotaur is one of the most enduring of all Greek legends. According to this legend, the king of Crete, King Minos (MY•nus), demanded a tribute from Athens each year as a gesture to acknowledge his power over the rest of the Greek world. Athens relented by sending seven youths and seven maidens to Crete, knowing that each would be sacrificed to a creature called a minotaur. It had the body of a man and the head of a bull. This beast lived in an intricate maze or labyrinth below the palace at Knossos (NOSS•us) on the island of Crete.

Once the 14 young Athenians went into the maze, they got lost and starved to death, or were snared by the creature and eaten. Then one year a young man named Theseus (THEE•see•us) volunteered to be one of the youths sent from Athens. Theseus arrived by ship in Crete, went to the palace, and soon fell in love with King Minos's daughter, Ariadne (ar•re•ODD•nee). Because she loved him, she helped him find his way in the maze. She handed him a large ball of string, which he unwound as he traveled deeper and deeper into the maze. Somehow Theseus managed to find the minotaur, slay it with his sword, and then follow his string out of the maze into the waiting arms of Ariadne. Needless to say, Theseus became a hero in Athens, and the human sacrifices to the minotaur ceased.

Historians have chosen to name the first ancient Greeks the Minoans, after King Minos of the Myth of the Minotaur.



THE MYTH OF THE MINOTAUR

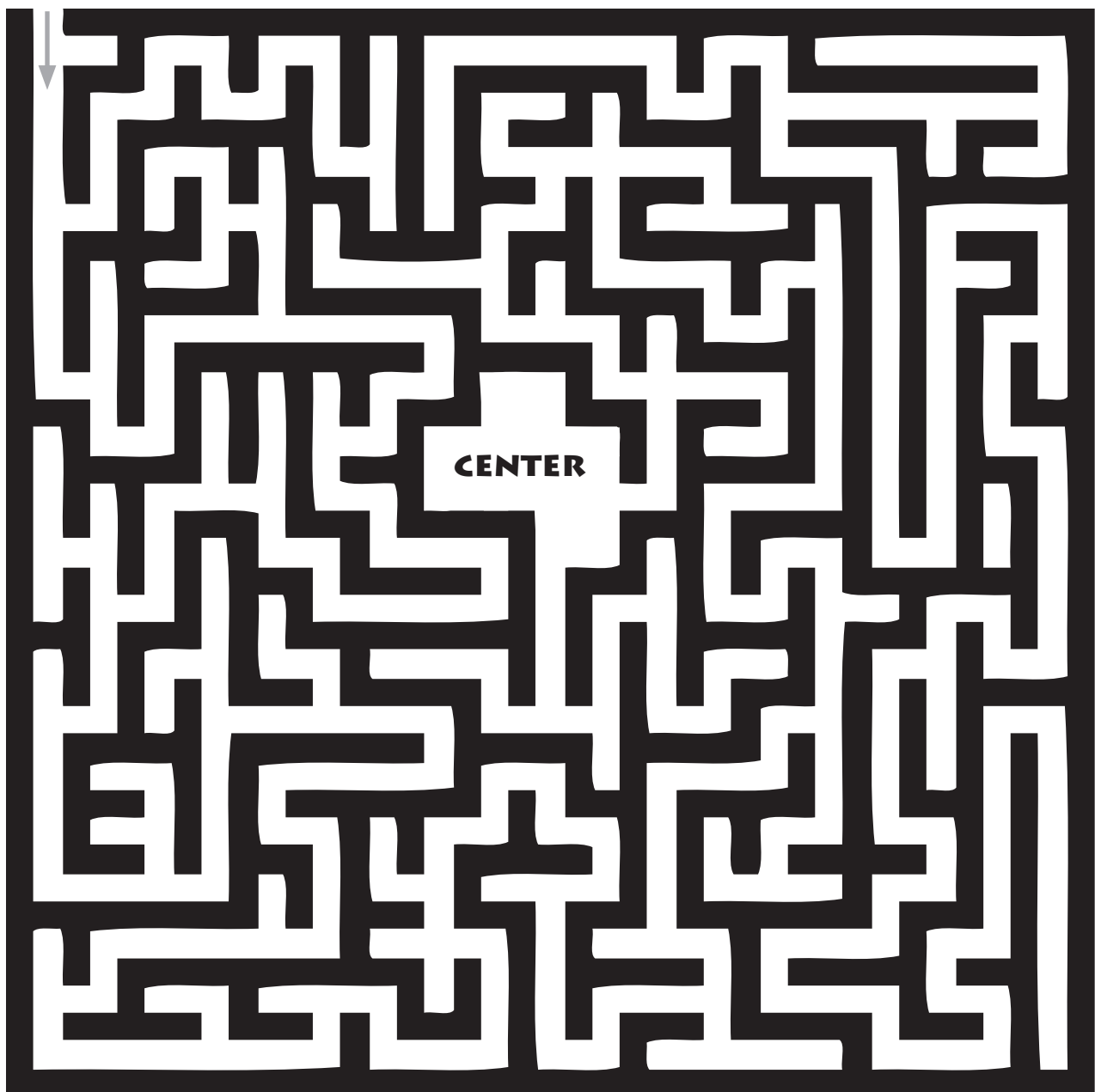
THE MAZE

Name: _____

Polis: _____

Study the maze below for 15 seconds. Then, starting at the entrance, draw a line to the center—without once touching a black line.

How long did it take you? _____

ENTRANCE

THE EPHEBOI OATH



"I will not disgrace the sacred arms. Nor will I abandon the man next to me in battle. I will uphold the ritual of the state, both alone and in company with many. I will transmit my native commonwealth not lessened, but larger and better than I received it. I will obey those who from time to time are judges. I will obey the established statutes, and whatever other regulations the people shall enact. If anyone shall attempt to destroy the statutes I will not permit it, but will repeal him both alone and with all. I honor the ancestral faith."



QUOTES FROM ANCIENT GREECE

Using a Greek quote taken from the lists below, write one of the following:

1. A modern translation of a Greek quote. Rephrase the quote so that it is easier for you and your classmates to understand. Use current language and slang.
2. An ancient Socratic dialogue between two wise Greeks explaining one quote. In a Socratic dialogue, the participants must relate the quote to what they know from their own experiences, agree on the meanings of all the words in the quote, and continue the discussion (no matter how hard it is) to reach a consensus of what the quote really means.
3. A modern dialogue between one quoted Greek writer and a young scholar like you.
4. An illustrated quote. Draw an illustration that clearly shows the meaning of the quote.
5. A very short play or fable that demonstrates the meaning of the quote.

GREEK WISDOM AND ADVICE

- *"All is flux, nothing stays still."* HERODOTUS
- *"Much learning does not teach understanding."* HERODOTUS
- *"For somehow this is tyranny's disease—to trust no friends."* AESCHYLUS
- *"If you should put a little on a little, and should do this often, soon this too would become big."* HESIOD
- *"Words have a longer life than deeds."* PINDAR
- *"Time eases all things."* SOPHOCLES
- *"Man is the measure of all things."* PROTAGORAS
- *"A bad beginning makes a bad ending."* EURIPIDES
- *"Men trust their ears less than their eyes."* HERODOTUS
- *"There is only one good, knowledge, and one evil, ignorance."* SOCRATES
- *"You cannot teach a crab to walk straight."* ARISTOPHANES
- *"The life which is unexamined is not worth living."* PLATO
- *"Education is the best provision for old age."* ARISTOTLE
- *"Evils draw men together."* ARISTOTLE
- *"Nothing in excess."* SOCRATES
- *"Know thyself."* SOCRATES
- *"Strive not to become a god; mortal aims befit mortal men."* PINDAR
- *"The loom is women's work and not debate."* MEANDER
- *"We do not imitate; we serve as a model for others."* PERICLES, ON HIS FELLOW ATHENIANS
- *"We must be immortal as far as we can."* ARISTOTLE
- *"Athens is the school of Greece."* PERICLES

GREEK WISDOM AND ADVICE CONTINUED

- *"We Athenians do not call a man who takes no part in public life quiet or unambitious; we call such a man useless."* PERICLES
- *"Future ages will wonder at us, as the present age wonders at us now."* PERICLES
- *"Our love of what is beautiful does not lead to extravagance."* ANONYMOUS
- *"So much the better; we shall fight in the shade."* DIENECE THE SPARTAN (when he was told that Persian arrows at the battle of Thermopylae would blot out the sun)
- *"Come back with your shield, or on it."*
SPARTAN FATHER TO HIS SON
- *"The world is full of wonders, but nothing is more wonderful than man."* SOPHOCLES
- *"Our love of the things of the mind does not make us soft."* PERICLES
- *"Mighty indeed are the marks and monuments we have left."* ANONYMOUS
- *"So far has Athens left the rest of the world behind that her pupils have become the teachers of the world."* SOCRATES
- *"Go tell the Spartans, thou who passest by, That here obedient to their laws we lie."*
SIMONIDES
- *"Our plan of government favors the many, instead of the few; that is why it is called a democracy."* PERICLES

HISTORIANS ON THE ANCIENT GREEKS

- *"Home is where they sleep; they live in the marketplace, in the assembly, in the Council, in the Courts, athletic contests, and dramatic spectacles."* WILL DURANT
- *"To the Greek the best life is the fullest one, rich in health, strength, beauty, passions, means, adventure, and thought."* WILL DURANT
- *"Sparta created not things in words or stone, but men."* H. D. F. KITTO
- *"To rejoice in life, to find the world beautiful and delightful to live in, was a mark of the Greek Spirit."* EDITH HAMILTON
- *"In Greek history, little that happened mattered much; it is what the Greeks thought that counted."* C. E. ROBINSON
- *"The Greeks picked man up and set him on his feet."* C.M. BOWRA
- *"Nothing moves the world which is not Greek in origin."* ANONYMOUS
- *"As the Greeks set out to make the best of their natural gifts and to be worthy of their human nature, they dedicated themselves to noble toil, to creating something new and splendid, to keeping their bodies as fit as their minds, to making order out of disorder, and to living in harmony with their fellow citizens."* C. M. BOWRA
- *"Her citizens, imperial spirits / Rule the present from the past / On all this work of men inherits / Their seal is set."*
PERCY BYSSHE SHELLEY

ACADEMY DEBRIEFING

QUESTIONS AND ANSWERS



1. WHAT WERE SOME OF THE CONTRIBUTIONS THE MINOANS GAVE TO THE GREEK CIVILIZATION?

Minoans built palaces three to four stories tall, developed a modern plumbing system for bringing in water and disposing of sewage, and created art on pottery and in frescos on walls.

2. DESCRIBE THE MOST SIGNIFICANT DIFFERENCE BETWEEN THE MINOANS AND THE MYCENAEANS.

Minoans did not wage wars; Mycenaeans waged war and followed warrior kings.

3. WHAT DOES THE TERM "DARK AGES" MEAN?

The term "dark age" is generally used to describe a time when civilization stagnated—when there was neither pursuit of knowledge nor any new developments in the arts.

WHAT HAPPENED DURING THE DARK AGES OF ANCIENT GREECE?

The less advanced Dorians invaded from the North. The Mycenaean civilization collapsed. Much of the Mycenaean culture and what they had learned about engineering was lost. Small settlements began to develop that eventually became city-states.

4. HOW DID THE TECHNOLOGY OF USING IRON INSTEAD OF BRONZE AFFECT GREEK HISTORY?

Weapons made of iron were superior to those made of bronze. The Dorian invaders had the better weapons, and defeated the Mycenaeans.

5. HOW DID RESOURCES AND GEOGRAPHY EFFECT TRADE IN ANCIENT GREECE?

The geography of Greece offered deepwater ports and excellent harbors. It was centrally located to other trading ports. Greece had resources to trade. Its farmers were able to grow olives for oil, flax to make linen, and grapes to make wine. Greece could also mine iron and silver that their craftsmen made into coins, weapons, and jewelry.

6. ALTHOUGH MOST OF GREEK TRADING ENTERPRISES WERE PRIVATE BUSINESSES, THE GREEK GOVERNMENT WAS INVOLVED IN TRADE. WHAT EFFECT DID GREEK GOVERNMENT HAVE ON TRADE?

They passed laws setting prices and controlling what was imported and exported. They levied protective tariffs and taxes.

WERE THE EFFECTS ALL GOOD, ALL BAD, OR A COMBINATION OF BOTH?

The answer is probably "a combination of both." How a person saw the effects of the government interference depended on whether you were a consumer or a merchant. As a merchant, you might see the price setting, taxes, and the controlling of what you could import or export as bad because these all interfered with doing business. However, the protective tariffs worked in your favor by stopping outside traders from undercutting your prices. As a consumer, the extra costs were passed on to you, which was bad. However, the government restrictions on trade and prices made sure the goods you needed were always available and affordable. The taxes also helped maintain your city-state and its government.

7. HOW COULD THE WORD "TYRANT" BE ASSOCIATED WITH BOTH A GOOD LEADER AND A BAD LEADER?

In ancient Greece, a tyrant was a person who became a ruler by taking the power, not by inheriting the position or being elected. A tyrant was not subject to the law, and could do as he wanted—good or bad. A tyrant with good intentions might order the construction of temples or government buildings and set up colonies throughout the Mediterranean. A tyrant with bad intentions might terrorize his people or force them into foreign wars.

8. WHAT DO YOU SUPPOSE IS THE MOST NEGATIVE OUTCOME OF A SPARTAN-LIKE SOCIETY?

Students may offer their own opinions on this item, but historians believe that although Sparta developed men of deep courage and bravery, the negative outcome of the restrictions of their society was the lack of artistic, scientific, and democratic achievements.

9. WHAT ROLE DID OSTRACISM HAVE IN EARLY GREEK DEMOCRACY?

The Greeks used ostracism to stop any one leader from becoming too powerful. Ostracism of a citizen stripped him of his right to be part of the government.

DO YOU THINK THIS WAS OR WAS NOT AN EFFECTIVE WAY OF PREVENTING SOMEONE FROM HAVING TOO MUCH POWER?

This is an opinion question. Students may fall on different sides of the issue. Ostracism could be effective (and bloodless) if people exercised their power and took a vote to ostracize someone. However, powerful people might be strong enough to terrorize the rest of the people from actually taking a vote for ostracism.

10. WHY WOULD THE SPARTANS WANT TO KEEP THE HELOTS UNDER THEIR CONTROL?

The Spartans conquered the helots and forced them to work as serfs on their own land, but gave the profits to the Spartan overlords. The helots, who outnumbered the Spartans, were always ready to revolt and take back their land.

11. WHY DO HISTORIANS SUGGEST THAT IT WAS ONLY BECAUSE OF SLAVES THAT THE ANCIENT GREEKS DEVELOPED DEMOCRACY, PHILOSOPHY, AND THE ARTS?

Even with the many engineering developments that ancient Greeks made, they lived without the machines of the industrial world. Everything they did, such as tilling the land for food, constructing homes and temples, and spinning and weaving to make clothes, had to be done by hand. This took a great deal of time. With slaves, the ancient Greeks could use their "human tools" to do this hard work freeing them to spend time developing democracy, philosophy, and the arts.

12. DID THE CLASS SYSTEM HELP OR HINDER THE DEVELOPMENT OF GREEK DEMOCRACY?

This is another question where students can argue both sides. On the one hand, historians could argue that the Greeks never really developed a democratic government of the "people," because the class system excluded the majority of people from participating. However, had the Greeks tried to include everyone, democracy most likely would have failed. The Greeks were trying something very new. The idea that citizens could rule themselves without a king was unfamiliar to most of the people living at that time. More importantly the local beliefs and history of Greece demanded a special place in the society for women and slaves, and no new law could change that.

HOW DID THE EDUCATION SYSTEM REINFORCE THE CUSTOMS OF GREEK POLITICS AND SOCIETY?

In Athens, education gave young male citizens the skills they needed to participate in a democratic government. Their education continued until they were 18 when they had the opportunity to serve their polis militarily, thus developing an even greater loyalty to it. Girls and slaves received no such education and without the skills, were ill equipped to take over democratic responsibilities.

WHAT EVIDENCE, IF ANY, SHOWS THAT THE FOUNDING FATHERS RECOGNIZED THE FAILINGS OF THE ATHENIAN "DEMOCRACY"?

The only evidence might be the opening words of the Declaration of Independence. They seem to recognize the equality of all men ... "We hold these truths that all men are created equal." The Founding Fathers did believe that all white men could become citizens by either being naturalized citizens or being born in the United States. Citizens were not required to own land or belong to a certain social class to be considered a full citizen. However, the Founding Fathers seem to overlook the other failings of Athenian democracy. They chose the word "men," not "people," so women were not recognized as equals until 1920 when the U.S. ratified the Nineteenth Amendment allowing women to vote. Also, although the historic words say "men," our Constitution initially said that male slaves were to be counted as 3/5 men. Only with the passage of the Thirteenth Amendment in 1865 were the slaves given their liberty. The Fourteenth Amendment in 1868 and the Fifteenth Amendment in 1870 provided all men equal protection under the law and the right to vote regardless of race.

WHERE DO YOU SUPPOSE PERICLES FOUND THE MONEY TO SUPPORT THE HUGE BUILDING PROGRAM HE HAD IN ATHENS?

Taxes and tariffs

16. THE PELOPONNESIAN WARS WERE CIVIL WARS. HOW DO CIVIL WARS NEGATIVELY AFFECT THE DEVELOPMENT OF A COUNTRY OR CIVILIZATION?

A foreign war may take place miles away allowing the continuation of country or civilization's development. By definition, a civil war is a war between factions or regions of the same country. All the damage caused by the war is caused within the country's own boundaries. To develop a civilization, all of a country's people must work together to develop the common government, currency, trade, arts, and all parts of the culture. It is very difficult to bring enemies who share the same country to come together to make peace.

17. DO YOU AGREE WITH THE STATEMENT "ONE INDIVIDUAL CAN INFLUENCE THE COURSE OF HISTORY"? SUPPORT YOUR ANSWER.

Students can draw on many examples throughout history. If they were to consider just ancient Greece, they could cite key historical figures like Cleisthenes, Pericles, Socrates, and Alexander, who all definitely influenced the course of history.

18. DO YOU AGREE WITH THE STATEMENT "THE ROLE OF CHANCE CAN INFLUENCE THE COURSE OF HISTORY"? SUPPORT YOUR ANSWER.

Students might consider the role of chance in some familiar historical events. What if Lincoln hadn't gone to the theater? What if Lee Harvey Oswald's cheap mail-order gun had misfired? What if Alexander had not died at a very young age? Historians are not sure what happened to Alexander, but suppose it was an illness. It was only chance that he contracted typhoid fever, malaria, or some other deadly illness. Other famous Greeks living at the same time died in their eighties or nineties.

1 QUIZ CARD
ACADEMY

What name do we give to the Greek civilization that thrived on Crete in 2000 BCE



Answer: Minoan

2 QUIZ CARD
ACADEMY

What do we call the Greeks who lived from 2000 BCE to 1300 BCE and fought in the Trojan War?



Answer: Mycenaeans

3 QUIZ CARD
ACADEMY

What was another name for Troy?



Answer: Ilium

4 QUIZ CARD
ACADEMY

What famous blind poet wrote epic poems about the Trojan War, 400 years after it ended?



Answer: Homer

5 QUIZ CARD
ACADEMY

Name at least three major exports that Greeks shipped to other countries.



Answer: Olive oil, linen, wine, weapons, coins, jewelry, or pottery

6 QUIZ CARD
ACADEMY

What do we call the swift military vessels that had three levels of rowers and protected Greek merchant ships?



Answer: Triremes

7 QUIZ CARD
ACADEMY

What two new businesses increased as a result of using coins?



Answer: Insurance and moneylending

8 QUIZ CARD
ACADEMY

Name at least two ways the Greek government was involved in trade.



Answer: Controlling imports and exports, setting prices, protective tariffs, and/or collecting taxes

9 QUIZ CARD**ACADEMY**

In what age was there the Rise of the Polis?



Answer: The Archaic Age

10 QUIZ CARD**ACADEMY**

Who were the ambitious aristocrats in the Archaic period who led revolts to have more voice in government?



Answer: Tyrants

11 QUIZ CARD**ACADEMY**

Who rules in an oligarchy?



Answer: A few, generally wealth and powerful individuals

12 QUIZ CARD**ACADEMY**

What empire was a threat to Greek freedom in the Archaic Age?



Answer: Persian Empire or Persia

13 QUIZ CARD**ACADEMY**

Why was Cleisthenes famous?



Answer: He created the Athenian Assembly, lawmaking body of Athens

14 QUIZ CARD**ACADEMY**

How were Athenian leaders (including generals) selected?



Answer: By lot

15 QUIZ CARD**ACADEMY**

What do we call the practice of banishing overly ambitious citizens who were deemed dangerous to the polis?



Answer: Ostracism

16 QUIZ CARD**ACADEMY**

Three hundred soldiers from what polis held off the whole Persian army at the narrow pass of Thermopylae in 480 BCE?



Answer: Sparta

17 QUIZ CARD
ACADEMY

What was the name of the people conquered by the Spartans and forced to turn over most of their farm crops to their Spartan overlords?



Answer: *Helots*

18 QUIZ CARD
ACADEMY

What was the name of the people who were generally foreign-born free men and women who lived and worked in ancient Greece?



Answer: *Metics*

19 QUIZ CARD
ACADEMY

What is a palaestra and how was it used?



Answer: *A gymnasium where young Greek males trained in the skills of war*

20 QUIZ CARD
ACADEMY

What was the job of a pedagogue?



Answer: *Walked wealthy boys to school and oversaw homework tasks*

21 QUIZ CARD
ACADEMY

What did students in ancient Greece use instead of pencil and paper?



Answer: *Stylus and wax tablet*

22 QUIZ CARD
ACADEMY

To what class did freed slaves belong?



Answer: *Metic*

23 QUIZ CARD
ACADEMY

At what age were boys enrolled as Athenian soldiers and learned the duties of citizenship and war?



Answer: *About 18 years old*

24 QUIZ CARD
ACADEMY

What skills did Athenian girls learn that Athenian boys did not learn?



Answer: *To spin, weave, and embroider*

25 QUIZ CARD**ACADEMY**

What's another name for the Classical Age that lasted generally from 500–400 BCE?



Answer: *The Golden Age*

26 QUIZ CARD**ACADEMY**

Who were the two major opposing city-states in the Peloponnesian War (431–404 BCE)?



Answer: *Athens and Sparta*

27 QUIZ CARD**ACADEMY**

Alexander learned to be an outstanding general from his father, king of Macedonia. What was his father's name?



Answer: *Philip II of Macedonia*

28 QUIZ CARD**ACADEMY**

Which Greek military genius conquered the largest empire ever seen between 334–332 BCE?



Answer: *Alexander or Alexander the Great*

29 QUIZ CARD**ACADEMY**

After Alexander's death, which of his generals became ruler of Egypt and established the city of Alexandria?



Answer: *Ptolemy*

30 QUIZ CARD**ACADEMY**

What name do we give to the age after Alexander's death when Greek culture and civilization continued to spread over the known world from 330–30 BCE?



Answer: *Hellenistic Age*

31 QUIZ CARD**ACADEMY**

What two significant institutes of knowledge did Ptolemy establish in Alexandria?



Answer: *A great library and the Museum of Alexandria*

32 QUIZ CARD**ACADEMY**

What great civilization finally conquered the ancient Greek Empire?



Answer: *The Roman Empire or Rome*

FESTIVAL



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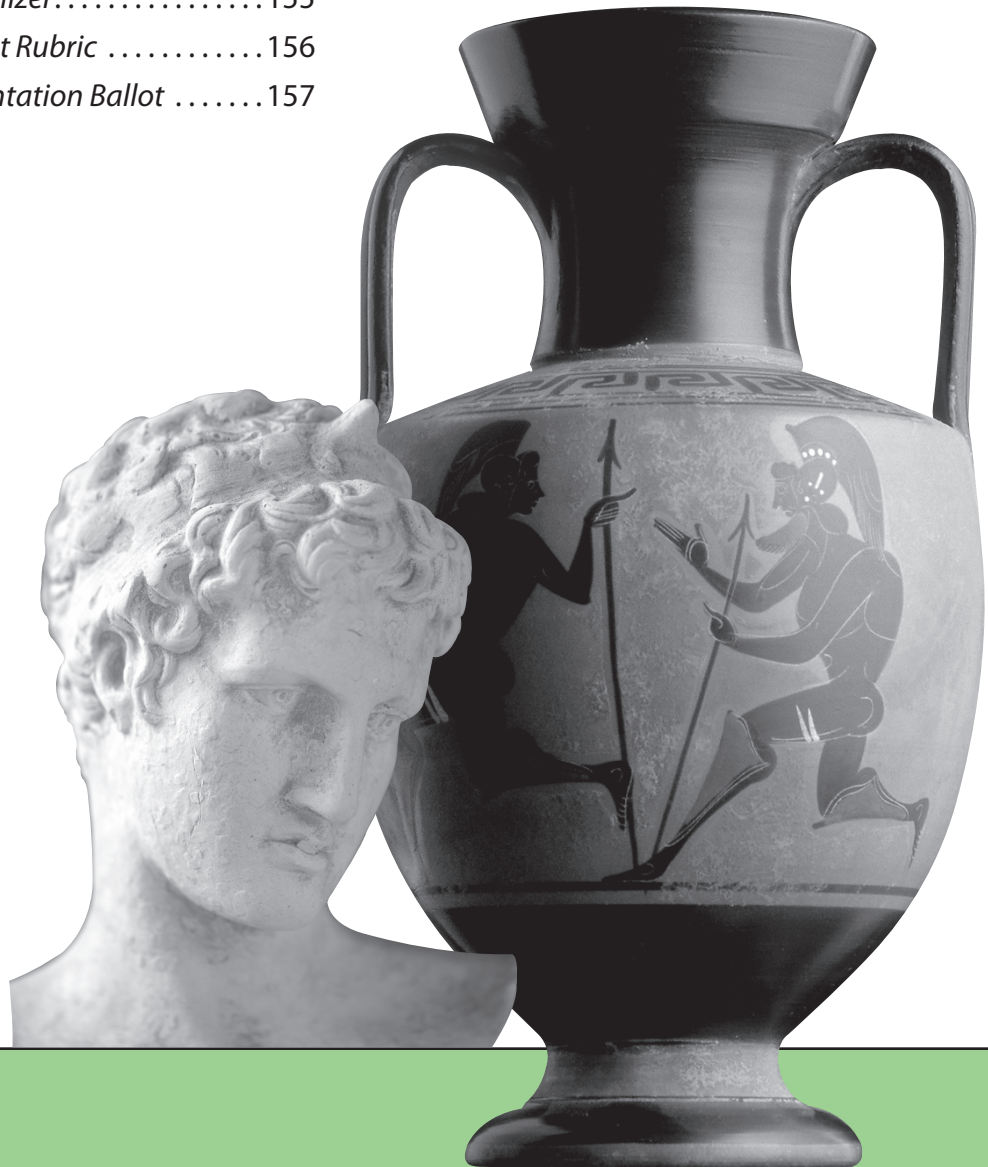
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Purpose and Overview

ABOUT FESTIVAL

This culminating phase gives students a chance to sing, dance, illustrate, compose, bake and serve, construct, or otherwise demonstrate something they've learned while studying ancient Greece. While the actual Festival is held at the end of Greeks, students must choose and begin working on their project during the Academy phase. Students have four weeks to research and complete their project and prepare a three- to five-minute presentation to teach what they learned to the rest of the class.

What Students Will Learn

Knowledge

- Learn and understand basic information on one topic related to ancient Greece
- Learn and comprehend basic information on topics delivered by other students

Skills

- Make personal choices in selecting topics for research presentation
- Research, conceptualize, and complete a project
- Use research skills including note taking, as well as analyzing and synthesizing data
- Create and use a variety of effective presentation strategies and relevant visual aids
- Follow directions and meet set deadlines throughout project
- Listen politely to other presentations and show approval and appreciation
- Apply oral skills when presenting projects to audience of peers

Attitudes

- Appreciate the diversity of choices, research, and presentations made by other students

Purpose and Overview

Festival

- For those working with a partner or group, appreciate the need to work positively with others to complete a project
- Develop historical curiosity and a passion for library “work”
- Take pride in a completed project and being an “expert” on one topic
- Appreciate the use of effective listening skills and polite audience behavior

Time Required

Festival presentations require two days of class time. Preparation time prior to the Festival will depend on the time you allow students to work on projects in class.

4 WEEKS BEFORE

- Introduce Festival projects
- Describe project requirements
- Discuss project ideas
- Provide deadlines

2 DAYS LATER

- Finalize projects
- Create project chart

1 WEEK BEFORE

- Touch base with students

2 DAYS BEFORE

- Touch base with students
- Announce order of presentations

FESTIVAL DAY 1

- Oracle session
- Begin Festival presentations

FESTIVAL DAY 2

- Complete Festival presentations
- Cast ballots
- Reflect
- Complete assessments

Assessment Methods

- Festival Project Rubric
- Presentation Rubric

Festival Daily Lesson Plan

Preparation and Setup

Before Day 1 of Academy

1. Review Festival

Review the information in this section of the Teacher Guide. The full *Greeks* unit is written to allow students four weeks to plan and prepare their Festival projects. If you are using only select phases of *Greeks*, you will need to modify your time frame. The daily directions provided assume most work is done at home and that each student will complete his or her own project. You may choose to allow more or less time overall, or allow more class time to work on projects. You may choose to allow students to work in pairs or groups. Adjust your timing to account for any such modifications.

2. Gather Materials

In addition to the materials collected in Getting Started (see page 16), you will also need the following for this phase:

- Index card file

3. Make Copies

In addition to the copies you made in Getting Started (see page 16), you will also need to make copies of the following for this phase:

- **Festival Project Idea Cards**—One (1) set
Use heavy paper and laminate cards for durability. See "Organize Idea Cards" below for other suggestions.
- **Festival Project Guidelines**—One (1) per student
- **My Festival Project Plan**—One (1) per student and one (1) to post
- **Festival Project Rubric**—One (1) per student
- **Festival Presentation Ballot**—One (1) per student

4. Organize Idea Cards

There are 45 idea cards provided to help students find a Festival project. The ideas can be used as written or modified to fit a student's ability or interests. The card format allows you to edit the ideas by choosing only those cards that are suitable for your students and adding ideas of your own. Add project ideas developed by students in previous years. If a student is using an idea "as is," you might also decide to remove the card from your collection so another student does not choose the same project.

The card format also allows you to sort the cards a number of ways. You might choose to rank and sort them by level of difficulty or time required. Or you might group them by type (e.g., demonstration, art, performance). Use a numbering or lettering system and/or color-coding to make your organization easy for students to understand and easy for you to re-create.

Store your cards in an index card file.

5. **Collect Resource Materials**

Work with your school or public librarian to select resources on ancient Greece for your students to use for their Festival projects. Plan time for students to access the library or arrange to have a collection of resources in your classroom. Students must have access to materials throughout *Greeks*.

6. **Plan for Festival**

Decide on your festival atmosphere and think of Festival projects that might help you create that atmosphere. For example, a student could prepare and serve Greek food and drink as their project. Consider using special decorations and changing your room arrangement to theater-style seating. Or move your Festival to an alternate location in the school.

• **FOUR WEEKS BEFORE FESTIVAL** •

Day 3 of Academy

- Introduce Festival projects
- Describe project requirements
- Discuss project ideas
- Provide deadlines

1. **Introduce Festival Projects**

Greeks frequently celebrated the many religious and cultural holidays in their calendar. In many ways, these 'festive' days were very similar to our holidays like Thanksgiving and the Fourth of July. Greek celebrations included contests and performances of all kinds: reading poetry, performing dances, playing the lyre, and acting in plays. Like the ancient Greeks, you, too, will have your Festival day in class. Three weeks from now, at the end of our unit, you will present a project that you have researched and prepared. Each Hellene will show some aspect of ancient Greek life and culture.



Read or say

Teaching tip

Create a file of Festival project photos. Each year, take pictures of those projects that earned Exemplary rubric scores. If you have photos from last year, show them to students during your introduction.



2. *Describe Project Requirements*

Hand out **Festival Project Guidelines**, **My Festival Project Plan** and the **Festival Project Rubric**. Go over the project requirements in detail, including whether students will work alone or with other students, and how much time will be required to complete a quality project.

Tell students they will be assessed on both their project and their presentation. Hand out the **Festival Project Rubric**. Review your expectations regarding this and the **Presentation Rubric**.

Discuss the resources you made available, whether you chose to have a classroom collection of resources or have students access the library. Encourage students to do additional research beyond the resources you provided.

Tell students that they are accountable for the materials needed to create their project.

3. *Discuss Project Ideas*

Show students the **Project Idea Cards**. If you have organized the cards a certain way, explain this to students. Give them time to look through the cards and start thinking about what they'd like to do. You might divide the cards and pass them around the room, or allow small groups to come to the resource area to look at the cards. One card reads "Come up with your own project!" Encourage students to go beyond the idea cards and suggest their own topic.

4. *Provide Deadlines*

Give students the dates planned for your Festival. Suggest that students have their projects ready a few days to a week prior to the Festival so they have time to practice their presentation. Also provide intermediate deadlines to check on students' progress.

• TWO DAYS LATER •

Day 5 of Academy

- Finalize projects
- Create project chart

1. *Finalize Projects*

Allow some time for students to ask questions and look through resource materials.

Meet with each student briefly to finalize his or her project. Together, fill in the basics on the **My Festival Project Plan** sheet, including the

project title, description, and any other details you feel are important. Sign on the Teacher approval line.

Give students a few days to complete the plan sheet and have it signed by a parent. Remind students that parents are expecting to see information on these projects, as was mentioned in the letter they took home before the start of *Greeks*. Have students turn in plan sheets in two days (Day 1 of Acropolis).

2. **Create a Project Chart**

Create a wall chart showing the Festival project each student chose. Students can collaborate with other students who are researching similar topics and share any special materials or resources they come across.

Once you have created the project chart, return plan sheets to students.

• ONE WEEK BEFORE FESTIVAL •

- Touch base with students

1. **Touch Base with Students**

Check on students' progress, remind them of upcoming deadlines, and offer support where needed.

• TWO DAYS BEFORE FESTIVAL •

- Touch base with students
- Announce order of presentations

1. **Touch Base with Students**

Check on students' progress. With just a few days left before the Festival, projects should be completed and students should be preparing for their presentations.

2. **Announce Order of Presentations**

Allow students to sign up for a presentation time or assign times as you see fit. If you have a student preparing and serving food, schedule his or her presentation last. Post the ordered lists where all students can see it.

• FESTIVAL DAY 1 •

- Oracle session
- Begin Festival presentations

1. Stage an Oracle Session

2. Begin Festival Presentations

Have students hand you their plan sheet just before their presentations. You can use this to track whether or not the student is meeting his or her own criteria.

Remind all other students to practice good audience behavior. They may be rewarded with extra Hellaspoin**t**s!

If time allows after each presentation, ask students a few of the questions from their plan sheet.



Teaching tip

You may decide to have audience members ask questions from the presenter's plan sheet. If so, collect plan sheets and prepare written questions before class. Or, allow students to ask questions of their own.

• FESTIVAL DAY 2 •

- Complete Festival presentations
- Award Hellaspoin**t**s
- Cast ballots
- Reflect
- Complete assessments

1. Complete Festival Presentations

2. Award Hellaspoin**t**s

Award points for presentations as well as audience support.

3. Cast Ballots

Hand out the **Festival Presentation Ballot**. Have students write in their favorites in each category. Tell students to be honest in casting their ballots. Their votes will be kept secret and the outcome will not affect Hellaspoin**t**s. Areté will be bestowed upon those with the most votes at the final awards ceremony.

4. Reflect

Use the remainder of class to have students write a three- to five-paragraph reflection piece answering the question "What would you have done differently to improve your project or presentation?" Students should complete their reflection pieces as homework for tomorrow.

5. Complete Assessments

Complete your assessment of individual projects and provide feedback within the next few days. Award Hellaspoin**t**s when all projects are returned.

FESTIVAL	FESTIVAL
<p>Research Socrates and the Socratic dialogue. Then write a one- to two-page example of it. You might perform your dialogue with a small group.</p> <p>1</p>	<p>Act out Homer's <i>The Iliad</i> or <i>The Odyssey</i>, either the entire epic or an important part of it.</p> <p>2</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Research ancient Greek designs (fets) and make examples to present or display.</p> <p>3</p>	<p>Research the Greek alphabet. Explain how it came to be and how it influenced our present-day alphabet.</p> <p>4</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Make Greek food. Research what ancient Greeks ate. Prepare and serve recipes of more contemporary Greek foods, like gyros, baklava, spinach pie, and Greek salads, and explain their origins.</p> <p>5</p>	<p>Explain, illustrate, or demonstrate the events of the early Olympic games.</p> <p>6</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Research ancient Greek music. Present how it was used in Greek culture. Compare contemporary and ancient Greek music.</p> <p>7</p>	<p>Research Greek musical instruments. Create a presentation or a display showing examples from ancient Greece, or, if you can, make one or two and demonstrate how they were used.</p> <p>8</p>
PROJECT	PROJECT

FESTIVAL	FESTIVAL
<p>Research the art of dancing in ancient Greece. Then perform an example of such a dance with a recorded narrative explaining it. Then demonstrate a more modern Greek dance.</p> <p>9</p>	<p>Collect pictures of ancient Greek art and architecture. Display them and explain the pictures during your presentation.</p> <p>10</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Make a mosaic or fresco in the ancient Greek style. Explain the process and history of this particular art form.</p> <p>11</p>	<p>Create a presentation or display about different kinds of ancient Greek pottery and their uses: funeral urns, drinking cups, storage jars, etc.</p> <p>12</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Research Greek pottery. Then make two terra-cotta vases: one with red figures, one with black figures. Share what you learned and how you made the pottery.</p> <p>13</p>	<p>Make a Greek frieze with heroic scenes from mythology or historical events. Use clay, flour paste, etc.</p> <p>14</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Make a statue or bust of a Greek god or goddess. Use wood, wire, tape, burlap, plaster of Paris, or Styrofoam; and various tools to complete it. Explain how you made it and provide information about the deity it represents.</p> <p>15</p>	<p>Make models of Greek coins. Use self-hardening clay, small modeling tools, toothpicks, silver or gold paint, etc. Explain the different kinds of currency used in ancient Greece.</p> <p>16</p>
PROJECT	PROJECT

FESTIVAL	FESTIVAL
<p>If your class didn't make Greek costumes for the simulation, make examples of the chiton, peplos, and himation. Demonstrate how each was put on and worn, or work with others to create a brief Greek fashion show.</p> <p>17</p>	<p>Make a Greek chlamys or cape, and decorate it with traditional ancient Greek designs. Carve the mold for the design out of a half potato with a craft knife, or use a large rubber eraser.</p> <p>18 Use fabric paint on the cape.</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Make or draw the three classic column styles of ancient Greece: Doric, Ionic, and Corinthian. Label the various parts and explain the construction of Greek temples. Self-hardening clay and small carving tools will help you create and shape scrolls, leaves, and other decorative elements.</p> <p>19</p>	<p>Write an epic poem in the Homeric style and perform it.</p> <p>20</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Make a large relief map of ancient Hellas. Then explain how geography shaped the Greek character and, for the most part, kept the Greeks' city-states separate.</p> <p>21</p>	<p>Make a chart to teach how to pronounce Greek words. Then stage a dialogue in authentic ancient Greek language between two or three students. See if the rest of the class can deduce what is being said.</p> <p>22</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Write a mini-drama about a Greek family's daily life.</p> <p>23</p>	<p>Make a model of a Greek ship based on your research of the various kinds of ships of the period and how the sea influenced Greek life.</p> <p>24</p>
PROJECT	PROJECT

FESTIVAL	FESTIVAL
<p>Create a Greek newspaper, complete with headlines, stories, and pictures. Use your imagination and make sure the content reflects the history of the times. Explain how your process of newspaper creation differed from what would have happened in ancient Greece.</p> <p>25</p>	<p>Make a clay model of the Trojan Horse as mentioned in Homer's <i>The Iliad</i>. Explain how the horse was used to help the Greeks defeat the Trojans.</p> <p>26</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Make a model of a typical Greek house. Explain the similarities and differences between a Greek home then and now. Explain how the differences reflect or impact daily life then and now.</p> <p>27</p>	<p>Create a script and perform a talk show that includes at least two Greek gods or key historic figures. Model it on a modern television show and use the talk show format to highlight your guests' important beliefs, achievements, and cultural influences.</p> <p>28</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Create a PowerPoint® presentation explaining the differences between the beliefs of Socrates, Plato, and Aristotle.</p> <p>29</p>	<p>Make a poster and a map of military conquests in ancient Greece, and use them to explain the characteristics of Greek soldiers, the phalanx, and Alexander the Great's conquests.</p> <p>30</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Make some Greek masks that could be used in tragedies and comedies. Explain their purpose and why they were made. If you're doing a Greek theater piece in class, make them in time to put them to use.</p> <p>31</p>	<p>Dress up like a Greek warrior. Explain the uniform, weapons, and military techniques.</p> <p>32</p>
PROJECT	PROJECT

FESTIVAL	FESTIVAL
<p>Draw or make a model of a maze, and use it to illustrate the story of Theseus and the Minotaur.</p> <p>33</p>	<p>Create a board game about ancient Greece. Utilize a dice roll and fate cards, but make it accurate. Invite students to come forward during your presentation to play the game. Give it a clever name.</p> <p>34</p>
PROJECT	PROJECT
FESTIVAL	FESTIVAL
<p>Create a play about Spartan life. Focus on how life differs from today and Spartan emphasis on fitness and military training.</p> <p>35</p>	<p>Make a wax-covered writing tablet and accompanying stylus. Demonstrate using it during your presentation.</p> <p>36</p>
PROJECT	PROJECT
FESTIVAL	FESTIVAL
<p>Stage the final arguments for and against Socrates as the Athenian philosopher awaits his fate in a trial. Have a narrator set the scene and do a postscript. Possibly add a few witnesses.</p> <p>37</p>	<p>Illustrate and explain the instruments a Greek doctor might have used to treat and heal his patients.</p> <p>38</p>
PROJECT	PROJECT
FESTIVAL	FESTIVAL

FESTIVAL	FESTIVAL
<p>Make an alphabet scroll, using dowels, ribbon, tape, glue, and black ink. Explain how you made it and how it was used.</p> <p>41</p>	<p>Act out a Greek myth with two or three of your classmates. Use a narrator or recorded narrative to explain the story.</p> <p>42</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Write your own "Aesop's fable." Tell about the life of Aesop and his fables.</p> <p>43</p>	<p>Is there an aspect of ancient Greek life, politics, education, or economics you want to know more about? Do your own research to learn more than you did in Academy. Then find a fun way to share what you learned.</p> <p>44</p>
PROJECT FESTIVAL	PROJECT FESTIVAL
<p>Come up with your own project!</p> <p>45</p>	
PROJECT FESTIVAL	PROJECT FESTIVAL
PROJECT	PROJECT

FESTIVAL PROJECT GUIDELINES

1. Select a topic. Look through the Project Idea Cards and think about subjects related to ancient Greece that interest you. Use one of the idea cards as written or customize it.
2. Use your time wisely. Plan to work on your project and presentation in stages over the next couple of weeks. Make a note of the project deadline; and set aside time to research, plan, and prepare the project and presentation.
3. Conduct research on your topic. Use a variety of sources, including books, periodicals, and the Internet. Make sure to collect enough information to include the following in your presentation:

● **INTRODUCTION**

Include six to eight facts in your introduction, which will tell your audience what they are about to learn. Try to use visuals, graphics, or a handout. Remember, you are teaching your fellow Hellenes about your topic.

● **CONCLUSION**

Wrap up your presentation and give a summary of what you've just taught.

● **BIBLIOGRAPHY**

Write a short bibliography to give to the teacher after your presentation.

● **FIVE QUESTIONS**

Write five questions you wish to be asked by the audience as a review of your presentation. Include your key points.

4. Refine your project idea and get approval.

5. Determine how best to present your topic: sing it, dance it, demonstrate it, cook and serve it, read it, draw it, compose it, sew it, design it, explain it, or make it.
6. Come up with ways to make your most important points memorable. How can you catch and keep the attention of your fellow Hellenes? Do something startling! Use drama, humor, art, and entertainment to make your presentation more effective.
7. Be sure to include visuals in your presentation. Posters, pictures, slides, banners, music, costumes, etc., will help make it memorable. Make sure your visuals relate to your topic. They should add meaning, not just offer entertainment.
8. Know exactly when you are scheduled to present. Complete your project a few days to a week before your presentation is scheduled. Make sure to prepare and practice at home before it's your turn to go onstage.



MY FESTIVAL PROJECT PLAN

GRAPHIC ORGANIZER

Greek Name: _____ Polis: _____



TYPE OF PROJECT (CIRCLE ONE): Individual Pair Group

PROJECT TITLE:

PROJECT DESCRIPTION:

RESOURCES AND
MATERIALS NEEDED:

FACTS TO PRESENT:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

QUESTIONS: On the back of this sheet, list five or six questions you would like your teacher or fellow Hellenes to ask you during your presentation.

SOURCES: On a separate piece of paper, create a written bibliography listing at least three sources you used. Include the author, title of book or article, city of publication, publisher, and date. If you used Web sites, include the Web address, description, and the date you accessed it.

Teacher approval

Parent signature

FESTIVAL PROJECT RUBRIC

	4 Exceeds Expectations	3 Meets Expectations	2 Nearly There	1 Ineffective
Following Directions	I have followed all of the directions and gone significantly beyond what was expected.	I have followed all of the directions and done what was expected.	I have completed almost all of the directions, but I am missing some information.	I have not followed directions correctly.
Topic	I selected a topic very relevant to our study of ancient Greece.	I selected a topic relevant to our study of ancient Greece.	I selected a topic somewhat relevant to our study of ancient Greece.	I selected a topic that wasn't very relevant to our study of ancient Greece.
Time Management	I managed my time very well by planning and working in stages during the time given.	I managed my time well by planning and working in stages during the time given.	I tried to manage my time to meet the given deadlines.	I didn't manage my time well and didn't meet the given deadlines.
Research	I collected plenty of information for my project and presentation and used a variety of sources.	I collected a reasonable amount of information for my project and presentation and used a variety of sources.	I collected some information for my project and presentation and used a few different types of sources.	I did not collect enough information for my project and presentation and used only one or two types of sources.

FESTIVAL PRESENTATION BALLOT

Fill in the project or projects you thought were the best in each category. Then write why you chose that particular project.

Most Interesting:

Hellene _____ Project _____

Why? _____

Hellene _____ Project _____

Why? _____

Most Creative:

Hellene _____ Project _____

Why? _____

Hellene _____ Project _____

Why? _____

Most Entertaining:

Hellene _____ Project _____

Why? _____

Hellene _____ Project _____

Why? _____

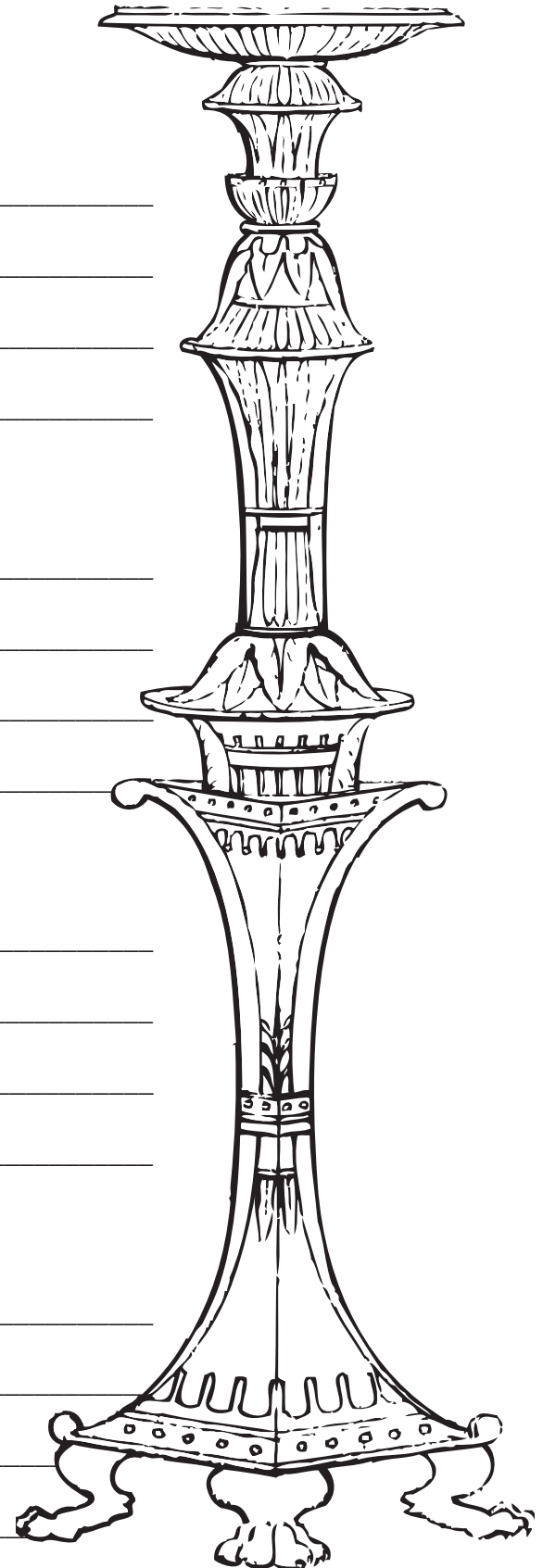
Most Unique:

Hellene _____ Project _____

Why? _____

Hellene _____ Project _____

Why? _____



ASSEMBLY



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Purpose and Overview

ABOUT ASSEMBLY

In this foundational phase, your students simulate a meeting of the ekklesia, the Greeks' most democratic assembly. Students form new groups, each of which is assigned to the pro or con side of one of four controversial propositions: new colonies, women's rights, the abolition of slavery, and submission to the Persians. Students do research to develop one or two arguments that support their position, then prepare their oral arguments. After each proposition is presented and argued before the assembly, a vote is taken to determine the "winner."

What Students Will Learn

Knowledge

- Read and understand information about the origins and development of Greek democracy—specifically the assembly, or ekklesia—as it functioned in fifth-century BCE Athens.
- Learn about several issues that ancient Greeks could have faced and how they made decisions to resolve them.
- Learn that Greek democracy had about 40,000 free-born Athenian males who participated in the assembly but excluded foreign-born people, women, and slaves.
- Learn the function and operation of the Athenian Assembly, notably the roles of the boule, the assembly's presiding officer, and the individual speakers who addressed the body.

Skills

- Research, prepare, and deliver speeches on several key issues that might have faced the Athenian Assembly.
- Role-play key persons in a simulation of the assembly, including the presiding officer and several speakers.
- Listen intently to and sort out information presented in the assembly and then utilize this data in making large-group decisions.
- Make decisions based on informed opinions on various issues.

Purpose and Overview

Assembly

- Work independently in preparing to deliver clear and forceful speeches in the assembly and then function as part of the body to cast votes on several proposals.
- React to political emergencies that require flexibility, adaptation, and quick decisions.

Attitudes

- Realize that solid preparation, hard work, and speech rehearsals generally result in more effective presentations.
- Appreciate the working of a less-than-perfect democratic legislative body and abide by its decisions.
- Realize that effective oral skills, a combination of substance and style, will most often sway listeners to vote a certain way on issues.
- Understand and appreciate that sincere, well-informed speakers can disagree significantly on issues because of differing perspectives and values.
- Accept and even honor decisions reached by large group, democratic consensus, despite personal opposition.

Time Required

Assembly requires two to three days of instruction. Follow the suggested time frame for three days, or compress the time to two days (only arguing two of the propositions).

DAY 1

- Oracle session
- Introduce Assembly phase
- Read and discuss **The Ancient Greek Assembly**
- Form groups, assign propositions, and choose arguments
- Research and prepare oral arguments

DAY 2

- Begin the assembly session
- Argue Propositions 1 and 2

DAY 3

- Finish the assembly session
- Argue Propositions 3 and 4
- Debriefing

Assessment Methods

- Presentation Rubric
- Quiz Cards

Assembly Daily Lesson Plan

Before Day 1

Preparation and Setup

1. Choose a Presiding Officer

Decide whether you will be the presiding officer or which student will perform the role. A student who exhibits good leadership, communication, and decision-making skills will excel in this role.

2. Assign Other Roles

In this phase, students do not work as polis members. They will form groups according to the positions they take. Determine whether you will assign the other roles, use a random draw, or allow students to choose. You will need to appoint one herald and two lexiarchs. The remaining students will be speakers in the assembly session.

3. Gather Materials

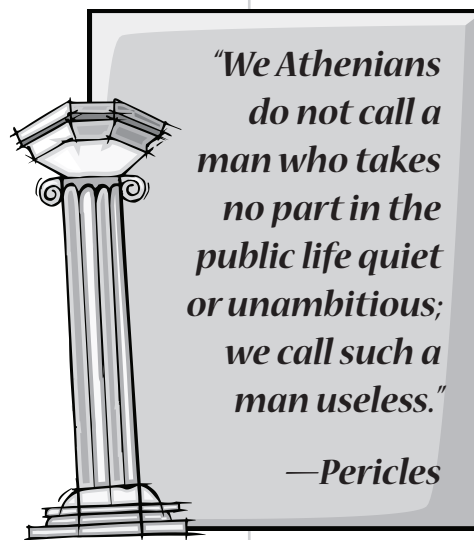
In addition to the materials collected in Getting Started (see page 16), you will also need the following for this phase:

- a clock or other timing device to represent the water clock
- a wreath to be worn by the orator
- a small rock or gavel to call for order

4. Make Copies

In addition to the copies you made in Getting Started (see page 16), you will also need to make copies of the following for this phase:

- **The Ancient Greek Assembly**—One (1) per student
- **Presiding Officer's Agenda**—Two (2); one for the presiding officer and one for the herald
- **Speakers' Guidelines**—One (1) of each position (for and against) of all four propositions for each student
- **Assembly Speaker's Format Sheet**—One (1) per speaker
- **Flash Bulletins**—Two (2); one (1) of each bulletin
- **Assembly Quiz Cards**—At least five (5) sets; one per polis and a few classroom sets



5. Assemble Resources

Work with your school or public librarian to assemble resources that relate to the pro and con perspectives of the various issues. Make these resources available during the entire Assembly phase.

• DAY 1 •

- Oracle session
- Introduce Assembly phase
- Read and discuss **The Ancient Greek Assembly**
- Form groups, assign propositions, and choose arguments
- Research and prepare oral arguments



Read or say

1. Stage an Oracle Session

Allow time for four or five questions. Hand out index cards to any students who wish to write new questions.

2. Introduce Assembly Phase

In this phase of Greeks you will participate in a debate before fellow Hellenes in the assembly, a democratic body present in most Greek city-states. For most of Greek history this assembly, or ekklesia, made the important decisions as Athens and other city-states became more democratic.

Briefly explain how the assembly will run and your expectations for the next few days. Include information about student behavior. In the essay they will read, the disorderly behavior of the assembly crowd is described. For this assembly simulation, the crowd should practice courtesy and respect so that all speakers can be heard.

3. Distribute Assembly Quiz Cards

4. Read and Discuss The Ancient Greek Assembly

Hand out **The Ancient Greek Assembly**. Give poleis 15 minutes to read and discuss the essay and add to their maps and time lines.

5. Distribute Agenda and Guidelines

Give copies of the **Presiding Officer's Agenda** and all **Speakers' Guidelines** to your presiding officer and herald.

6. Form Groups

Divide your class into eight groups. Include your presiding officer and herald, but place them in different groups. Assign each group a proposition and a position (for or against) and hand out the appropriate

Speakers' Guidelines and a copy of the **Assembly Speaker's Format Sheet** to each student.

Assign or ask each student to come up with one or two arguments to debate. There are sample arguments on each **Speakers' Guidelines** sheet that can be used, but students should be encouraged to come up with their own. If you have small groups, you might have students work on more than two arguments.

7. *Research and Prepare Oral Arguments*

Allow students the remainder of class time to flesh out their arguments, taking advantage of the resources you collected earlier. Using the information they gather, students should then complete the **Assembly Speaker's Format Sheet** and prepare to give their arguments orally in tomorrow's assembly.

Encourage students to memorize their arguments as the ancient Greeks memorized whole portions of Homer's epic poems.

8. *Prepare Classroom for Tomorrow's Assembly*

Ask for volunteers to help you set up your classroom to resemble the pnyx. Create a bema and colored flags on poles. Award Hellaspoinstos to your volunteers.



Meeting of the Assembly

• DAY 2 •

- Begin the Assembly session
- Argue Propositions 1 and 2

1. *Group Students*

Have students group together by proposition. Allow 10 to 15 minutes for groups to prepare for the assembly session. Have them determine the order of the speakers within their group and who will speak on which arguments, trying to cover as many of the arguments as possible. Help organize the speakers if necessary. You might alternate pro and con speakers by argument, like a debate. Or have all pro speakers give their arguments first. Suggest they save their most compelling arguments and speakers for last.

The presiding officer and herald can also use this time to read over their scripts and prepare for the assembly.

2. *Call Assembly to Order*

Have the lexiarchs call all Greek citizens to the pnyx for the assembly by waving the colored flags. You might have students actually leave and re-enter the room. Under the supervision of the lexiarchs, the presiding officer and three or four other prytanes should sit in a special section behind the bema.

3. *Begin the Assembly Session*

Once all the citizens are squatting, kneeling, or sitting on the ground, begin the assembly. All propositions should be argued in order, from 1 to 4.

Have the presiding officer lead the assembly through Propositions 1 and 2. Make sure all speakers have had their turn before moving on to the next proposition.

• DAY 3 •

- Finish the Assembly Session
- Argue Propositions 3 and 4
- Debriefing

1. *Call Assembly to Order*

As students enter the room today, have the lexiarchs immediately call all citizens to the pnyx.

2. *Continue Assembly Session*

Have the Presiding Officer lead the assembly session through Propositions 3 and 4.

For Proposition 4, the presiding officer announces that the vote they are taking is a repeat of a vote they took the year before. In effect, the students are rethinking a vote to determine if it was bad for the citizens. Regardless of the outcome, the presiding officer should announce that this year's vote was different from last year's, and this new vote declares last year's vote "bad" for the citizens. This will allow the presiding officer to take a vote to "punish" the supporters of the losing proposition.

During Proposition 3, give Flash Bulletin 1 to the herald. The herald should run up to the presiding officer at the bema, who, upon receiving the bulletin, should read it with great concern.

During Proposition 4, give Flash Bulletin 2 to the herald. The herald should run up to the presiding officer at the bema, who, upon receiving the bulletin, should read it with great concern.

3. *Debriefing*

Quickly review all four propositions and the results of the votes. Use the following questions to engage discussion:

DEBRIEFING QUESTIONS

1. How comfortable were you speaking in front of the class?
What would have made you more comfortable?
2. Are the outcomes what you expected? What do you think affected the outcomes?
3. Did you adjust your arguments during the assembly based on what the other side was saying? Why or why not?
4. What affect did the flash bulletins have on the arguments?
On the final outcome?
5. Which if any of the issues we argued are still issues today?
Why do they persist?
6. Can you think of any current decision-making bodies that are like the ancient Greek assembly? Consider local, state, and national government. How are they alike? How are they different?



Teaching tip

An answer key is not provided for the Assembly debriefing questions. Answers will vary based on students' experience and current events.

4. *Award Hellaspoin*

Award Hellaspoin

Extension Activities**A New Proposition**

Have students argue Proposition 5.

Choose Another Proposition

Have students choose a proposition they did not argue in the assembly and write a short persuasive essay for or against that proposition.

Current Examples

Have students answer one or more of the following questions. Students should cite their sources in their answers.

Proposition 1:

Are there current examples of countries that control other populations? What are the considerations (both pro and con) for these countries' positions? Are they alike or different from those proposed in ancient Athens?

Proposition 2:

Are there current examples of places where slavery exists today? What are the considerations (both pro and con) for these countries' positions? Are they alike or different from those proposed in ancient Athens?

Proposition 3:

Are there places in the world today where women do not have equal rights? What are the considerations (both pro and con) for these countries' positions?

THE ANCIENT GREEK ASSEMBLY

INTRODUCTION

The assembly, or ekklesia (ih•KLEE•see•ah), was first organized by Cleisthenes (KLICE•then•eez) in the sixth century BCE. His vision of a democracy became the model for democratic bodies that were present in most Greek city•states. Forty thousand Greeks took part in the assembly, but records show that generally only 4000 to 5000 attended the daily meetings. To participate in a debate in the assembly was a privilege for freeborn Athenian citizens. This meant that many Greeks could not take part in these meetings. Foreign-born people, all women, and slaves were not entitled to full citizenship. Only a special vote by the assembly could change this rule. All rules, laws, and propositions came from this lawmaking body.

THE ROLE OF THE BOULE, THE COUNCIL OF 500

Cleisthenes also organized the Council of 500, or the boule (boo•LAY). This smaller committee of the very large assembly was charged with looking at all prospective ideas for new laws. The boule first decided if a law should be considered. Then it recommended it to the whole assembly who would debate the idea before voting on it.

Members of the boule were chosen by lot (random choice)—50 from each of the 10 tribal groups living in and around Athens. Boule members served for one year and received five obols a day. All eligible citizens could belong to the boule for one term, and until everyone in the polis had already served, no one could be reelected.

To perform tasks, the boule divided itself into 10 subcommittees of 50 members each. These subcommittee members were called prytanes (PRYT•uh•neeZ). Each group of prytanes presided over the boule and the assembly for 36 days. When the boule met as a whole, it had three more functions. It supervised the conduct of members and city officials. It also controlled foreign affairs of the polis and issued executive decrees. When a particular subcommittee assumed leadership in the assembly, they chose one person from their group to

What is another name for ekklesia?

Why might Cleisthenes be called a founding father of democracy?

How many Greeks took part in each daily meeting of the assembly?

What groups of people were prohibited from participating in the assembly?

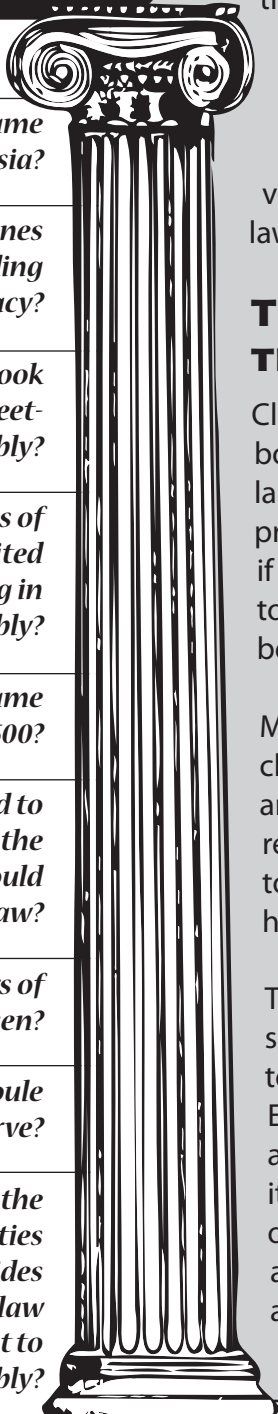
What is another name for the Council of 500?

What needed to happen before the whole assembly could consider a law?

How were members of the boule chosen?

How long did a boule member serve?

What were the three additional duties of the boule besides choosing which law proposals to present to the assembly?



How could even a common, ordinary citizen become the presiding officer of the assembly?

What was the pnyx?

How were citizens called to meet at the pnyx?

What happened to the citizen who was late for assembly?

Who were the lexiarchs and what was their role in the assembly?

How many times did the assembly meet each year?

Using the description given, draw a picture of what a citizen would see at the front of the pnyx.

Why was there a pig at every assembly meeting?

preside over the larger ekklesia. Thus, for one given day, the presiding officer of the assembly was often a common, ordinary citizen whose name was chosen by lot.

THE PNYX

The meeting place of the assembly was an open area just outside the city of Athens called the pnyx (p•NUKS). In size the pnyx was bigger than five football fields. It had no roof, but the weather in Greece almost always promised clear skies. It must have excited Greeks shopping in the agora early in the morning to see bright flags hoisted up on a tall flagpole in the nearby pnyx. These flags signaled to all citizens that it was time to drop what they were doing and rush to the semicircular meeting area. No one wanted to be tardy, for a long rope sprinkled with a red chalk netted the late citizens and marked them. Later they would have to forfeit their daily pay or perhaps pay a fine.

At the entrance to the pnyx, a special group of men called lexiarchs took roll. They checked to be certain only citizens entered. Once everyone was inside, the lexiarchs erected wicker hurdles to close off the entrance, and the assembly was ready for one of its 40 yearly meetings. A crowd of 4000 to 6000 awaited the start. A long ledge of rock formed a kind of stage in front, and held a crude pulpit called a bema (BEE•muh). In front of the bema was a small portable altar for the traditional sacrifice of a pig before each session. Behind the bema lay a few wooden boards where 50 subcommittee members guided the proceedings. Also nearby was one long chair for the presiding officer. To the right of the area stood the Acropolis with its beautiful buildings. Not surprisingly, the acoustics of the pnyx were excellent.

THE ASSEMBLY IN ACTION

Once the pig was sacrificed, the proceedings began. The presiding officer introduced the idea for a new law by saying, "Resolved, by the boule, that ...

"The herald then announced, "Who wishes to speak?" Usually the mover of the measure, already

What special head-piece did a speaker wear at a meeting of the assembly?

There were six reasons why a citizen would be disqualified from speaking. Which two of the six addressed cowardice?

Which two of the six might have stopped a brave, but poor citizen from speaking?

How did the assembly make sure a speaker did not speak too long?

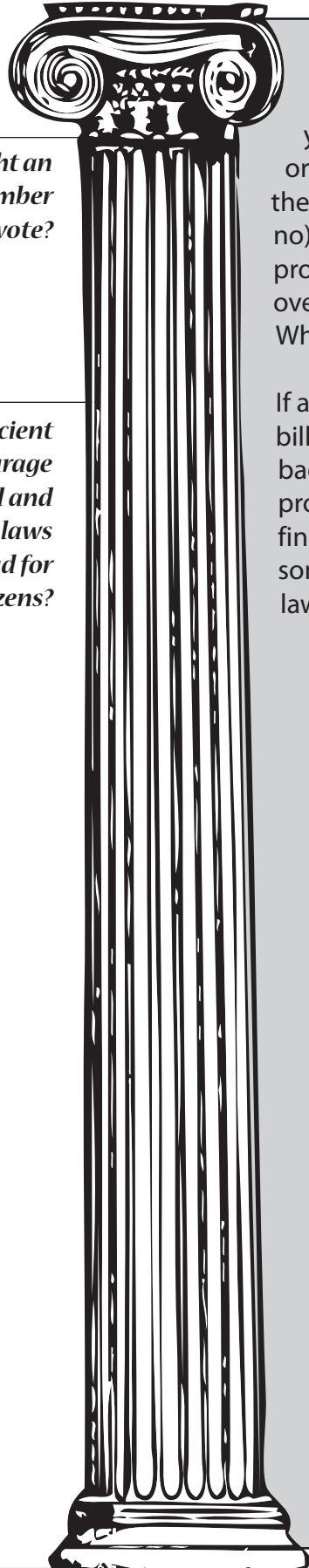
Why was the assembly considered a "difficult" audience?

approved for debate, stepped forward and spoke to his issue. Each speaker was given a myrtle wreath to wear when he spoke. Speakers who followed the first came forward by age, the oldest to the youngest. No one was allowed to speak twice.

Citizens were disqualified from speaking for any one of six reasons: 1) He owed the city taxes, 2) He was not a landowner, 3) He was not legally married, 4) He had offended public morals, 5) He had evaded military service, or 6) He had thrown away his shield in battle. In actuality, generally only those who were trained orators addressed the assembly. In any case, a water clock limited the remarks so everyone could be heard.

The assembly members were a difficult group to impress. Sometimes the crowd laughed at any speaker's awkwardness or mispronunciations. They hated hearing any speaker going off the topic. They even whistled and clapped loudly to force the speaker from the bema. On some days, the assembly resembled a mob. Yet it could be swayed easily. When an effective orator made positive points, the crowd might shout, "Euge! Euge!" (YOOG•eh), which meant "Bravo!"





How might an assembly member try to stop a vote?

How did ancient Greeks discourage the proposal and passage of laws that were bad for their citizens?

When all speakers had been heard, a vote was called. If a member didn't want a vote to occur, he might yell, "I hear thunder," "Zeus is upset. Look at the sky!" or "No vote, no vote." Supporters, though, would call for the vote. Usually a show of hands was enough (yes or no) to indicate support or nonsupport for the bill or proposition. This final tally confirmed, amended, or overrode the boule's initial report on the issue. Whatever the decision, the assembly's action was final.

If after a full year the consequences of a particular bill were considered evil, calamitous, or just plain bad for the citizens, the original mover of the proposition was punished. This might mean he was fined, disfranchised (lost his vote for a time), or, in some cases, put to death. In these ways, hasty lawmaking was discouraged.

PRESIDING OFFICER'S AGENDA

YOUR ROLE IN THE ASSEMBLY

You are the presiding officer at this session of the assembly. You are a prytanis (PRYT•uh•nis), one of the 50 committee members of the boule, who runs the assembly meeting. You must act important and authoritative. To help you prepare for and execute your role, read this handout and **The Ancient Greek Assembly** essay. To lead the assembly, you will need a large gavel or hand-sized rock to bang for order and a wreath to hand to each orator as he or she speaks.

Like all the others, come in through the entrance and be checked off by the lexiarchs. Choose three or four other prytanes to sit with you in a special place behind the bema. Once all the citizens are squatting, kneeling, or sitting on the ground, the assembly session should begin.



SUMMATION OF YOUR ROLE

- Open the assembly properly
- Guide the proceedings to make the session run smoothly
- Make sure all the speakers are listened to; quiet the audience, if necessary
- Make sure no one speaks twice on the same issue
- Call on the prytanes behind you to speak as they wish
- Summarize the voting at the end of the session (e.g., "on Proposition 1, colonies, the assembly voted ...")

PROCEDURE FOR THE ASSEMBLY

Instructions, including a script for running the assembly, appear below. The words in quotes are to be read aloud.

Presiding Officer: "Chaire (hah•RRAH), fellow Hellenes."

"Lexiarchs, have all the members assembled here in the pynx? I see that a pig has been sacrificed and we are ready to proceed."

"Yesterday we addressed the issue of adding a protective tariff on the import of pottery from Ilium. That passed with full support of the

assembly. Our talented artisans can rest assured that their fine work will not be undercut by cheap imports."

"We also dealt with that scheming Demosthenes (deh•MOSS•then•eez). He was caught trying to bribe assembly members to vote a certain way. Although his is an influential person, we courageously voted to fine him 4000 drachmas and ostracize him. For the next 10 years, he will not have a vote in this assembly. And should he ever again try to use bribery to affect this august assembly, he will be banished from this polis forever!"

● PROCEDURE FOR THE ASSEMBLY CONTINUED ●

"Now for today's business ... the assembly will address four propositions approved earlier by the boule. Let's first address Proposition 1. Herald, read this proposition."

Herald: "Resolved, new colonies in the various seas near to or far away from Hellas should be encouraged so that we can benefit from the raw materials and sell finished goods there."

Presiding Officer: "Who wishes to speak? Arise and one at a time, come forward, identify yourself by name and polis, and tell me whether you are speaking for or against this proposition."

Speakers should say, "I am _____ of _____ and wish to speak for/against this proposition."

Encourage the prytanes behind you to speak also. After all have spoken on this issue, ask members of the assembly who support the issue to raise their hands; then those who do not support the issue to raise their hands. If it is a tie, you, as presiding officer, may cast the tie-breaking vote. Have the herald announce the results.

"Herald, let us go to Proposition 2. Read it please."

Herald: "Resolved, slavery in Hellas should be abolished. It is a practice that blights the glory, achievements, and unity of our people."

Presiding Officer: Repeat the procedure: Have speakers come forward to discuss the issue, then take the vote and announce the results.

"Herald, let us go to Proposition 3. Read it please."

Herald: "Resolved, women have not been treated equally as Greeks for too long and should be allowed to have full citizenship with voting rights in the assembly."

Presiding Officer: Repeat the procedure: Have speakers come forward to discuss the issue, then take the vote and announce the results.

"Herald, let us go to Proposition 4. This proposal may sound familiar. We voted on it last year. Read it please."

Herald: "Resolved, we Greeks should give in to the Persian barbarians as they prepare to invade our lands as they did 10 years ago. We are too small in numbers and too powerless to oppose them. Therefore, we should cooperate, lay down our arms, and become part of the mighty Persian Empire."

Presiding Officer: Repeat the procedure above. But, when the result of the vote is declared, announce that this new vote has overturned last year's vote. Have a second vote to ostracize or exile all the speakers who supported the losing side of this proposition.

"Now that night is approaching, we must close the assembly. Here are the results of the work we have done today. (Review the outcome of each proposition.) First I want to thank the gods and goddesses for giving us wisdom today. I want to thank the herald and the lexiarch for faithfully carrying out their duties. And finally I want to thank all the assembly members who gave their time today. The lexiarchs have recorded your names and will send you the obols you earned today."

SPEAKERS' GUIDELINES

FOR PROPOSITION 1, NEW COLONIES

The Proposition

New colonies in the various seas near to or far away from Hellas should be encouraged so we can benefit from the raw materials and sell finished goods there.

Sample arguments for the proposition:

- How is our polis to maintain its supremacy in the Aegean and elsewhere if we don't keep expanding and growing commercially? To stagnate economically is to die.
- Our enemies know only our might. A powerful navy and commercial empire are clear signals to our rivals that this polis has no intention of standing still. Gaining colonies throughout the Aegean, Ionian, Adriatic, and other seas is a must.
- A widespread and flourishing trade aids everyone in the city-states: farmers, merchants, aristocrats, and slaves. It brings profit, secures allies, and brings in new and exotic goods that keep our polis vibrant and forward thinking.
- Colonization provides outlets for surplus goods as well as for surplus population and adventuresome spirits. It establishes foreign markets for domestic products, which can only bind the colonies to the motherland.
- Some colonies can become as great as the metropolises from which they sprang (e.g., Syracuse, Messina, Antipolis, Neapolis—in Spain, Sicily, France, and Africa).
- Colonization is a way to spread Greek culture, language, religion, and democracy. People, in effect, carry their Greek roots everywhere they are.

SPEAKERS' GUIDELINES

AGAINST PROPOSITION 1, NEW COLONIES

The Proposition

New colonies in the various seas near to or far away from Hellas should be encouraged so we can benefit from the raw materials and sell finished goods there.

Sample arguments against the proposition:

- Colonization is an expensive luxury. To spend extravagant amounts of money and energy to extend Greek egos and conceit all over the known world is wrong, especially when so many more important issues need attention.
- Trade with far-flung colonies will bring in products we don't need and foreign ideas that will only corrupt pure Hellenic values.
- When colonization occurs, the Greeks who sail to the colonies lose touch with the motherland which bred them. It waters down Greek culture.
- The loyalty of these exported Greeks becomes suspect. If the major city-states are attacked by barbarian empires like Persia, will the people of these new colonies support and fight for the original metropolis? Probably not.
- Very often, Greek colonists, being an aggressive and dominant people, try to enslave the native population. They often intermarry with the native women, thus diluting the superior Greek blood of their home in Hellas. Colonists also enforce their civilization and customs on the native population.

SPEAKERS' GUIDELINES

FOR PROPOSITION 2, ABOLISH SLAVERY

The Proposition

Slavery in Hellas should be abolished. It is a practice that blights the glory, achievements, and unity of our people.

Sample arguments for the proposition:

- We cannot really claim to be a democracy when perhaps as high as 40 to 50 percent of our people are slaves.
- Think of the wasted potential. If we made the slaves into citizens, we would have thousands of wise voters and participants in our democracy. There would be more responsible citizens to fight in our armies, serve on juries, and, yes, even lead the boule or assembly. They would become valuable assets if we gave them the incentive.
- Slaves are treated at best like tame animals, at worst like wild beasts. They are often beaten, whipped, humiliated, and tortured as if they were inferior and not human.
- Slaves have no freedoms enjoyed by native-born Greeks, just because they originated somewhere else. If they choose to become Greek, let them. Hellenic life will be enriched for it.
- Slavery is a stigma, a blemish, a wart, a cancer on Greek life. It blunts all the great successes in poetry, art, sculpture, history, science, mathematics, and philosophy.

SPEAKERS' GUIDELINES

AGAINST PROPOSITION 2, ABOLISH SLAVERY

The Proposition

Slavery in Hellas should be abolished. It is a practice that blights the glory, achievements, and unity of our people.

Sample arguments against the proposition:

- Slavery is an integral part of Greek life. It is a tradition. Slaves cultivate the farms, work in the factories, unload the ships, run the shops in the agora, and row in the ship galleys. Moreover, they take pride in what they do. Most are contented to be such assets to Greek life.
- Slaves and the work they do allow the wellborn and the educated and talented to achieve things. If these privileged would have to work, when would they find time to create the masterpieces in poetry, philosophy, art, architecture, history, and drama?
- Slaves in Hellas are treated well. Rarely does a master beat his property or humiliate the "free" slaves of the polis. Many have responsible positions in society as pedagogues and household servants. Anyway, about all it means to be a slave is that you don't get to vote. Let the educated and wellborn do the thinking. The reality is we need slaves to do our work, and the slaves need us to do their thinking.
- Most slaves are well-treated barbarians and foreigners captured in war. The gods have decreed that Greeks were made to be the masters and barbarians were meant to be the slaves.
- Slaves are allowed a surprising amount of freedom and liberty. They are even permitted to participate in the state religion.

SPEAKERS' GUIDELINES

FOR PROPOSITION 3, WOMEN'S RIGHTS

The Proposition

Women have been denied equal rights as Greeks for too long and should be allowed to have full citizenship with voting rights in the assembly.

Sample arguments for the proposition:

- Statistically women make up about 50 percent of our population. By denying women citizenship, we are losing out on 50 percent of our potential.
- Women can and want to achieve participation if given citizenship. Some women have left their dull, lifeless existence to become hetairai-liberated, independent Greek women. Aspasia, Theoris, Thais, and Drotina are names of women who have followed this path and have the respect of men like Socrates and Pericles. Clearly, women are as capable as men in intelligence and rational thought. To think otherwise is to be blindly unaware.
- Denied equality, women cannot become members of this assembly, nor take a role in public matters except in the theater and festival processions. It's a limited life, and all because they were born female.
- Because of never being given opportunities to contribute to the polis, they are trapped in mindless activities. To many men, women are for bearing children, even in Sparta where they are allowed physical training.
- Here is a clear signal of men's evil treatment of women. Fathers often expose a newborn daughter to the elements, hoping to see her die because they are disappointed at not having a son. If women were granted political equality and the vote, fathers might reconsider committing such an inhumane act.
- The tasks of housework and child-raising can be repetitive and physically tiring ones. Women might welcome the chance to participate in the assembly, making worthy and intellectual decisions that they are capable of rendering.
- Not to empower women is to deny Hellas its full potential.
- Several of the female gods are given virtues and qualities men admire. Don't flesh-and-blood Greek women have them, too?

SPEAKERS' GUIDELINES

AGAINST PROPOSITION 3, WOMEN'S RIGHTS

The Proposition

Women have been denied equal rights as Greeks for too long and should be allowed to have full citizenship with voting rights in the assembly.

Sample arguments against the proposition:

- Women are perfectly suited to maintain the home and raise the young. Nature has given them important roles. We cannot change biology. Anatomy is destiny.
- What more important role is there for someone than to raise and nurture our children and manage the entire household, with all of the duties and responsibilities these roles have?
- Women's primary function is to produce Greek sons. All the great warriors, philosophers, athletes, poets, scientists, and dramatists would not have succeeded without their mothers who nurtured them at home. Is this not enough importance for women?
- Women aren't capable of rational, political thought. Politics is a man's domain and responsibility. To listen, debate, and vote in this assembly is a man's job. The gods have decreed women's secondary status in this realm. To change this would be against the gods.
- Since women aren't strong enough, aren't cunning enough, and can't think clearly enough, they can't serve in the armies and navies. Therefore, they shouldn't be able to make decisions in this assembly affecting this polis in time of war.

SPEAKERS' GUIDELINES

FOR PROPOSITION 4, GIVE IN TO THE PERSIANS

The Proposition

We Greeks should give in to the Persian barbarians as they prepare to invade our lands as they did 10 years ago. We are too small in numbers and too powerless to oppose them. Therefore, we should cooperate, lay down our arms, and become part of the mighty Persian Empire.

Sample arguments for the proposition:

- The Persian hordes are too big and powerful for us to defeat in battle. They are angry after their defeat 10 years ago at Marathon. Let's not further antagonize King Xerxes (ZERK•sees).
- Greeks could never unify to win any major victories, for we are a quarrelsome people never meant to be a united empire or nation. Only during the Olympics do we come together to achieve goals.
- The era of Greek greatness is over. Every dog has its day, and now it's Persia's turn to rule the world and achieve its destiny.
- Persia is a cosmopolitan empire. Its leaders accept and tolerate differences in customs, religions, and beliefs held by the people they conquer. We can expand our wisdom by learning their ways.
- If we surrender before blood is shed, we can influence our future. If we resist and lose in battle, our way of life will surely be destroyed.

SPEAKERS' GUIDELINES

AGAINST PROPOSITION 4, GIVE IN TO THE PERSIANS

The Proposition

We Greeks should give in to the Persian barbarians as they prepare to invade our lands as they did 10 years ago. We are too small in numbers and too powerless to oppose them. Therefore, we should cooperate, lay down our arms, and become part of the mighty Persian Empire.

Sample arguments against the proposition:

- We should never submit to military despotism. King Xerxes (ZERK•sees) wants to annihilate Hellas, not just occupy it. He wants to avenge the Persian defeat at Marathon 10 years ago by his father, Darius.
- We should unify immediately and fight barbarism to the last Greek warrior, if need be.
- We can expect no favors from Xerxes, surrender or otherwise, especially after Marathon when the Persians were only 25 to 30 miles from their military target, Athens.
- Greek independence and the spirit of freedom-loving men are essential qualities to maintain. It's us against them. The stakes are too high to surrender.
- Greek culture and civilization have achieved a great deal already with so much more yet to accomplish. It would be a tragedy to allow Persia to keep us from our destiny.
- Perhaps we should evacuate Athens for a time and occupy the island of Salamis. Let's put faith in Themistocles and the Greek fleet led by the Athenian navy.

SPEAKERS' GUIDELINES

EXTENSION ACTIVITY

FOR PROPOSITION 5, MASTER ARTS OF WAR AND ATHLETICS

The Proposition

Mastery in the arts of war and athletic competition are more important to Hellas than the pursuit of the intellect and artistic expression.

Sample arguments for the proposition:

- Life is hard. To survive, Hellas must turn out tough, strong citizens who can overcome natural and human affliction.
- The arts and intellect cannot exist without a strong military to secure borders so men and women are free to create ideas and things of beauty.
- The real merit of a human is how he or she bears up to adversity. When invasion or loss of territory looms or when life itself is threatened, one must exhibit bravery, determination, and skills in the military arts to defeat an enemy.
- Athletic competition and the arts of the soldier have striking parallels. In sport competition or facing an adversary in battle, skill, cunning, discipline, and physical superiority come together to produce winners and thus exhibit the absolute best of human action.
- Excessive pursuit of things of the mind only weakens the warrior and the athlete. Artists, playwrights, poets, philosophers, and men of science think too much and make excuses for the human condition. Action and deeds of bravery, not words and ideas, are the milestones of mankind's journey from barbarism.
- Greeks who train for war and sport are not mindless vessels of physical perfection. Conversely, these men and women use their minds to create strategies to outthink and outsmart their opponents.
- Any diversionary thought about poetry, statuary elegance, plays, natural science, and the answers to mathematical problems can only blur a warrior's or athlete's focus on victor in battle or sport. What endures are the tales of men in war and in the Olympics. Create not things in words or stone, but men of valor.

SPEAKERS' GUIDELINES

EXTENSION ACTIVITY

AGAINST PROPOSITION 5, MASTER ARTS OF WAR AND ATHLETICS

The Proposition

Mastery in the arts of war and athletic competition are more important to Hellas than the pursuit of the intellect and artistic expression.

Sample arguments against the proposition:

- What makes life, life, is not struggle and survival, but things of the mind and spirit, as well as the results of artistic creation. Overcoming natural and human afflictions is at best a very primitive accomplishment. Understanding these afflictions, avoiding them, and living a life pursuing the intellect is at a higher level and reflects best what humans can do.
- Borders need to be secure and lives not physically threatened before the arts and intellect can be pursued. While this must be partially true, Hellas must go beyond struggle and survival if life is to have any deeper meaning. A small military force, with a huge citizenry ready in reserve is all that is necessary to maintain secure borders and internal order.
- The true test for a Hellene should not be the results of physical competition. Because one Greek runs faster than another, or can wrestle another to the ground, should one deduce that whatever else a civilization turns out, it is judged on the feet and muscles of a few men? The best of human endeavor is in everyone striving to do their best in any pursuit.
- Excess in any pursuit is to be avoided. More important is a sound mind in a sound body. Physical exercise producing a healthy mind and body gives balance to life and to each individual. Both should be exalted but not one necessarily over the other. The genius of this civilization will be marked by the ideas of philosophers, poets, playwrights, scientists, mathematicians, and sculptors who have positively uplifted mankind. Their works will become beacons, illuminating the dark for those who follow.
- Deeds of we Hellenes should be meritorious whatever the endeavor. Yet what will endure will be the works that have sprung from the minds of those pursuing the intellect and artistic expression. Sing the praises of those who win on the fields of sport and those who die valorously in combat, but play lasting tribute to those things in word and stone.

ASSEMBLY SPEAKER'S FORMAT SHEET

Your Greek name

of

Debate Proposition # _____ in the Assembly

Resolved: _____

The herald of the assembly will ask, "Who wishes to speak?" You then will eventually be recognized, you will come forward, and you will identify yourself by saying:

"I am _____ of _____.
I rise today to speak for (or against) this proposition because ..."

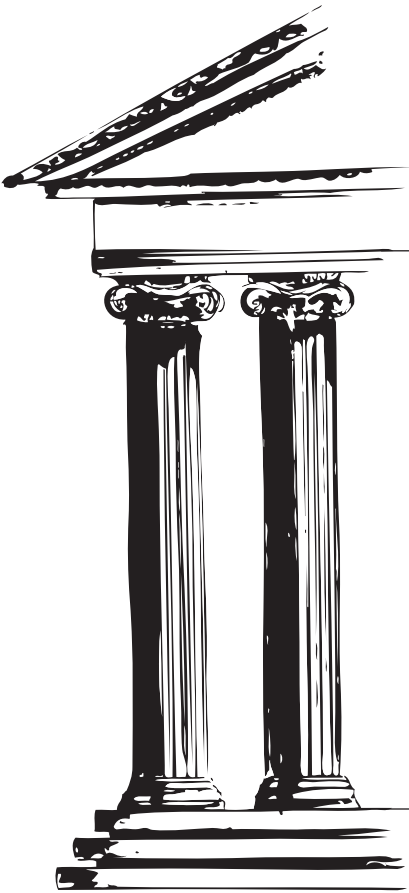
Make a general statement and then briefly list several supporting points to explain your beliefs. Next present your brief speech passionately, ending it with a concluding statement in which you urge your listeners to vote with you on the proposition.

General Statement:

Supporting Points (historical details):

- 1.
- 2.
- 3.

Concluding Statement: "In conclusion, therefore, I ..."

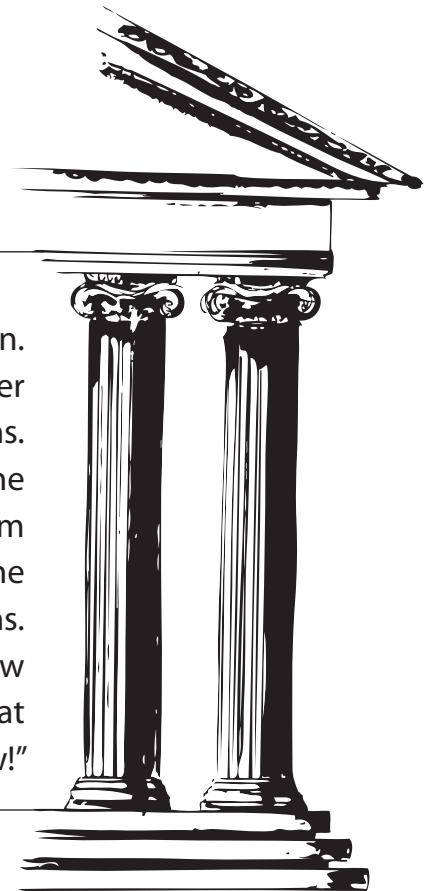


FLASH BULLETIN 1

"Hellenes, I have a report that 300 of our brave Spartan warriors under Leonidas are locked in combat with a Persian force of superior numbers at a narrow 50-foot pass called Thermopylae. This pass is only 65 miles from Athens. Believe this: This attack is part of a new invasion of our lands by the barbarians. Hopefully, our defiant Greeks can defeat or hold the Persians at bay. More news of the battle as we receive it!"

FLASH BULLETIN 2

"We have bad news! The defense of Thermopylae has fallen. Every single warrior—each of our 300 Greek compatriots under Leonidas—has been killed in battle against the Persian barbarians. We think treachery allowed the Persians to find a path around the 'Hot Gates' Pass so that they could come upon the Spartans from the rear. However, in the two-day battle, the Spartan warriors, the best in all of Hellas, managed to kill more than 2000 barbarians. King Xerxes, full of revenge from Marathon 10 years ago, has now pointed his horde toward Athens. Citizens of this assembly, what shall we do? Shall we fight or give in? We must decide now!"



1 QUIZ CARD

ASSEMBLY

What Athenian body or institution decided issues democratically in the fifth century BCE?



Answer: Assembly or ekklesia

2 QUIZ CARD

ASSEMBLY

What was the group created by Cleisthenes in 508 BCE to propose laws and advise the assembly?



Answer: Council of 500 or boule

3 QUIZ CARD

ASSEMBLY

Name two of the three groups of adult Athenians that were not allowed to participate in the assembly.



Answer: Slaves, women, metics (foreign-born people)

4 QUIZ CARD

ASSEMBLY

How were members of the boule and the leaders of the assembly chosen?



Answer: By lot (random)

5 QUIZ CARD

ASSEMBLY

Where in Athens did the assembly meet?



Answer: The pnyx

6 QUIZ CARD

ASSEMBLY

Which famous ancient Greek is credited for establishing the democratic Assembly in Athens?



Answer: Cleisthenes

7 QUIZ CARD

ASSEMBLY

Who were the special group of men who called the roll and checked that all those who attended the assembly were truly citizens?



Answer: Lexiarchs

8 QUIZ CARD

ASSEMBLY

How did ancient Greeks discourage people from proposing bad laws?



Answer: After one year, they would review the law and if they found it to be bad, they would punish the original proposer

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