

KS2 Greeks Teacher's Notes

Museum of Classical Archaeology



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2020

Welcome and Teacher's Notes

Greeks KS2 Pack

Thank you for choosing the Museum of Classical Archaeology for your school visit. Many schools return to us year after year, and we are also delighted to be able to welcome many more new schools to this fabulous resource. This is due to a generous grant from the Arts Council England and the Classics Faculty here at the University, which funds our Education Service.

This work pack is designed so that teachers can lead their own sessions in the museum based on work that we have tried and tested here. The work links to the National Curriculum and the small groupwork encourages children to share their experiences, stimulating later classroom discussion. The drawings produced can also make an ideal “Greeks” display back at school.

This pre-prepared workpack is in no way meant to eclipse the excellent work of teachers who prepare their own resources; it merely shows one way of using the collections, and will be particularly helpful to first time visitors, busy teachers, or those who fancy a change.

Don't forget to book your group in advance as the museum cannot admit unbooked groups. Please visit our website: <https://www.classics.cam.ac.uk/museum/schools> for details on how to do this. We require that you bring adult helpers, a ratio of 1:5 is best.

The work-packs require children to work in small groups with an adult helper. Children are not allowed to walk around the museum on their own, and must always be accompanied by an adult. We understand that helpers may not be experts in Ancient Greeks, and so the packs contain helper's notes.

This Pack Contains

Greeks KS2 Pack

1. Teachers' notes.
2. Rules for teachers and helpers to reinforce with children.
3. Introduction session – ideas for the teacher to use with the whole group at the start of the museum session.
4. Helpers' answer sheets (you can find the children's question sheets in a separate document).

YOU WILL NEED TO BRING:

- Copies of the pack.

Please ensure that you photocopy and bring adequate numbers of children's and helpers' sheets for your particular group.

The Museum is able to provide:

- Pencils
- Clipboards
- Spare blank paper

(please inform the Education Coordinator that you would like to use those when you arrive at the museum).

When drawing or writing please put clipboards on the floor not leaning onto plinths or “benches”. Please keep pencils well away from objects. If using pencil sharpeners or rubbers please supervise the children and do not leave a mess in the museum.

The Rules

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Museum of Classical Archaeology

Rules

- 1.** Children **MUST** be accompanied by adults at all times.
- 2.** Pencils only, pens are not allowed.
- 3.** The objects in our museum are extremely valuable and very fragile. For these reasons (and for health and safety) please refrain from touching or leaning on the objects, and their supporting plinths.
- 4.** Keep pencils away from objects.
- 5.** Do not run.
- 6.** Eating and Drinking are not allowed in the museum.

The Museum is inside a university building. Students are studying all around us, in the library and in the lecture rooms. Please make children aware of this and keep voices down.

Please make sure that children are aware of these rules before they enter the museum and follow them throughout the visit.

Thank you and enjoy your visit!

Teacher's Introduction

Greeks KS2 Pack

Giving this information as a general introduction before you start using the worksheets will help the children and helpers to orientate themselves within the museum.

Are the statues "real"?

The statues are all plaster casts (copies), of Greek and Roman statues from museums and sites all over Europe and the world.

Who made them?

Most of these copies were made by the Victorians, so they are quite old but of course not as old as the real Greek and Roman statues. (Timelines can be used at school to explore this).

Why was the museum made?

The museum was established in 1884. In those days people couldn't travel around as easily and cheaply as today, so they couldn't go see all the originals which were (and still are) scattered around many places. Here you can see them all in one place. They also didn't have good photographs or the internet to use! Can you see why looking at the statues "in the flesh" is different from using pictures of them? (You might like to return to this again at the end to sum up).

This has always been used as a teaching collection, and the children might like to know that many experts and students at the University of Cambridge use this museum for learning and teaching. The children are in good company!

Tips and Tricks

Greeks KS2 Pack

KEEP IN MIND

The Bays are all named alphabetically, and these letters are used to help you on the worksheets. The Museum is arranged with the very oldest Greek statues in Bay A, the first bay as you come in. As you walk through the bays, you can see that the style of the statues changes – like a “Walk through Time”!

Can the children spot the differences between the tall, straight, still figures in Bay A, and a figure which shows movement in the Bay C, the “Discus Thrower”?

Children may like to have a “search” around in small groups with their helpers, and report back on what they have seen, before you hand out specific worksheets for more focussed work.

Children will probably see all kinds of things today that will inspire them to find out more by themselves – that is the real joy of a museum visit like this!

The next few pages contain the answers to questions in the children's pack plus some additional explanations of the objects. These are written in italics.

Enjoy Your Visit!

Colour

Bay A, Answer Sheet

1. Look in Bay A and find the Largest Coloured Statue.

What is her name? Find out from the label and write it down

Peplos Kore (no.34A)

2. Is the statue of

a) an athlete b) a young woman c) a soldier

3. Which of these colours can you find on it? Circle your answers.

red

blue

green

white

brown

black

How did the Ancient Greeks make these colours? What might they have used to make their paint?

Colours - children should find all these colours on the statue and circle them on their sheet.

The Greeks made their coloured paints by grinding up natural things that they found around them, for example different coloured earth, stones and plants.

4. Metal was stuck on the statues too. Can you find:

Earrings

Brooches

Umbrella

Children should identify earrings, brooches (on shoulders) and umbrella. The umbrella would have been used on the statue to keep off bad weather and perhaps bird poo!

5. What fruit is the statue holding?

a) banana b) pear c) pomegranate d) apple

It is probably pomegranate. However, as you can see from the peplos kore standing next to her - the statues original hand is missing. This is a reconstruction.



Colour

Answer Sheet, Bay A

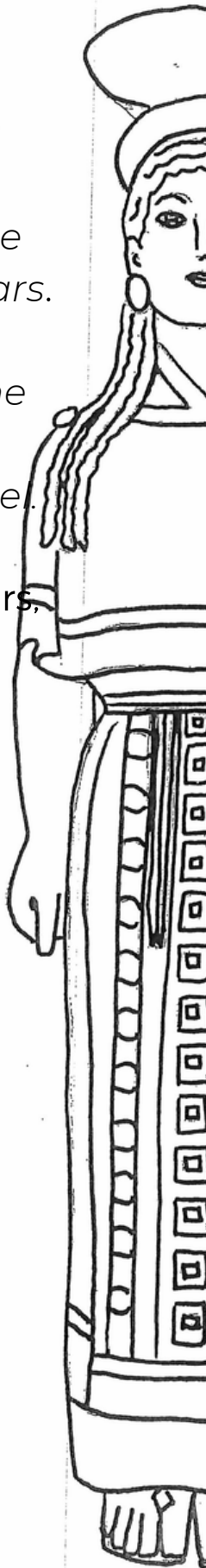
6. Look the other statues in Bay A. They were once coloured too! What has happened to the colour? Can you imagine what they would look like when painted? Which do you prefer coloured or plain, and why?

On many of the original statues (remembering that these are casts) the colour has rubbed off or faded over the years. In some cases the colour was cleaned off the statues by over eager archeologists and collectors, who preferred the plain marble look.

The colours used were often strong and vibrant, not pastel.

7. Draw the statue, show and label all the different colours, patterns and metal details.

Children have space for this on the next page.



Gods and Goddesses

Bay D, Answer Sheet

1. Go right down to the far end of the museum, between Bays D and E. Find the Huge Goddess. Who is she?

How do you know?

She is Athena.

There are a few clues they can tell by - she has battle gear on: a helmet, spear, shield, breastplate as she is the goddess of war.

She also has an owl next to her - to symbolise she is the goddess of wisdom.

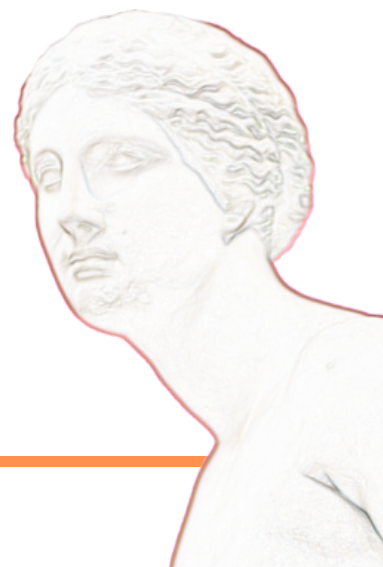
The snake might be connected to the origin myth of Athens, and the King Erechtheus - who was half-man half-snake.

2. Bay B. Find the Big Bronze God with his arms stretched out. Some people think this is **Zeus** – king of the gods. Some people think that it is **Poseidon** – god of the seas.

Was he throwing a Thunderbolt or a Trident? What do you think and why?

We do not know if this is Zeus or Poseidon. Whatever he was holding in his throwing hand is now gone. Some people think he is Zeus, the king of the gods, who throws his thunderbolt down to earth when he's angry. Some people think it is Poseidon, god of the seas, who uses a Trident.

This is a great spot to let the children use their imagination. They could talk about what they imagine the original setting of the statue to be.



Gods and Goddesses

Bay D, Answer Sheet

3. Bay E. There are lots of gods and goddesses here. Look at what they Hold and Wear. Try to find:

A. Artemis, Goddess of Hunting. How do you know it's her?

She is no.353. She is the goddess of hunting, two good clues that tell us this is her statue are: the quiver of arrows; the stag next to her.

B. Hermes, Messenger God, (Roman name - Mercury).

There are a few statues of Hermes in this bay. 255 and 228 are good examples. He is the messenger god.

Clues: he wears winged sandals and carries a special staff with snakes, and wings (it's called a Caduceus).

C. Aphrodite Goddess of Love, (Roman Name - Venus).

No.232 (but also a few other ones in Bay E and F. She is the goddess of love and beauty.

Clues: Nakedness: no other goddess is shown nude. Beauty.

4. Draw one god or goddess. Label them to show what they wear or hold.

There is drawing space for the children on the next page

5. Who is your favourite god or goddess in this museum? Why?

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.....

.....



Athletes

Bay B, Answer Sheet

1. Look in Bay B. Find some carvings of people playing sports.

Which sports can you see? Write them down.

Carvings or reliefs of people playing sports are mounted on the wall above the man lying down.

Sports shown: Cat and dog fight, wrestling, hockey, ball game, chariots and soldiers.

Which activities are still played as sports today? Which are not?

Most of them. You could argue that car racing is the modern version of chariot races. Cat and dog fights are illegal today.

Who is playing? Men or Women?

Men are playing. If women were allowed to play sports they would do it separately from the men.

2. Draw one of these carvings and write about what is happening.

There is space for this on the next page.

3. Bay C. Find another athlete, about to throw something. What is he called?

He is called the "Discus Thrower" or Diskobolos in greek.

Can you tell from the statue what he is about to do next?

He is about to throw the discus. You can tell by looking at his body shape and the way he is bending his arms.

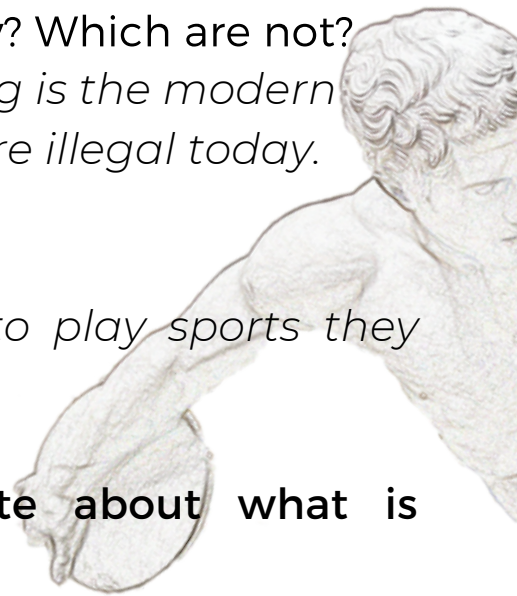
Do you think he might win?

You can use this question to ask the children whether they have tried this sport or to discuss the muscles of the statue.

4. Bay F. There is a statue of tall man "scraping himself". Can you find it? What is he doing?

It's likely that he's using olive oil to clean himself after exercising.

5. Bay G. Identify a famous statue called "The Wrestlers".



Athletes

Drawing space

Hungry for more?

If you could have an athletic statue of yourself made, what sport would you be playing? Draw it!

Go back to Bay F and the man scraping himself. Can you find out what a "strigil" is?

Fights

Bay B, Answer Sheet

1. Bay B. Find a group of soldiers. Which clues tell you that they are soldiers?

Spears, helmets and shields. Athena is standing in the middle.

Some of the soldiers have no weapons, or have empty hands.
What should they be holding? *they should be holding weapons, swords, spears, or bows and arrows.*

Draw one of the soldiers on the next page.

2. Bay C. Find the Greeks fighting the Centaurs. What is a centaur?
Circle your answer.

a) Half Man – Half Goat. b) Half Goat – Half Horse

c) Half Man – Half Horse

Can you find a) A centaur biting a man's arm

b) hands pulling at hair

☐
☐

Tick the box when you have found them.

Who is the figure in the middle of the fight?

What is he doing? *It's Apollo, what could he be doing: is he on the side of humans or centaurs? is he just watching?*

3. In Bay D there are some more Centaur fights. How many can you find? *at least 6.*

4. Go to Bay G. Who else did the Greeks fight? Find some of their enemies. Can you spot:

An Amazon - clue - woman warrior.

A Persian - clue - he has a curved sword and boots.

Amazon is no 380F, Persian, 380B.

☐☐

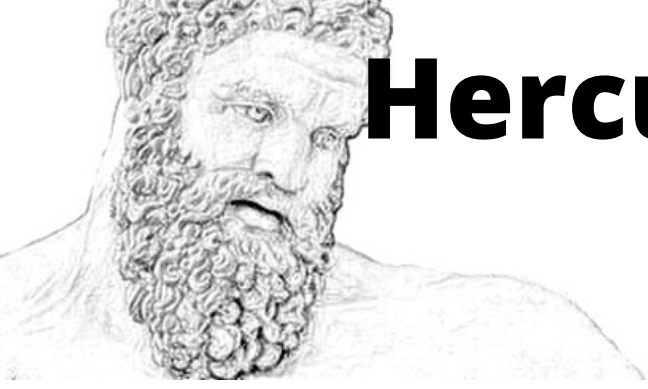
What has happened to these enemies of the Greeks?

All the enemies are defeated, these statues aim to show the strength and power of the Greeks.

Why did the Greeks make statues showing their enemies?

To show how strong they were, to scare off enemies, and to inspire people to be more patriotic.





Hercules (Herakles)

Bay K, Answer Sheet

1. Bay K. Look at the huge Farnese Herakles. The Greeks called this hero "Herakles". The Romans called him "Hercules". Have you heard of him?

There is a Disney movie, and he is known for his 12 labours.

How did the sculptor show the strength of Hercules in this sculpture?

Children could point to his size, the rippling muscles, how big his club is, and other signs.

2. What is his arm resting on? What is he holding in his other hand?

His arm is resting on a club and a lion skin (look for the paws).

There are fruits in his other hand. Probably the apples of Hesperides (one of his 12 labours).



3. In Bay B there are 3 carvins showing some of the tasks of Hercules. fights.

Can you find:

Hercules holding up the sky

☐

Hercules wrestling a bull

☐

98 a, b, and c all show Hercules.

4. The third carving is broken. It showed Hercules with the **Stymphalian Birds**. These mythical creatures were birds with feathers they shot like arrows! They had sharp beakes and ate humans!

Use the space on the next page to imagine what they looked like!