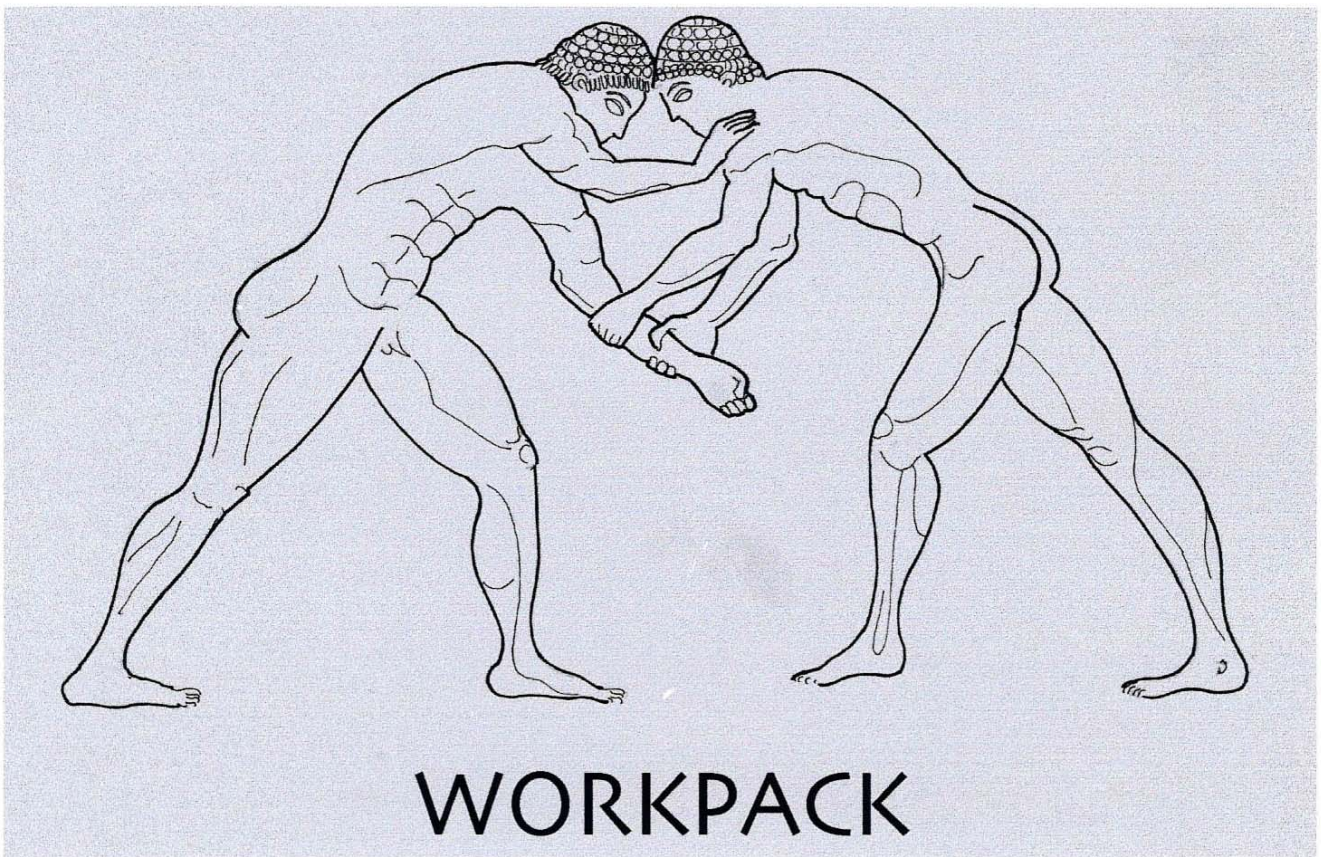


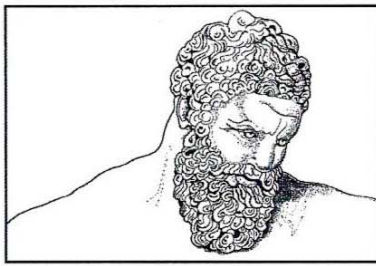
Museum of Classical Archaeology

Key Stage Two Greeks



WORKPACK

Written and compiled by Jacqui Strawbridge
Designed and illustrated by Shevanthi De-Silva



Museum of Classical Archaeology "THE GREEKS" KS2 pack

Welcome and Teacher's notes.

Dear Teachers

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 Heritage Lottery Fund and the Classics faculty here at the University, which funds our new Education Service.

The Education Service offers talks and workshops to schools but is part time.

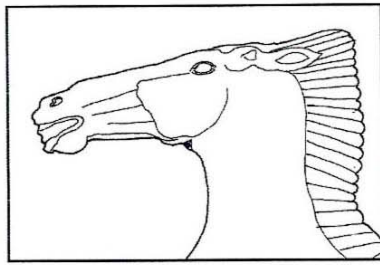
Therefore I have produced this workpack which is designed so that teachers can lead their own session in the museum based on work that we have tried and tested here. The work links to the National Curriculum and the small groupwork encourages children to share their experiences, stimulating later classroom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

Of course many teachers prefer to come in and write their own resources for their visit - this is far the best way if possible..... but we realise that in some cases this might not be possible/practical. This pre-prepared workpack is in no way meant to eclipse this excellent practice but hopes to show one way of using the collections, (there are many.....), 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, in advance. We cannot admit unbooked groups. You can telephone the Museum Education Officer on (01223) 767044 for advice or the main museum desk on (01223) 335153 to book. Visiting the museum before your visit will give you the best preparation for your session, and is most enjoyable in itself, so we encourage you to do this if at all possible. The Education Officer is available by appointment to show you around or for a short inset session if you request it, or just come and look around in your own time.

HELPERS - We require that you should bring adult helpers, a ratio of 1:5 is best, 1:10 the absolute minimum.

The workpacks require children to work in small groups with an adult helper. We understand that helpers may not be experts in Ancient Greeks of course, and so the packs, contain helpers' sheets. Many adults who have come to the museum as helpers return again as visitors with their own families so we know that they enjoy it! I am always as pleased to see the adults enjoying their visit as the children!



Museum of Classical Archaeology "THE GREEKS" KS2 pack

THIS PACK CONTAINS-

1. Teacher's 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.
After this introduction, the children will be split into small groups, each with an adult helper. Each group should study one topic (eg athletes)
4. Children's question sheets - for children to use in small groups with adult helpers.
5. Helpers' answer sheets - for adult helpers to use with the children.
6. Decorated, blank sheets for the children's drawings.

YOU WILL NEED TO BRING -

This "Greeks KS2" pack containing children's question sheets, helpers' answer sheets and decorated bordered sheets for drawing. PLEASE ENSURE THAT YOU PHOTOCOPY AND BRING ADEQUATE NUMBERS OF CHILDREN'S AND HELPERS' SHEETS FOR YOUR PARTICULAR GROUP.

Pencil for each child
Clipboard for each child
Spare blank paper if required

If using pencil sharpeners or rubbers please supervise the children and do not leave a mess in the museum.

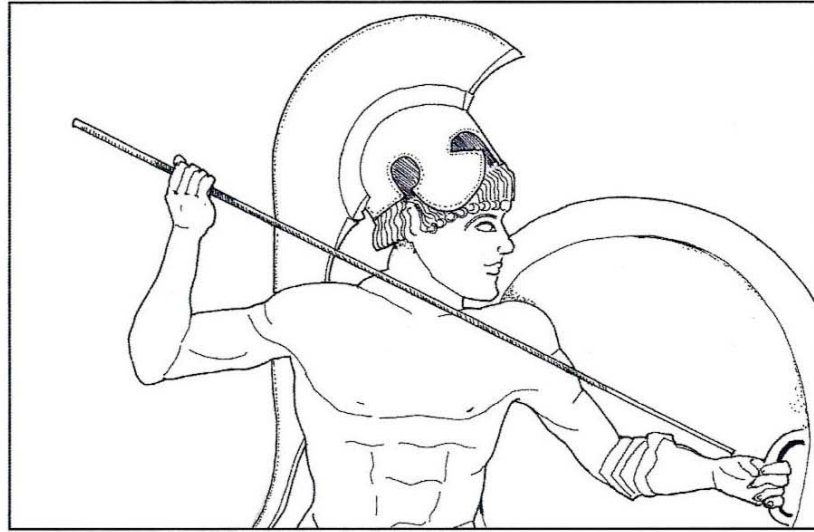
We hope that you and your class enjoy using this pack.

If I can be of any further assistance please do telephone me at the Museum on (01223) 767044

Jacqui Strawbridge
Education Officer

Museum of Classical Archaeology

RULES



Children **MUST** be accompanied by adults at all times.

To safeguard our valuable objects, and for reasons of health and safety there is **NO TOUCHING** of the objects, **NO LEANING** on objects or supporting red plinths. When drawing or writing therefore please put clipboards on the floor, not leaning onto plinths, and keep pencils well away from objects.

RUNNING is not allowed.

ABSOLUTELY NO EATING OR DRINKING is allowed in the museum.

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

Thanks!

Please go over these rules with the children before the visit, and also reinforce them at the start of the session. Many thanks and enjoy your visit!

Teacher's introduction

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 THESE STATUES "REAL"?

The statues are all plaster cast 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 THIS MUSEUM MADE?

The museum was made because people in those days couldn't travel around as easily and cheaply as today, so couldn't go to see all the originals which were/are scattered around many places. Here you can see them all in one place.

They also did not have good photographs or the internet to use!

Can the children now see why looking at these huge statues "in the flesh" is different from just using pictures of them? (you might like to return to this again at the end to sum up).

How do the children feel?

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

The Bays are all named alphabetically in the corners - A is the Bay as you come in, and these names are used to help you on the worksheets. The Museum is arranged with the very oldest Greek statues in Bay A, and as you walk through the bays you can see style change - like a "Walk through Time"!

Can the children spot the difference between the tall, straight, still figures in Bay A, and a figure which shows movement later on Bay C "Disk thrower" for example?

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

They might like to look out for:

MEDUSA (Bay A), CENTAURS (Bay C and others),

HERCULES (Bay K) WOODEN BOAT or "TRIREME" (Bay E).

COLOURED STATUES, ATHLETES, SOLDIERS, ATHENE, ZEUS

Or don't give them any clues and let them surprise themselves - and each other!

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!

ENJOY YOUR VISIT!

COLOUR

Helpers' answer sheet

We do not expect helpers to know all about the Ancient Greeks - don't worry! Here are some answers to the questions. But, PLEASE, let the children try and work it out for themselves where possible! Thank you for your help!

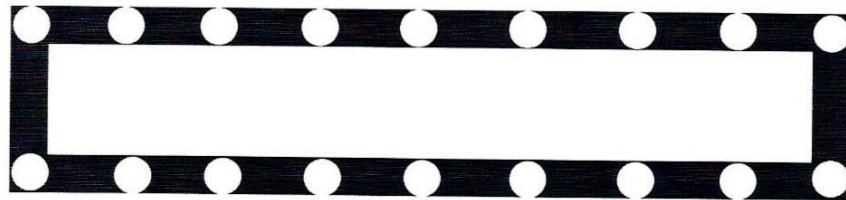
1. BAY A, the large red statue ("PEPLOS KORE" no. 34A).
2. The statue is of a young lady.
3. COLOURS - children should find all these colours on the statue and circle them on their sheet.
The Greeks made their coloured paints by grinding up natural things that they found around them, for example different coloured earth, stones and plants.
4. METAL - children should identify earrings, brooches (on shoulders) and umbrella. The umbrella would have been used on the statue to keep off bad weather and bird poo!
5. This FRUIT is a pomegranate, with lots of seeds.
6. Briefly, the story of Persephone is this - Persephone was a young maiden and her mother was the goddess Demeter, who controlled crops, flowers and plants. Persephone had to live with her husband Pluto, underground for half of the year. Because her mother missed her and was sad during this time, all the crops, flowers and plants withered and died - and this is what we call winter. In the other half of the year, Persephone returned above ground to see her mother, and then all the flowers, fruits and trees blossomed and grew again because her mother was joyful to see her - we call this summer time. Persephone had been tricked because she had eaten 6 seeds of a pomegranate - so for each seed she had to spend a month underground. Children love this story and might like to find out more later in a children's book of Greek myths and legends at school or home.

7. Children should each DRAW the statue and LABEL it, showing the colours and metal parts that they have seen.
8. Now look at some plain white statues.
Just imagine they were once coloured in too!
What has happened to the colour? - the colour has rubbed off or faded over the years - remember that the ancient Greeks lived a long time ago. Many of the ancient Greek statues were uncovered from the ground by archaeologists - the children can imagine how things get lost or broken over time.

Which do you prefer - coloured or plain - and why?
Children's personal choice.

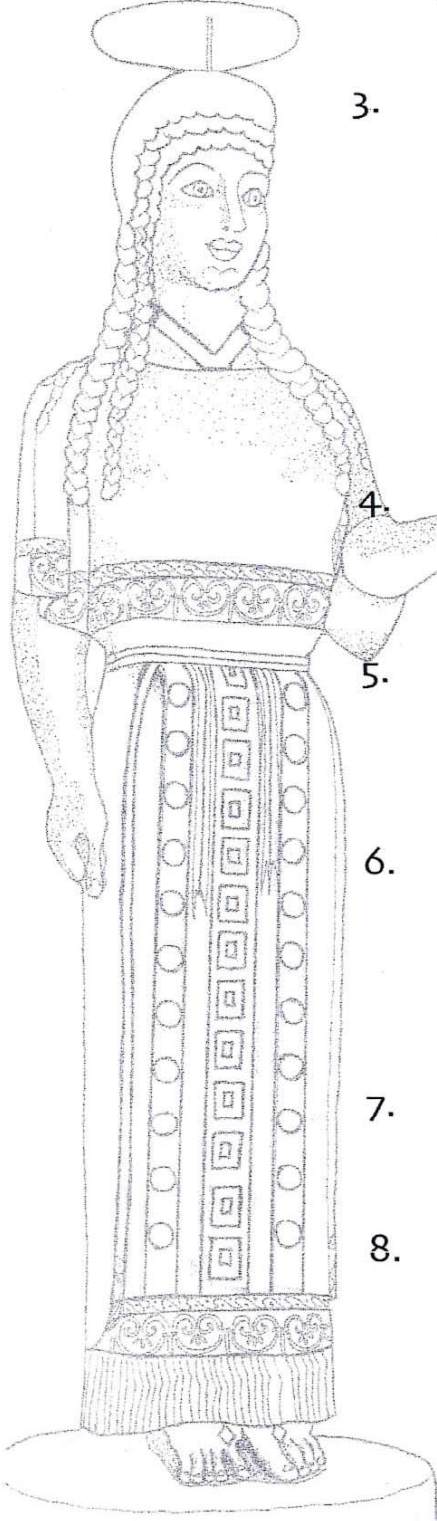
Many people don't like the coloured statues because they are used to thinking of the Greek statues as plain white marble - because that's how we see many of them today!

Thank you for your help!



COLOUR

Write down your answers



1. LOOK in Bay A and find THE LARGEST COLOURED STATUE.

2. Is the statue of:
 a) an athlete b) a young lady c) a soldier.

3. How many colours can you find on it?
 Circle your answers - red blue green
 white brown black.

How did the ancient Greeks make these colours?
 How might they have made their paints?

.....

4. METAL was stuck on to the statues too -
 Tick when you find -
 a) metal earrings b) metal brooches c) umbrella.

5. Which fruit is the statue holding? Choose from this list - banana pear pomegranate
 Clue: This round fruit has lots of seeds inside.

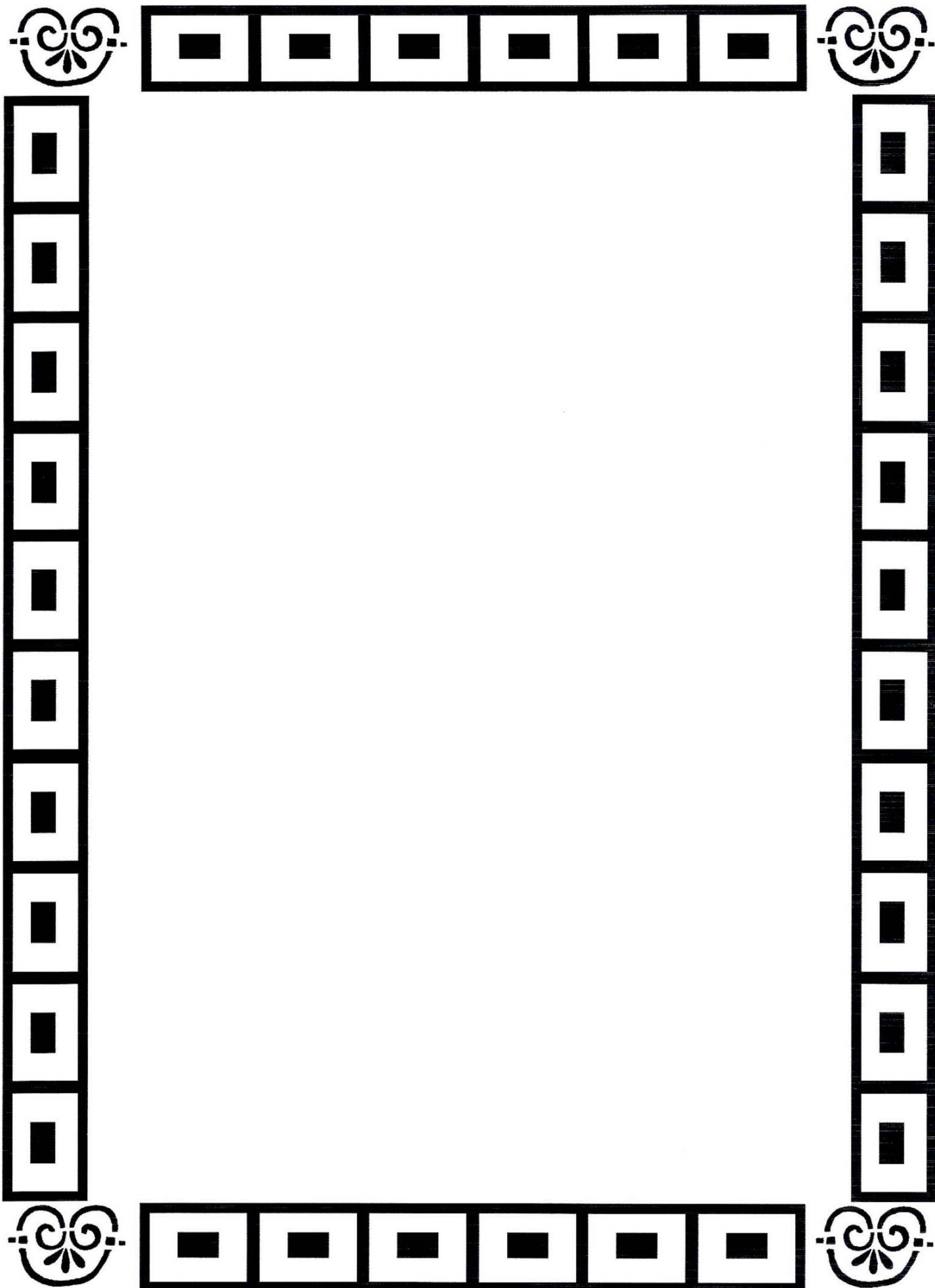
6. Have you ever heard the story of Persephone and the pomegranate? Persephone was sometimes called "KORE" (young woman). Perhaps this statue shows a young lady, just like Persephone.

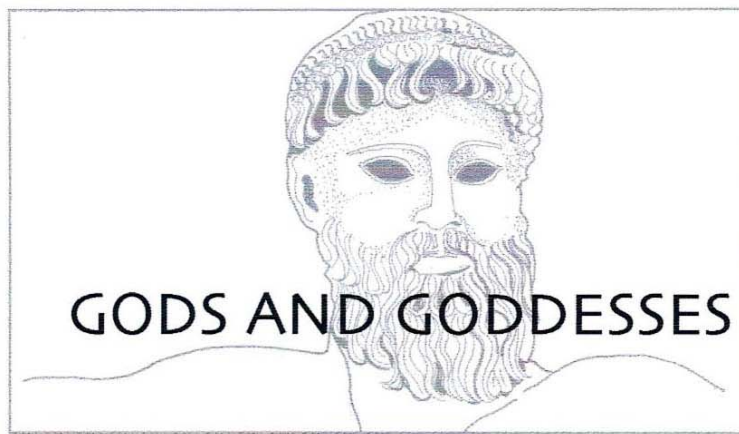
7. DRAW this statue, show and LABEL:
 all the different colours, and all the metal details too.

8. Now look at some plain white statues.
 Imagine that they were once coloured in too! What has happened to the colour? Which do you prefer - coloured or plain - and why?

.....

WELL DONE!





Helpers' answer sheet

We do not expect helpers to know all about the Ancient Greeks, so don't worry! Here are some answers to the questions. But, PLEASE, let the children try and work it out for themselves wherever possible! Thank you for your help!

Children should use the decorated sheets provided to draw and write their answers.

1. Go to the far end of the museum between Bays D & E
Let children find the huge statue of a goddess with a snake and an owl. Ask the children if they can guess who it is. (They may have worked on gods and goddesses already at school, or read stories about them)
She is ATHENE (ATHENA). How do they know?
Clues - (a) she has battle gear on - helmet, spear, shield, breastplate, - ready to protect Athens in war. (b) She has a wise old owl with her - Athene's symbol of wisdom.
Athene was born from the head of ZEUS (Head of the Gods), fully armed and ready for battle!
2. Go to Bay B
We do not know if this is ZEUS or POSEIDON. Some people think it is Zeus, Head of the Gods, who throws this thunderbolt down to earth when he is angry. Some people think it is Poseidon(Neptune), God of the Seas, who uses his Trident (three pronged weapon) to stir up the seas.

Let the children use their imagination and choose for themselves!

3. Go to Bay E.

There are lots of gods and goddesses here.

I have picked out the ones who are easiest to identify. Let the children hunt and guess for themselves - they love doing this!

(a) ARTEMIS is No. 353. She is the goddess of hunting.

Clues -

she has a quiver of arrows on her back and stag next to her.

(b) HERMES is No. 255 (Romans called him MERCURY). He is the swift messenger god.

Clues -

wears winged sandals and carries a special staff with snakes entwined around it.

(c) APHRODITE (Romans called her VENUS) is No. 232. She is the goddess of love and beauty.

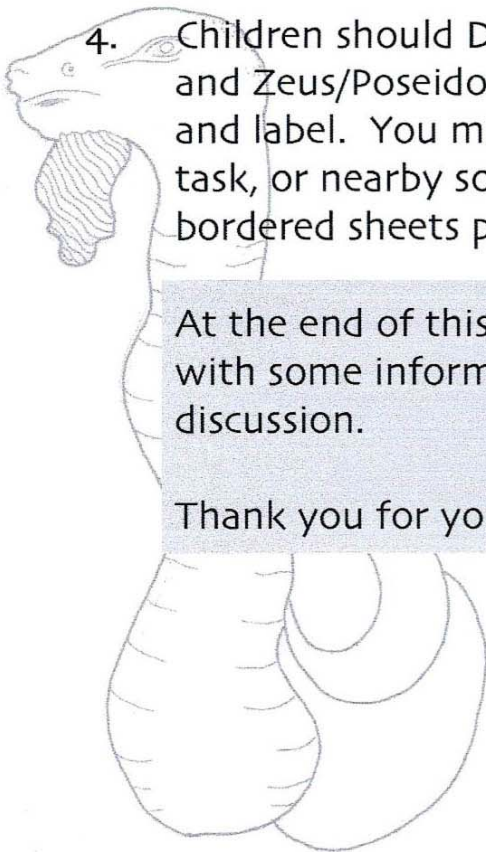
Clues -

she is naked to show off her special beauty (unlike the other statues of women in this museum who are usually clothed!)

4. Children should DRAW and LABEL one god or goddess. The Athene and Zeus/Poseidon are especially good as there is plenty to show and label. You might wish to keep all the children together for this task, or nearby so that you can keep an eye on them! Use the bordered sheets provided (or plain paper if you prefer).

At the end of this session, children should have a good drawing with some information to take back to school for display and discussion.

Thank you for your help!



GODS AND GODDESSES



Write down your answers

1. Go right down to the far end of the museum - (between Bays D/E). Find the HUGE GODDESS. Who is she?

How do you know ? (a).....

(b)

2. Bay B. Find the BIG BRONZE GOD with his arms stretched out. Some people think it is ZEUS - Head of the gods. Some people think that it is POSEIDON (the Romans called him Neptune) - god of the seas. What do you think? Circle your answer

I think it is ZEUS - throwing his THUNDERBOLT
 POSEIDON TRIDENT.

Why?

3. BAY E. There are LOTS of gods and goddesses here. LOOK at what they hold and wear, and try to find these:

A ARTEMIS - Goddess of HUNTING
 How do you know?

a)..... b).....

B HERMES - MESSENGER God
 (Roman name MERCURY) How do you know?

a)..... b).....

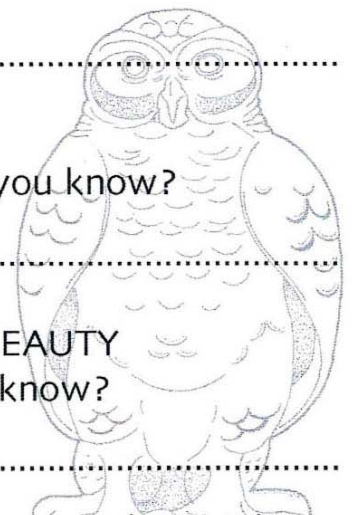
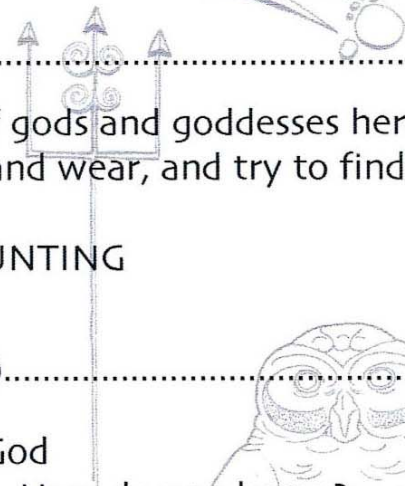
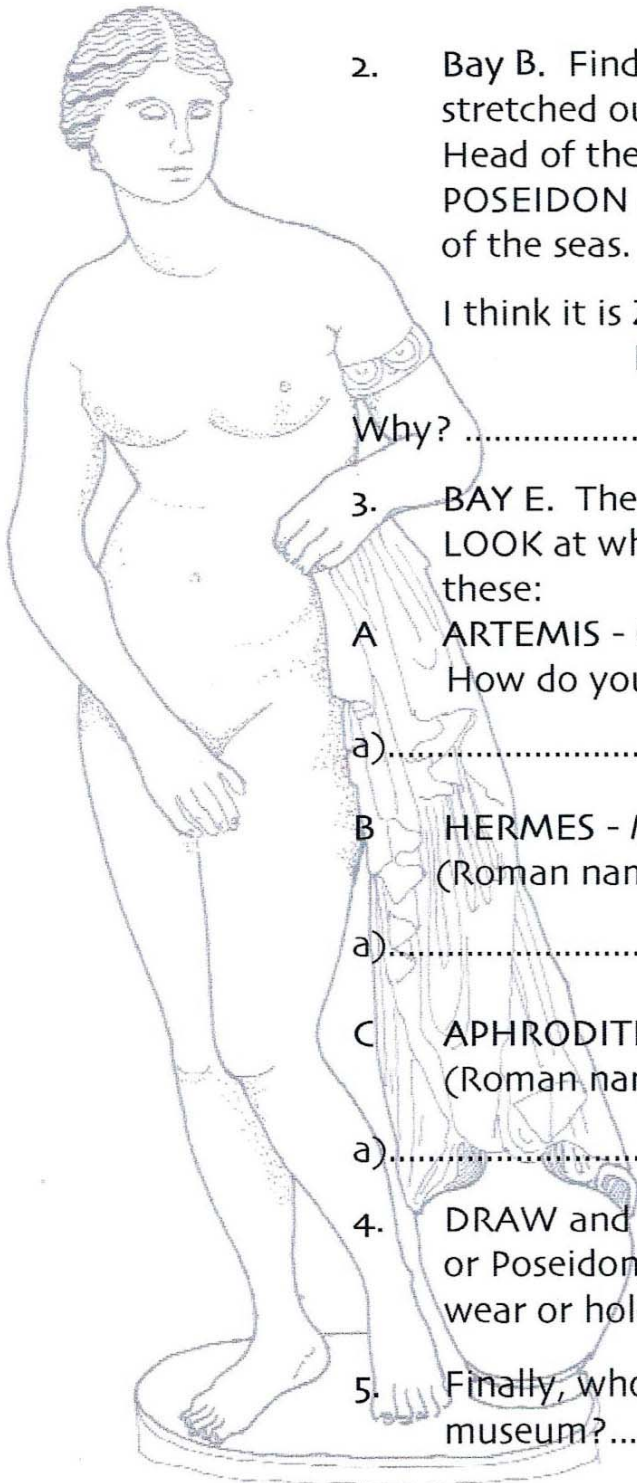
C APHRODITE - Goddess of LOVE & BEAUTY
 (Roman name Venus) How do you know?

a)..... b).....

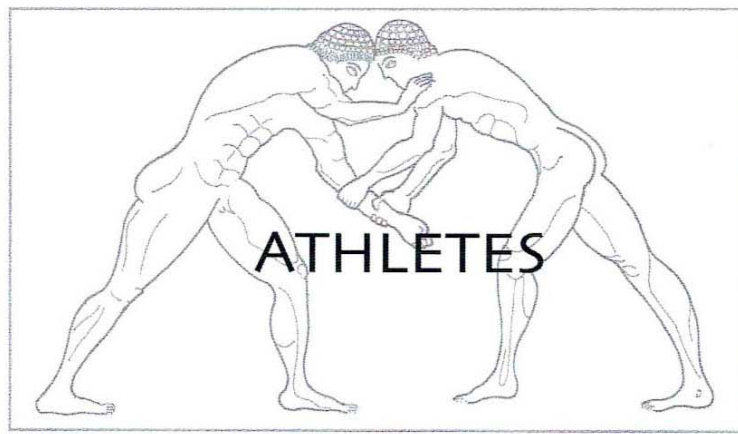
4. DRAW and LABEL one god or goddess - perhaps Athene or Poseidon/Zeus. LABEL them to show what they wear or hold.

5. Finally, who is YOUR favourite god or goddess in this museum?

Why?.....







Helpers' answer sheet

We do not expect helpers to know all about the Ancient Greeks, so don't worry! Here are some answers to the questions. But, PLEASE, let the children try and work it out for themselves wherever possible! Thank you for your help!

Children should use the decorated sheets provided to draw and write their answers.

BAY B Carvings of people playing sports are on the left hand wall.
(But let children search!)

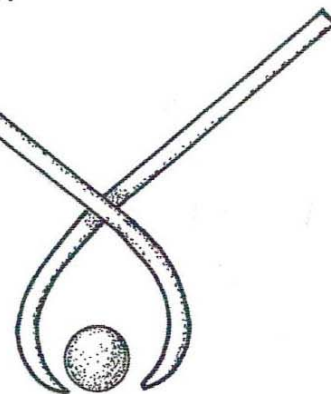
List of sports shown

59c CAT AND DOG BAITING

59a WRESTLING

60a HOCKEY

59b BALL GAME (the ball is on the far left!)



60b CHARIOTS + SOLDIERS (athletics perhaps trained people to be fit for the army!)

Notice men are playing, not women.

Children should draw one of these carvings and write about what is happening.

BAY C The statue is called the "THE DISCUS THROWER", number 118.

He is about to throw a discus. You can tell by looking at his body shape. Children can discuss whether they have tried this sport.

BAY F THE ATHLETE "scraping himself" number 259. (But let the children search for it!)

(Note: he also holds a die but we don't think that this is original)

He would scrape himself with a STRIGIL, a special bent piece of metal, to remove oil and dirt after competing. The strigil is in his left hand.

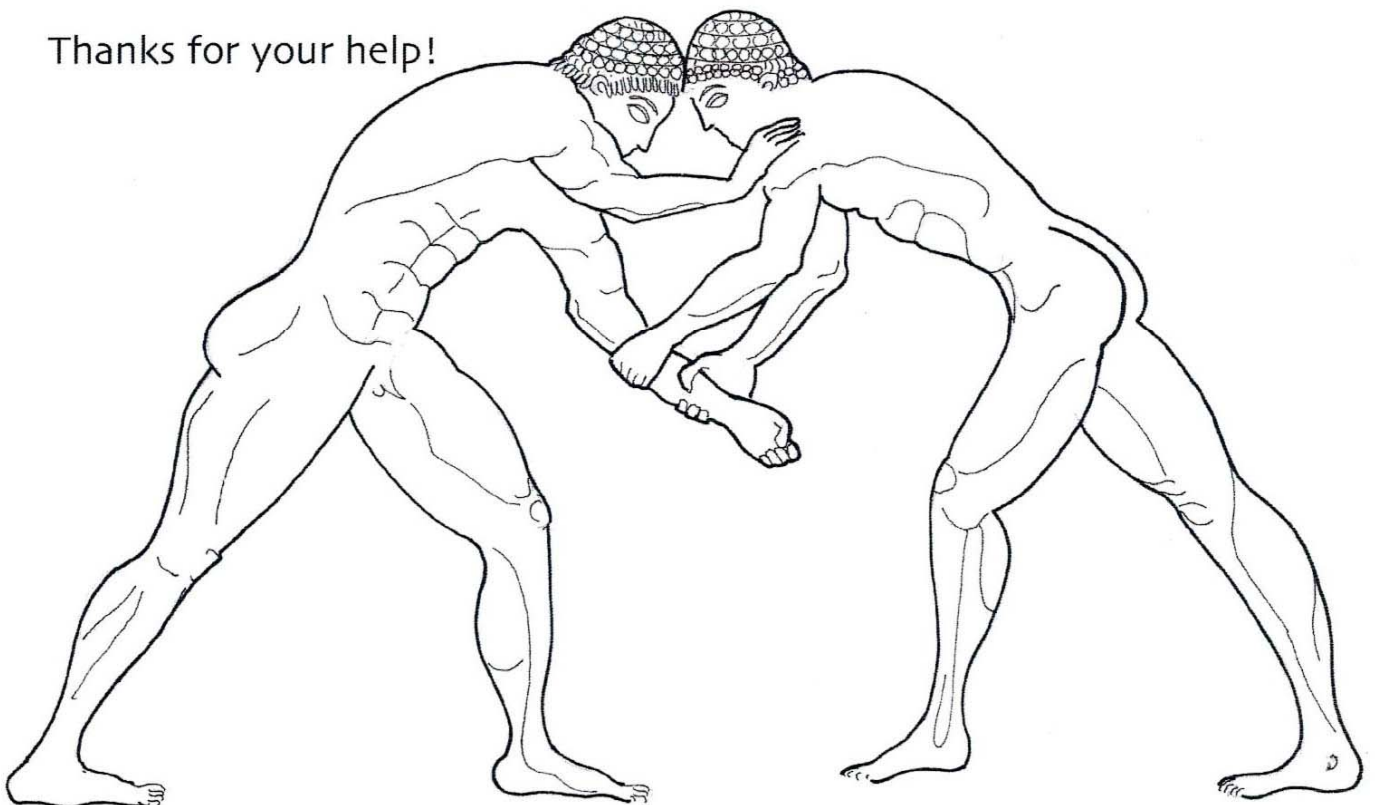
Athletes would compete naked, with olive oil on their bodies.

BAY G THE WRESTLERS - children cannot miss this, number 350.

At the end of this exercise, children should have a good, detailed drawing, and some written answers on the decorated sheets provided. (or blank paper, if you prefer).

These can form the basis for later classroom discussion when back at school, or a display of the children's work.

Thanks for your help!





ATHLETES

Write down your answers

Look in Bay B and find some carvings of people playing sports.

1. Which sports can you see? - write them down.

2. Which activities are still played as sports today?

.....

3. Which are not?.....

4. Who is playing - men or women?.....

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

Go to Bay C and find another athlete, about to throw something.

1. What is he called?.....

This is a very famous statue.

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

How?.....

3. Do you think that he might win?

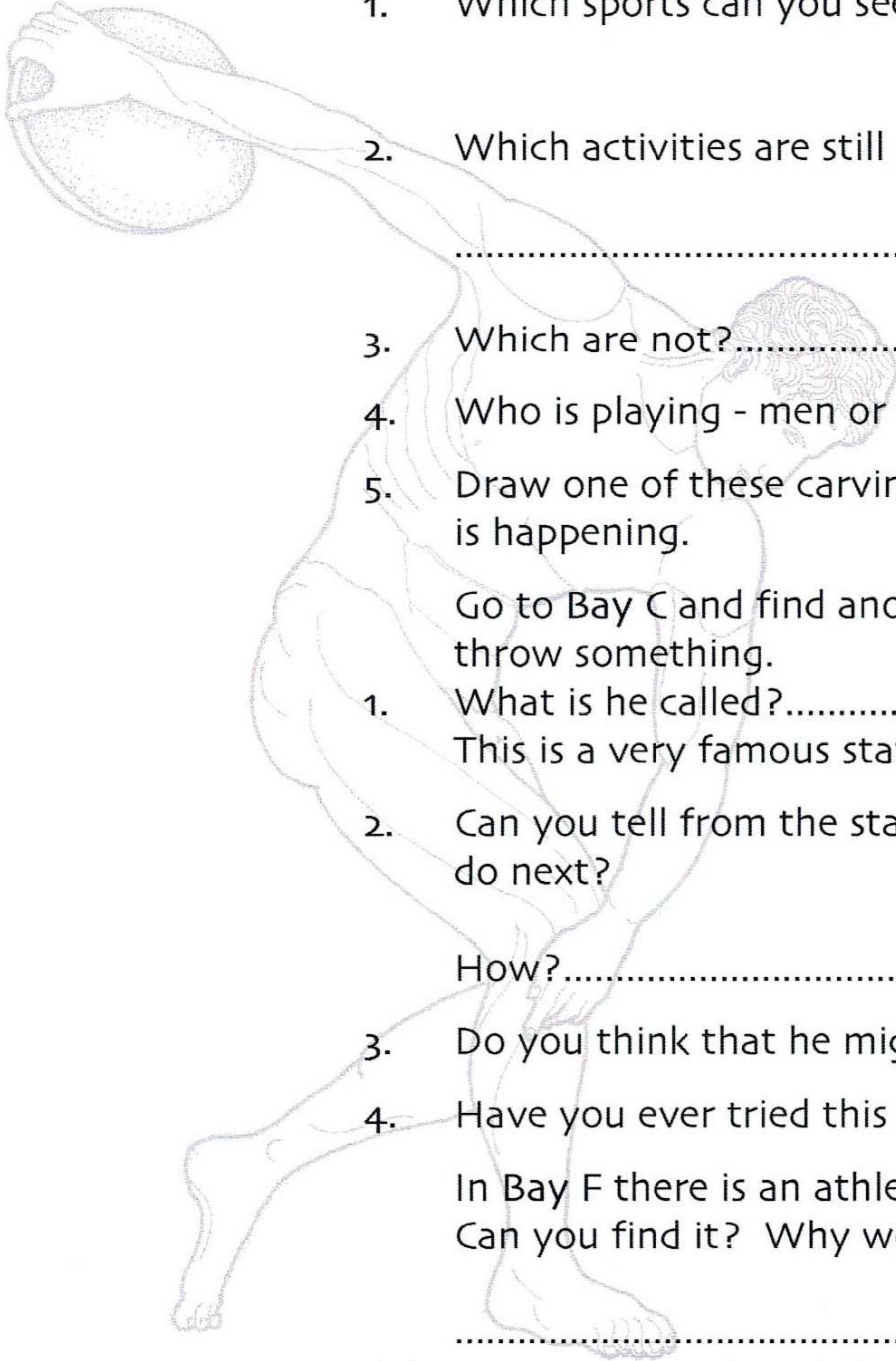
4. Have you ever tried this sport?

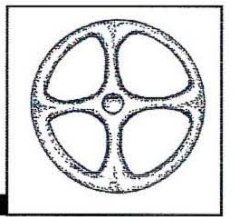
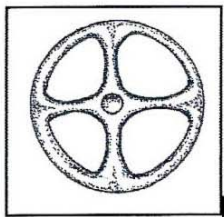
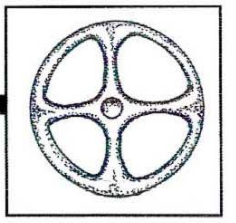
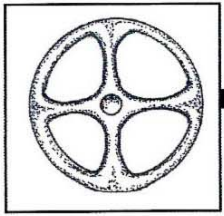
In Bay F there is an athlete "scraping himself". Can you find it? Why would he do this?

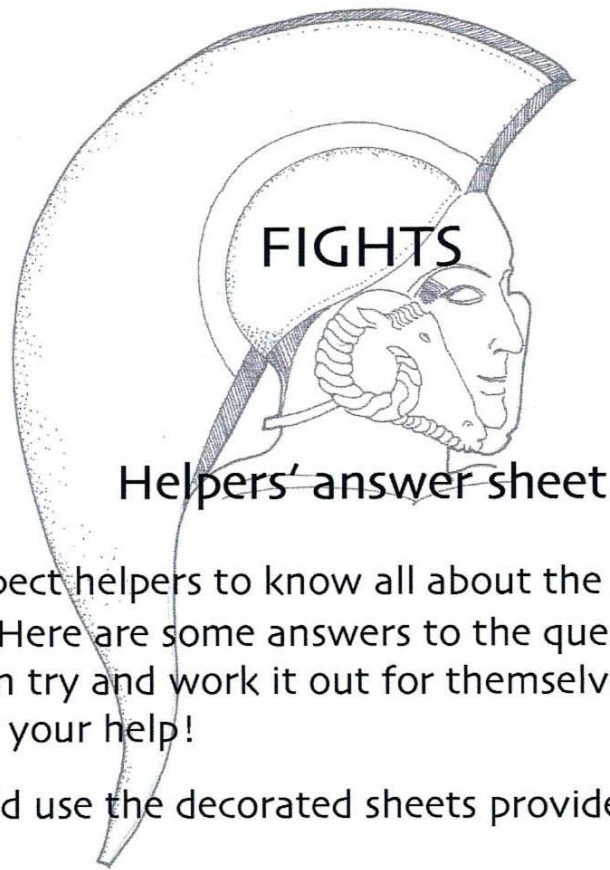
.....

Ask me or your teacher at the end if you do not know.

Finally, can you identify a famous statue called "The Wrestlers" Clue: somewhere in Bay G.







We do not expect helpers to know all about the Ancient Greeks, so don't worry! Here are some answers to the questions. But, PLEASE, let the children try and work it out for themselves wherever possible! Thank you for your help!

Children should use the decorated sheets provided to draw and write their answers.

1. GO TO BAY B and let the children find the group of SOLDIERS. Clues - spears, helmets, shields. (Nos 77A, 77B, 77C, 77D). Children should DRAW one each and label them, to show what they wear or hold. They can use the decorated sheets provided or blank paper if you prefer.
2. In BAY C, the Greeks are fighting the CENTAUR creatures. A centaur is half MAN half HORSE. Children may know them already from their Greek myths at school or, from the "Harry Potter" films and books. They are in the large group of statues on the left hand wall. - (99A - Figures from the Temple of Zeus at Olympia).

On the opposite wall of BAY C the children can find a miniature version of the statues (blue and white triangles), and a map showing where these statues would have been. (OLYMPIA map, the statues are in the triangular top of the temple - on temple 25). Some children will love to discover this - although it is important to say that this is our IDEA of how it might have looked, we cannot be sure.

3. In BAY D there are many CENTAUR fights all along the right hand wall. (Nos 134 Metopes from the Parthenon). Again these come from a temple decoration. (METOPES are carved stone slabs which decorate the top of a temple). Even though the centaurs look strong, the Greeks told a story that they struggled and overcame this mighty enemy and won against the odds. (After all, no-one would be impressed by an easy victory over a weak enemy!) You can see the Greeks struggling here - but we, and the Greeks seeing the statues, know the end of the story - that the Greeks would eventually triumph!

4. BAY G "ENEMIES of the Greeks"

An Amazon - clue - a woman warrior. No 380F

A Persian - clue - has curved sword and strange boots? No 380b

What has happened to these enemies of the Greeks?

Answer, it seems from this evidence that they were all killed or defeated!

Why did the Greeks want to put up statues showing that they could fight and beat any enemy? Possible answers - to show how brave and strong they were and that they were always the champions.

How would other enemies feel if they saw these statues? Possible answers - scared, won't want to fight the Greeks because they have no chance of winning against the Greeks.

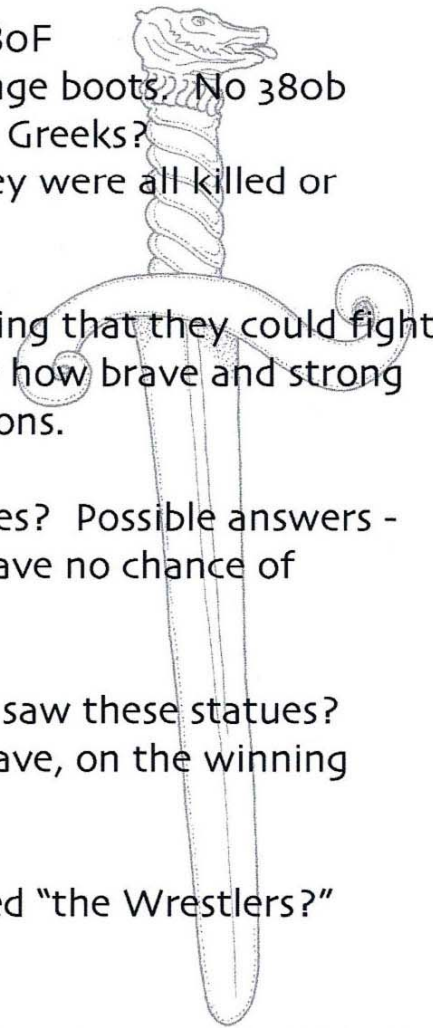
How would the Greeks (the winning side) feel if they saw these statues? Possible answers, proud, glad to be a Greek, strong, brave, on the winning team etc.

5. Finally can the children find a famous statue called "the Wrestlers?" (BAY G) (No 390)

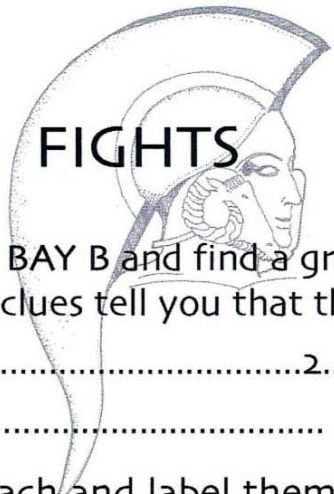
This shows a different kind of fight, wrestling for sport, not war, and so ties in with the Athletes group work. Training for sport may also have kept the Greeks fit for battle!

At the end of this exercise children should have a good labelled drawing to take back to school with them.

Thank you for your help!



FIGHTS

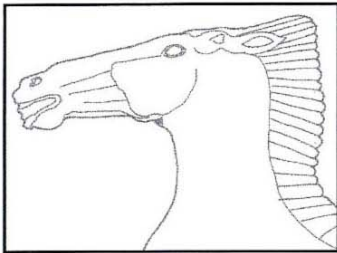


Write down your answers

1. GO TO BAY B and find a group of soldiers. Which clues tell you that they are soldiers?

1.....2.....
3.....

Draw one each and label them, to show what they wear or hold.



2. In BAY C, find the Greeks fighting the CENTAUR creatures. What is a centaur? (circle your answers)
HALF Man/woman and
HALF goat/horse/snake?

Can you find - a) a centaur biting a man's arm
b) hands pulling at hair?
tick box when you have found them

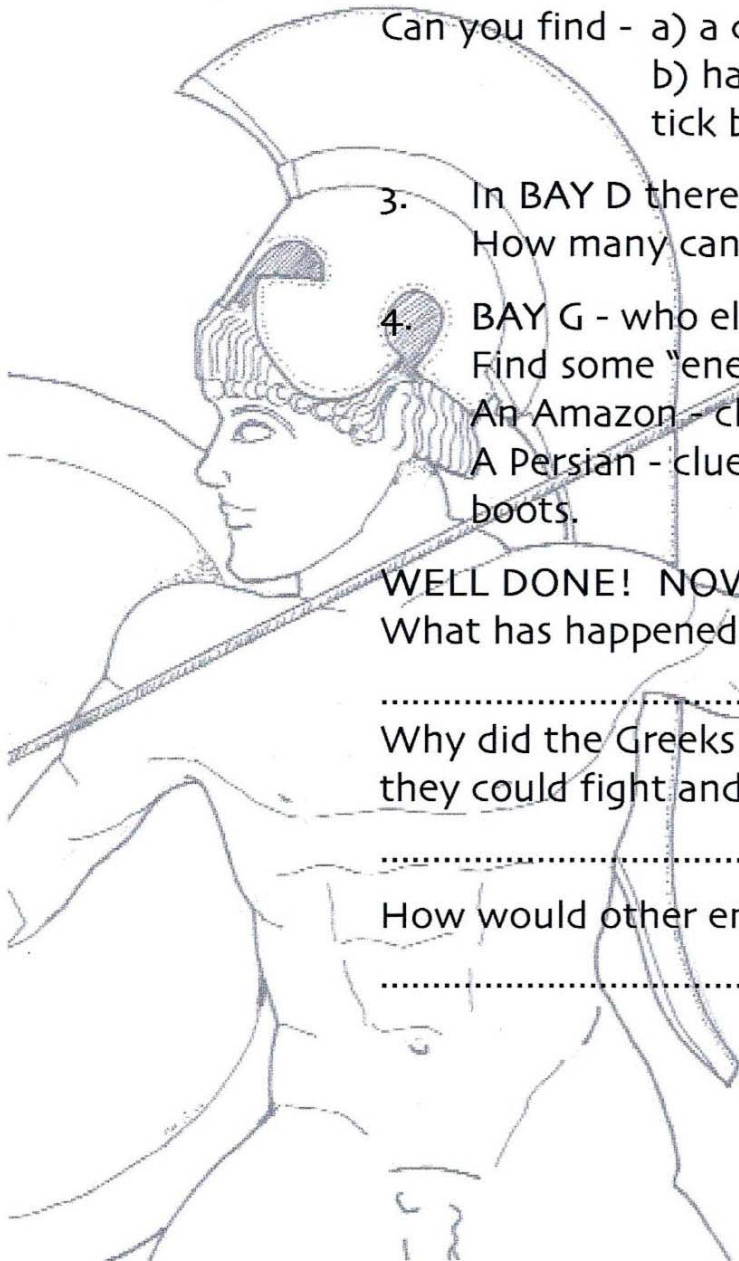
3. In BAY D there are some more Centaur fights. How many can you find?.....

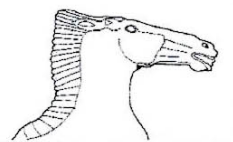
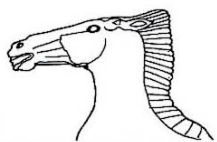
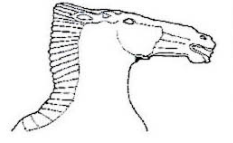
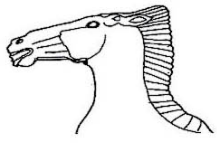
4. BAY G - who else did the Greeks fight? Find some "enemies": Can you spot -
An Amazon - clue - a woman warrior.
A Persian - clue - has curved sword and strange boots.

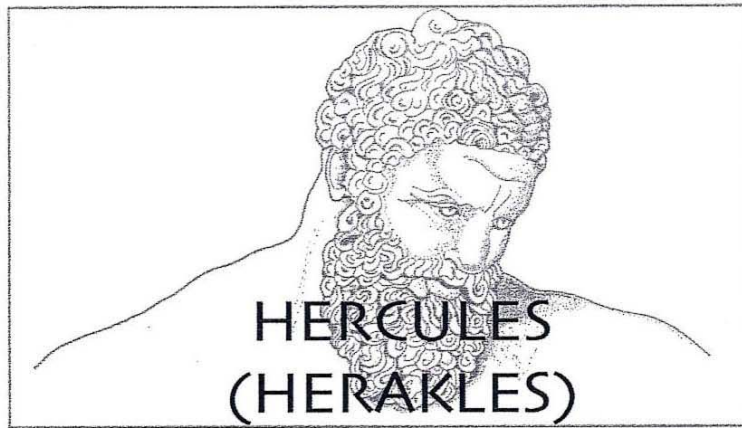
WELL DONE! NOW THINK CAREFULLY ...
What has happened to these enemies of the Greeks?

.....
Why did the Greeks want to put up statues showing that they could fight and beat any enemy?

.....
How would other enemies feel if they saw these statues?







Helpers' answer sheet

We do not expect helpers to know all about the Ancient Greeks, so don't worry! Here are some answers to the questions. But, PLEASE, let the children try and work it out for themselves wherever possible! Thank you for your help!

Children should use the decorated sheets provided to draw and write their answers.

Look at the huge statue in Bay K

1. Children may have heard of Hercules from stories at school, or from the TV programme!
2. Children should draw this statue on the decorated sheets provided, or on blank paper if you prefer.
3. They should label, eg. "strong muscles", "muscular legs", etc.
4. He holds
 1. Club
 2. Lionskin.
 3. Golden apples (behind his back!)Get the children to label these on their drawing.
5. Bay B
The carvings are on the right hand wall. Let the children find them!
Nos. 98a Herakles and the Apples of the Hesperides
(with Athene and Atlas)
98b Herakles and the Cretan Bull
98c Herakles bringing the Stymphalian birds to Athena
6. The carving 98c has the bird missing! It has broken off or worn away! Ask the children to imagine a bird which shoots its feathers like arrows!! The children will have fun inventing and drawing it!!

HERCULES (HERAKLES)

Write down your
answers

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

2. Sketch him and decide how the sculptor shows his characteristics.... (How did they make it look like a "Hercules"?) Eg. Strength, might, muscles?

3. Label your drawing to show this.
Write down 3 words or more.

4. Find 3 things that he holds. 1.....
2..... 3.....
Show and label these on your drawing.

5. Now go to Bay B. On the wall are 3 carvings showing some of the tasks of Hercules.

Can you find him (tick)

A Holding up the the sky?

B Wrestling a bull?

6. The third carving is broken. It showed Hercules with the Stymphalian Birds -deadly birds with feathers they shot like arrows.

Imagine how these mythical birds looked -
invent one and draw it!

