

#3612

GREECE

Grade Levels: 4-8
17 minutes

SVE & CHURCHILL MEDIA 1999

DESCRIPTION

Hannah wonders why studying about the ancient Greeks is so important. After a bit of time traveling with her spirit friend Belle, she better understands Greece's contributions to the world. Belle and Hannah examine Greece's location, geography, religion, city-states, and the development of democracy. They also learn about family life, entertainment, and the Olympics. Like the Greek philosophers, Hannah decides asking "why?" is a good way to learn.

ACADEMIC STANDARDS

Subject Area: History



- ◆ Standard: Understands and knows how to analyze chronological relationships and patterns
 - Benchmark: Knows how to impose temporal structure on their historical narratives (e.g., working backward from some issue, problem, or event to explain its causes that arose from some beginning and developed through subsequent transformations over time)
 - Benchmark: Knows how to diagram the temporal structure of events in autobiographies, biographies, literary narratives, and historical narratives, and understands the differences between them
- ◆ Standard: Understands the historical perspective
 - Benchmark: Understands that specific individuals and the values those individuals held had an impact on history
 - Benchmark: Analyzes the influence specific ideas and beliefs had on a period of history
 - Benchmark: Knows different types of primary and secondary sources and the motives, interests, and bias expressed in them (e.g., eyewitness accounts, letters, diaries, artifacts, photos; magazine articles, newspaper accounts, hearsay)
 - Benchmark: Analyzes the values held by specific people who influenced history and the role their values played in influencing history

- Benchmark: Analyzes the influences specific ideas and beliefs had on a period of history and specifies how events might have been different in the absence of those ideas and beliefs

INSTRUCTIONAL GOALS

1. To identify a few of the contributions the ancient Greeks made to civilization in general.
2. To identify Greece on a map and describe its geography.
3. To explain that ancient Greece had many influential philosophers from whom we have many of our beliefs today.
4. To explain that Socrates urged people to ask "why" in order to express their free-thinking individuality.
5. To understand that the Greeks were the first to have an alphabet and describe what the alphabet was.
6. To describe how the landscape of Greece and the poverty contributed to the many wars they were involved in.
7. To identify how the Greeks contributed to our modern technology of television and movies.
8. To describe a Greek city-state and relate the concepts to states and cities in the United States.
9. To identify what the Greeks liked to do, such as art and architecture.
10. To identify the difference between the Athenians and the Spartans.
11. To explain a democracy and who had the right to vote in ancient Greece.
12. To explain the purpose of a government as described by the great Greek thinkers.
13. To describe the activities of the Greek men and what kinds of foods they harvested.
14. To understand how the Greeks obtained slaves.
15. To describe the first Olympics and compare them to today's Olympic Games.
16. To discuss the types of literature they enjoyed including the epic poem and the fable.
17. To explain why it is important to study the ancient Greeks.



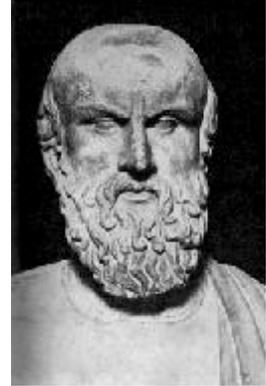
BEFORE SHOWING

Tell the story of King Midas, a king who did a good deed and was granted one wish. He wished that everything he touched would turn to gold so he could be the richest man. He delighted in touching things around his castle that turned to gold. But when he sat down to eat, he realized his food turned to gold, and his drink turned to gold. He touched his family and they turned to gold too. After only a day, King Midas wished he

had never made that awful wish. Ask the students if they have ever heard this story before. Tell them it is called a “legend” and is one of the stories that ancient Greeks used to tell each other. Explain that it is only one of the many contributions the ancient Greeks made to today’s world. Some other contributions are theater, democracy, the love of learning, and the Olympic Games. Tell students that the following program will show how the ancient Greeks lived and the ways their inventions are important to us.

AFTER SHOWING

1. We can learn a lot from studying the ancient Greek civilization. Ancient Greeks lived more than 2,000 years ago. At the beginning of the video, Belle recited a philosophy of Socrates that basically says to be nice to people even if they aren’t nice to you. What does this mean? Ask students if they have ever been in a situation where they had to be nice to someone even if they weren’t nice to them. Explain that this and other things that Socrates said are still used by many of us today. Belle goes on to discuss how the Greeks studied and thought and prophesied. Our studies are based on the studies of the Greeks. What did Socrates teach the Greeks? (He taught them to ask “why” about everything. He taught them to develop their questions clearly and logically. He promoted individualism and free thought.)



2. What ways did the Greeks contribute to our society today? (Many ways, but one of the most important was through their writing. The ancient Greeks were one of the first to have an alphabet; a form of writing that wasn’t pictures. Since they could combine letters from the alphabet, they could express ideas and thoughts, not just pictures to describe things and numbers.) Have students look at the alphabet and spell a word from those letters. What if the alphabet were made up of pictures? Could they express the same word that way?



3. Who were some of the most notable Greek philosophers? (Socrates, Plato [Socrates’ pupil], Aristotle [Plato’s pupil], and Alexander the Great [Aristotle’s pupil] were the great philosophers. Alexander the Great went on to become one of the greatest military leaders and thinkers in all of history.) The knowledge was passed from one philosopher to the next and enhanced Greek culture.
4. Belle explains that although the Greeks studied a lot, life was very difficult because there were often terrible wars. What kinds of wars did Greece fight? (They fought wars with other nations and civil wars with other states within Greece.) How did the Greek landscape contribute to the constant wars? (Greece is an island, which is a

piece of land surrounded by water. The landscape was very rugged, covered in rocky ground, with mountains on the north and water on the other three sides—south, east, and west. The landscape also contributed to the poverty in Greece.)

5. Did the Greeks invent television, as we know it today? (No, but they did develop theater—plays in which characters and actions entertain an audience, much like television and movies today. They developed dramas [compelling stories that usually involve human conflict], and comedies [stories that are made to make the audience laugh].) Ask students to name some television shows and movies that would be classified as either dramas or comedies to show the Greek influence on modern theater. What makes modern television and film different from Greek theater? (They work on electricity.) What were Greek theaters like? How were they different or similar to modern movie theaters? (They were called amphitheaters, were outside in the open air, and could hold up to 27,000 people. Modern movie theaters are mainly inside, but there are some drive-in theaters.)



6. What was Greek religion like? (Although it is not mentioned in the video, you can explain that Greek religion is called mythology, and was based on a collection of legends and myths about the gods, who each oversaw different aspects of human life.) Who was the ruler of the gods? Where did they live? (Zeus was the ruler of the gods and they lived on Mount Olympus.)
7. What is a Greek city-state? (Remembering how Greece’s geography and landscape caused many wars, explain that the city-states were much like states in the United States, although they were much, much smaller. People who lived in Greek city-state thought of themselves as citizens of that city-state and were very proud of it.) How were the city-states different? Describe Athenians and Spartans. (Although they were all Greek, citizens of city-states shared values and characteristics with each other. Athenians, from Athens, were the thinkers [like Socrates, Plato, and Aristotle]. They loved art, architecture, philosophy, and theater. The Spartans, from Sparta, were warriors. They didn’t begin education until they were 12 years old. Girls and boys both were sent to military school.)
8. In ancient civilizations, girls and boys were often treated differently. Boys went to school and girls stayed at home. Sparta was an exception to that rule. How were Spartan girls different from other girls? (They went to military school because the Spartans believed that a strong woman would make strong babies. Although military school was not as difficult for them as for the boys, it was certainly more difficult than helping out at home, like Athenian girls did.) What other differences

were there between women and men? (Only free men were considered citizens. That meant no women and no slaves.)

9. How was Greek government different from other ancient civilizations? (They had the rights of citizens, and were not ruled over by a king, queen, or emperor. They governed themselves and voted on their own laws. This type of government is called a "democracy.") What type of government does the United States have today? (We have a democracy, based on the ideas and practices of the ancient Greeks.) What democratic practices did the Greeks establish? (They created the ideas of political parties, like our Democratic and Republican parties. They valued justice, security, and happiness for their citizens.) Explain that while that may sound reasonable now, the Greek government was very different from other governments at the time.

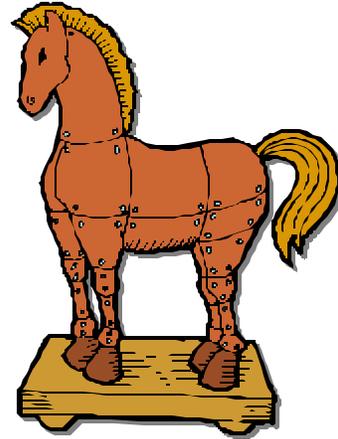


10. What kinds of jobs did Greek men have? (They were often away farming crops like olives, grapes and figs, or fishing or trading goods.) What did Greek women do? (Since most Greek houses had slaves, women didn't do housework. Their main job was to run the house and raise the children.) What did Greek children do? (They would have pets like dogs, birds, or goats, and they would play with toys such as rattles, figurines, and yo-yos.)
11. How did the Greeks obtain slaves? (In the wars they fought with other countries and city-states, Greeks would often capture enemy soldiers and make them slaves. Some slaves were the children of other slaves, others were poor and given up at birth, others were kidnapped into slavery.) How many slaves were there? (Belle tells us that at one point, there were as many slaves in Greece as there were citizens.)

12. What are the Olympics? (Begun as a part of a religious ceremony to honor Zeus, the Greek citizens held the Olympic Games every four years. They would also discuss political issues.) What were the first Olympics like? (There was only one event: a footrace about 180 meters long.) What are the Olympics like now, and how are the Games different from the first Game? (Now, there are Olympic Games held every two years in different parts of the world. The early Olympic Games were held only at the fields of Olympia. There are also many more events, and two separate Olympics: the Summer and the Winter Games.) Ask students to name some of the Olympic Games. Did they know that this was a tradition that began many centuries ago?



13. Who is Thebus? (He is the ancient Greek friend of Belle’s who is reciting lines from Homer’s The Iliad.) What is The Iliad? (It was a famous ancient Greek epic poem, a long story about Greek heroes and gods created between 800 and 700 B.C., about 2,500 years ago.) Who was Homer? (He was a blind man who created The Iliad and The Odyssey, another epic poem.) How did Homer record his stories? (He walked from place to place telling these stories to people, who would tell them to other people, as Thebus is doing in the video. When a system of writing was invented, someone wrote the stories down.)



14. What other kinds of stories did the Greeks have? (They had myths—stories about gods and goddesses; legends—stories about notable people that are handed down for generations; and fable—fictitious stories meant to teach a lesson.) After describing each kind of story, have the students name stories they know that fit the descriptions. A story about a hero could be like an epic poem while a story like Cinderella would be like a fable.
15. What is the legend of King Midas? (He was a king who did a good deed and was granted a wish from the god, Dionysus. He wished that anything he touched would turn to gold. He didn’t think about what his wish would mean until he realized that everything he touched turned to gold: his food, drink, family, and furniture. After only a day, King Midas wished he hadn’t made that wish.) Ask students what the moral or the lesson of this story is. It may be necessary to explain what a “moral” is (a lesson meant to teach the difference between right and wrong).
16. If possible, take students on field trip to a local museum that features exhibitions of ancient artifacts. Many museums have exhibitions that include artifacts and displays of ancient cultures.

RELATED RESOURCES

Captioned Media Program

- Athena’s City #3334
- Greece: Land of Temples & Ruins #7730
- Greece: Playground of the Gods #7953
- Safekeeping #3077
- The Spartans #3664
- Western Europe: Our Legacy #3317
- Women and Children #3422



World Wide Web



The following Web sites complement the contents of this guide; they were selected by professionals who have experience in teaching deaf and hard of hearing students. Every effort was made to select accurate, educationally relevant, and "kid-safe" sites. However, teachers should preview them before use. The U.S. Department of Education, the National Association of the Deaf, and the Captioned Media Program do not endorse the sites and are not responsible for their content.

- **EARLY HUMANS AND THE ADVENT OF CIVILIZATION**

<http://ancientworld.simplenet.com/chapter1/index.html>

A quite comprehensive reference site designed to provide learners with a "great deal of information on the Ancient World--its history, culture, ideas, religions and more."

- **MR. DOWLING'S ELECTRONIC PASSPORT**

<http://www.mrdowling.com/index.html>

Welcomes visitors to "explore the world in a virtual classroom." Very interesting and user-friendly history site. Download study guides, tests, and related pictures on a wide variety of topics. Recommends history links.

- **THE SEVEN WONDERS OF THE ANCIENT WORLD**

<http://ce.eng.usf.edu/pharos/wonders/>

Though we often know this list of wonders exists, few of us can name them all. Can you? Navigation icons picture each of the Seven Wonders. Click on them one at a time for a description of the monument and the vivid history that surrounds it.

- **VOYAGE BACK IN TIME**

<http://www.richmond.edu/~ed344/webunits/greecerome/>

Ancient Greece and Rome covered in this comprehensive site in the format of a (side-by-side links) comparative study.

- **COLOR TOUR OF EGYPT**

<http://www.memphis.edu/egypt/egypt.html>

Color tour of Egypt along with artifacts section, and other information from the University of Memphis' Institute of Egyptian Art & Archaeology.

- **WORLD HISTORY CHRONOLOGIES**

<http://campus.northpark.edu/history//WebChron/index.html>

A series of hyperlinked chronologies from North Park University developed "by the instructors with historical articles prepared by students intended for use in history classes." Clear and easy to navigate. Greece, Rome, Islamic nations, and more.