

#9681

ATHENS & ANCIENT GREECE

NEW DIMENSION/QUESTAR, 2001

Grade Levels: 9-13+

30 minutes

DESCRIPTION

Recalls the historical significance of Athens, using modern technology to re-create the Acropolis and Parthenon theaters, the Agora, and other features. Briefly reviews its history, famous citizens, contributions, a typical day, and industries.

ACADEMIC STANDARDS

Subject Area: World History - Era 3 – Classical Traditions, Major Religions, and Giant Empires, 1000 BCE – 300 CE

- ★ Standard: Understands how Aegean civilization emerged and how interrelations developed among peoples of the Eastern Mediterranean and Southwest Asia from 600 to 200 BCE
 - Benchmark: Understands the major cultural elements of Greek society (e.g., the major characteristics of Hellenic sculpture, architecture, and pottery and how they reflected or influenced social values and culture; characteristics of Classical Greek art and architecture and how they are reflected in modern art and architecture; Socrates' values and ideas as reflected in his trial; how Greek gods and goddesses represent non-human entities, and how gods, goddesses, and humans interact in Greek myths) (See Instructional Goals #3, 4, and 5.)
 - Benchmark: Understands the role of art, literature, and mythology in Greek society (e.g., major works of Greek drama and mythology and how they reveal ancient moral values and civic culture; how the arts and literature reflected cultural traditions in ancient Greece) (See Instructional Goal #4.)
 - Benchmark: Understands the legacy of Greek thought and government (e.g., the importance of participatory government in Greek city-states for the development of Western political thought and institutions; essential ideas in Plato's Republic and the influence of this work on modern political thought; Athenian ideas and practices related to political freedom, national security, and justice; how the maturing democratic institutions in Greece resulted in greater restrictions on the rights and freedoms of women) (See Instructional Goals #1 and 2.)
 - Benchmark: Knows significant Greek writings, literature, and mythology (e.g.,



the prominent ideas of Greek philosophers; the significance and major works of Greek historians; significant Greek tragedies and comedies, and the values and lessons they transmitted; aspects of daily life in Greece between 600 and 200 BCE as they are represented by playwrights of the time) (See Instructional Goal #4.)

- Benchmark: Understands how Sumerian, Egyptian, and Greek societies saw themselves in relation to their gods and how attitudes towards women are indicated in representations of their goddesses (See Instructional Goal #4.)
- Benchmark: Understands the social and political characteristics of Greek city-states (e.g., significant similarities and differences between Athenian democracy and Spartan military aristocracy; hierarchical relationships in Greek societies and the civic, economic, and social tasks performed by men and women of different classes; the location and political structure of the major Greek city-states) (See Instructional Goal #1.)
- Benchmark: Understands the political framework of Athenian society (e.g., the influence of Athenian political ideals on public life; major changes made to the Athenian political organization between the initial monarchy and the governments of Solon and Cleisthenes; the role of women in Athenian society, their rights under the law, and possible reasons why Athenian democracy was limited solely to males) (See Instructional Goal #1.)

Subject Area: Civics - What are the Basic Values and Principals of American Democracy?

- ★ Standard: Understands the relationships among liberalism, republicanism, and American constitutional democracy
 - Benchmark: Understands that the term "democracy" is derived from the Greek word for "rule by the people," and that the central focus of democracy is the idea that the people are the source of authority for government (See Instructional Goals #1 and 2.)

INSTRUCTIONAL GOALS

1. To identify how democratic institutions were formed in ancient Greece.
2. To compare American and ancient Greek democracy.
3. To examine the architecture of ancient Greece.
4. To explore the cultural and religious values of the ancient Greeks.
5. To contrast ancient Greek architecture with the modern ruins.

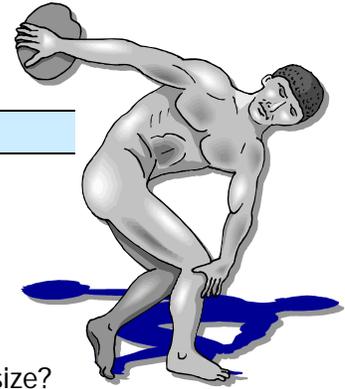
VOCABULARY

1. constitution
2. democracy
3. governing body
4. mythical
5. refuge
6. sacred
7. talents



BEFORE SHOWING

1. Locate the following places on a map of ancient or modern Greece.
 - a. Troy
 - b. Thebes
 - c. Sparta
 - d. Athens
 - e. Aegean Sea
2. Determine if each of the following are places or people of importance of Ancient Greece. Briefly describe each person or place.
 - a. Helen
 - b. Homer
 - c. the Acropolis
 - d. Parthenon
 - e. Pericles



AFTER SHOWING

Discussion Items and Questions

1. Discuss the city of Athens.
 - a. How did the city of Athens expand over time? How were these expansions marked?
 - b. At what point was the ancient city of Athens at its maximum size?
 - c. How does the ancient city of Athens compare with the modern city?
2. Discuss the Acropolis. Consider the following: the Parthenon, the Erechthion, Propyla, the Statue of Athena, the Temple of Athena Nike, and the Dionysus Theatre.
 - a. Where was each building located?
 - b. What was the purpose of the building?
 - c. How does the original building differ from the modern ruin?
 - d. What is unique about each structure in the Acropolis?
 - e. How did the Acropolis change over time?
3. Discuss religious life in ancient Athens.
 - a. Why was water sacred in antiquity?
 - b. How was each area loyal to their local deity?
 - c. In the 5th Century B.C. how many days per year were holy days?
 - d. Why did the statue of Athena in the Acropolis have no wings? Why was this unusual?
4. Discuss daily life in ancient Athens.
 - a. What were typical foods eaten by ancient Greeks?
 - b. What was the Athenian equivalent to Wall Street?
 - c. Where did Greek women go daily to get water?
 - d. Who did the family's shopping?
 - e. How were goods paid for?
 - f. How were wealthy homes furnished?
 - g. How did homes in the pottery district differ from wealthy neighborhoods?
5. Discuss family life in ancient Athens.
 - a. What was the purpose of marriage in ancient Athens?
 - b. At what age did typical Athenians marry?

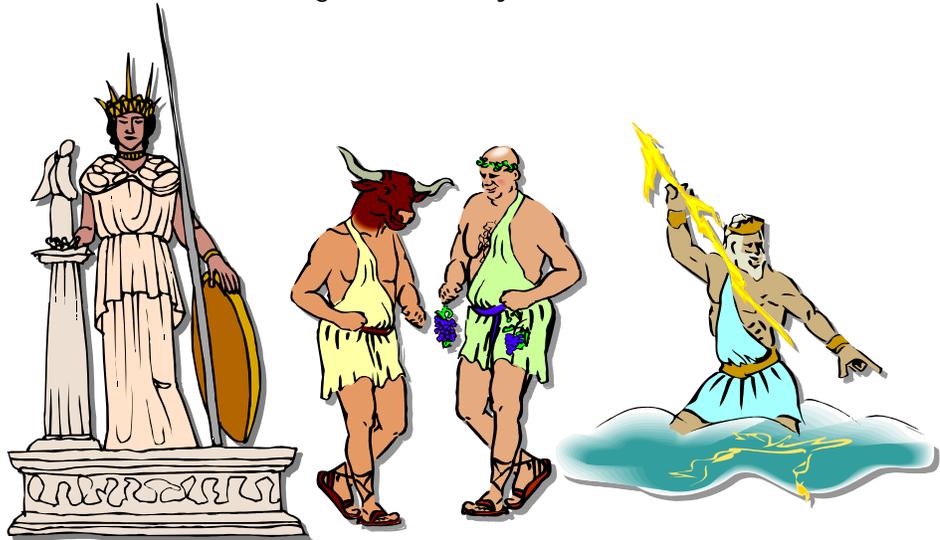
- c. What was a typical child's life like in Athens?
 - d. What values were Athenian children taught?
 - e. How did women make themselves beautiful in ancient Greece?
6. Discuss theater in ancient Athens.
 - a. How did the number of actors in ancient Greek theater change over time?
 - b. What limitations did the Greek actors have?
 - c. Why was gesture so highly valued in Greek theater?
 - d. How did actors imitate the gods?
 7. Discuss democracy in Athens.
 - a. How did their "democracy, like ours, not apply to all"?
 - b. How did their governing body never sleep?



Applications and Activities

1. Read Homer's Iliad.
 - a. Debate the story as fiction or non-fiction.
 - b. Reenact or retell key scenes as they might have been told by ancient bards or in the ancient Greek theaters. Consider using masks and relying heavily on gestures.
 - c. Outline the lessons learned from this epic tale.
2. Research the gods and heroes of ancient Greece. Consider the role of each in Greek religious and cultural life. Examine how the goddesses may indicate beliefs about women in ancient Greece.

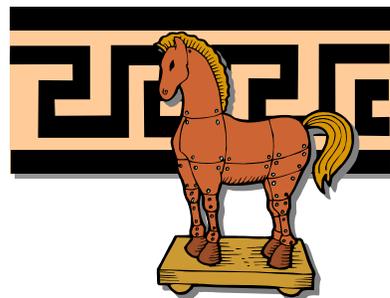
- a. Hercules
- b. Minotaur
- c. Zeus
- d. Athena
- e. Apollo
- f. Poseidon
- g. Hermes
- h. Hephaestus
- i. Dionysus
- j. Eros
- k. Pluto
- l. Kronos
- m. Demeter
- n. Aphrodite
- o. Hestia



3. Compare American and Greek democracies by proving or disproving the following statements.
 - a. Our constitution favors the many instead of the few.
 - b. Our governing body never sleeps.
 - c. Holding office is no longer limited to the wealthy.
 - d. Our constitution does not copy the laws of neighboring states. We are a pattern to other cities rather than imitators.

4. Investigate the following historical events and eras in ancient Greece. Create a timeline and determine the significance of each event. Consider the causes and consequences of each event.
 - a. The Second Greek-Persian War in 480 B.C
 - b. The Age of Pericles
 - c. Roman conquest of Greece

RELATED RESOURCES



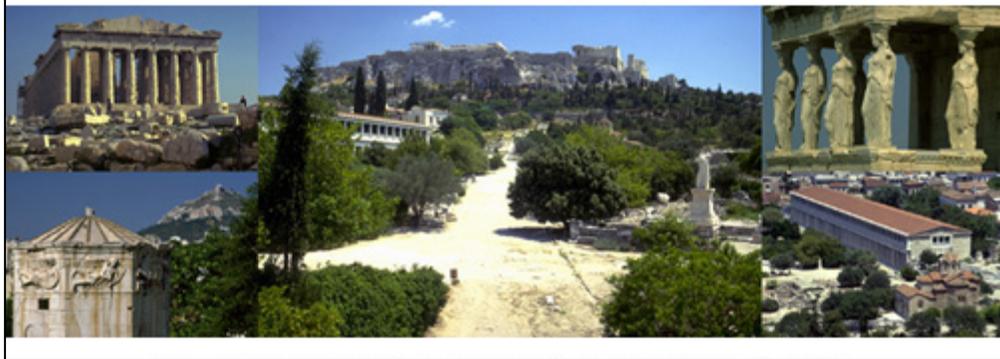
- Greece #3612
- Mythology in Literary Culture #9315
- Myths & Legends of Ancient Rome #3274
- Seven Wonders of the Ancient World #9408
- The Spartans #3664



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.

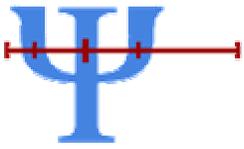
The Ancient City of Athens



• THE ANCIENT CITY OF ATHENS: SITES AND MONUMENTS

<http://www.indiana.edu/~kglowack/athens/>

All of the images presented here are from the personal slide collection of Kevin T. Glowacki and Nancy L. Klein of the Department of Classical Studies at Indiana University, Bloomington. This site is a photographic archive of the archaeological and architectural remains of ancient Athens (Greece).



- **MAP OF ATHENS**

<http://plato-dialogues.org/tools/athensim.htm>

This interactive map provides an overview and description of the historic sites discussed in the video.



- **DAILY LIFE IN ANCIENT GREECE**

<http://members.aol.com/Donnclass/Greeklife.html>

This text-heavy site includes all kinds of details about daily life for men, women, boys, girls, and slaves, including toys, games, food, and daily activities. Great Greek links, discussions of other cultures, FAQ's, and lesson plans.

- **THE OLYMPIC GAMES OF ANCIENT GREECE**

<http://education.nmsu.edu/webquest/wq/olympics/olympicwq.html>

Given resources and a list of questions, a student's task at this site is to discover as much as possible about the ancient Greek games.

