

Loans Box Used:- Greek Everyday Life Boxes	
Related Loans Boxes:- Greek Costume (Replica)	
Key Stage:- KS2	Duration of Session:- 45/60 mins
National Curriculum & QCA Links:- History – A European History Study QCA – Unit 14 – Who were the ancient Greeks? QCA – Unit 15 – How do we use ancient Greek ideas today?	
Cross Curricular Links:- English – Creative writing Art KS1 & KS2 – Science – QCA Unit 1.C – Sorting and using materials. KS1 & KS2 – ICT – QCA Unit 2.A. Writing Stories, communicating information using text KS1 & KS2 - Citizenship – Unit 10 – Local democracy for young citizens (compare and contrast with Greek democracy)	
Learning Objectives:- 1. To understand that artefacts can tell us about life in ancient Greece. 2. To name and know about everyday objects in ancient Greece. 3. To develop skills – questioning, use of evidence, observation, deduction etc.	
Pre-Work Required:- - Box can be used both as an introduction to the topic or to reinforce what has been taught. - Locate Greece geographically. - Look at time-line which places ancient Greece in context.	
Additional Resources Required:- - N/A	
Lesson Structure/Activities:- Introduction:- - How can we find out about life in the past? Elicit books, films, pictures, etc.. - Point at objects – To emphasize that these can tell us about the past and are older than our relatives. - Introduce the idea of primary sources and secondary sources. - Primary sources – real objects. Secondary sources interpret primary sources. - Explain that the objects have been found, who knows what we call someone whose job it is to dig up and investigate ancient objects? - What period are we talking about when we refer to ancient Greece? - 776 BC – 146 BC (Use Timeline) - Some of the objects are over 3 or 4 thousand years old.	

- Emphasize how old the artefacts are and how important it is to handle them with care.
- Demonstrate how an object can tell us about the past, by looking at one object as a class. Demonstrate how to handle the object safely, by holding the object with both hands, preferably over a soft surface.
- Using the oil lamp for example you might ask the following prompt questions...

What do you think the Greeks used it for?

Does it look like anything we have today?

What did they put inside it to create light? (Olive oil –used in cooking).

Would that have created a bright light? Where do olive trees grow? (In hot countries)

Some oil lamps have pictures on and this can tell you about life in ancient Greece.

For example sometimes there are pictures of Deer on the lamps which tells us that the Greeks had seen Deer. Sometimes there are images of Greek Gods and this can tell us about their beliefs.

Some oil lamps may have traces of coral on them, as they might have been in the sea at some point.

There are 2 holes in the lamp. The hole in the middle is where the olive oil would have been put and the hole in the spout is where a wick would have been.

The Greeks used twists of linen for wicks. The wick would soak up the oil, and would be set alight to create a dim light. The earliest lamps had a very large hole in the middle. As the Greeks perfected their design, later lamps had narrower holes to prevent the oil inside drying out, or insects being attracted by the light and falling into the middle. They made the oil container deeper and more enclosed.

Activity

- Depending on class size, divide the class into groups and place one ancient Greek artefact at each group's table.
- Ask pupils to analyse the object carefully (with adequate staff supervision) and think about the object's use, the material it is made of, whether it is complete or missing part of it, its colour, etc... This can be done as a spider diagram with the object pictured in the middle, (an example of this is available on the website.)
- Allocate 5/10 minutes to this exercise and then ask the children to change tables, so that in turn each group looks at each of the objects.

Plenary

- Look at each of the objects in turn (use the accompanying box Teacher's notes, to help you, and so that the pupils can check how accurate they were in their predictions/analysis) as a group and see how many future Archaeologists are amongst them.

End of Session Outcomes:-

- Ability to answer questions about aspects of life in ancient Greece.
- Ability to talk about and recognize some artefacts from ancient Greece.
- To infer information about life in the past from objects.
- Increased knowledge and understanding about ancient Greece.

- Skills – team work, discussion, listening, imagining, empathizing.

Suggested Follow-up/Accompanying Work:-

- English – Design a sling shot and write a message on it.
- Literacy – The alphabet and Greek words. Geo, photo, phon, tech, phobia
- Art – Pupils to draw their favourite object and explain why it is their favourite object
 - Make Greek pots or oil lamps
- Science – Looking at materials, what has survived and what materials are not there? Are they absent because they are more perishable (use rotting apple analogy) or because they were not invented?
- ICT – Do accompanying Greek pot design activity available on the website - www.schoolsliaison.org.uk

Related Galleries to Visit at the Museum & Activities to do:-

- Greeks – Gallery 32
- ICT – Create a Greek pot activity on the BMAG website www.schoolsliaison.org.uk