

Grade 11 History: World History to the Sixteenth Century (CHW3M)

Specifically: The Influence of Greek Religion and Mythology

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CURR 335

For: Ted Christou

The following 8 lessons will use Peter Sexias's six critical thinking concepts in conjunction with the Grade 11 History curriculum document in order to understand Greek Religion and the purpose of myth in society. There will be a close examination of primary documents including myth about Greek divinities and their portrayal in art. Our goal is for students to understand the widespread effects Greek religion had on society, especially because religious divinities often became the topic of Greek myths and legends which were popularized by literature. These lessons focus on the specific expectation under Arts, Ideas and Beliefs for students to evaluate the role and importance of a variety of legends, myths, and traditions in the context of the diverse communities that produced them (e.g. Homeric epics) with a specific focus on Greek society. Furthermore, we intend to teach students how to identify forces that tended to reinforce stability and continuity in the world before the sixteenth century (e.g., established religious beliefs, traditional family roles) which would meet the specific expectation under the Continuity in History strand. Although these are our specific focuses, we will encompass a plethora of other curriculum expectations as well as meet the overall expectation of students analysing the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century. Overall, it was said that Alexander the Great could recite every line of *Iliad* and slept with it under his pillow. We intend to use these 8 lessons to explore how one culture's beliefs could become that important and how that importance was eventually passed onto Christianity and modern faiths.

1) Introduction to Religion

Course/Class 76 Minutes	Name	Date
Topic Introduction to Religion and Greek Mythology	Unit	Grade Grade 11 History- CHW3M
Specific Expectations: (Min. of Ed. Curriculum Document)		
Identify the factors that tend to differentiate societies (e.g. external pressures, decision of leader, geography)		
Identify the forces that led different people to choose their particular forms of social organization (Spartan military systems)		
Demonstrate an understanding of the factors that influenced the nature of relations between groups (e.g. trade and economic interchange, proximity, language, ethnicity, religion)		

Objectives and Purpose:	
Learning Goal: Understanding religions role in Ancient Civilization society, specifically Greek society. This lesson will give students an understanding of important and well-known figures in religion in Greek society as well as in present society.	
Pre-Planning Create a handout Create a journal activity for the class Book the computer lab in the library	
Materials USB Paper Text Books See Appendix 1.1 1.2 1.3 1.4 1.5	

<p>Administration/Homework TIME</p> <hr/> <p>Students who are unable to complete the assignment in class will be given time to complete their assignment for homework.</p>	
<p>Introduction (The HOOK) TIME</p> <hr/> <p>Watch a clip of Religion in Greek society. http://www.youtube.com/watch?v=vTvw40tpjIM&list=PLxReL0LQWbs44Lmn9t5n14f3INEAfRWqE</p> <p>Ancient Hellas Greece</p> <p>After watching the clip discuss why religion was so important in Greek society.</p> <p>Ask the following questions for group discussion:</p> <p>What aspects of life was religion involved in?</p> <p>Why was religion so important?</p> <p>How much power and authority did people in religion have on the everyday citizens?</p> <p>Show images to class of different forms of Greek art that incorporated or were focussed on religion and religious figures.</p> <p>These are figure 1.1-1.5</p> <p>Talk about art for several minutes and their significance in Greek society. Split the class into five groups. In groups the class will discuss the religious significance of their image or art work. Ask the groups to write down in point form what are some of the characteristics in the art work that relate to religion. The groups should have at least three points each. Each group can take a turn talking about the points and either present to a different group or have a group discussion at the front of the class.</p>	
<p>BODY Part 1:(Clarifying/Creating-understanding Concept -Development) TIME</p> <hr/> <p>1.6 Read page 153-154, 155-156.</p> <p>These pages within the text book discuss and describe Greek Religion, Myths and Legends, Temples, Oracles and Curses, Festivals and Religion and Political Life.</p> <p>Students will independently read these sections of the Chapter Four Classical Greece. I will then divide</p>	

the class into numbers. Labelling the students 1 through 5. The students will break up into groups with their same numbers. The students will perform a Jig Saw. This is when all the students discuss and talk about their section together and then break off into groups of one person from each section and discuss each different section together and teach one another the main ideas.

Each person will be assigned a number and that number correlates with the paragraph that they will be reading. Number ones with the first section stated above to number five with the last section stated above.

BODY Part 2: Coached/Guided-Practice/Seatwork

TIME

Once the students all have a section they will read these independently. After five minutes they will be instructed to sit with the students who were assigned the same number. Once they are all seated with members from their group they will discuss some of the main points that they believe to be important. The groups have five minutes each to work together for this part of the activity. The students will then Jig Saw and break up into separate groups with 1-5 in each new section. The groups will then teach each other about their own sections. Groups will be given chart paper and they will be working together to create different categories of the aspects of society that religion is integrated into. Students will be given ten minutes to create their points on chart paper. Once all the groups are finished they will hand in their chart paper at the front of the class.

1.7

Page 208-212 students will be reading this section and discussing the roles that religion had in daily life. Students will be reading this section to get information on the large activity that we will be working on today. Students will be creating trading cards on famous religious figures in Christian society. This will include the gods and goddesses in Greek society as well as gods in present society. Each student will be working on an individual person who was well known in Greek religious society and present society. The layout of the religious figure card will look like a sports trading card. It should have an image on the front and have all the information on the back. The students can use their laptops, I pads and cellphones to look up additional information on the person they were assigned. The text book provides back ground information as well.

Students will have the duration of the class to work on their trading cards.

The class will work on this activity in the library at school for those who need further information and do not have a laptop, I pad or cell phone to look up this information. The librarian will also pull books on Greek religion and modern religious figures in Christianity. Students can also use these as sources to work on their cards.

Accommodations(Differentiated Instruction)

Students who need help will be given the choice to go work in the resource room to finish their assignment if they are having difficulties completing it in class.

Students will also be given the opportunity to work on their computer, I pads and cellphones if they use it for constructive work.

Closure/Summary

TIME

<p>At the end of class there will be a reminder that those students who have not completed their sports cards religion figure assignment will be able to finish it for homework.</p> <p>The class will also fill out exit slips at the end of class answering the following questions:</p> <p>What did you like in the lesson?</p> <p>What did you learn in the lesson?</p>	
<p>Solitary Practice/Homework</p> <p>Remind students that any homework that was assigned the day before needs to be handed in at the end of class. Also if the students were unable to complete the activity that we worked on today than they can complete the activity for homework.</p>	
<p>Review/Assessment</p> <p>The assessment will take place by filling out of the exit cards. I will read the exit slips and refer to the response to the questions what would you learn in the lesson.</p>	
<p>REFLECTION</p> <p>If the students all liked the same part of the activity than I will try to incorporate more of that learning style into the classroom learning. If the students all have different responses I will try to incorporate different learning styles in the lesson so that all students are engaged.</p>	

2) Greek Religion and Polytheism

<p>Course/Class 76 Minutes</p>	<p>Name:</p>	<p>Date</p>
<p>Topic: Greek Religion and Myth</p>	<p>Unit</p>	<p>Grade: Grade 11 History- CHW3M</p>
<p>Overview:</p> <p>This lesson will introduce students to different types of myth and differentiate between the deities the Greek's believed in and the characters in their myths. Students will look at creation myths, how these "gods" came to be in different cultures and finally they will examine myths deeper to learn their purpose in Greek society.</p>		

<p>Objectives and Purpose (Learning Goal):</p> <p>There are two goals for students during this lesson:</p>	
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<p>-primarily, to identify the purpose of myths in society (Both Greek and modern day) -to understand their belief about the beginning of the world compared to other cultures → this will help them develop the skill of analysing primary sources objectively without imposing bias</p>	
<p>Specific Expectations: Min. of Ed. Curriculum Document: Art, Ideas & Beliefs: evaluate the role and importance of a variety of legends, myths, and traditions in the context of the diverse communities that produced them Continuity in History: identify forces that tended to reinforce stability and continuity in the world before the sixteenth century (e.g., established religious beliefs) Big 6 Concept: Historical Perspective. By analysing different society’s stories in retrospect in association with their beliefs, students will learn how to appreciate the values of other cultures through different perspectives without imposing their own beliefs on their findings.</p>	
<p>Materials: -Primary Sources: see Appendix 2) Aesop’s fable 2.2) Greek Creation Myth 2.3) Iroquois creation myth (see appendix) -Instructions: Follow the lesson plan, no handouts needed so long as there is a Smartboard or powerpoint projector so students can follow along with the stories. Reading as a class is an option so that students can participate and also ask questions after each section.</p>	
<p>Plan of Instruction: Brief Introduction to Myth: Clarify for students that myth in Greek society did not equal religion, their stories are not religious texts. However, many myths are about the divine beings that those in Greek society believed in. Myths are a way of understanding the world. This lesson will be about Greek mythology, but every culture has myths. Warm Up: Have student brainstorm. Use the next 5 minutes to think of any myths that you know, Greek or otherwise. Then: Choose one and elaborate. Who is it about? If you know, where did it come from? What does it explain? How do you know it?</p>	
<p>Discussions: Background Knowledge Part 1: Talk about the purpose of myths Myths define social customs and beliefs, explain natural and psychological phenomena, and provide a way for people to discuss things that cause anxiety, to give them an explanation. (Purpose) Part 2: Talk about the features of myths Myths are... 1) Anonymous: authors wrote down the popular myths in society but didn’t cite them, so no one knows where they came from</p>	

- 2) Traditional: handed down through time, oral tradition for a long time, not written (means subject to change over time, especially inter-cultural change, like Spartan hero could become an Athenian hero by changing his name)
- 3) Variations, more than one version of the story

Part 3: Finally, go over different types of myths

- 1) Divine myths: usually what we think of when we think myths. The main characters are usually supernatural beings with awesome forces at their control. Even though they are supernatural, the Greeks were famous for anthropomorphism, giving their gods human qualities to make them more relatable. They usually explain why the world, or some aspect of it, is the way it is. Finally, divine myths have no account for time or space, they can be characters and concepts. For example, Time. It's a concept, but "father time" is also a mythical character.
 - We'll look at two divine myths at the end of the lesson
- 2) Legend: Different from a myth, the stories of great deeds of human or semi-human heroes. (not about the gods). They aren't fictional, they narrate the events of human past (more akin to history). It's about noble humans, not joe-average. He's the guy that gets killed off, like extras in a movie. Legends have time (long ago, but still human time), a place (Athens or Troy), and actors. The gods are in legends, but they aren't the main characters.
 - Example, the story of Hercules, demi-god hero
- 3) Folktales: stories whose actors are ordinary people or animals. They are for entertainment and to justify a behavior, always a moral of the story. No one actually believes in folktales. These were stories that the slaves would tell the kids to teach a lesson. Stories like Cinderella and such.
 - **Primary source example, appendix 2:** Aesop's fable, the leopard and the fox.

Activity: Have students classify the myth they brainstormed.

Modeling: Story time!

Read appendix 2.2 with the students as a class. Talk about the Greek's beliefs of how the Earth and Gods came to be.

Then read appendix 2.3, the Iroquois's creation story.

Guided Practice:

Have the class compare the two stories and talk about noticeable differences. Do a ven diagram on the Smartboard or chalkboard.

What do their stories say about each society?

Then discuss the stories we have in our societies that have to do with creation. (Christianity and the Bible as well as the Big Bang Theory.)

Goal: Show that there are myths in each culture that address many of the same things and reflect social beliefs.

Solitary Practice/Homework:

Create your own myth! As you have now learned, myths were often used to explain something that caused anxiety in society or a natural phenomenon. Your challenge is to create your own myth to explain some natural phenomenon or cause of anxiety. It could be anything from the origin of hurricanes to how the Grand Canyon was created.

Review/Assessment:

Set a due date for student's own myths and create a rubric based on what you are assessing. Their stories will demonstrate their understanding of what the purpose of a myth is as well as the different features of a myth. It is also a way for students to express their own creativity, which offers many facets of differentiation.

*This will be couples with the lesson on Homer because students will orally present their myths to their classmates, like how stories were originally passed on.

3) Myth and Legend: The Deities

Course/Class 76 Minutes	Name:	Date
Topic: The Gods	Unit	Grade: Grade 11 History- CHW3M
Overview: This lesson will give students a more in-depth view of the Titans, whose creation was explained in the previous lesson. The lesson will then get into analysing myths that are not about deities and recognizing other common aspects, specifically the notion of a "hero" in Greek society and the concept of honor and hospitality. This will be done by looking at certain Hollywood portrayals of Greek figures in comparison to the original stories.		

Objectives and Purpose (Learning Goal):

The goal of this lesson is for students to become more familiar with stories of the Olympians because they are central to both religion and literature. They should at least be able to name the Big 6 gods by the end of the lesson.

Students should also begin to understand differences in the beliefs of Greeks compared to modern civilizations. (Glory, honour, hospitality)

Specific Expectations:**Min. of Ed. Curriculum Document:**

Continuity in History: identify forces that tended to reinforce stability and continuity in the world before the sixteenth century (e.g., established religious beliefs)

-Art, Ideas & Beliefs: explain the role of significant individuals or groups in the development of world religious traditions

-This lesson will analyse the origins of a deity and how it change over time but how these forces established a set of beliefs for society to follow

Big 6 Concept: The Ethical Dimension

In this lesson, students will look at the gods the Greeks prayed to and reflect on how different modern religion is. They will learn how to not impose their own beliefs on previous societies. Furthermore, by reading selected myths, students will look at certain social beliefs of the Greeks, in particular the notion of hospitality in warfare. It will be ethically compared to modern warfare.

Materials:

-Primary Sources & Worksheets: see Appendix

3) Art depiction of the "Great Goddess"

3.2) Another picture of the "Great Goddess"

3.3) Chart for students to complete while listening to summaries of the Gods

3.4) Excerpt from Homer's *Iliad*

-Instructions: Follow the lesson plan, hand out the chart for students to complete while listening to stories about the gods.

Plan of Instruction:

Warm Up: Play the first few minutes of the link below. The History channel has a series called Clash of the Gods, this is the first episode that tells the story of Zeus and the myths that surround him. Have the students watch the first 2 minutes and ask them to focus on the aspects that the show focuses on.

What does it emphasize? (His eyes, lightning, weather, physical strength)

Also ask them what the clip says the role of humans was in Greek religion? (to keep the Gods happy)

<http://www.youtube.com/watch?v=cQN1vGmHxs4>

Take up their answers and discuss other Hollywood depictions of the Gods. What do they think of? Clash of the Titans, Troy, etc.

Discussions: Background Knowledge

Part 1: The rest of this lesson will be spent analysing the original stories of the God and finding the differences between the stories and Hollywood's depictions.

- Before we get to the gods on Olympus, let's talk a bit about Gaia. Before the Greeks and their idea to attribute a different god for each part of life, there was a multi-cultural belief in a Great Goddess, kind of like modern Mother Nature. Historians believe that the Greeks turned this one goddess into Gaia, who created many different parts of the Earth. However, the idea of the Great Goddess was worshiped from as far back as the Paleolithic era. There were very few images of heroes before the Bronze Age, but there was a lot of art depicting one female figure.
- Show students the art in **Appendix 3 & 3.2**
- **Activity:** Think, pair share. Have students silently look at the two figures. What is similar? What is different? Share this with a partner. Then facilitate a class discussion.
- Explain the origins of each statue, emphasize that they are from two different cultures but have similarities like bare breasts, a symbol of fertility, the power of self-birth, doesn't need a partner to reproduce. Also notice the snakes, their connection to death and rebirth, like shedding their skin, knowledge of above and below in the underworld.

Part 2: Review Gaia's role in Greek myth as the creator, but demonstrate that eventually her role would fall to the patriarchal system, just like in society. Give students the chart in **Appendix 3.3**. Have them fill it in while you are talking, instruct them to write down the name of the god in Roman as well and have them draw a symbol beside each shape to represent the god. Begin to tell them the story of the Gods, probably through powerpoint so they can follow along. See **Appendix 3.4**. for the story.

Part 3: The Gods are only one common aspect of myths, there are plenty of myths where the gods were present, but they were not the main characters. The Greek's popularised the notion of a "hero" although there were many different types of heroes. A lot of myths are about war, like Homer's famous epic the *Iliad*. Often these stories have a hero with an extraordinary characteristic. These heroes are often demi-gods who have suffered in life and enter the war to win glory for themselves. Most of the time they achieve glory by taking on an epic quest. The story of Perseus and Theseus are very common, but the one you may know is the story of Hercules, popularized by Disney.

Have students answer the following question: What do you think of when you hear the word "hero?"

<p>While they watch the following: http://www.youtube.com/watch?v=ouFG45degQs (the first three minutes, mentions the archetype for the “ideal” man and the Greek notion of a hero) http://www.youtube.com/watch?v=FUJqElwqgz8 (2:15-3:45, clip of a modern depiction of Zeus and Hercules in a children’s show) Review the Greek story of Hercules: A demi-god, the son of Zeus, being punished by Hera, leads a life of suffering, Hera makes him go mad and he kills his family. In order to cleanse himself, he goes to an oracle and is told to take on 12 labours, the most famous is beheading the many headed Hydra.</p>	
<p>Modeling: Activity: Together, write down a comparison of Hollywood heroes and their brainstormed ideas with the Greek notion of heroes. Greek notion: The Greeks wanted to emphasize other aspects, like divine intervention. There were many stories telling of the wrath of one of the Gods because a mortal did something to displease them. Hercules was being punished because he was the result of one of Zeus’s affairs. Another thing they emphasized is physical fitness. This was something that was often emphasized because it was of importance to Greek society to be fit so you could fight to bring honour and glory to your family if there was ever a war. Competition was a big aspect of society, for example, the Olympics. This notion of glory is important. Warfare was very different in Greece compared to modern day. It is much more organized, use different weapons, but the biggest difference was the notion of glory and respect that we have talked about. Finally, hospitality was a big concept in Greek society. It was expected that if guests came over, you would offer them the comforts of a home before asking them what their business was. It was the same in warfare, fighting was more hospitable. Example of hospitality: Read the excerpt from Homer’s <i>Iliad</i>, Appendix 3.5, use your own judgement about length and level of the class. Use this passage to show how the notion of warfare was influence by hospitality because these two men who were supposedly enemies did not kill one another because of family history.</p>	
<p>Solitary Practice/Homework: Have students write a comparison on modern warfare and its representation in society with the passage that was read in class and what they know about Greek warfare. This is where the Ethical Dimension ties in, it shows how warfare has progressed over time to be more impersonal and glorified in a different way.</p>	
<p>Review/Assessment: Look at student’s notes on the gods and the symbols they chose to illustrate each god. This gives an understanding as to what they got from the lesson. Also read students comparisons of warfare to assess the connections they made with modern society.</p>	

4) Homer & The Epic Cycle

Course/Class 76 Minutes	Name:	Date
Topic: Greek myth in literature	Unit	Grade: Grade 11 History- CHW3M

Overview:

This lesson will be more lecture style and focuses on how the stories they have been learning got into Greek myth by examining key historical figures. They will learn about the popularity of bards as well as about Homer, the most important bard. Students will look at passages from his epics as well as learn of other stories that began to be passed down like his. They will also briefly learn about the implications of Homer's stories in everyday life by learning about Heinrich Schlieman. Finally, this lesson will make connections between oral histories of the Greeks and oral histories of modern day native people.

Objectives and Purpose (Learning Goal):

The goal of this lesson is for students to connect their learning about bards and oral tradition with the assignment of creating their own myth.

This will be assessed when they present their myths in hopefully many different creative ways.

Furthermore, it is my hope that this lesson will draw strong ties to other cultures and modern day results of the stories told by Homer.

Specific Expectations:**Min. of Ed. Curriculum Document:**

Art, Ideas & Beliefs: evaluate the role and importance of a variety of legends, myths, and traditions in the context of the diverse communities that produced them (e.g Homeric Epics)

This lesson will also tie into the **overall expectation** of analysing the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century

Big 6 Concept: Historical Significance

At the end of the lesson, students will be left thinking about the existence of the city Homer and many others described and will ponder "what does it say about Greek society if Troy did exist?" They will think about what implications Troy would have had on the Greek world. Overall, they will draw connections about the historical significance of these oral traditions and knowledge and real world discoveries.

Materials:**-Primary Sources: see Appendix**

4) Passage from Homer's *Iliad* and *Odyssey*

4.2) Pictures of Schliemann's findings

Plan of Instruction:

Warm Up: Start the lesson with this brief BBC clip on the archaeology in Turkey, trying to find the city of Troy. <http://www.youtube.com/watch?v=36-H0-Vsps>

- After they watch the clip, ask them what they know about Troy and the Trojan War outside of this clip. Re-cap the story for them and tell them they will look at it more in detail by looking at the stories of Homer
- Tell them that they are to think about the questions at the end of the clip

Discussions:**Part 1: Greek Myth and Homer**

The stories that we have been learning about did not just come into existence in Greek society. Because of across sea trade and the conquering of other societies, the Hittites and Semetic societies

had a lot of influence on the development of Greek culture. After the Dark Age, there was an increase in trade again and pieces of other cultures were brought to the Greeks. Not a lot is known about the dark age, but Homer, one of the most famous storytellers, was associated with the 7th or 8th century BC, the period after the Dark Ages when story telling epics became popular.

- Explain what an “epic” is, like the *Iliad* and *Odyssey*.
- Explain what a “bard” is and the popularity of storytelling. Talk about how historians think Homer was a bard that popularised one version of the story of Troy and someone later in the century wrote it down for him. This is because in the *Odyssey*, Homer described a Greek burial, but the description of the burial does not match what they would have done at that time. This indicates that it was written down later in the century because there are subtle cultural discrepancies.
- <http://www.youtube.com/watch?v=bCpgp3v2YK8> (sorry about the quality, I would use the actual movie) Before you get into the life of Homer, have students watch this clip from a popular movie that depicts oral histories being told in a different culture. Draw a connection between native storytelling and their histories in comparison to the Greeks. The tradition is still very similar thousands of years later.
- Show students the sculpture of Homer, number 4 in the **Appendix**. Mention that not much is known about his life and there is not a lot of family lineage documented in early Greek times so it is hard to trace Homer’s origins. However, he is most often depicted as a blind travelling storyteller.
- While we will focus on the story in the *Iliad* from here, Homer’s *Odyssey* was just as famous and told the story of a man named Odysseus and his quest to get home after the Trojan War, because although many men died in battle, the Greek’s homeland was far away and many died on the journey back too.
- Read students the brief passage from **Appendix 4.2**. Show the clip of the Hollywood version. Explain to them that Odysseus, because Poseidon was mad at him, had a hard journey home and encountered many things on his way home. Although the story is serious, there are many comedic moments as well. <http://www.youtube.com/watch?v=OrEw0Pk2rtY>
- Homer was not the only one to record Greek epics, however his two are the most famous. Hesiod, who is said to be alive at the same time as Homer, wrote the *Theogony* or the origins of the Gods, which we have already looked at. There is also what is known as the “Epic cycle.” Most of this cycle was lost throughout history but there are a few passages from greater works. We know about the Epic cycle because its’ works are referenced in other writing. There are also what are known as the “Homeric Hymns,” which weren’t actually written by Homer, but by someone in the 7th-6th centuries BC.

Guided Practice:

Part 2: Troy & Passages from Homer

As they learned from the BBC clip, Troy was a beautiful city that played host to a 10 year war that would destroy it. The story of the Trojan war is one of the most popular in history. One of the best depictions is in Homer’s *Iliad* which takes place in the 10th year of the war.

- Have students read the “plot overview” in **Appendix 4.3**. Once they are finished, write the following themes on the board: Interference by the gods, the power of individual acts, family loyalty as a powerful force, the importance of hospitality and honor among enemies, the ability to love adds dimension to a hero.
- Discuss with them how these components of myth were part of Homer’s epics too.

More Discussion:

Part 3: Heinrich Schliemann

- The popularization of this story and other stories of Troy captivated Greeks for years and it was passed down through various other cultures. This inspired historians and archaeologists to look into its actual existence. People wanted to know if the Trojan War was just a story or if it was real. It inspired men like Heinrich Schliemann.
- Schliemann's life is not all that important, but his life's goals are. He was born in 1822, and as a child, Schliemann's father told him the stories of the *Iliad* and the *Odyssey* and he said at the age of 8, he wanted to excavate the ancient city of Troy. Schliemann spent many years doing archaeological work in Turkey, where he thought the ancient city of Troy would be. In 1868, after several years of archaeological exploration in Turkey, Schliemann went to a site at Hisarlik, previously investigated by a British Archaeologist named Frank Calvert. Schliemann was convinced it was the site of the ancient city of Troy. There was a falling out between Heinrich Schliemann and Frank Calvert because Schliemann was an unscientific excavator. He assumed that "Homeric" Troy must be at the lower levels of the remains of the settlement so he dug straight down to those levels without sufficiently investigating the materials removed.
- In 1872, he had a breakthrough and ancient fortifications were discovered. A wealth of artefacts in copper, silver and gold were found in 1873 and Schliemann claimed they were "Priam's Treasure" after King Priam of Troy. He began to publicize his findings but the Turkish authorities claimed these treasures belonged to the country because that's where they found. This caused Schliemann to start smuggling the artifacts out of the country which angered the Turkish authorities. They revoked his right to excavate there anymore.
- He then went to the island of Crete where, in 1876, he unearthed elaborate golden artefacts, including a so styled "Mask of Agamemnon" (show them **Appendix 4.4**) discovered alongside skeletal remains in shaft graves associated by Schliemann with the ancient civilisation of the Myceneans.
- In the end, the site at Hisarlik is called "Schliemann's Troy" because of all the work he did. There are many other levels of the city, some of which Schliemann ruined, but it shows evidence that the city was destroyed and rebuilt overtop. Modern historians agree that this may have been the site of the city known as Troy but there has not been enough evidence found to prove that the Trojan war happened the way Homer described.

Solitary Practice/Homework:

Students should continue their work on their own myth and create a presentation with what they learned today in mind.

Review/Assessment: Students will fill out exit slips answering the question "how does Greek religion and myth relate to modern society thus far?"

They could talk about the influence of their religion, the popularity of their stories in literature, them providing inspiration for modern historical research and archaeology, the continuation of the tradition of oral storytelling, etc.

This informal assessment will give the teacher an indication about what the students have learned from the lessons so far and will give an idea of what students find interesting and maybe some things the teacher should review.

5) Everyday life in Greece

Course/Class 76 Minutes	Name:	Date
Topic: Roles of citizens in everyday society	Unit	Grade: Grade 11 History- CHW3M
Overview: This lesson will give students an understanding of everyday life in Greek society. Students will understand the different roles that members of society played. Students will get to play the role of an individual and play this role during class and write a journal in the role of this person in Greek society. They will write a journal on the daily life experiences of this individual.		

Objectives and Purpose (Learning Goal): Learning Goal: Understanding the role of men and women in public life and private life. Students will be placed into the role of an individual from the past. They will then look at life in Greek society through this lens. Students will use historical thinking in this lesson to understand the role of Greek society. Understanding the role of religion in Greek society. Understanding the role of the family unit in Greek society. The changing gender roles in society.	
Specific Expectations: Min. of Ed. Curriculum Document: Continuity in History: identify forces that tended to reinforce stability and continuity in the world before the sixteenth century (e.g., established religious beliefs, traditional family roles) Big 6 Concept: Evidence and Historical Thinking Perspective	
Materials: USB Chart Paper Handout Paper Projector -Primary Sources: see Appendix 5.1 5.2 5.3	

5.4
5.5
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5.7

Instructions:

Images will be used in the class discussion to show the different roles of individuals in society.

-Instructions:

Plan of Instruction:

Warm Up:

At the beginning of the class ask the students to create a mind map. Together we will create a mind map on the chart paper. At the beginning of the mind map create people in the middle of the mind map and then create different thoughts coming out of the middle of the map. The students can all raise their hand if they have a point to add to the mind map. Once we are finished the mind map with the class we will have a group discussion on the questions below.

I will demonstrate an example question:

Why did society function separately between public life and private life?

Why are people engaged in politics?

What roles did women predominantly involved in?

Discussions: Background Knowledge

Part 1:

After the mind map is finished I will be handing out slips of paper to the class. Each slip of paper will have a different role. Every student in the class will be assigned the role of an individual in Greek society. For the duration of the class the student will be responsible for finding out facts and information about their person and we will use this role to further our class activity. The students can then look up the information that I provide the class with to create their role. I will give each student a handout on the background information of Greek roles in society. The students will then all write down points that they believe to be important to the individual they were assigned.

The students will be given twenty minutes to read the handout that I gave them that has information about the roles of individuals in society. The students may highlight the important parts or write points in their lined paper that they believe to be important.

The students will be given images of daily life through art work in Ancient Greece. With the class we will discuss the significance of this evidence to our class as historians. The class will be discussing how important is primary sources as evidence. We will also be looking at historical significance of this art work for us to understand the past.

Once the students are finished this activity we will be moving into the main activity for the lesson. This activity is making journals. The Journals that the students are designing will be created in the role of the individual that they were assigned for the day. They will write a journal in the role of this individual and describe the day in the life of this character.

The students will be making a rough draft of the journal first with the teacher on the board so that it is a guided practice. I will choose a role and write a mock journal on the board so that the students have an example to model from.

After we create this model on the board together I will ask the students if they have any questions before we start on our rough draft. The students will then be given twenty minutes to work on their rough draft of the assignment. I will walk around the room and check the students work while they are completing this task to make sure that they understand what the journal should look like.

Part 2:

At the beginning of the class the lesson will begin with a Mind Map on Greek society. The students will be creating questions in their note books while creating the map. The students should be making questions about the mind map to find further answers about the subject. These questions that the students will be creating are in the hook at the beginning of the lesson.

The class will then go around and give an idea that they can link into the mind map. The students will be writing down the links of the mind maps in their note books. The teacher will also write down the questions on the board so that the students can follow along.

At the beginning of the class I will give each student a different role to play. The roles that I will give the students will be different depending on the race, age, class and gender of people in Greek society.

Women in Greek society

Man in Greek society

Boy in Greek society

Girl in Greek society

Land owning Man

Landless man

Rural men

Urban men

Rural women

Urban women

Female Slave

Male Slave

Once they have their role they will be given handouts that they are to read independently on the roles of individuals in Greek society. They will be given twenty minutes to read this handout. They should be taking notes on important information. They also have the option to highlight the information instead if they find it easier to find information on the handout. If students need additional information they can read page 150-151 in the text, Echoes from the Past: World History to the 16th Century. This is a section labeled the daily life in Classical Athens. This is a short reading that will help the students to understand life in this time period.

Accommodated Instruction:

Students who need help will be given the choice to go work in the resource room to finish their assignment if they are having difficulties completing it in class.

Students will also be given the opportunity to work on their computer, I pads and cellphones if they use it for constructive work.

Part 3:

Next the students will start making their journal entry in the view of the person they are assigned in Greek society. On the board I will model this activity. I will create a journal entry on the board. The

<p>students will then model this style in their own journals.</p> <p>Rough Copy of journal in Appendix 5.5</p> <p>I will give the class twenty minutes to work on their rough draft journal. For the duration of the class the students will be working on their good copies.</p>	
<p>Modeling:</p> <p>I will make a journal on the board to show the students what needs to be done to complete the assignment. We will make a practice journal together to show the students what type of format the assignment will look like.</p>	
<p>Guided Practice:</p> <p>I will walk around the room while the students are working on their rough drafts of the assignment to make sure that the students understand what they should be doing.</p>	
<p>Solitary Practice/Homework:</p> <p>Students who are unable to complete the assignment in class will be given time to complete their journal assignment for homework.</p>	
<p>Review/Assessment:</p> <p>At the end of class there will be a reminder that those students who have not completed their journal entry will be able to finish it for homework.</p> <p>The class will also fill out exit slips at the end of class answering the following questions:</p> <p>What did you like in the lesson?</p> <p>What did you learn in the lesson?</p> <p>If the students all liked the same part of the activity than I will try to incorporate more of that learning style into the classroom learning. If the students all have different responses I will try to incorporate different learning styles in the lesson so that all students are engaged.</p>	

6) The Evolution of Religion

Course/Class 76 Minutes	Name:	Date
Topic: Roman and Greek Mythology	Unit	Grade: Grade 11 History- CHW3M
<p>Overview:</p> <p>This lesson will discuss the changing role of religion in Greece and the influence that it has on Roman society. Discussing the reasons why this revolution of religion occurred in Greek society and the everlasting changes.</p>		

<p>Objectives and Purpose (Learning Goal):</p> <p>Learning Goal: Understanding the role of religion and its evolution in the daily life of Greek people.</p> <p>Understanding how religion is important in Greek society and it shapes the lives of individuals in Greek society.</p> <p>Describing how religion is incorporated into the daily lives of Greek citizens through art.</p>	
<p>Specific Expectations:</p> <p>Min. of Ed. Curriculum Document:</p> <p>Art, Ideas & Beliefs: explain the role of significant individuals or groups in the development of world religious traditions (e.g., shamanistic figures, Siddhartha Gautama [Buddha], Jesus Christ, Muhammad, Guru Nanak)</p> <p>Relations Between Societies: analyse the factors that influenced the nature of relationships between societies (eg. Religion)</p> <p>Big 6 Concept: Continuity and Change</p>	
<p>Materials:</p> <p>-Primary Sources: see Appendix</p> <p>6.1</p> <p>6.2</p> <p>-Instructions:</p>	
<p>Plan of Instruction:</p> <p>Warm Up:</p> <p>For the beginning of the lesson I will read the students a myth of the Greek creation story. The students will all be given a photocopy of the Greek mythology legend so that they can follow along in the lesson. After I read the myth verbally I will ask the students overarching questions about the myth. Questions will include:</p> <p>What is the lesson inside this myth?</p> <p>Who are important people in the myth?</p> <p>What are your impressions and reflections about the myth?</p> <p>Students will be given the chance to answer these questions in their note book for several minutes. After they are finished completing the questions they will also be asked to give their ideas, perceptions and views on these questions. I will ask the students to answer the questions and give reasoning and evidence behind why they choose to answer the question the way they did. After the students are given the chance to answer these questions for several minutes we will move on to the main lesson.</p>	
<p>Discussions: Background Knowledge</p> <p>Part 1:</p> <p>At the beginning of the lesson I will give the students a Greek Myth and a Roman Myth. The students will be given a copy of both of these myths and will be doing an activity with these resources. The student will be given half an hour to read both of the myths. The students will be working with partners</p>	

in this activity. The students will be divided into pairs and they will choose on myth to read each. They will then verbally tell each other what the myth was about that they choose to read. The students will take turns speaking about the myth that they read for about ten minutes each. The students will be arguing the point of why they believe that the myth they have read is more persuasive than the opposing myth. Once they are finished teaching each other about the opposing myths they will then change roles. The students will switch the roles that they have and will take on each other's perspectives. The students will then argue from the opposite perspective about what the myth is about. After they argue the opposite roles they will also be discussing the similarities between the two myths.

Part 2:

Once the partners are finished this activity they will go back to their own seats and work individually on the next part of the activity. I will be telling the students that the lesson today will be about how religion is fluid and changing in Greek and Roman society. These are two examples that I will be using to show how Religion is changing through these two civilizations. I will also be discussing how Roman people adapted and modelled from Greek religion and mythology. For twenty minutes I will be giving the students a book to look at to gather information. The students will be collecting the information from the books that I sign out from the school library. The students who would like can use these hard copy resources to find the information they need. For other students who have a laptop, I phone or I pad they can use these resources to find their information as long as they are staying on task. The students can share resources. The students will be given a handout that has certain information that they need to find in the resources available. The handout is attached and is labelled lesson 6 the evolution of religion. By giving the students the handout I am allowing them to find the information they need within a structured frame work.

Part 3:

The main activity that the students will be working on for the duration of the class is creating their own religion. The students will be working individually on this assignment. The first step of the assignment is that the students will create their own religion. The students need to create a name for their religion. The students need to create rules for their religion. Students need to create festivals and holidays for their religion. Students also need to create a place or worship for the followers of their religion. The students will be working on this section of the assignment for forty minutes. The students can choose to be creative as possible when creating this assignment. The students will be given a check list to follow along with. There will be certain elements that need to be included into the assignment that will count towards the final mark of the assignment.

Modeling:

Before the students start creating their own religion I will give some examples and demonstrate what the outline will look like when creating your own religion. I will put the sample outline on the overhead for the students to look at before starting their own religion assignment. When the students begin to make their own assignments I will check on them to make sure that they are on the right track. If there is anything that the students need help improving I will be able to help correct these errors as soon as possible.

Guided Practice:

I will make a sample religion assignment with the class before they begin to work on their own religion. At the front of the class I will have the empty template on the overhead. The class and I will then fill in the blanks when creating our sample religion. After we are finished filling in the sample outline I will go over the check list of what needs to be incorporated into the religion assignment. I will then hand out the check list to the students to have before they begin working on their own religion assignment.

Solitary Practice/Homework:

At the beginning of the class I will take up the homework that was assigned the previous night with the class before we begin the lesson for the day.

If the students are not able to complete the assignment they can finish it for homework. At the beginning of the class I will tell the students that if they are having a difficult time finishing the assignment that they have the option of finishing it for homework. If the students do not have access to a computer or internet to find the information needed for the assignment they are able to work on the assignment in the computer lab or library at lunch time. The students can also access the computer lab after school if they need to complete their assignment.

Review/Assessment:

Playing the question game. At the last five minutes of class I will hand out the popsicle sticks that have two answers on them. These include yes or no on either side. The green side is yes and the red side is no. I will ask some facts and questions about some of the main components of the lesson. I will start with easy questions and slowly work my way up to more difficult questions. The students do not need to speak out loud in front of the class yes or no. They can just turn the sign to whatever side they believe to be the right answer. These can also be used to discuss opinion answered questions.

7) Cause and Consequence in Christianity

Course/Class 76 Minutes	Name:	Date
Topic: Christianity in Roman society	Unit	Grade: Grade 11 History- CHW3M
Overview:		
This lesson will discuss consequences that occur from the influence of Greek religion as it became incorporated into Roman society.		
Understanding the changes that occurred in Roman culture from the influence of Greek religion.		

Objectives and Purpose (Learning Goal):**Learning Goal:**

Understanding how Christianity became a large part of Roman culture and took over the role of the pagan gods. Greek pagan gods were valued as the only gods in society until the influence of Christianity. The Romans adopted Christianity since St. Paul converted to this religion.

Understanding the cause and consequence of changes in religion in Greek and Roman society.

Specific Expectations:**Min. of Ed. Curriculum Document:**

Art, Ideas & Beliefs: evaluate the role and importance of a variety of legends, myths, and traditions in the context of the diverse communities that produced them

Big 6 Concept: Cause and Consequence

Materials:

-Primary Sources: see Appendix

7.1

7.2

With these two images the class will have a discussion of what these symbols mean and what they represent in Roman society and in Religion.

The class can have free debate about these issues. It will be a guided instruction from the teacher.

-Instructions:

Plan of Instruction:

Warm Up:

For the Hook of the lesson I will be giving the students the two readings and they will be reading these looking for cause and consequence. This will get the students engaged and refocused on religion and its role in Ancient Civilizations.

Discussions: Background Knowledge

Part 1:

Synopsis of the readings that the class will be looking at as a beginning activity.

Christianity was introduced into Roman society and it became the norm Religion as it over took the pagan religions that were commonly held by Greeks and adopted by the Romans. One of the factors that attracted many followers to convert to this new religion was the promise of life after death. In Christianity there was favour to humans. Whereas the pagan gods did not favour human condition. Christianity favoured equality for the followers since if they followed practice in daily life they would be rewarded in the next life. No matter how poor or miserable your life on earth was you could look forward to be rewarded in your next life. Christianity was also practiced by converts through compassions to all people. This was a form of equality within the religion because they would be treated equally within the church as followers. Christianity focused on daily life as well as the next life. This gave the followers something to focus on and created a link between life and religion.

The students will be reading the section Christianity as well as the section The Spread of Christianity. In the first reading Christianity the students will be looking to find the cause in the reading to why Christianity had the impact that it did.

For this section, The Spread of Christianity the students will be examining the consequences of the spread and influence of this new religion.

The students will be examining these readings in more depth since they are being carried over into this next lesson. For this exercise the students will be doing the readings independently at their own seats. The students will be creating a t chart in their note books and will use these two readings to create these categories.

<p>The one side of the t chart will have cause and the other side will have consequence. The students will then create the chart and fill out in the charts evidence from the readings. The students will work independently on this activity.</p> <p>Next the class will create a t chart together on the board.</p> <p>Part 2: In the class discussion we will be talking about how Christianity was a cause that created many consequences in Greek and Roman society. The class will be divided into two sections for the next activity. The teacher will divide the class and send each section to the opposite side of the room. One side of the room will be arguing the causes that created Christianity to become dominant in society and the opposite side will be arguing the consequences of Christianity in Roman society. The class will be arguing their point of view from these two historical views.</p> <p>Part 3: The main activity of the class will be the students discussing cause and consequence for other religions that became influential in society.</p>	
<p>Modeling:</p> <p>The teacher and the class will create a T chart on the board together. The one side of the chart will have cause and the other side of the chart will have consequence. The students and the teacher will then fill out the chart together. The students can put up their hand and add their own ideas onto the larger chart. Together as a class the students can make the large t chart in their note books.</p>	
<p>Guided Practice:</p> <p>Creating the t chart with the class. I will give an example on the board of a religion and how I would use cause and consequence in the t chart with the information provided.</p>	
<p>Solitary Practice/Homework:</p> <p>If the students are not finished their assignment from class they can finish it for homework.</p>	
<p>Review/Assessment:</p> <p>Give the students an exit slip at the end of class to see what they learned.</p> <p>The exit slip will have the following question.</p> <p>What did you learn today?</p> <p>What would you like to learn more about?</p>	

8) Conclusion: Remnants of Greek Tradition in Modern Society

<p>Course/Class 76 Minutes</p>	<p>Name:</p>	<p>Date</p>
<p>Topic: Greek Society & Modernity</p>	<p>Unit</p>	<p>Grade: Grade 11 History- CHW3M</p>

Overview:

This lesson will bring together all of these lessons by making connections to remnants of Greek society in our modern society. This will be done by looking at a variety of modern Greek influences and giving students the opportunity to research something that they are interested in.

Objectives and Purpose (Learning Goal):

The purpose of this lesson is to model the ability to draw connections between the past and the present. By the end of the lesson, students should be critically thinking about the Greek's influence on our society as well as other societies that came before us. They should also be thinking about continuity and change and stabilizing factors in society, like religion.

Specific Expectations:**Min. of Ed. Curriculum Document:**

Continuity in History: identify forces that tended to reinforce stability and continuity in the world before the sixteenth century (e.g., established religious beliefs)

Materials:

-Primary Sources: see Appendix

8)

8.2)

-Instructions:

Plan of Instruction:

Warm Up: Write the following words on the black board or Smartboard.

Cars. Astronomy. Fairy tales. Days of the week.

Ask students to write down one word that comes to mind for each of these things and one thing they all have in common. Once students are finished, take up some of their answers, there will be some creative connections drawn. Explain to them that all of these things have been inspired by Greek mythology.

Discussions: Background Knowledge

Throughout these lessons, we have looked at how Hollywood and literature still uses stories from Greek society as inspiration for entertainment. This is not the only place that Greek mythology and religion have influenced our daily lives.

Give students various examples:

- 1) Cars: The Toyota Avalon and Cressida, Cadillac El Dorado, Honda Odyssey, and Mercury all got their names from Greek mythological figures. The brand of tires, Midas, also got their name from King Midas of Phrygia. King Midas had the power to turn whatever he touched into gold.
- 2) Astronomy: If anyone ever looks at the stars, there are various recognizable constellations. Many of these constellations are named after Greek characters and have a story associated with them because certain Greek figures would be immortalized in the stars after their death. One example of this is the constellation "Orion's belt," three stars aligned in a diagonal that connect to the body of Orion in the stars. See **Appendix 8 and 8.2**. There are many other constellations attributed to Greek myth, like Casseopia, Andromeda, Argo, Ares, Cepheus. This would be an interesting research topic.

- 3) Many space ships and expeditions were also named after Greek figures, like the Gemini project.
- 4) Days of the Week: Julius Ceasar re-made the calendar so that certain months would be named after him and prominent figures in his society. However, the days of the week are derived from Gods from myth. Wednesday (Woden or Odin – Norse god); Thursday (Thor – Norse god); Friday (Freya – Norse goddess); Saturday (Saturn – Roman god who ruled before Jove)

Modeling: Use the examples in the **Appendix** to demonstrate how Greek mythological symbols are more prominent in society than they may think. (Constellations, Starbucks **8.3 & 8.4**)

Ask students if they know who the Brothers Grimm are. They are the ones that documents and created a lot of the popular fairy tales. There was a story in Greek society that went like this:

All the gods and goddesses, except Strife, were invited to attend the marriage of Peleus and Thetis (Achilles’ parents), and that Strife, out of spite at being overlooked, threw among the wedding guests a golden apple inscribed with the words, “Let the fair one take it,” or “The apple for the fair.” Three goddesses, Hera, Athena, and Aphrodite, contended for this prize of being the fairest, and Zeus had Paris judge who was the most beautiful.

A lot of the terminology in this story pops up in the fairy tale of snow white. Have students watch this clip:

http://www.youtube.com/watch?v=Z_-pDpLVVnc

Have them try and guess which characters represent Greek characters. Are there any other characters from other myths that are in there? The evil step-mother could be from the story of Hercules. The mirror is Paris making a judgement.

So many of our stories have been inspired by the myths and beliefs of other cultures. Harry Potter and Lord of the Rings are prime examples of this.

Guided Practice: Analyse the examples with the students, answering questions like where they came from and what myth or religious figure are they associated with?

Solitary Practice/Homework: Have students work in the computer lab for the last half of the period. Have them research Greek influences on modern society. Have them choose something that is of interest to them and have them write a 3 page paper describing where Greek myth is prominent, what myth it is related to, and why this is important or what it says about Greek and modern society.

Review/Assessment: Grade student’s papers based on the strength of the connections they make between the two societies and their explanation of historical significance.