

Ancient Greek World

Guidelines for educators

- **Context and the area of cultural heritage:** Two unique World Cultural Heritage sites representing the Ancient Greek spirit are offered for language teaching: Acropolis of Athens and archaeological site of Olympia. Through this worksheet, students make a journey through time. The worksheet consists of two exercises which include 2 activities each (total of 4 activities). Each of the exercises focuses on one of the aforementioned monuments.
- **Description and justification:** The Acropolis of Athens in Greece is a symbol of global radiance and culture. Its monuments have been famous for centuries with the most famous being the Parthenon, which is considered to be one of the 7 wonders of the world. They symbolize the democracy, the power, the progress and the brilliance of Athens during the golden age of Pericles (5th century BC). The enormous flourishing of the arts and at the same time an evolving civilization are reflected in these human creations that are presented. Inhabited since prehistoric times, the region of Olympia was the center of worship of Zeus, the father of the gods in Greece. At the same time, it was the cradle of the sports ideal, as the Olympic Games were born there, which later affected the whole world. For ancient Greeks, these games had sports as well as political, social, and religious content. They have established core values of justice, solidarity, and peace around the world.
Duration: two (2) 45-minute teaching hours
- **Language level:** A2 – B1
- **Age group:** 12-18

- **Prior knowledge:** Students should be taught the use of nouns and adjectives, local and temporal adverbs. They should also be familiar with present and past tenses (mainly Present Tense, Past Continuous and Simple Past) and be able to syntactically apply the above knowledge in short, simple, and augmented, sentences. Finally, there should be a virtual tour of the Acropolis and its museum and a map visit of the site of Ancient Olympia as well as a brief presentation of the main monuments and sculptures we find at both sites.
- **Thematic area, grammatical and syntactical phenomena (learning objectives):** In this worksheet students will learn ...
to distinguish and use nouns, local and temporal adverbs correctly, as well as the present from the past in narratives and to make short and understandable phrases. They will become familiar with understanding texts related to ancient Greek civilization (sculptures/architecture, customs, mythology, worship of Gods, ancient Olympic Games).
- **Skills developed (or benefits for students):** At the end of this worksheet, students will ..
 - Enrich their vocabulary related to mythology, arts and sports activities.
 - Learn to describe objects and sites orally and in writing.
 - Come in contact with the Athenian democracy of the 5th century BC., the worship of Gods, ancient Greek institutions and values.
 - Realize the influence of Olympic Games as well as the idea that sports bring people together.
 - Show admiration towards high aesthetic monuments.
- **Material needed:** copies of the worksheets, pens/pencils, whiteboard/markers/eraser for the teacher to write down any useful and helpful information. A computer with internet access, as well as a projector to show any of the following audio-visual material before the implementation of the worksheet in order for the students to be properly prepared (if you are online, click directly to the following material):
[Acropolis virtual tour 1](#) – [Acropolis virtual tour 2](#)
[Virtual tour at Acropolis Museum](#)

[Videos about the restoration of the Acropolis monuments](#)

[A short guide to the Acropolis for teachers](#)

[Photo gallery of Acropolis monuments and sculptures](#)

[An Acropolis map for kids](#)

[Map of ancient Olympia site](#)

[Photo gallery of Olympia archeological site-UNESCO](#)

[Video presentation of Olympia](#)

[Hellenic Ministry of Culture and Sports-Olympia](#)

○ **References and resources:**

(if you are online, click directly to the following material)

Language acquisition

Ampati, An. & Katsarou, Chr. (2012). Production of oral and written speech in students of level A2.

[Center for the Greek Language / Routes.](#)

[Education of Foreigners & Repatriated Students](#)

[Haralampopoulos, A. \(2000\). The shift to the communicative approach of the Greek Language in Secondary Education. Thessaloniki: Greek Language Center.](#)

Hellenic Ministry of Education and Religious Affairs / Aristotle University of Thessaloniki (2007), Teaching and learning in the multicultural school: teaching approaches and educational material. Minutes of one-day conference, December 10th-11th, Thessaloniki.

[Kitsa, A. \(2006\). Vocabulary Aid to support teachers of Greek as a second / foreign language. Part B'. Thessaloniki.](#)

[Petropoulou, O., Kasimati, A., Retalis, S. 2015. Meaning and Evaluation of Educational Content in the 21st Century. \[Book Chapter\]. In Petropoulou, O., Kasimati, A., Retalis, S. 2015. Contemporary educational assessment with the use of educational technology. \[ebook\] Athens:Hellenic Academic Libraries Link. chapter 1.](#)

[Sapiridou, A. The cultural element in the Greek language course.](#)

[Skourtou, E., Kourti-Kazoulli, V., Sella-Mazi, E., Chatzidaki, A., Androusou, A., Revythiadou, A., Tsokalidou, P., \(2016\). Διγλωσσία & Διδασκαλία της Ελληνικής ως Δεύτερης Γλώσσας. \[ebook\] Athens:Hellenic Academic Libraries Link.](#)

Tiliopoulou M., Phonological awareness in Greek as a second language.

[Varlokosta, Sp. & Triantafyllidou, L. \(2003\), Levels of language proficiency in Greek as a second language. Athens, KEDA.](#)

Acropolis of Athens

[Acropolis museum for kids](#)

[Digital repository with educational material for the Acropolis, implemented by the National Documentation Center \(ECB\) for the Monument Maintenance Service Acropolis \(YSMA\).](#)

[The Acropolis Museum](#)

Archaeological Site of Olympia

[Ancient Olympic Games through the time](#)

[Acquaintance with Olympia](#)

[Archeological site of Olympia](#)

[Virtual tour of Olympia](#)

[Hellenic Ministry of Culture and Sports-Olympia](#)

Worksheet for the student

EXERCISE 1: It is necessary for the solution of this exercise to have a virtual tour of the [sacred Rock of Acropolis](#) and the [Acropolis Museum](#), as well as to consult the [general presentation](#) and a [relevant map](#) of the monuments located there. (Duration: 45 minutes)

Task 1: You are given images of the monuments that adorn the rock of the Acropolis. Write the correct title for each photo from the box below.



Figure 1.
.....



Figure 2
.....



Figure 3
.....



Figure 4
.....

(Images: Acropolis Restoration Service/Acropolis Educational Resources Repository)

Propylaia, the entrance to the Acropolis

Parthenon, the largest temple of Goddess Athena

Erechtheion, the temple of Athena Polias, protector of the city

Temple of Athena Nike, protector of Athens in war

Task 2: The Parthenon had the richest sculptural decoration among all ancient Greek temples. Through this carved figural work, the Athenians manifested the leading role of their city to the Greek world. One of the three essential sculptural groups is the famous Ionic frieze. Write next to each picture the number given in the explanatory text.



The Ionic frieze of Doric Parthenon was a continuous zone of panels adorned with carved reliefs, wrapped around the outer, upper walls of the temple proper. Shown in the reliefs carved on their exterior faces were 378 human and divine figures, as well as more than 220 animals, mostly horses. The frieze's subject is believed to be the procession of the Greater Panathenaia, the most important multi-day festival held in honour of the city's divine patroness Athena.

During the celebration, sports and artistic competitions were held as well as the great procession to the Acropolis in which the whole city participated and which ended with the delivery of the new peplos (veil) that would wear the statue of the goddess Athena.

The procession is attended by **(1)** horsemen on galloping horses, **(2)** chariots that compete in running, **(3)** elderly men who carry offerings e.g. water for the goddess, **(4)** animals that are led for sacrifice in honor of the goddess, **(5)** Olympian gods that are also depicted sitting to welcome the procession etc.

Source of images/texts:
[The Acropolis Museum site](http://www.theacropolismuseum.gr/)

EXERCISE 2: In order to do the following activities you should see a [3D representation](#) and [a video](#) of the archeological site of Olympia and study the [history](#) of this area. Especially for exercise 2 you should study the [material](#) for the institution of the [ancient Olympic Games](#). (Duration: 45 minutes)

Task 1: Ancient Olympia is the birthplace of the Olympic Games and beyond. Read the text below and answer the questions.



In the area of Olympia, in a valley overgrown with pines, plane trees and wild olive trees, the most glorious sanctuary of ancient Greece flourished, which was dedicated to the father of the gods, Zeus and was named Altis.

In 776 BC. the first Olympic Games were

held according to a list of winners found there. The games were held every 4 years and were the most important games of ancient Greece. Thus, Olympia was established as the most important religious and sports center.



Over the centuries the prosperity of the sanctuary has been astonishing. The center was Altis with its temples, especially those of Zeus and Hera, and the buildings associated with his worship, as well as treasures and a multitude of tributes, altars and statues, mainly the famous Hermes of Praxiteles. In the wider

area there were various buildings, such as sports facilities used for the preparation and performance of the Olympic Games (gymnasium, palaestra, stadium), Pheidias sculptor's workshop, Thermae, Leonidaios, Prytaneio, Bouleuterion etc.

Whose god was ancient Olympia a place of worship?

When did the first Olympic Games take place in antiquity?.....

Name a famous statue found in ancient Olympia.....

Three important sports facilities found in Olympia:.....

[Source of text & photos: [Hellenic Ministry of Culture and Sports](#)]

Task 2: Fill in the gaps with the appropriate word from the box.



Photo credits: [Foundation of the Hellenic World](#)

Pentathlon

Fair play

Ekeheiria

Kotinos

Stadium

1. _____ was a wreath made of a branch from the sacred wild olive tree that it was given as an Olympic prize.
2. _____ is the place where the road race was held.
3. _____ consisted of the following five events: long jump, javelin, running, discus and wrestling.
4. _____ is basic principle of Olympism promoting honesty, equality, justice in struggle.
5. _____ was an agreement under which anybody who crossed the borders into ancient Olympia was obliged to hand over his weapons.

Task 3: Considering the above tasks, discuss the following in pairs.

- Which monument of Acropolis do you like the most?
- Do you believe that there is «fair play» at school, in friendships, in the family?
- Are there any sports that you do or would like to do?

ANSWER KEY

EXERCISE 1

Task 1:

Figure 1. Erechtheion, the temple of Athena Polias, protector of the city

Figure 2. Parthenon, the largest temple of Goddess Athena

Figure 3. Temple of Athena Nike, protector of Athens in war

Figure 4. Propylaia, the entrance to the Acropolis

Task 2: From top to bottom -> 3, 4, 1, 5, 2

EXERCISE 2

Task 1:

Whose god was ancient Olympia a place of worship? Zeus

When did the first Olympic Games take place in antiquity? In 776 BC

Name a famous statue found in ancient Olympia: Hermes of Praxiteles

Name three important sports facilities found in Olympia: Gymnasium, Palaestra, Stadium

Task 2:

1. Kotinos
2. Stadium
3. Pentathlon
4. Fairplay
5. Ekeheiria

Task 3: Free development by the students