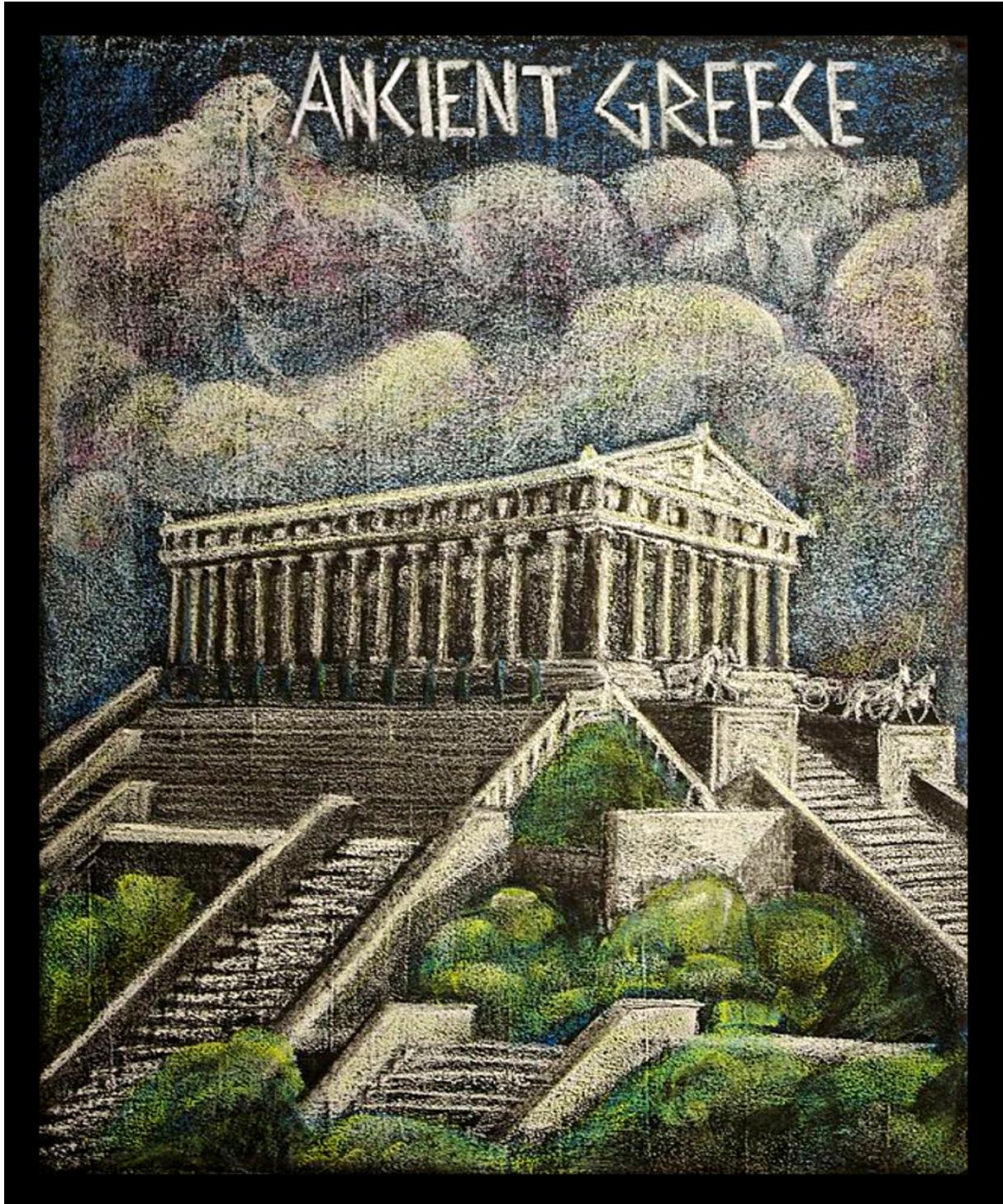


02/09/20

Ancient Greece



*You can either play a video of me saying the morning verse (labelled **Greeting and Morning Verse**), or you can say it by yourself.*

Good morning everyone,

Let us now light a candle and cross our hands over our hearts and say the Morning Verse.

Morning verse

**I look into the world
In which the sun is shining
In which the stars are sparkling
In which the stones repose**

**Where living plants are growing
Where sentient beasts are living
Where human souls on earth
Give dwelling to the spirit.**

**I look into the soul,
That lives within my being
The World Creator weaves
In sunlight and in soul light,
In world space there without
In soul depths here within.**

Before we start today, I would like you to go outside your home and practice a long jump as well Greek wrestling, you will need a partner for both activities. In the long jump, your partner will mark where you land, and in wrestling, your partner will be your opponent. You can spend about 10-15 minutes on both practices.

When you go outside, and before you start, I would like you to say the following verse. Practice saying it with grace and confidence in your voice.

*The most important thing in the Olympic Games
is not to win, but to take part, just as the most
important thing in life is not the triumph, but the struggle.
The essential thing is not to have conquered,
but to have fought well.*

Once you are finished, you can sit down and repeat the following tongue twister:

If the thought I thought I thought had been the thought I thought, I wouldn't have thought so much.

Read the tongue twister a few times and then try to say it from memory. Once you are confident say it fast 3 times.

Once finished, you can open your spelling book and in your most beautiful running writing and by using your fountain pen (or a grey led) copy the spelling list twice. Do not forget to include the date and make sure all the letters are in lower case. Also try to look, cover, copy and then check your spelling.

Week 7 Spelling list

broccoli

occasion

accountant

accumulate

succulent

accuse

soccer

accommodation

arithmetic

numerical

Now you can unscramble all the spelling words below to reveal a mystery word. This is a Greek word that has found its way into the English language.

CEIMAHRITT

--	--	--	--	--	--	--	--	--	--	--	--

1 11 4

MAELNRUCI

--	--	--	--	--	--	--	--	--	--

2

ROSCEC

--	--	--	--	--	--

7

COTDOMCANOMIA

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3

RCLOOBIC

--	--	--	--	--	--	--	--	--

5

SOACIOCN

--	--	--	--	--	--	--	--

8

CALUATEUMC

--	--	--	--	--	--	--	--	--	--	--	--

6 12

NCLCSEUTU

--	--	--	--	--	--	--	--	--	--

9

CESCUA

--	--	--	--	--	--

10

NAACOUCTNT

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--	--	--

1 2 3 4 5 6 7 8 9 10 11 12

Before we move onto Quick Maths, I would like you to solve another tangram puzzle.

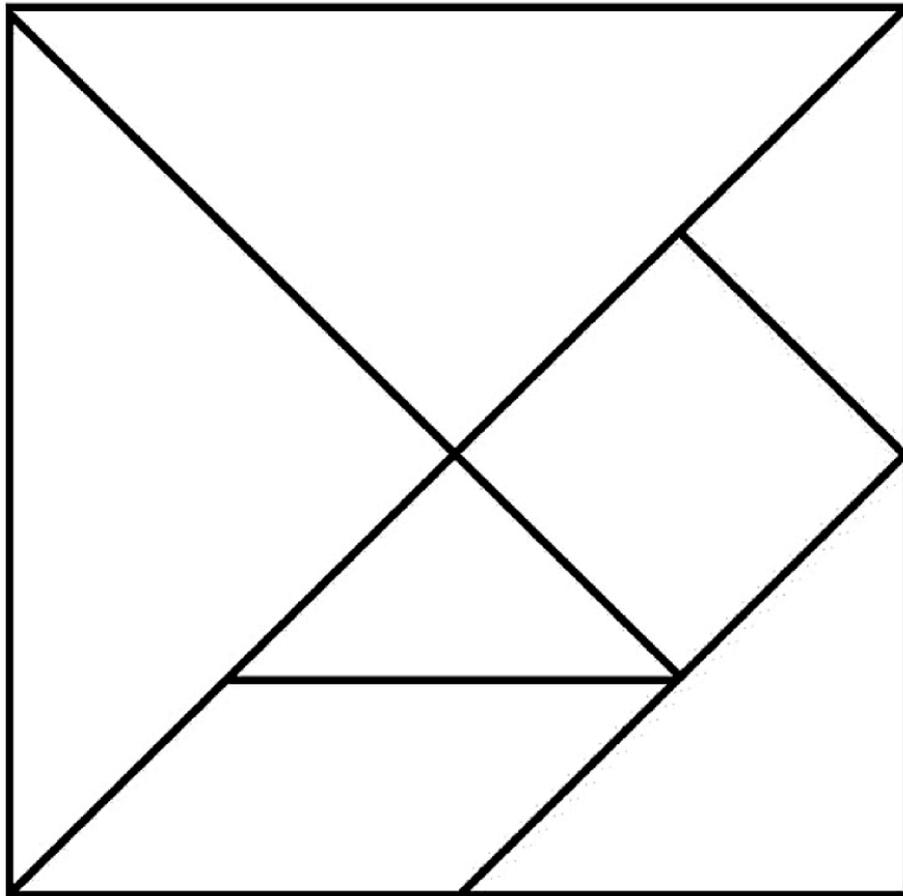
Tangram puzzle

How to use the Tangram puzzle

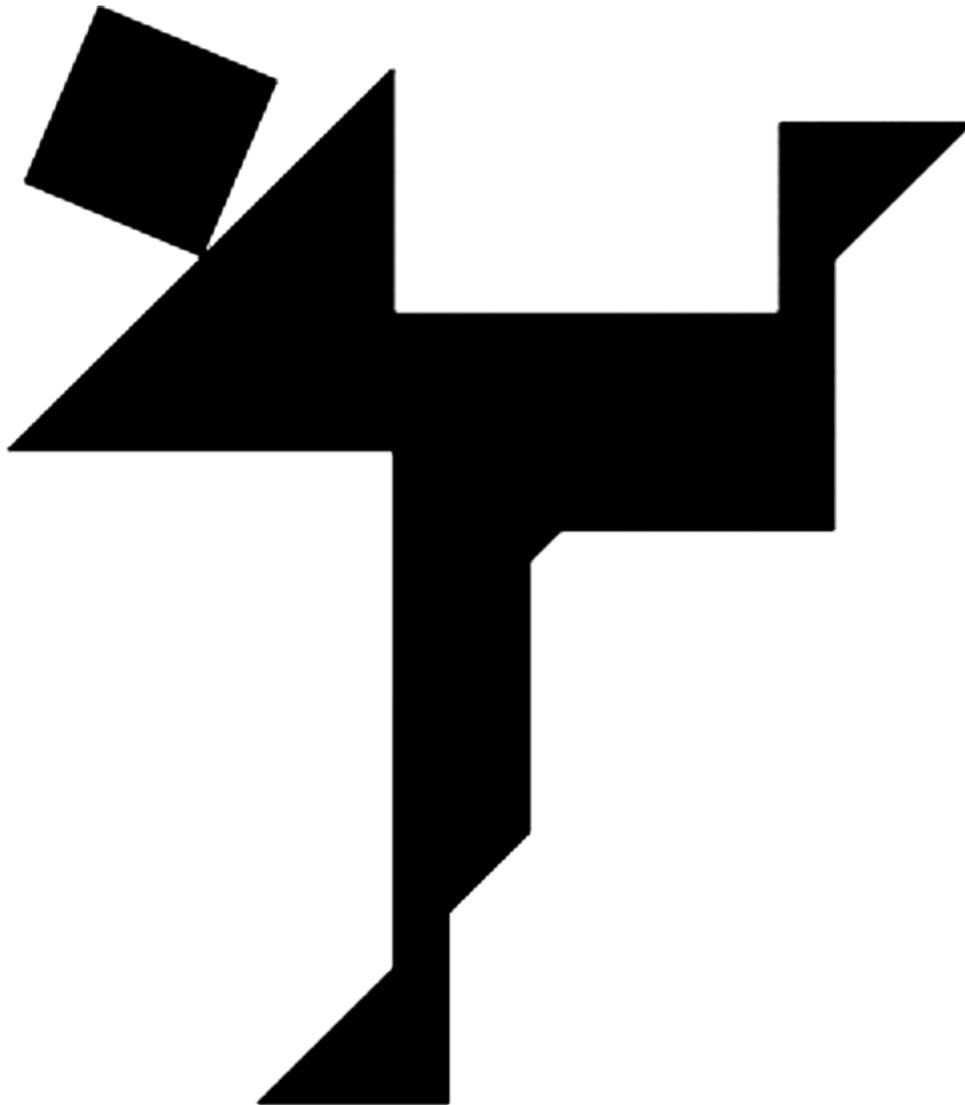
Firstly, cut out all the 7 shapes along the lines.

When using the tangram to create pictures:

1. The pieces must all be connected.
2. They must be flat.
3. No pieces may overlap.
4. The pieces may also be rotated and/or flipped to form the shape.
5. All seven pieces must be used.
6. Each completed **puzzle** must contain all seven pieces



The picture you will need to create today, will be a scater. Make sure you follow all the rules listed above.



Once finished, you can open your purple maths practice book. Below you will find a maths warm-up sheet which includes exercises of variable difficulty. The ones at the top are the easiest while the bottom ones are the most challenging. You do not have to solve them all, but make sure you challenge yourself.

Quick maths

- 1 ... + ... + ... = 90 (provide 2 options)
 - 2 How many 10's in 200?
 - 3 ... x ... = 36 (write 2 options)
 - 4 I doubled the number, added 12 and got 60. What was the number?
 - 5 John woke up at 5.45 am. 1 hour 35 minutes later he left for work. What time was it when John left for work?
 - 6 27 apples were divided equally between 9 children. How many apples did each child get?
-
- 7 What is one eightieth of 320?
 - 8 Half of 194 =
 - 9 $2.503 \text{ m} - 0.077 \text{ m} =$ (You can use a decimal place value chart to help you along)
 - 10 $738 - \dots = 84$
 - 11 ... + 286 + ... = 96
 - 12 ... x 9 x ... = 180
 - 13 What is six sevenths of 490?
 - 14 Tom bought 2 pieces of wood both 3.2 m long. He needed to cut 1 piece that was 2.8 m long the other that was 1.55 m long and the last piece 1.60 m. Was he able to do that and how long were the offcuts? (provide an answer in millimetres)
 - 15 $\frac{1}{25}$ of 200 =
 - 16 I tripled the number, took away 15 and got 90. What was the number?
 - 17 32 times 5 times 2 take away 40 then divide by 7. What is the answer?
 - 18 $6909 - 272 + 34 - 719 =$
-
- 19 $\frac{6}{24} + \frac{1}{4} =$ (convert to decimals, add them together, convert back to a common fraction and simplify if possible)
 - 20 Michael bought 18 redgum sleepers to make garden beds. Each sleeper was 2.1 m long. How many garden beds can Michael make if each one is 1.05 m x 0.7 m?
 - 21 Subtract the following decimals $9.209 - 0.07 =$ (you can use the decimal place value chart to help you along)
 - 22 Convert $\frac{21}{9}$ to a mixed number fraction and simplify if possible.
 - 23 Can 24.2 m of rope be divided equally between 5 people?

24 Jenny wanted to pave a pathway. It was 12 metres long and 1.4 metres wide. How many pavers would he need if they were 30 cm long by 20 cm wide?

Now you can have a 5-minute break.

*Now I would like you to go back to the webpage and play the recording named **Roderick's body percussion practice** and repeat after Roderick.*

*After the body percussion, I would like you to play a video by Louise named **16-step jumping routine** and practice it a few times together with Louise.*

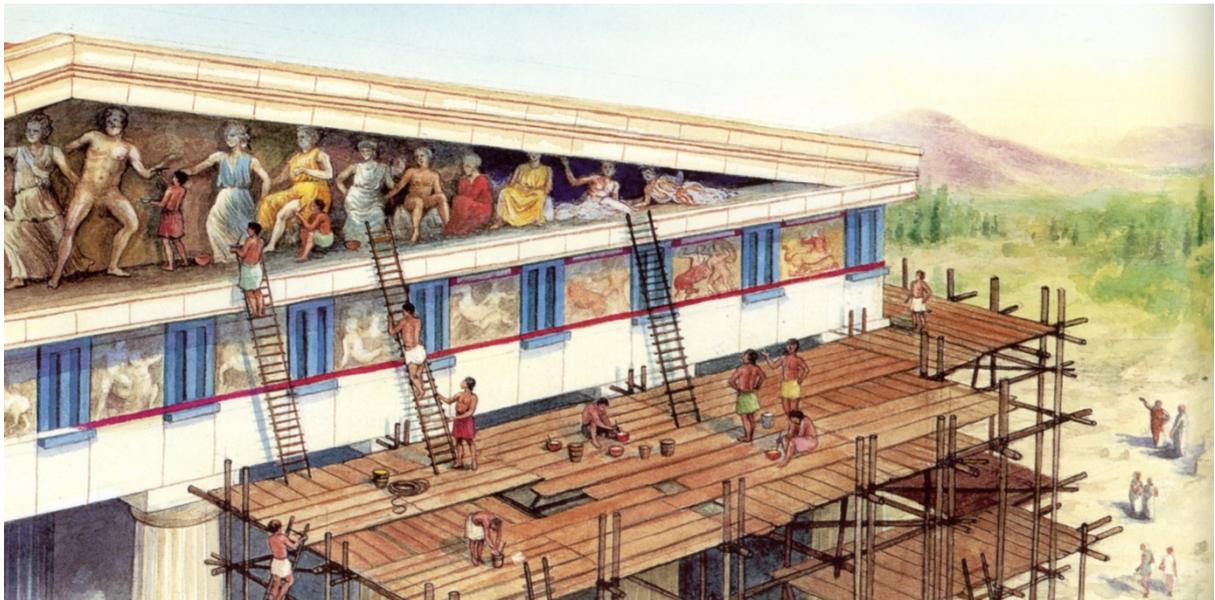
*In addition to this, Louise has given you a **Skipping routine** as well, which you can also find on today's page.*

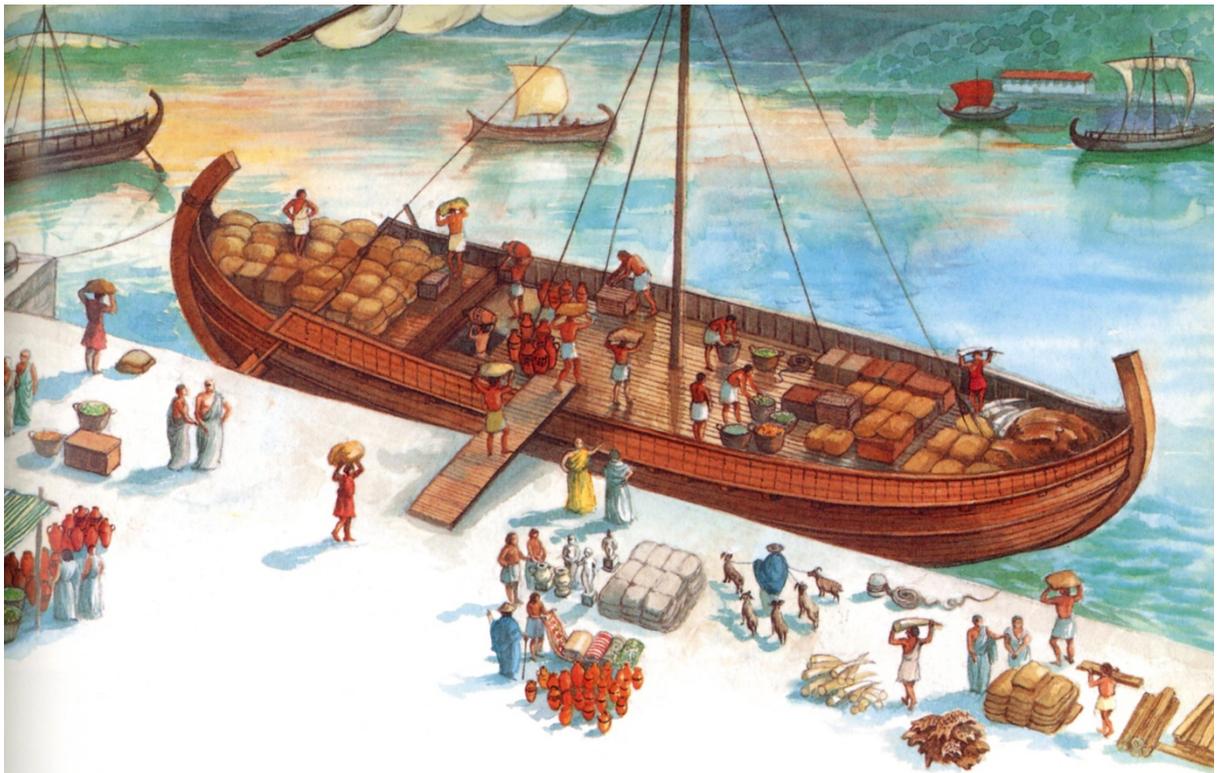
*You will only be able to practice it if you have a skipping rope at home. You can also experiment with other types of ropes instead. Now you can play the recording named **Skipping Routine** now.*

Once finished, you can spend the next 5-10 minutes retelling one of your parents about King Codrus of Athens and the ultimate sacrifice that he had to offer to save his beloved city-state from destruction by the soldiers of Megara.

Now, I would like you to remember the story about the education in Athens and all the other stories that you heard about life in Ancient Greece. Below you will find drawings of daily life in those ancient days. Study the drawings carefully.







Today, I would like you to start writing a story, which will describe 1 day of your life. You will have to decide who you are and what you do.

By using the stories, you remember, pictures (attached above), and written examples you will have to draft your own perspective of what it might have been like living in Ancient Greece.

Below, I have attached 2 examples for you. Read them carefully and pay extra attention to the way these people describe their day – it is written in a form of a diary.

Once you have read these examples, spend some time thinking of your profession, name and family members and then start drafting your story.

You will spend 2 days working on this task – so take your time, discuss your ideas with your parents and take down notes.

Ampharete is an Athenian citizen. She sells cloth in the Agora all day.

By early morning I am at the fountain house. I queue with the other women and slaves to fill my jars with water. I must bring water back to the house so my family can wash and cook.

It is only mid morning and my day has started off very well! I get an excellent price for a robe from my first customer, almost 20 drachmas! I shout over to the nearby stall-holders and let them know about my good fortune.

In the afternoon men pass by the stall and throw me scornful looks. They do not think that I am respectable. How can I be when have left my home! They forget that I am an Athenian citizen too! If I did not come to the Agora every day my family would surely starve. If I let my family go hungry would that make me respectable!

It is late afternoon and the Agora is very quiet now. I'll close up my stall, I don't think I'll sell anything more now. My son will be returning soon from the Academy (The main school of Athens, where children learned to read and write and took physical exercise, and older students learned about philosophy with Plato and his followers).. I'll hurry home to prepare dinner.

In the evening it's time to start spinning. My daughters help me by beating and carding the raw wool. My slave Kallo spins the wool while I work the loom.

At night Kallo and I pack up the clothes that we'll bring to the Agora tomorrow. I pray that we sell all that we have made.

Leagros is a twelve year old boy. He is the son of an Athenian citizen. He has one sister.

After my breakfast, in the middle of the morning, I say goodbye to my sister and go with my paidagogos (a slave who helped teach the children of a Greek family) to my tutor's house. Today we are learning about the adventures of Odysseus. My favourite part of the story is where Odysseus escapes from the Cyclops. I can now recite this part of the story word for word now.

Now it is afternoon and the sun is high. It is time to go to the Academy. Here I will train with other boys my age.

By the mid afternoon, even though it is boiling hot, we must practice wrestling and boxing outside. I am exhausted. I take a seat and enjoy the shade under a tree. An old man nearby is discussing what it means to be a good person. I don't fully understand what he's taking about but he has sparked off quite a lively debate.

In the evening, I return home for dinner with my mother and sister. I am very happy because today I won all the races at the Academy. My father has already left to go to the symposium tonight.

At night, after playing a quick game of knucklebones with my sister, I go to bed.

Use the questions below to help you along.

How did your day begin?

Describe what you see hear and smell.

What are your thoughts?

What is it like to walk the streets of Athens?

Who are your family members?

What does your home/shop look like?

Include names and various professions in your description.

Greek occupations:

Painter

Goldsmith

Farmer

Slave Pedagogue

Potter

Carpenter

Musician

Soldier

Fisherman

School student

Trader

Baker

Weaver

Greek boy names:

Aeneas

Agamemnon

Leonidas

Alec

Aleksander

Apolonio

Cletus

Dimitri

Greek girl names:

Alexa

Amara

Anastasia

Airlea

Chloris

Demeter

Desdemona

Elisavet

Melina

Olympia

*You can spend most of your Main Lesson time for this task, and once finished you can play the recording named, **Spartan warriors**, alternatively find the story attached below:*

Spartan Warriors

Greece was not one country under one ruler, but was divided into many city states, each with its own government, army and fleet. A city state was not only the city itself, but also the countryside around it. Now the two most important cities in Greece were Athens and Sparta. But life in Athens and life in Sparta were utterly different; just as different as summer and winter.

First let us turn to life in Sparta. We heard about Menelaus, the King of Sparta who was married to Helen. And the great hero Heracles was specially admired by the Spartans, as Theseus was specially remembered in Athens. The laws of Sparta had been worked out by a wise man called Lycurgus. He had travelled through many foreign countries studying their rules and customs, which is why the people of Sparta asked him to make their laws.

Lycurgus and his fellow Spartans thought that there was only one task worthy of a man — and that was fighting. If you had shown a Spartan a beautiful painting or talked about poetry or science, he would have looked at you with contempt, and said: “That’s all nonsense! A man should be interested in making his muscles strong, in practising with sword and spear to become a better and better fighter. Everything else is just a waste of time!” Even work was shameful for a Spartan. All the workers, from the farmers to the carpenters and the cobblers, were slaves. A Spartan would, however, build his own house but his real work was fighting, or training for fighting, and nothing else. So, because the Spartans believed that fighting was the only thing worth doing, the laws which Lycurgus made had only one purpose: to make every Spartan boy a fierce warrior.

Every baby born in Sparta was brought before a council who decided if the child would be strong and healthy or weak and sickly. If the poor baby looked weak, then the council gave the order: “Take that weakling into the mountains and leave it there

on a rock to die.” The mother and father had no say in this at all and the babies were taken to a wild place called Mount Taygetus. If the child was healthy it was allowed to stay at home only until the age of seven. When a boy reached that age he was taken from his family and put into a military school where he lived until he turned twenty one.

Life was hard in these military schools. There were no beds; the boys had to sleep on the bare floor on reeds from the riverbank. They had to gather the rushes with their bare hands — knives were not allowed. Food was scarce and the boys were always hungry. If they wanted more food they were told to steal it. But if a boy was caught stealing he was given a merciless whipping, not for stealing, but for getting caught.

The boys were taught to endure pain by being given a severe flogging for the smallest thing. If you showed you were tired after a long march or some gym exercise you were flogged, for it was shameful to show any signs of pain. Once a Spartan boy hid a stolen fox cub under his tunic. The fox bit into him but the boy showed no sign of pain. At last the fox bit so deep that the boy fell down dead, but he had never uttered a cry.

In both summer and winter the boys wore the same thin tunic. Every day they spent hours and hours doing gymnastics. They ran and jumped, practised with swords and spears, and marched. But they had to do all this in the open air — no matter if it was hot or cold, or whether there was rain or wind or snow. To make themselves warm they rubbed their bodies hard with sand and oil.

Both Spartan men and women were brought up to speak as little as possible. They did not gossip and chatter to one another. And when they spoke, they said in a few words what other people could only say if they spoke at length.

There is a story about a young Spartan soldier who came to say goodbye to his mother before going to war. She pointed to his shield and simply said: “With it, or upon it.” What did she mean? You see, when a soldier in ancient Greece fled the battlefield, he would throw away his heavy shield so he could run faster. If you came back “with it”, with the shield, it showed you had not run away but fought bravely. But if a soldier was killed

his comrades carried the body back “upon it”, that is, upon the shield. So what the Spartan mother really said was: “Fight bravely, never run away, even if it costs your life.” Instead she said it in five words: “With it, or upon it.” You can also see from this story that the women of Sparta were as tough as the men. They would sooner see their sons dead than coming back alive but as cowards.

But life was not easy for the adults in Sparta either. No one in Sparta could do as they pleased for their lives were controlled by strict rules and laws. For instance:

Every Spartan had to marry at the age of thirty — not before and not after.

Each man had to build his own house using nothing but an axe and a saw.

At night no lights were allowed in streets or houses so that, in a war, the Spartans would be trained to see in the dark.

No Spartan family had its own kitchen or was allowed to choose its own food. Every fourteen families had a community kitchen where the same very plain food was cooked by slaves for all of them.

No one was allowed to own any gold or silver. The Spartans thought these were luxuries that would only make people soft. And the only money they had were coins of iron.

And the Spartans themselves were people like iron — hard, tough and fearless. They were not men of words but men of deeds.

If you choose to listen to the chapter book before you have morning tea, you can play the recording now, otherwise, you can cross your hands over your heart and say the **Main Lesson ending verse**.

A prayer to Zeus

*He whose all-conscious eyes the world behold,
The eternal thunderer sat, enthroned in gold;
High heaven the footstool of his feet he makes
And wide beneath him, all Olympus shakes.*

Now you may blow out the candle.

Enjoy your morning tea.