

Multicultural Museums Victoria

SNAPSHOTS Project

Hellenic Museum Teaching resources

Rationale:

The *Snapshots* Toolkit provides teaching and learning content, activities, and resources to support students gaining knowledge and understanding of the history and culture of the five ethnic communities represented by the participating Museums. The Toolkit uses selected museum objects to ignite student engagement with multicultural-historical perspectives, intercultural understanding, civic awareness, and the enterprise of migrants who contribute to the Australian identity.

There are **15 teaching and learning units** in the Snapshots Toolkit. The teaching and learning units are organised under the themes of Narrative, Innovation and Enterprise. Each of the five (5) Victorian multicultural museums have produced three (3) units..

	Hellenic Museum	Museo Italiano	Museum of Chinese Australian History	Jewish Museum of Australia	Islamic Museum of Australia
Innovation	EARTHLY DELIGHTS (Ys 5-6)	COFFEE! (Ys 5-6)	ANCIENT ARTEFACTS (Ys 7-8)	FRAGMENTS (Ys 9-10)	FUSION (Ys 5-6)
Narrative	GODLY TALES (Ys 7-8)	LITTLE ITALY (Ys 9-10)	DANCING DRAGONS (Ys 5-6)	FAITH (Ys 7-8)	STRUGGLE (Ys 9-10)
Enterprise	ODYSSEY (Ys 9-10)	RAGS TO RICHES (Ys 7-8)	CRACKERS! (Ys 9-10)	LIGHT (Ys 5-6)	OBSERVANCE (Ys 7-8)

The teaching and learning units apply a Humanities (History, Civics and Citizenship) inquiry, inclusive of Intercultural capabilities.

Victorian Curriculum, Humanities and Social Science (HASS) key concepts is used to focus the content, activities, and resources:

- historical understanding includes, **evidence, continuity and change, cause and effect, significance, perspectives, empathy, and contestability.**
- civics and citizenship understanding includes **valuing a diverse and dynamic society, varying points of view, and personal, social, and cultural contributions to local, national, regional, and global civic life as an active and informed citizen.**

A Humanities inquiry approach involves:

- *posing* relevant questions, *locating* sources, critically *analysing* sources, *identifying* and *applying* contextual factors, *respecting* and *explaining* perspectives, *substantiating* interpretations to develop an informed explanation.

This FISO Teaching and Learning Cycle encapsulates a 5-part inquiry approach. Each of the teaching and learning units within this toolkit are organised in the following inquiry format:

1. **Engagement** (Engage) - posing relevant questions about the museum objects – student prior knowledge.
2. **Building Knowledge** (Explore) - locating and analysing historical sources in context, explaining various perspectives.
3. **Transformation** (Explain) – developing informed interpretations and substantiating a response.
4. **Presentation** (Elaborate) – responding to knowledge gained in the previous stages and creating new knowledge.
5. **Reflection** (Evaluate) – evaluating how student historical knowledge and understanding has been advanced through this enquiry.

UNIT 1: HELLENIC MUSEUM

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 5 and 6 content descriptions

	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Historical Knowledge			
Personal histories <i>(The Australian colonies)</i>	The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony (VCHHK091)	Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) <ul style="list-style-type: none"> • Greece • Rome • China 	The Modern World and Australia - The Globalising World <ul style="list-style-type: none"> • Migration experiences
Community histories <i>(Australia as a Nation)</i>	The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated (VCHHK095)	The significance and importance of conserving the remains and heritage of the past	Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society
	Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society (VCHHK096)		Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia
			The perspectives of people and different historical interpretations and debates from the period
History concepts and skills			
Using historical sources as evidence	Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation. (VCHHC083)	Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability	Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
		Analyse the different perspectives of people in the past	Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
	Describe perspectives and identify ideas, beliefs and values of people and groups in the past. (VCHHC084)	Explain different historical interpretations and contested debates about the past	Evaluate different historical interpretations and contested debates
Continuity and change	Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, ‘native born’ and migrants in the Australian colonies. (VCHHC085)	Identify and explain patterns of continuity and change in society to the way of life	Identify and evaluate patterns of continuity and change in the development of the modern world and Australia
	Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants. (VCHHC086)		
Historical significance	Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation. (VCHHC087)	Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress	Evaluate the historical significance of an event, idea, individual or place

Civics and Citizenship -

Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Citizenship, Diversity and Identity		
Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society (VCCCC014)	Describe how Australia is a secular nation and a multi-faith society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society
Identify different points of view on a contemporary issue relating to democracy and citizenship (VCCCC015)	Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go'	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society
Investigate how people with shared beliefs and values work together to achieve their goals and plan for action (VCCCC016)	Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them	Discuss how and why groups, including religious groups, participate in civic life
Examine the concept of global citizenship (VCCCC017)	Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events

Intercultural Capability

Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Cultural Practices		
Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced (VICCCB009)	Analyse the dynamic nature of own and others cultural practices in a range of contexts	Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices
Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and other cultures (VICCCB010)	Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations	Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts
Cultural Diversity		
Identify barriers to and means of reaching understandings within and between culturally diverse groups	Identify the challenges and benefits of living and working in a culturally diverse society	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world
Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups (VICCCD012)	Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community	Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion

UNIT 1: EARTHLY DELIGHTS

Rationale:

This learning sequence enhances students' understanding of the historical, cultural, and social significance of selected artefacts found in the Hellenic Museum's collection. The museum artefacts are examined for their significance both in ancient times and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

Objectives:

Have students engage with the interactive website, "[Snapshots](http://www.http://.....)" (www.http://.....). The website content is organised under three main themes (1.Innovation: 2.Narrative: 3.Enterprise). Here, students can source information provided by leading representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. In this unit a leading representative explains how Greek history, customs and enterprise have helped shape Australia's identity in the world.

Teaching and Learning cycle	Student activity
<p>Engagement</p> <p>Invite students to work in pairs to complete the '<i>I see, I Think, I Wonder</i>' worksheet with the two artefact illustrations. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>Artefacts 1 & 2</p> <p>As a class, revisit the two illustrated artefacts, and collate feedback from the students about their responses to the questions highlighted for the activity, e.g.,</p> <p>Describe what you see.</p> <ul style="list-style-type: none"> • What is noticeable about the shape, colour, texture, and special features of each artefact? • What material/s were they made from? • What decorations appear on the artefacts? • What are the differences between the images of the two artefacts? <p>Explain what you think.</p> <ul style="list-style-type: none"> • How were the artefacts made? • When were they created? • What were they used for? <p>Clarify what you wonder.</p> <ul style="list-style-type: none"> • What does the term 'amphora' mean? • What is the significance of these artefacts, culturally, socially, economically? • How are the artefacts related? • Where would I find these artefacts today? <p>Establish that the first artefact is an 'amphora', used in ancient Greece, and the order is a contemporary version, used in the wine industry today. Access the Hellenic Museum's cultural representative's (Mr. Jim Manolios) interview on the 'Snapshots website'. From the interview, students should note what Jim Manolios states about the contemporary use of the 'amphora'.</p>	<ul style="list-style-type: none"> • I see, I Think, I Wonder
<p>Building knowledge</p> <p>Working in pairs and using the questions from the '<i>I Wonder</i>' section to guide their inquiry, have students complete research on Hellenistic (Greek) Amphora pottery. Instruct students to complete the '<i>I used to think – Now I think</i>' worksheet about traditional amphoras and their use.</p> <p>Information they should discover is the</p> <ol style="list-style-type: none"> (a) era of production, (b) geological location of where the ceramics was produced, (c) materials used, (d) the various forms and uses of the ceramic forms, and (e) names of producers, (f) significance of the decoration. 	<ul style="list-style-type: none"> • I used to think – Now I think • Cypriot Pottery of the Bronze and Iron Ages, Hellenic Museum, Melbourne.

	<p>Have students draw additional styles of amphora that they find in their research, to accompany the information they research about the Amphora pottery.</p> <p>Students could access the “Cypriot Pottery of the Bronze and Iron Ages” exhibition guide from the Hellenic Museum website, to assist them with finding information.</p>	
Transformation	<p>Working in a group of four, have students produce a timeline. On the timeline enter the date of origin, image, a description for each of the amphora examples, particularly any how they were made, materials used, and special features. Students should also explain any social and/or cultural purpose for each of the amphorae.</p> <p>Add the contemporary version of the amphora to the timeline. Have students use a Venn diagram to note the significance (function & form) of the amphora from the past with the one from the present. Invite each group to share their ideas with the class, developing a larger Venn diagram based on the class responses.</p>	<ul style="list-style-type: none"> • Timeline template • Venn Diagram
Presentation	<p>Invite students/pairs/groups to consider the significance of the Greek culture (particularly, the amphora) to civic (social, cultural and commercial contexts) development in Australia. Have students find information about why and when many Greek people immigrated to Australia: Pose questions to discuss as a class, such as:</p> <ol style="list-style-type: none"> 1. When did Greek people start to arrive in Australia and where did they settle? 2. Why did Greek people immigrate to Australia? 3. How does Greek culture influence Australian life today? <p>The amphora is a ceramic artefact that typically holds wine or oil. Have students consider what they could use an ‘amphora’ for in their daily life. Invite students to design a poster to advertise a new product that uses the amphora’s shape, materials, and/or decoration, in a contemporary sense. Students could also make their amphorae design (in clay, papier mache, or any other available material)</p> <p>Provide students/pairs/groups with an opportunity to pitch their new amphora designs to the class as contemporary, sustainable, and recyclable containers. The class could vote on the best design and pitch.</p>	<ul style="list-style-type: none"> • Contemporary amphora designs
Reflection	<p>Evaluate student knowledge by using Quizlet to generate multiple-choice questions about the ‘amphora’: its historical and cultural significance, and its contemporary application.</p> <p>Have students review their previously graphic organiser, <i>I used to think – Now I think</i>, and add further information about what they now know about Greek culture and the innovation of the amphora in contemporary Australian life.</p> <p>Take students on excursion to the Hellenistic Museum, or a cultural museum in their town or region that features artefacts from Greek culture. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> • Quizlet • I used to think – Now I think

Web Resources – HELLENIC MUSEUM EARTHLY DELIGHTS: (F) denotes that the resource is available in FUSE (DET Victoria)

(F) Ancient Greece - The British Museum: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7c926cdb-092f-4908-a94c-56ab5c85ffcf&SearchScope=All>

(F) Ancient Greece, Staffroom: <http://www.ancientgreece.co.uk/staff/main.html>

(F) Ancient History, Greece: (Teaching resources): <https://ancienthistory.pppst.com/greece/index.html>

(F) BBC – History: <http://www.bbc.co.uk/history/ancient/>

(F) BBC, Bitesize, Ancient Greece: <https://www.bbc.co.uk/bitesize/topics/z87tn39>

(F) Cybersleuth-Kids, Ancient Greece: http://cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/Greece/

(F) Daily Life in Greece: <https://ancienthistory.mrdonn.org/Greeklife.html>

(F) FUSE (DET Vic) – Ancient Greeks: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=d8135209-99bc-4f62-9b2d-350a64f743be&SearchScope=All>

(F) History Channel, Ancient Greece: <https://www.history.com/topics/ancient-history/ancient-greece>

(F) PBS Empires: The Greeks: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=293d7901-3c8e-410a-ae1e-1c47f86ed126&SearchScope=All>

Ancient Greek Oil Amphora: <https://line.17qq.com/articles/okckhmklv.html>

Ancient Greek Wine Amphora: <https://line.17qq.com/articles/ebibjojhz.html>

Hellenic museum, Cypriot Pottery: <https://www.hellenic.org.au/education-resources>

Hellenic museum: <https://www.hellenic.org.au/>

Scenes of Everyday Life in Ancient Greece: https://www.metmuseum.org/toah/hd/evdy/hd_evdy.htm

Trofeo Estate: <https://www.trofeoestate.com.au/our-wine/>

Year 6 Journeys to Australia Resources, HTAV: <https://www.historyinthemaking.ais.wa.edu.au/year-6-journeys>

Web resources – Teaching and Learning support:

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>

Venn Diagram: <https://www.studenthandouts.com/graphic-organizers/relationships/blank-venn-diagram-printables-with-instructions.html>

Quizlet: <https://quizlet.com/>

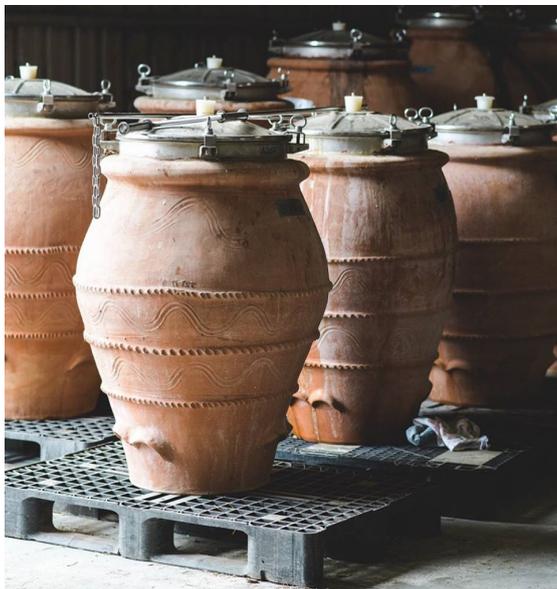
STUDENT WORKSHEET: Hellenic Museum – EARTHLY DELIGHTS _____ Visible Thinking Strategy

- *I see: Describe what you see – the shape, colour, texture, and special features and materials used to make this object.*
- *I think: What do you think the object is?, What was it used for?, Who made it?, Why was it made how it appears?*
- *I wonder: How does this object represent Hellenic culture? Why is it important as an artefact of the past?*



I See ...
I Think...
I Wonder...

1. Amphora



I See ...
I Think...
I Wonder ...

2. Amphorae

UNIT 2: HELLENIC MUSEUM

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 7 and 8 content descriptions

History:

	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Historical Knowledge			
Personal histories <i>(The Australian colonies)</i>	The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony	Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) <ul style="list-style-type: none"> • Greece • Rome • China 	The Modern World and Australia - The Globalising World <ul style="list-style-type: none"> • Migration experiences
Community histories <i>(Australia as a Nation)</i>	The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated	The significance and importance of conserving the remains and heritage of the past. (VCHHK115)	Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society
	Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society		Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia The perspectives of people and different historical interpretations and debates from the period
History concepts and skills			
Using historical sources as evidence	Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation.	Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability. (VCHHC099)	Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability
		Analyse the different perspectives of people in the past. (VCHHC100)	Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values
	Describe perspectives and identify ideas, beliefs and values of people and groups in the past.	Explain different historical interpretations and contested debates about the past, (VCHHC101)	Evaluate different historical interpretations and contested debates
Continuity and change	Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies.	Identify and explain patterns of continuity and change in society to the way of life. (VCHHC102)	Identify and evaluate patterns of continuity and change in the development of the modern world and Australia
	Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants.		
Historical significance	Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation	Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress. (VCHHC104)	Evaluate the historical significance of an event, idea, individual or place

Civics and Citizenship -

Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Citizenship, Diversity and Identity		
Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society	Describe how Australia is a secular nation and a multi-faith society. (VCCCC024)	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society
Identify different points of view on a contemporary issue relating to democracy and citizenship	Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go' (VCCCC025)	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society
Investigate how people with shared beliefs and values work together to achieve their goals and plan for action	Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them. (VCCCC026)	Discuss how and why groups, including religious groups, participate in civic life
Examine the concept of global citizenship	Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives. (VCCCC027)	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events

Intercultural Capability

Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Cultural Practices		
Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced	Analyse the dynamic nature of own and others cultural practices in a range of contexts (VICCCB013)	Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices
Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures	Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VICCCB014)	Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts
Cultural Diversity		
Identify barriers to and means of reaching understandings within and between culturally diverse groups	Identify the challenges and benefits of living and working in a culturally diverse society (VICCCD015)	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world
Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups	Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VICCCD016)	Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion

UNIT 2: GODLY TALES

Rationale:

This learning sequence enhances students' understanding of the historical, cultural, and social significance of selected artefacts found in the Hellenic Museum's collection. The museum artefacts are examined for their significance both in ancient times and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

Objectives:

Have students engage with the interactive website, "Snapshots" ([www.http://.....](http://.....)). The website content is organised under three main themes (1.Innovation: 2.Narrative: 3.Enterprise). Here, students can source information provided by leading representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. In this unit a leading representative explains how Greek history, customs and enterprise have helped shape Australia's identity in the world.

Teaching and Learning cycle	Student activity
<p>Engagement</p> <p>Invite students to work in pairs to complete the 'I see, I Think, I Wonder' worksheet with the two artefact illustrations. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>As a class, revisit the two illustrated artefacts, and collate feedback from the students about their responses to the questions highlighted for the activity, e.g.,</p> <p>Artefacts 1 & 2</p> <p>Describe what you see.</p> <ul style="list-style-type: none"> • What is noticeable about the shape, colour, texture, and special features of each artefact? • What material/s were they made from? • What decorations appear on the artefacts? • Are there similarities and differences between the appearance of the two artefacts? <p>Explain what you think.</p> <ul style="list-style-type: none"> • How were the artefacts made? • When were they made? • What were they used for? <p>Clarify what you wonder.</p> <ul style="list-style-type: none"> • What does the term 'kylix' mean? • Who made the artefacts? • What is the significance of these artefacts, historically, culturally, and economically? • How are the artefacts related? • Where would I find these artefacts today? <p>Establish that the first artefact is a 'kylix'. It was used by the ancient Greeks to drink wine, particularly on special occasions. It also told stories of Greek mythology through the decoration on it. Access the Hellenic Museum's cultural representative's (Mr. Jim Manolios) interview on the 'Snapshots website'. From the interview, students should note what Jim Manolios states about the Kylix drinking cup.</p>	<p>Visible Thinking Strategies:</p> <ul style="list-style-type: none"> • I see, I Think, I Wonder
<p>Building knowledge</p> <p>Working in pairs, instruct students to complete a WebQuest on ancient Greek history. They should use the <i>Greek History & Timeline</i> summary worksheet as a guide. This summary provides a brief overview of the four main periods of ancient Greece. Knowing about Greek history provides a springboard for students to know and understand the development of democracy, and how our life and values have evolved.</p> <p>As an extension of the ancient Greek history summary timeline, have students complete research on the Dionysus Cup and the Siana Cup and the period of Greek history when they were made (Classical Period). Information students should discover is the</p> <ol style="list-style-type: none"> (a) era of production, (b) geological location of where the ceramics was produced, (c) materials used, (d) the various forms and uses of the ceramic forms, and names of producers, 	<ul style="list-style-type: none"> • Historical timeline and summary • WebQuest

	<p>(e) significance of the decoration, etc. Have students draw additional styles of Kylix artefacts that they find in their research, to accompany the information they discover about Greek pottery. Have students also research Greek mythology, and the stories that each pottery artefact illustrates.</p> <ul style="list-style-type: none"> • National Geographic, Kids - Greece: https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited,-,Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Ionian%20Sea%20to%20the%20west • Ancient Greeks: https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=ancient+greeks&SearchScope=All <p>Students could access the “Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum” from the Hellenic Museum website, to assist them with finding information.</p> <ul style="list-style-type: none"> • Hellenic museum, Cypriot Pottery: https://www.hellenic.org.au/education-resources • Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum: https://www.hellenic.org.au/education-resources 	
<p>Transformation</p>	<p>Pose the question: <i>How does ancient Greek pottery mirror ancient Greek society?</i></p> <p>Working in a group of four, have students find two samples of ancient Greek pottery - one each from the Classical and Hellenistic eras. Therefore, each group will source eight pottery artefacts at least one of these should be a Kylix. Instruct students to copy the image of each pottery example and paste it along a timeline in the order of its age. Have students include information about the style of pottery it represents, the origin of each, the artist who produced it, its social and/or cultural purpose, and the significance of the decoration, particularly the mythological story or everyday scenes it illustrates.</p> <p>As a class, display these timelines for all members of the class to view. Include the two pottery examples titled the Dionysus Cup and the Siana cup that appear in the worksheet. Discuss the commonalities and differences of each artefact. As a class, or in each group, have students complete a Venn Diagram of the differences and commonalities of these artefacts.</p> <p>Ask each group to select one artefact that illustrates a mythological story. As a group, prepare a presentation about the artefact, its artist, mythological story, mythological characters, and relationships to an Ancient Greek belief system. As a conclusion, include a response to the question posed above.</p>	<ul style="list-style-type: none"> • Timeline template • Venn Diagram • Presentation software: PowerPoint,
<p>Presentation</p>	<p>Invite students to write a <i>contemporary</i> ‘mythological’ story based on one of the ancient Greek mythological stories. Therefore, the story should be constructed as a <i>Quest story</i> where the hero/heroine encounters a dilemma that they overcome and return home changed by the experience. Invite students to use the Quest story planner to plan their story, and then to illustrate it. Using the Kylix template, invite students to decorate the interior and the exterior of the cup with their story. Have students share their ideas with a partner, and then with another pair. As a group, have students compare their mythological quest stories to the stories of migrants who now live in Australia. Their stories are reminiscent of a quest to establish themselves in a new life.</p> <p>The group should access the Hellenic Museum’s cultural representative’s (Mr. Jim Manolios) interview. From the interview, students should note what Jim Manolios states about his family’s immigration to Australia and their establishment of a wine business. Have students explore how traditional pottery of ancient Greece is continued in the contemporary wine business of Trofeo Estate.</p> <p>Have each group develop a Wordle or Word Cloud that encapsulates their understanding of how ancient cultures influence present cultures.</p>	<ul style="list-style-type: none"> • Quest story template • Kylix template • Think-Pair-Share • Wordle.

<p>Reflection</p>	<p>Evaluate student knowledge by using Quizlet. Generate multiple-choice questions about the ancient Greek history, pottery, and mythology and have students review their previously completed graphic organiser, <i>I see, I Think, I Wonder</i>, and have them complete the <i>I used to think – Now I think</i>. Students should reflect on what they now know about Greek history and culture, the importance of Greek art and innovation in contemporary Australian life.</p> <p>Take students on excursion to the Hellenistic Museum, or a cultural museum in their town or region that features artefacts from the Greek culture. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> • Quizlet • I used to think – Now I think
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Web resources - Ancient Greece: (F) denotes that the resource is available in FUSE (DET Victoria)

Hellenic museum: <https://www.hellenic.org.au/>

Hellenic museum, Cypriot Pottery: <https://www.hellenic.org.au/education-resources>

Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum: <https://www.hellenic.org.au/education-resources>

Dionysus and the pirates, the Dionysus cup by Exekias (90): <https://www.ancientartpodcast.org/blog/dionysus-and-the-pirates-exekias-90/>

Kylix- <https://www.khanacademy.org/humanities/ancient-art-civilizations/greek-art/greek-pottery/v/exekias-dionysos-kylix>

Wikipedia - https://en.wikipedia.org/wiki/Dionysus_Cup

Exekias - <https://www.britannica.com/biography/Exekias>

National Geographic, Kids - Greece:

<https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited.-,Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Lonian%20Sea%20to%20the%20west.>

(F) FUSE (DET Vic) – Ancient Greeks:

<https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=ancient+greeks&SearchScope=All>

(F) Cybersleuth-Kids, Ancient Greece: http://cybersleuth-kids.com/sleuth/History/Ancient_Civilizations/Greece/

(F) BBC, Bitesize, Ancient Greece: <https://www.bbc.co.uk/bitesize/topics/z87tn39>

(F) BBC – History: <http://www.bbc.co.uk/history/ancient/>

(F) Ancient Greece, Staffroom: <http://www.ancientgreece.co.uk/staff/main.html>

(F) Ancient History, Greece: (Teaching resources): <https://ancienthistory.pppst.com/greece/index.html>

(F) History Channel, Ancient Greece: <https://www.history.com/topics/ancient-history/ancient-greece>

(F) Daily Life in Greece: <https://ancienthistory.mrdonn.org/Greeklife.html>

Scenes of Everyday Life in Ancient Greece: https://www.metmuseum.org/toah/hd/evdy/hd_evdy.htm

(F) Ancient Greece - The British Museum: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7c926cdb-092f-4908-a94c-56ab5c85ffcf&SearchScope=All>

(F) PBS Empires: The Greeks: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=293d7901-3c8e-410a-ae1e-1c47f86ed126&SearchScope=All>

(F) Who Is Who in Greek Legend: <https://www.thoughtco.com/who-is-who-in-greek-legend-118993>

(F) Greek Mythology: <https://www.greekmythology.com/>

Greek Mythology: <https://www.history.com/topics/ancient-history/greek-mythology>

Greek Mythology:

<https://www.greekmythology.com/#:~:text=Greek%20Mythology%20is%20the%20set,and%20rituals%20of%20Ancient%20Greeks.&text=The%20most%20popular%20Greek%20Mythology,Athena%20and%20Titans%20like%20Atlas.>

Web resources – Teaching and Learning support:

Circle template: <https://www.template.net/design-templates/print/circle-template/>

(F) **Graphic organisers:** <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=4827b7cf-5fe6-4c9d-85e8-6f7defe1336b&SearchScope=All>

History in Place project, Culture Victoria: <https://cv.vic.gov.au/stories/a-diverse-state/history-in-place>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Kylix template: <https://sites.google.com/site/archaeologos/seramik>

Presentation Guru: Story structure – The hidden framework that hangs your story together: <https://www.presentation-guru.com/on-structure-the-hidden-framework-that-hangs-your-story-together/>

Quizlet: <https://quizlet.com/>

Story structure - the hidden framework that hangs your story together: <https://www.presentation-guru.com/wp-content/uploads/2016/05/The-Heros-Journey.jpg>

Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>

Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>

Venn Diagram: <https://www.studenthandouts.com/graphic-organizers/relationships/blank-venn-diagram-printables-with-instructions.html>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

Wordle: <http://www.edwordle.net/>

STUDENT WORKSHEET: Hellenic Museum – GODLY TALES _____ Visible Thinking Strategy

- **I see:** describe what you see – the shape, colour, texture, and special features and materials used to make this object.
- **I think:** What do you think the object is?, What was it used for?, Who made it?, Why was it made how it appears?
- **I wonder:** How does this object represent Hellenic culture? Why is it important as an artefact of the past?

I See ...



I Think...

I Wonder...



Dionysus Cup (replica Kylix drinking cup) – 540-530 BC

I See ...



I Think...

I Wonder...

Siana cup (560-550 BC) – Theseus and the Minotaur

Complete the timeline summaries by selecting the appropriate word in the list below. Research the correct words by accessing reliable websites for information about Ancient Greece. For example,

- **National Geographic, Kids - Greece:** <https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited,-,Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Ionian%20Sea%20to%20the%20west>
- **FUSE, Ancient Greeks:** (this repository has multiple web resources) <https://fuse.education.vic.gov.au/Search/Results?AssociatedPackageId=&QueryText=ancient+greeks&SearchScope=All>
- **Hellenic museum, Cypriot Pottery:** <https://www.hellenic.org.au/education-resources>
- **Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum:** <https://www.hellenic.org.au/education-resources>

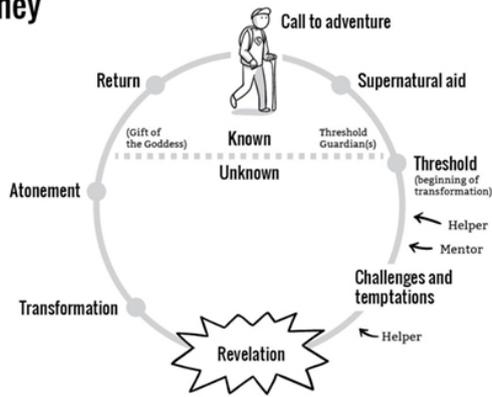
6000-2900 BC Period		
	People came from the East to settle in the south-eastern area of the region bordering the Sea to the west, the Sea to the east and the Sea to the south. Apart from the mainland, there are thousands of that dot the coastline and form part of the country of Greece that is also known as theRepublic. The first civilisation in Greece was known as the culture. Pottery of this period is characterised by shapes, and angular silhouettes arranged symmetrically in strips around the pot.		
750 – 500 BC Period		
	The country was divided into city states which were ruled by noblemen. The largest states were Athens,, Corinth, and..... During this period, Athens became the most powerful and introduced a new system of government called The first Olympic games was held in to honour the god, Pottery decoration introduced devices such as the meander (key pattern), checker, triangle, herringbone, and swastika. The Greeks used pottery artefacts to store, transport, and drink liquids from, such as wine and water. Smaller pots were used as personal containers for and ointments.		
500 – 336 BC Period		
	In this era, ancient Greek society and culture experienced the height of its development, and this era is typically called, The Age. This era saw the building of the Temple on the Acropolis hill in Athens. It was also a period of war as the Greeks were in conflict with the Kingdom. the Great was a famous conqueror of this time. Famous philosophers established schools of thought that have formed the foundation of our society today. Four of the most noted philosophers were - who established the democratic system of government,, who questioned the morals virtues of society and government, who established a higher learning institution centred on philosophy, and who studied physical science, particularly biology. Athenian pottery often featuredscenes composed of black figures painted on a background panel, and later the red-figure technique. Illustrated subjects included scenes from everyday life as well as the standard heroic andthemes.		
336 – 146 BC Period		
	This period Greek culture experienced many changes and was further shaped by how the people valued learning. The Arts flourished during this era and architecture, sculpture, and pottery became more ornate and expressive. This period is marked by the death of the Great, and the army conquering the region around 31 BC. Pottery of this period is characterised by relief vases, black and red glazed artefacts bearing small floral motifs, ornamented lamps, and trade amphorae. By the 4th century, the figured decoration of pottery had become a dying art, and it had disappeared from Athens by 320 BCE.		
Archaic	776BC	democracy	Aegean
Hellenic	Classical	curved	islands
Ionian	Mediterranean	Hellenistic	geometric
Sparta	communism	mountains	Neolithic
Dionysus	Persian	Thebes	Golden
Aristotle	Pericles	red	Zeus
perfume	mythological	money	Roman
Diamond	Theseus	gold	Genghis Khan
rural	Alexander	Plato	Socrates
storage	Mycenaean	Terra-cotta	drinking
Parthenon	amphorae	Acropolis	523BC

Complete the timeline summaries by selecting the appropriate word in the list below. Research the correct words by accessing reliable websites for information about Ancient Greece. For example,

- **National Geographic, Kids - Greece:** <https://kids.nationalgeographic.com/geography/countries/article/greece#:~:text=use%20is%20prohibited,-,Greece%20has%20the%20longest%20coastline%20in%20Europe%20and%20is%20the,Ionian%20Sea%20to%20the%20west>
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- **Hellenic museum, Cypriot Pottery:** <https://www.hellenic.org.au/education-resources>
- **Gods, Myths & Mortals, Exhibition Guide, Hellenic Museum:** <https://www.hellenic.org.au/education-resources>

6000-2900 BC	<p>Neolithic Period</p> <p>People came from the East to settle in the south-eastern area of the region bordering the Ionian Sea to the west, the Aegean Sea to the east and the Mediterranean Sea to the south. Apart from the mainland, there are thousands of islands that dot the coastline and form part of the country of Greece that is also known as the Hellenic Republic. The first civilisation in Greece was known as the Mycenaean culture. Pottery of this period is characterised by geometric shapes, and angular silhouettes arranged symmetrically in strips around the pot.</p>
750 – 500 BC	<p>Archaic Period</p> <p>The country was divided into city states which were ruled by noblemen. The largest states were Athens, Sparta, Corinth, and Thebes During this period, Athens became the most powerful and introduced a new system of government called democracy. The first Olympic games was held in 776BC to honour the god, Zeus. Pottery decoration introduced devices such as the meander (key pattern), checker, triangle, herringbone, and swastika. The Greeks used pottery artefacts to store, transport, and drink liquids from, such as wine and water. Smaller pots were used as personal containers for perfume and ointments.</p>
500 – 336 BC	<p>Classical Period</p> <p>In this era, ancient Greek society and culture experienced the height of its development, and this era is typically called, The Golden Age. This era saw the building of the Parthenon Temple on the Acropolis hill in Athens. It was also a period of war as the Greeks were in conflict with the Persian Kingdom. Alexander the Great was a famous conqueror of this time. Famous philosophers established schools of thought that have formed the foundation of our society today. Four of the most noted philosophers were - Pericles who established the democratic system of government, Socrates who questioned the morals virtues of society and government, Plato who established a higher learning institution centred on philosophy, and Aristotle who studied physical science, particularly biology. Athenian pottery often featured rural scenes composed of black figures painted on a red background panel, and later the red-figure technique. Illustrated subjects included scenes from everyday life as well as the standard heroic and mythological themes.</p>
336 – 146 BC	<p>Hellenistic Period</p> <p>This period Greek culture experienced many changes and was further shaped by how the people valued learning. The Arts flourished during this era and architecture, sculpture, and pottery became more ornate and expressive. This period is marked by the death of Alexander the Great, and the Roman army conquering the region around 31 BC. Pottery of this period is characterised by relief vases, black and red glazed drinking artefacts bearing small floral motifs, ornamented lamps, and trade amphorae. By the 4th century, the figured decoration of pottery had become a dying art, and it had disappeared from Athens by 320 BCE.</p>

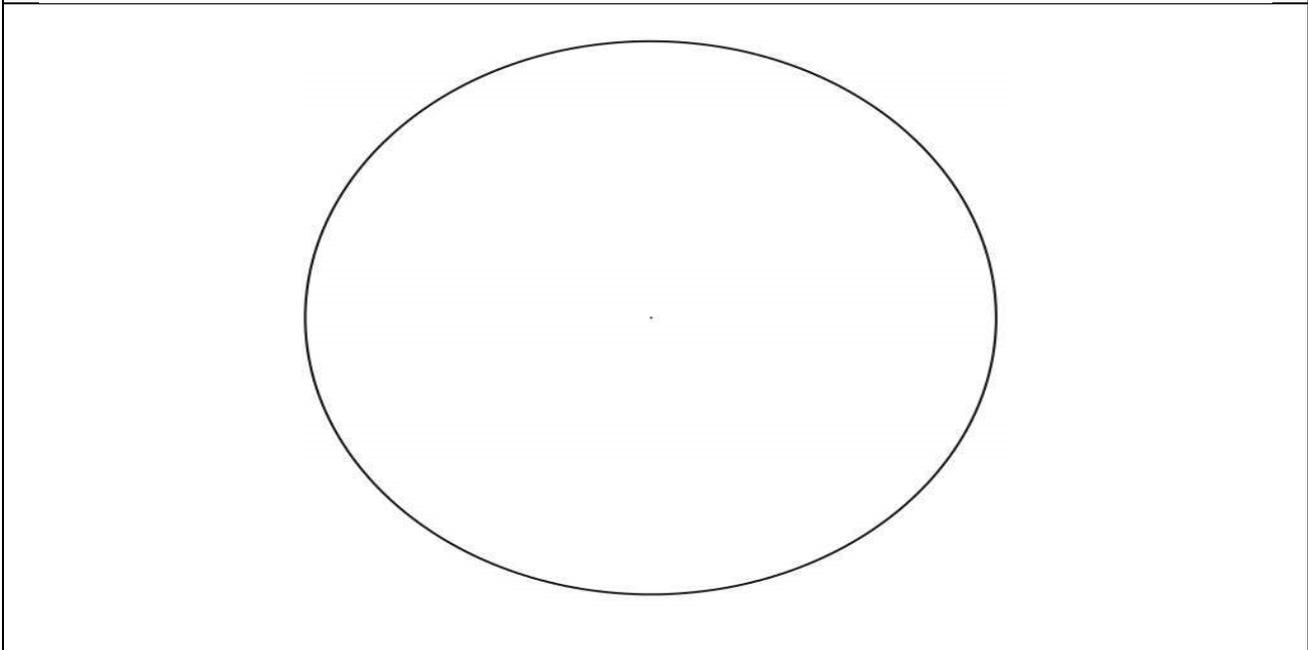
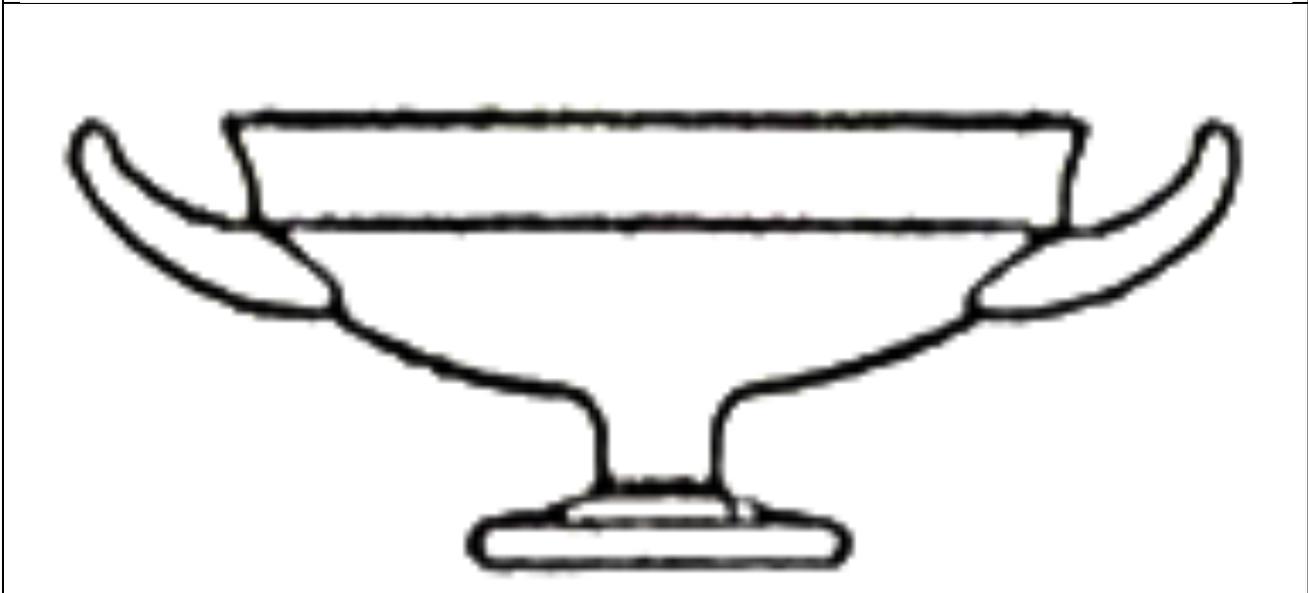
The Hero's Journey



The Quest is the story of hero(es), who set out on a journey to find their holy grail. Along the way they face obstacles, temptations and dangers.

<https://www.presentation-guru.com/wp-content/uploads/2016/05/The-Heros-Journey.jpg>

The call to action	
The journey	
The dilemma	
Overcoming obstacles	
Lessons learned.	
Returning – changed	



UNIT 3: HELLENIC MUSEUM

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 9 and 10 content descriptions

History:

	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Historical Knowledge			
Personal histories <i>(The Australian colonies)</i>	The causes and the reasons why people migrated to Australia from Europe and Asia, and the perspectives, experiences and contributions of a particular migrant group within a colony	Ancient world and early civilisations – 60 000 BC (BCE) – c.650 AD (CE) <ul style="list-style-type: none"> • Greece • Rome • China 	The Modern World and Australia - The Globalising World <ul style="list-style-type: none"> • Migration experiences
Community histories <i>(Australia as a Nation)</i>	The stories and perspectives of people who migrated to Australia, including from one Asian country, and the reasons they migrated	The significance and importance of conserving the remains and heritage of the past	Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society. (VCHHK157)
	Significant contributions of individuals and groups, including Aboriginal and Torres Strait Islander peoples and migrants, to changing Australian society		Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia. (VCHHK159)
			The perspectives of people and different historical interpretations and debates from the period. (VCHHK160)
History concepts and skills			
Using historical sources as evidence	Identify the origin, content features and the purpose of historical sources and describe the context of these sources when explaining daily life in colonial Australia, reasons for migration and causes and effects of Federation.	Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability	Analyse and corroborate sources and evaluate their accuracy, usefulness and reliability. (VCHHC123)
		Analyse the different perspectives of people in the past	Analyse the different perspectives of people in the past and evaluate how these perspectives are influenced by significant events, ideas, location, beliefs and values. (VCHHC124)
	Describe perspectives and identify ideas, beliefs and values of people and groups in the past.	Explain different historical interpretations and contested debates about the past	Evaluate different historical interpretations and contested debates. (VCHHC125)
Continuity and change	Identify and describe patterns of continuity and change in daily life for Aboriginal and Torres Strait Islander peoples, 'native born' and migrants in the Australian colonies.	Identify and explain patterns of continuity and change in society to the way of life	Identify and evaluate patterns of continuity and change in the development of the modern world and Australia. (VCHHC126)
	Explain the causes of significant events that shaped the Australian colonies, contributed to Australian Federation and the effects of these on Aboriginal and Torres Strait Islander peoples and migrants.		
Historical significance	Explain the significance of an event and an individual or group that influenced change in the Australian colonies and in Australian society since Federation	Evaluate the role and achievement of a significant individual, development and/or cultural achievement that led to progress	Evaluate the historical significance of an event, idea, individual or place. (VCHHC128)

Civics and Citizenship -

Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Citizenship, Diversity and Identity		
Identify who can be an Australian citizen and describe the rights, responsibilities and shared values of Australian citizenship and explore ways citizens can participate in society	Describe how Australia is a secular nation and a multi-faith society	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society. (VCCCC035)
Identify different points of view on a contemporary issue relating to democracy and citizenship	Identify how values can promote cohesion within Australian society, including the values of freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go'	Discuss challenges to and ways of sustaining a resilient democracy and cohesive society. (VCCCC036)
Investigate how people with shared beliefs and values work together to achieve their goals and plan for action	Explain how groups express their identities, including religious and cultural identity, and how this expression can influence their perceptions of others and others' perception of them	Discuss how and why groups, including religious groups, participate in civic life. (VCCCC037)
Examine the concept of global citizenship	Examine how national identity can shape a sense of belonging and examine different perspectives about Australia's national identity, including Aboriginal and Torres Strait Islander peoples' perspectives	Examine the influence of a range of media, including social media, in shaping identities and attitudes to diversity and how ideas about Australian identity may be influenced by global events. (VCCCC038)

Intercultural Capability

Levels 5 and 6	Levels 7 and 8	Levels 9 and 10
Cultural Practices		
Analyse how aspects of their own and others lifestyle, behaviour, attitudes and beliefs can be culturally influenced	Analyse the dynamic nature of own and others cultural practices in a range of contexts	Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others cultural practices (VICCCB017)
Explain how intercultural experiences can influence beliefs and behaviours, including developing a critical perspective on and respect for their own and others cultures	Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations	Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VICCCB018)
Cultural Diversity		
Identify barriers to and means of reaching understandings within and between culturally diverse groups	Identify the challenges and benefits of living and working in a culturally diverse society	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VICCCD019)
Examine and discuss the variety of ways in which people understand and appreciate differing cultural values and perspectives, and the things which promote or inhibit effective engagement with diverse cultural groups	Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community	Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VICCCD020)

UNIT 3: Odyssey

Rationale:

This learning sequence enhances students' understanding of the historical, cultural, and social significance of selected artefacts found in the Hellenic Museum's collection. The museum artefacts are examined for their significance both in ancient times and how they relate in a contemporary Australian context. Examining the relationship between the past and present provides students with an understanding of continuity and change as seen through personal and community contributions to civic life.

Objectives:

Have students engage with the interactive website, "Snapshots" ([www.http://.....](http://.....)). The website content is organised under three main themes (1.Innovation: 2.Narrative: 3.Enterprise). Here, students can source information provided by leading representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. In this unit a leading representative explains how Greek history, customs and enterprise have helped shape Australia's identity in the world.

Teaching and Learning cycle	Student activity
<p>Engagement</p> <p>Invite students to work in pairs to complete the 'I see, I Think, I Wonder' worksheet with the two artefact illustrations. Once students complete all sections, have each pair share their responses with another pair, and then with the class.</p> <p>As a class, revisit the two illustrated artefacts, and collate feedback from the students about their responses to the questions highlighted for the activity, e.g.,</p> <p>Artefacts 1 & 2</p> <p>Describe what you see.</p> <ul style="list-style-type: none"> • What is noticeable about the shape, colour, texture, and special features of each artefact? • What material/s were they made from? • What decorations appear on the artifacts? • Are there similarities and differences between the appearance of the two artefacts? <p>Explain what you think.</p> <ul style="list-style-type: none"> • How were the artefacts made? • When were they made? • What were they used for? • Who made them? <p>Clarify what you wonder.</p> <ul style="list-style-type: none"> • What does the term 'odyssey' mean, and from what country/culture did the word originate? • How these artefacts relate to the term 'odyssey'? • What is the significance of these artefacts, historically, culturally, and economically? • What is the meaning of the decoration on the artefacts? • Where would I find these artefacts today? <p>Establish that the first artefact is a 'kylix' made of gold, and the second artefact is ancient Greek currency, made of silver. These artefacts were significant in ancient Greek trading and enterprise. Access the Hellenic Museum's cultural representative's (Mr. Jim Manolios) interview on the 'Snapshots website'. From the interview, students should note what Jim Manolios states about the Kylix drinking cup and ancient currency and trade.</p>	<ul style="list-style-type: none"> • I see, I Think, I Wonder
<p>Building knowledge</p> <p>Working in pairs, as a <i>collaborative reading activity</i>, instruct students to complete the WebQuest Worksheet, <i>Ancient Greek Trade and Currency</i>. This summary provides a brief overview of the history of ancient Greek trade, and the development of coinage associated with travel and exchange. Encourage students to further research information on this topic and add reliable websites to those listed about the history of ancient Greek trade, particularly related to the Greek wine industry.</p>	<ul style="list-style-type: none"> • WebQuest: Ancient Greek Trade and Currency

	<p>In pairs, invite students to investigate the “Gold Kylix with repousse representation of running hounds”. Have student find information to explain the following questions:</p> <ul style="list-style-type: none"> • When was the golden goblet made? • What material is it made from? • What is its purpose or function? • Who made it? • How was it made? • Where was this goblet found? • Is there symbolism about Ancient Greek culture associated with its form, and/or decoration? <p>Invite students to visit the Snapshots Museum project website and have them access the Hellenic Museum portal. There they will find information about the two artefacts that appeared on the <i>I see, I Think, I Wonder</i> worksheet. As a class, discuss the significance of the artefacts in respect to their findings about ancient Greek trade and currency and how these artefacts are representative of ancient Greek society and culture.</p>	
Transformation	<p>Drawing on previous information about Greek trade and coinage, have students find other examples of ancient Greek coins and list what decoration they have. As a class, explore the similarities of the quest stories of the mythological heroes illustrated on the Ancient Greek coins. As a ‘Hot Seating’ activity, invite students to become the character of the mythological hero/heroine and have other members of the class interview them about their ‘odyssey’. Use a class constructed Venn diagram to highlight the similarities and differences between the mythological stories presented.</p> <p>Divide the class into groups of four and ask them to complete a <i>Thinking Map</i>. At the centre of the map the topic is ‘A Greek Odyssey to Australia’. Access the Hellenic Museum’s cultural representative’s (Mr. Jim Manolios) interview. From the interview, students should note what Jim Manolios states about his family’s migration to Australia and their establishment of a wine business. The <i>Thinking Map</i> is labelled with the terms <i>who, why, when, how, where, and what happened</i> as bubbles emanating from the centre circle. From the interview, students can jot down reasons that Jim Manolios explains why his family migrated to Australia.</p> <p>Students can access further information about the migration of Greek people to Australia by visiting the following websites:</p> <ul style="list-style-type: none"> • Immigration History from Greece to Victoria: https://origins.museumsvictoria.com.au/countries/greece/ • A Timeline of Greek Immigration to Australia: https://diasporatravelgreece.com/a-timeline-of-greek-immigration-to-australia/ • Latest research shows that the first Greek arrived in Australia in 1811: https://greekcitytimes.com/2021/02/06/first-greek-australia-1811/ • How Greek migration to Melbourne shaped our city: https://www.heraldsun.com.au/news/victoria/how-greek-migration-to-melbourne-shaped-our-city/news-story/485290e53f645054e9251284f5205e31 <p>As a class, have students consider and discuss how and why the story of Jim Manolios is exemplary of other refugees and migrants from various ethnic groups. Students should consider and discuss how refugees and migrants have contributed to civic life in their local community, and Australia at large. Ask students to use a <i>T Chart</i> to highlight the advantages and disadvantages of immigration to Australia.</p>	<ul style="list-style-type: none"> • Hot Seating • Venn Diagram • Thinking Map • T Chart
Presentation	<p>Pose the question: <i>What aspects of Australian culture has been influenced by the Ancient Greek culture and Greek immigrants?</i></p>	<p>News article</p>

	<p>Working in groups of four, students should compile a list of characteristics and significant contributions made by people of the Greek culture, under four contexts:</p> <ul style="list-style-type: none"> • Cultural, Political, Commercial, and Spiritual <p>As a group, students could write a news article (newspaper, digital story/podcast) that commemorates the Greek community in their town or region. This means that students should collect information, interviews, and images (primary and secondary evidence) about Greek migrant stories, family traditions, celebrations, festivals, food, beliefs, etc. Within the article, they should have mention of the selected artefacts listed for this learning sequence. The groups could send/post the article to the Hellenic Museum or local newspaper.</p>	
<p>Reflection</p>	<p>Evaluate student knowledge by using Quizlet. Generate multiple-choice questions about the ancient Greek history, pottery, and mythology and have students review their previously completed graphic organiser, I see, I Think, I Wonder, and have them complete the I used to think – Now I think. Students should reflect on what they now know about Greek history and culture, the importance of Greek art and innovation in contemporary Australian life.</p> <p>Take students on excursion to the Hellenistic Museum, or a cultural museum in their town or region that features artefacts from the Greek culture. Direct students to further resources on this topic.</p>	<ul style="list-style-type: none"> • Quizlet • I used to think – Now I think

Web Resources - Odyssey: (F) denotes that the resource is available in FUSE (DET Victoria)

(F) Ancient Greece - The British Museum: <https://fuse.education.vic.gov.au/Resource/LandingPage?ObjectId=7c926cdb-092f-4908-a94c-56ab5c85ffcf&SearchScope=All>

(F) BBC – History: <http://www.bbc.co.uk/history/ancient/>

(F) FUSE (DET Vic) – Ancient Greeks: <https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=d8135209-99bc-4f62-9b2d-350a64f743be&SearchScope=All>

(F) Greek Mythology: <https://www.greekmythology.com/>

(F) History Channel, Ancient Greece: <https://www.history.com/topics/ancient-history/ancient-greece>

A Timeline of Greek Immigration to Australia: <https://diasporatravelgreece.com/a-timeline-of-greek-immigration-to-australia/>

Ancient Greek Coinage: https://www.worldhistory.org/Greek_Coinage/

History of Wine in Ancient Greece: <https://www.greekboston.com/culture/ancient-history/wine/>

How Greek migration to Melbourne shaped our city: <https://www.heraldsun.com.au/news/victoria/how-greek-migration-to-melbourne-shaped-our-city/news-story/485290e53f645054e9251284f5205e31>

How Wine Colonized the World: <https://vinepair.com/wine-colonized-world-wine-history/#4>

Immigration History from Greece to Victoria: <https://origins.museumsvictoria.com.au/countries/greece/>

Latest research shows that the first Greek arrived in Australia in 1811: <https://greekcitytimes.com/2021/02/06/first-greek-australia-1811/>

The Economy of Ancient Greece: <https://eh.net/encyclopedia/the-economy-of-ancient-greece/>

The Mycenaean Golden Kylix of the Benaki Museum:

<http://ejournals.epublishing.ekt.gr/index.php/benaki/article/viewFile/1757/1746.pdf>

Trade in Ancient Greece: https://resources.finalsite.net/images/v1584287106/brockton/wie8ztk3dtsupbyimmyk/lib-trade-ancient-greece-33383-article_and_quiz.pdf

Trade in Ancient Greece: <https://www.worldhistory.org/article/115/trade-in-ancient-greece/>

Wine in Ancient Greece: <https://www.winecellarinnovations.com/wine-refrigeration/wine-ancient-greece>

World History, Athenian-silver-tetradrachm: <https://www.worldhistory.org/image/810/athenian-silver-tetradrachm/>

Web resources – Teaching and Learning support:

Graphic organisers: <https://www.worksheetworks.com/miscellanea/graphic-organizers.html>

Hot Seating: <https://dbp.theatredance.utexas.edu/content/hotseating-0>

I See I Think I Wonder: <https://thinkingpathwayz.weebly.com/seethinkwonder.html>

I used to think – Now I think: <https://pz.harvard.edu/resources/i-used-to-think-now-i-think>

Mind maps: <https://www.canva.com/graphs/mind-maps/>

Quizlet: <https://quizlet.com/>

T-Chart: <http://www.readwritethink.org/files/resources/printouts/T-Chart.pdf>

Think- Pair- Share: <https://www.readingrockets.org/strategies/think-pair-share>

Timeline template: <https://www.sampletemplates.com/business-templates/sample-timeline-for-kids.html>

Venn Diagram: <https://www.studenthandouts.com/graphic-organizers/relationships/blank-venn-diagram-printables-with-instructions.html>

Visible Thinking, Project Zero: <https://pz.harvard.edu/projects/visible-thinking>

WebQuest: <https://webquest.org/>

Writing a Newspaper Article: <https://www.scholastic.com/teachers/articles/teaching-content/writing-newspaper-article/>

STUDENT WORKSHEET: HELLENIC MUSEUM – ODYSSEY _____ Visible Thinking Strategy

- **I see:** describe what you see – the shape, colour, texture, and special features and materials used to make this object.
- **I think:** What do you think the object is?, What was it used for?, Who made it?, Why was it made how it appears?
- **I wonder:** How does this object represent Hellenic culture? Why is it important as an artefact of the past? How do these artefacts relate to the term 'odyssey'?

I See ...



I Think...

I Wonder...

Gold Kylix with repousse representation of running hounds (Late Helladic 11-111A1 period (15th-early 14th c. BCE)

I See ...



I Think...

I Wonder...

Silver tetradrachm from Athens, 479-454 BCE. O: Head of Athena. R: Owl and olive branch.

<https://www.worldhistory.org/image/810/athenian-silver-tetradrachm/>

STUDENT WORKSHEET: HELLENIC MUSEUM – ODYSSEY _____ WebQuest: Ancient Greek Trade and Currency

1. Trade in Ancient Greece: <https://resources.finalsite.net/images/v1584287106/brockton/wie8ztk3dtsupbyimmyk/lib-trade-ancient-greece-33383-article-and-quiz.pdf>

Questions	Researched responses
When did the Greek civilization begin to trade within their lands, and abroad?	
What Greek goods were primarily traded?	
What goods did they purchase from other countries?	
Which countries did they trade with?	
Why did the Greeks trade with other countries?	
Apart from traded goods, what currency was used?	
How did they transport good for trade?	
What became the most important trading port in Greece?	
Why did the government tax good that were traded?	

2. Trade in Ancient Greece: <https://www.worldhistory.org/article/115/trade-in-ancient-greece/>

Questions	Researched responses
How do we know about ancient Greek trading?	
What reasons are given for Greek trade to expand from 750BCE?	
What was a 'maritime loan'?	
What measures did Greek Market officials (agoranomoi) put in place to protect trade?	

3. The Economy of Ancient Greece: <https://eh.net/encyclopedia/the-economy-of-ancient-greece/>

What primary sources survived from Ancient Greece to tell of how Greek trade operated?	
How important was metal as a traded commodity?	
What denominations of coinage did the ancient Greeks use?	

4. Ancient Greek Coinage: https://www.worldhistory.org/Greek_Coinage/

Questions	Researched responses
What does the Greek word 'drattomai' mean?	
Who is credited with inventing Greek coinage?	
Why was coinage necessary in Ancient Greece?	
How were the coins made?	
What designs were used for the coins?	

List further websites that support reliable and accurate information about Ancient Greek trade, especially, the wine industry. Pose **four questions** that you want to find answers for prior to Web searching for information:

Questions	Researched responses
1.	
2.	
3.	
4.	

To start, here are some reliable sources:

- History of Wine in Ancient Greece: <https://www.greekboston.com/culture/ancient-history/wine/>
- Wine in Ancient Greece: <https://www.winecellarinnovations.com/wine-refrigeration/wine-ancient-greece>
- How Wine Colonized the World: <https://vinepair.com/wine-colonized-world-wine-history/#4>

1. Trade in Ancient Greece: https://resources.finalsite.net/images/v1584287106/brockton/wie8ztk3dtsupbyimmyk/lib-trade-ancient-greece-33383-article_and_quiz.pdf

Questions	Researched responses
When did the Greek civilization begin to trade within their lands, and abroad?	<i>In the Greek world, trade began about 4,600 years ago.</i>
What Greek goods were primarily traded?	<i>Greek pottery and precious goods, such as wine, grains, olives, cheese, honey, meat and tools.</i>
What goods did they purchase from other countries?	<i>Wheat, slaves from Egypt, textiles, spices and papyrus (a type of paper from Egypt made from the papyrus plant), glass, ivory and metals such as iron, copper, gold and silver.</i>
Which countries did they trade with?	<i>Areas of Europe, Egypt and northern Africa, Asia-minor (Turkey), and the Middle East.</i>
Why did the Greeks trade with other countries?	<i>To make sure that its people had enough food, particularly grain. The soil of ancient Greece was as fertile as in other regions of the world.</i>
Apart from traded goods, what currency was used?	<i>They used gold and silver coins to buy and sell goods. This way, they did not have to exchange one item for another but could simply use money.</i>
How did they transport good for trade?	<i>The Greeks even built cities in other parts of the world so they could trade goods. They also built ships that could travel far.</i>
What became the most important trading port in Greece?	<i>One of the most powerful cities in Greece was Athens. About 2,400 years ago, Athens' port of Piraeus became the most important trading center in the Mediterranean.</i>
Why did the government tax good that were traded?	<i>Greek cities taxed goods that were sold or bought from outside. The government uses this money to build parts of the city or to give services to citizens..</i>

2. Trade in Ancient Greece: <https://www.worldhistory.org/article/115/trade-in-ancient-greece/>

Questions	Researched responses
How do we know about ancient Greek trading?	<i>The earliest written sources of Homer and Hesiod attest to the existence of trade (emporía) and merchants (emporoi) from the 8th century BCE, although they often present the activity as unsuitable for the ruling and landed aristocracy.</i>
What reasons are given for Greek trade to expand from 750BCE?	<i>Nevertheless, international trade grew from 750 BCE, and contacts spread across the Mediterranean driven by social and political factors such as population movements, colonisation (especially in Magna Graecia), inter-state alliances, the spread of coinage, the gradual standardisation of measurements, warfare, and safer seas following the determination to eradicate piracy. From 600 BCE trade was greatly facilitated by the construction of specialised merchant ships and the 'diolkos haulway' across the isthmus of Corinth.</i>
What was a 'maritime loan'?	<i>Maritime loans enabled traders to pay for their cargoes and the loan did not have to be repaid if the ship failed to reach safely its port of destination. To compensate the lender for this risk, interest rates (nautikos tokos) could be from 12.5 to 30% and the ship was often the security on the loan.</i>
What measures did Greek Market officials (agoranomoi) put in place to protect trade?	<i>From c. 470 BCE the obstruction of the import of grain was prohibited, as was the re-exportation of it; for offenders the punishment was the death penalty. Market officials (agoranomoi) ensured the quality of goods on sale in the markets and grain had its own supervisors, the sitophylakes, who regulated that prices and quantities were correct.</i>

3. The Economy of Ancient Greece: <https://eh.net/encyclopedia/the-economy-of-ancient-greece/>

What primary sources survived from Ancient Greece to tell of how Greek trade operated?	<i>Literary works, such as legal speeches, philosophical dialogues and treatises, historical narratives, and dramas and other poetic writings.</i>
	<i>The distribution of finds of ancient pottery and hoarded coins reveal about the volume of coins minted by a given state at a given time and the extent to which a state's coinage was distributed geographically.</i>
	<i>Ancient shipwrecks containing goods for trade particularly in the Mediterranean, Aegean, and Black Seas is known as marine (or nautical) archaeology.</i>
How important was metal as a traded commodity?	<i>Ancient Greeks typically used bronze and iron tools and weapons. Precious metals were used in jewelry, art, and coinage. Athens had an abundance of silver and took great care to maintain the reputation of its coinage for high quality and to associate that reputation with a familiar design that went unchanged for several centuries. Ancient Greece was not as rich in gold, which was found primarily in Thrace and on the islands of Thasos and Siphnos.</i>
What denominations of coinage did the ancient Greeks use?	<i>Coinage was issued in a variety of denominations and weight standards by various city-states. Currency weights differed for each denomination, such as the Attic, Aeginetan, Euboic, and Corinthian. In the Classical era, Athens used its coinage to pay for its military operations abroad. The ancient Greeks also developed banking and credit institutions.</i>

4. Ancient Greek Coinage: https://www.worldhistory.org/Greek_Coinage/

Questions	Researched responses
What does the Greek word 'drattomai' mean?	<i>the drachma coin</i>
Who is credited with inventing Greek coinage?	<i>Lydia, a region of western Asia Minor. The Kingdom of Lydia flourished in the 7th and 6th centuries BCE and expanded to its greatest extent during the reign of Croesus, famed for his great wealth. Lydia then became a Persian satrapy with its capital at Sardis. Conquered by Alexander the Great, Lydia was absorbed into the Seleucid Empire in the Hellenistic Period.</i>
Why was coinage necessary in Ancient Greece?	<i>The need to pay mercenary soldiers who required a convenient way to carry their wages and the state needed a method of payment they could equally apply to everyone. By the end of the Classical period, rulers were using coins as a means of propaganda to show their own image throughout their empire and associate themselves with gods and heroes such as Hercules.</i>
How were the coins made?	<i>Metals were melted in a forge hearth and then, to standardise the size and weight of each blank coin (flans), the molten metal was poured into moulds or pre-prepared hemispherical artefacts, then were cut into slices from metal cylinders made to the correct diameter. An engraver carved the design (in relief or incised) onto metal dies of hardened bronze or iron, one for each side of the coin (early coins had only one side stamped). The engraved hammered the design on top of the blank disk. The strike would then leave an impression on both sides of the coin.</i>
What designs were used for the coins?	<ul style="list-style-type: none"> • <i>Athens used the owl of Athena on the silver tetradrachm coins.</i> • <i>Corinth used Pegasus, the winged horse of the Corinthian hero Bellerophon.</i> • <i>Knossos depicted the labyrinth from the legend of Theseus and the Minotaur.</i> • <i>Thebes used the distinctive Boiotian shield.</i> • <i>Syracuse used the image of Arethousa with swimming dolphins to symbolise that city's strength through maritime trade.</i> • <i>Poseidon appeared on the coins of Poseidonia, Silenus, and Naxos.</i> • <i>Local plants and flowers were also popular.</i> • <i>Charioteers appear on coins from Sicily to Macedon.</i> • <i>Delos used the lyre as a common emblem.</i> • <i>short inscriptions were commonly a single letter such as an Athe for Athens or Koppa for Corinth.</i>

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- How Wine Colonized the World: <https://vinepair.com/wine-colonized-world-wine-history/#4>

