



HELLENIC
≡ MUSEUM ≡

Multicultural Museums Victoria

**MULTICULTURAL SNAPSHOTS TOOLKIT:
TEACHING AND LEARNING UNITS**

Hellenic Museum

UNIT 3: ODYSSEY

YEAR 9-10

UNIT 3: HELLENIC MUSEUM

Curriculum alignment: Humanities and Intercultural Capability

Victorian Curriculum – Levels 9 and 10 content descriptions

Levels 9-10	Levels 9-10	Levels 9-10
HISTORY	INTERCULTURAL CAPABILITY	CIVICS AND CITERZENSHIP
Historical Knowledge Personal histories <i>(The Australian colonies)</i>	Cultural Practices	Citizenship, Diversity and Identity
The Modern World and Australia - The Globalising World • Migration experiences	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 (VCICCB017)	Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society. (VCCCC035)
Historical Knowledge Community histories <i>(Australia as a Nation)</i>	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 (VCICCB018)	Discuss how and why groups, including religious groups, participate in civic life. (VCCCC037)
Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia. (VCHHK159)	Cultural Diversity	
History concepts and skills Using historical sources as evidence	Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VICCCD019)	
Analyse and corroborate sources and ask questions about their accuracy, usefulness and reliability. (VCHHC099)		
Analyse the different perspectives of people in the past. (VCHHC100)		
History concepts and skills Continuity and change		



Identify and evaluate patterns of continuity and change in the development of the modern world and Australia. (VCHHC126)		
History concepts and skills Historical significance		
Evaluate the historical significance of an event, idea, individual or place. (VCHHC128)		

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 Multicultural Snapshots Toolkit: The Summit Induction page (<https://mmv.org.au/multicultural-snapshots-summit-induction/>) and the Multicultural Snapshots Summit (<https://mmv.org.au/multicultural-snapshots-summit/>). Here, students can source information provided by multicultural representatives of each of the five museums about the selected cultural artefacts and their significance, past and present. Listen to the Hellenic Museum's representative Jim Manolios' thoughts about how Greek history, customs and enterprise have helped shape a diverse Victoria and 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>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 are they made of? • What decorations, patterns or symbols 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 might have 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'? 	<ul style="list-style-type: none"> • I see, I Think, I Wonder

	<ul style="list-style-type: none"> • What is the significance of these artefacts, historically, culturally, and economically? • What is the meaning of the decoration on the artefacts, why do they have this form and structure? • 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. Visit and engage with the interactive Multicultural Snapshots Summit (https://mmv.org.au/multicultural-snapshots-summit/) to hear the Hellenic Museum multicultural representative Jim Manolios’ contribution to the summit. From the interview, students should note what Jim Manolios shares about the Kylix drinking cup (in the 3rd film snippet) and ancient trade in wine.</p>	
Building knowledge	<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 trade of ancient Greek wine.</p> <p>In pairs, invite students to investigate the “Gold Kylix with repousse representation of running hounds”. Have students find information to explain the following questions:</p> <ul style="list-style-type: none"> • When was the golden kylix made? • What material is it made of? • What is its purpose or function, who would have used kylixes like this in ancient Mycenaean society? • Who may have made it? • How was it made? • Where was this kylix found? • Does the design and symbolism on the kylix represent Greek mythology? Does the design and symbolism on the kylix say something about the kinds of people who would have used it? <p>To support their investigations, encourage students to read the following articles and find additional articles to add to the list:</p> <p>The Economy of Ancient Greece: https://eh.net/encyclopedia/the-economy-of-ancient-greece/</p> <p>The Mycenaean Golden Kylix of the Benaki Museum: http://ejournals.epublishing.ekt.gr/index.php/benaki/article/viewFile/1757/1746.pdf</p> <p>Trade in Ancient Greece: https://resources.finalsite.net/images/v1584287106/brockton/wie8ztk3dtsupbyimyk/lib-trade-ancient-greece-33383-article-and-quiz.pdf</p> <p>Trade in Ancient Greece: https://www.worldhistory.org/article/115/trade-in-ancient-greece/</p> <p>Wine in Ancient Greece: https://www.winecellarinnovations.com/wine-refrigeration/wine-ancient-greece</p> <p>Development of Ancient Greek coinage: https://www.worldhistory.org/Greek_Coinage/</p> <p>World History, Athenian-silver-tetradrachm: https://www.worldhistory.org/image/810/athenian-silver-tetradrachm/</p>	<ul style="list-style-type: none"> • WebQuest: Ancient Greek Trade and Currency

	<p>As a class, discuss the significance of the Kylix and silver coins in respect to their findings about ancient Greek trade and currency. How are these artefacts representative of ancient Greek society and culture? What do these artefacts say about the influence of ancient Greece on the Western world?</p>	
<p>Transformation</p>	<p>Drawing on previous information about Greek trade and coinage, have students find other examples of ancient Greek coins and list what symbolism they feature and what ancient city state or island the coins are from. As a class, explore the similarities of the quest stories of the mythic heroes (and associated divinities or creatures) 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 multicultural representative's (Mr. Jim Manolios') interview. From the interview, students should note what Jim Manolios states about his family's migration to Australia and his establishment of a wine business inspired by his Greek heritage. 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 central circle. From the interview, students can jot down:</p> <ul style="list-style-type: none"> - where Jim's family is originally from -his family history or heritage -when his family migrated to Australia -how he has drawn on his families' Greek traditions, lifestyle, values and beliefs in his life and work as Trofeo Estate Winery owner and CEO. - how he has drawn on the ancient Greek and global history of wine production, consumption and trade and the ancient Greek technique of fermenting wine in amphora vessels to inspire and inform his unique role as Trofeo Estate Winery owner and CEO. By using ancient techniques to make wine on the Mornington Peninsula, how does Jim contribute to the rich cultural diversity in Victoria? <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>Students should consider and discuss why people migrate and how migrants and refugees have changed, contribute to and lead civic life in their local community, and Australia at large. Ask students to use a <i>T Chart</i> to highlight the advantages and difficulties or issues of immigration to Australia.</p>	<ul style="list-style-type: none"> • Hot Seating • Venn Diagram • Thinking Map • T Chart
<p>Presentation</p>	<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 heritage, 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) about the Greek diaspora/community in their town or region. This means that students should collect information, interviews, and images (primary and secondary source evidence) about Greek migrant stories, family traditions, celebrations, festivals, food, beliefs, etc. Within the article, they should mention 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. Have them complete the I used to think – Now I think worksheet. 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, book an online or in person workshop to bring 8,000 plus years of Greek history, ideas and artefacts to your students. Contact The Hellenic Museum Education Programs Coordinator via education@hellenic.org.au . Hellenic Museums workshops are constantly updated, curriculum aligned and can be tailored: https://www.hellenic.org.au/educational-workshops 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/>

Development of Ancient Greek coinage: https://www.worldhistory.org/Greek_Coinage/

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/wie8ztk3dtsupbyimyk/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 concept of an ‘odyssey’?



<p>I See ...</p>
<p>I Think...</p>
<p>I Wonder...</p>

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



<p>I See ...</p>
<p>I Think...</p>
<p>I Wonder...</p>

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 across its many city states and islands? When did the ancient Greeks extend their trade networks to foreign lands and countries?	
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?	
What system of currency was used to purchase goods?	
How did they transport goods for trade?	
What became the most important trading port in Greece?	
Why did the government tax goods 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>

Teacher resource: 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 across its many city states and islands? When did the ancient Greeks extend their trade networks to foreign lands and countries?	<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 goods 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 and transport large amounts of cargo to foreign countries/ports.</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 goods 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</i>

	<i>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>

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>

STUDENT WORKSHEET: HELLENIC MUSEUM, ODYSSEY
Thinking Map: *A Greek Odyssey to Australia*

