

## Key Stage 2: A question for the people

The final page of these notes can be copied and given to students who you think may need additional support during the workshop or to adult helpers.

### Before your visit: preparing for your workshop

- Key themes for the workshop are identity, environment and beliefs. Explore the idea of identity with your students – e.g. school identifiers could include uniform colours, school name and emblem, where the school is located, the school buildings.
- Key vocabulary includes Athena, democracy, Persians, re-building, persuade and spokesperson. You might like to discuss these words before the workshop.
- Use the Explore section of the British Museum website ([www.britishmuseum.org](http://www.britishmuseum.org)) to search for objects from Athens in the Museum's collection.
- Look at the Ancient Greece learning site at [www.ancientgreece.co.uk](http://www.ancientgreece.co.uk)

### During your visit

- The session consists of two parts. In the first part students will explore cultural identity statements for the city of Athens during the fifth century BC. In the second part students will become citizens of ancient Athens, charged with debating the city's response to recent events.
- The Museum would very much appreciate it if students wash and dry their hands before the session to help conserve the workshop objects. We also recommend that students wash their hands after the session, particularly if they go straight into their lunch break.
- Galleries with objects relating to the workshop include:
  - Room 18: The Parthenon Sculptures
  - Room 19: Olive oil flasks, drinking cups and tombstones
  - Room 68: Coins - Athenian silver tetradrachm (Case 1, Panel 4), Athenian silver coins (Case 3, Panel 2), Athenian gold coins (Case 2, Panel 3)
  - Room 69: Trade and transport (Case 25), music and dance (Case 22), an Athenian festival (Case 24), the Gods of Olympus (Case 32).

## A question for the people continued...

### After your visit: follow-up activities

- You may like to continue looking at objects from ancient Greece in the British Museum's collection via the Explore section of the Museum's website at [www.britishmuseum.org](http://www.britishmuseum.org)
- Use the British Museum interactive website [www.ancientgreece.co.uk](http://www.ancientgreece.co.uk) where you may like to direct students to the section on the city of Athens at [www.ancientgreece.co.uk/athens/home\\_set.html](http://www.ancientgreece.co.uk/athens/home_set.html)
- Explore what might have been the identity statements for another Greek city such as Sparta. A wall display could place Spartan statements alongside Athenian statements.
- Remind the pupils of the course of the Persian War and set up research on specific aspects: Marathon, Thermopylae and Salamis, navies and armies, Athenian democracy and Persian monarchy.
- Discuss the idea of identity in more detail. Consider the value and challenges of diversity. Research the granting of voting rights in Britain and abroad. Discuss how the students resolved disputes in the workshop. What are the different ways of making decisions and which are the fairest?

### Curriculum links

History A European history study: *A study of the way of life, beliefs and achievements of the people living in Ancient Greece and the influence of their civilization on the world today.*

Citizenship Developing confidence and responsibility and making the most of their abilities: *Pupils should be taught to talk and write about their opinions, and explain their views, on issues that affect themselves and society. Preparing to play an active role as citizens: Pupils should be taught to research, discuss and debate topical issues, problems and events.*

In this workshop you will learn about:

- identity, values and decision making
- ancient Athens in the 5th century BC (the 400s BC)

## Key words

identity - who you are

values - what you think is important

democracy - government by the people

Persians

citizen

Assembly - where the Athenian people made decisions

re-building

persuade

## What is identity?

First, we will talk about two sorts of identity:

- individual identity: what makes each of us different from everyone else. You may think of things like fingerprints, DNA, retina patterns in the eye
- group identity: what shows that we belong together in groups. You may think of school uniform, language, skin colour, religion

## Ancient Athenian values

- Then you will learn about six values that the ancient Athenians had. This means six things they thought were important about themselves and about Athens. These values were their group identity.
- You will then look at objects, buildings and pictures from ancient Athens and think about which of the six values they are connected with.

## Making a decision in ancient Athens

- Next you will use the six values to think like an ancient Athenian.
- You have to decide what you think your city should do with lots of money it has got from its empire.
- You will work with others in your group to make up a speech which will persuade other people to think like you.
- One of your group will give the speech and then you will all vote.