

RESOURCE PACK

The British
Museum



so YOU THINK YOU'VE GOT IT BAD?

A KID'S LIFE IN ANCIENT GREECE

CHAE STRATHIE • MARISA MOREA

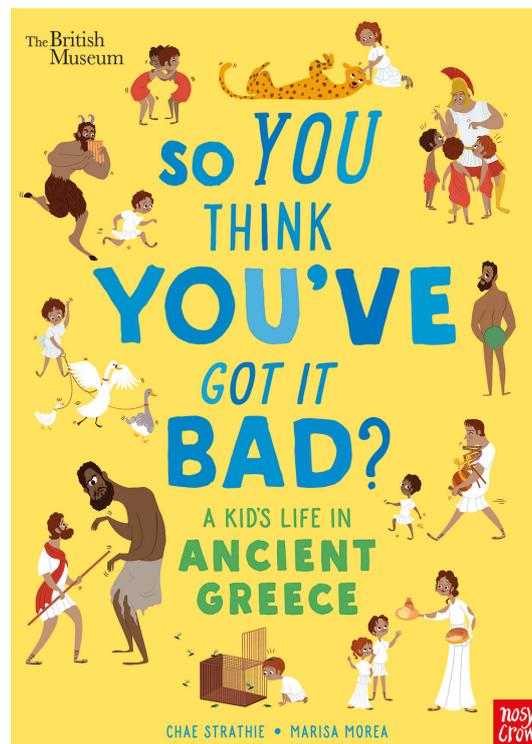
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INTRODUCTION

How do you feel about eating **BLOOD SOUP** and living on a mountain wearing **NOTHING BUT A CLOAK**?

Or what about **LEARNING A POEM** by heart that is **15,693 LINES LONG**?

WHAT? You think that sounds **ALL KINDS OF HORRIBLE?**
If you think **YOU'VE GOT IT BAD**, just wait till you get a taste of kids' lives in **ANCIENT GREECE...**



Hardback / Paperback • £12.99 / £7.99
9781788001366 / 9781788004794
Available from www.nosycrow.com

In this hilarious book, written by award-winning author Chae Strathie and illustrated by Marisa Morea, children will learn exactly how difficult life really was. Probably the first book about ancient Greece to feature a race between a go-kart and a goose, this is a must-read for kids with a passion for horrible history!

Use these activities to explore this hilarious and fascinating look at a child's life in ancient Greece. Featuring discussion questions and fun activities for the whole class, this pack can be used in history lessons and as a way to develop art, research and design skills.

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CLOTHES AND HAIRSTYLES

(Pages 6-9)

- Look at the clothes that people wore in ancient Greece. Did any of these surprise you?
- Think about what you're wearing now: how many fastenings are there? What do you think it would be like to wear an outfit without any zips or buttons?
- Clothes were often dyed using natural products such as snails or plants. What do you think about this? What else do you think they might have used?
- In ancient Greece both boys and girls had long braided hair. How would you feel having the same hair as everyone in your class?

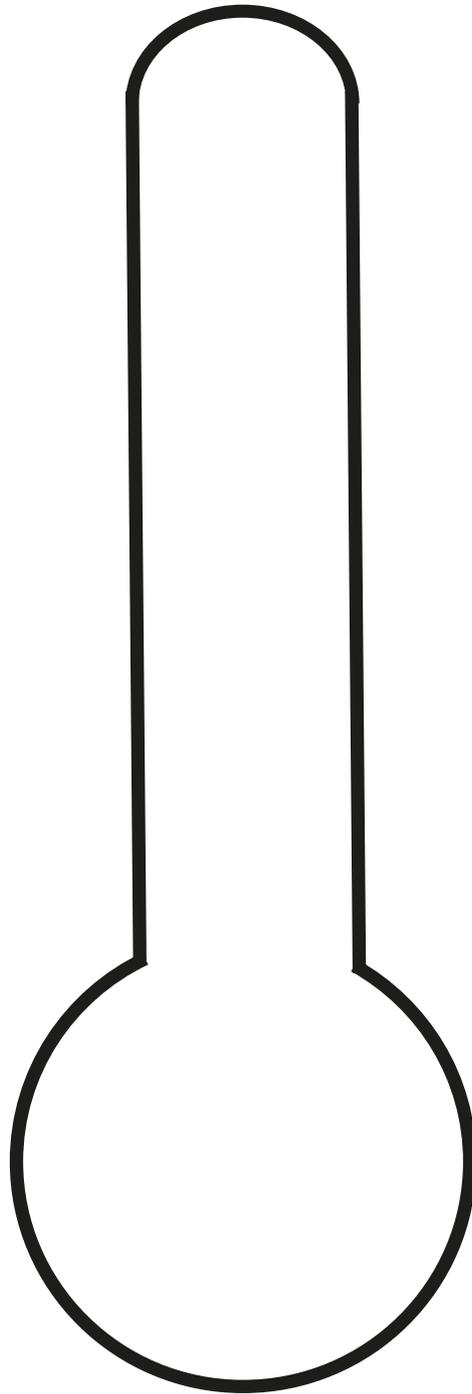
'HOT OR NOT' FASHION

- Create a fashion barometer comparing fashions from now to those from ancient Greece.
- Which fashions do the students think are 'hot' and which do they think are 'not'? Add at least 5 different outfits to the barometer scale.
- Write a short article for a fashion magazine telling people about the different fashions from the past compared to now.
- Do you think any of these fashions will make a come-back or should they stay in the past?
- Make sure your article has a headline, descriptive language and comes to a brief conclusion.



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FASHION BAROMETER



HOT

NOT

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FAMILY LIFE AND THE HOME

(Pages 10-21)

FAMILY LIFE

- Children got to take part in spring festivals and even got to taste wine! What else do you think they did at these festivals?
- Boys and girls were treated very differently. Talk about what your life might be like if you were growing up in ancient Greece . What differences would there be between you and your friends?
- There were lots of slaves in ancient Greece. Where do you think these people came from?
- Dogs were the top pet in ancient Greece. Does this seem strange to you? What other pets did they keep? Which would you like to keep?

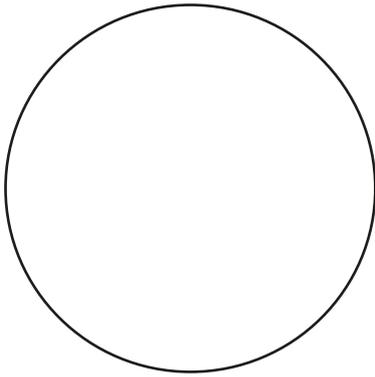
THE HOME

- Why do you think houses were made of baked mud in ancient Greece?
- Women couldn't go into some areas of the house. Why do you think this was?
- The biggest room in the house was for parties. Does this surprise you? How different is the layout of an ancient Greek house to our houses today. Why do you think this is?
- Some people had to use oil to wash themselves instead of having a bath. Can you imagine never being able to have a bath?
- If you wanted to go anywhere, you would have to walk. How many times a week do you get in a car or on a bus or use a bike? Would you be able to walk everywhere that you need to go? How do you think this affected daily life in ancient Greece?

GREEKBOOK

- Imagine that people from ancient Greece had the internet. Create an online profile for someone from ancient Greece, using the template on the following page.
- You should include their name, age, occupation and address.
- Add in a family picture in front of their house, labelling the different family members.
- What kind of things might they post about? Think about their daily activities and add in some pictures they might post if they had a camera.

MY PROFILE



Name: _____

Age: _____

Occupation: _____

My Family:

Daily Update: _____

Daily Update: _____



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EDUCATION

(Pages 22-27)

- Imagine having a pedagogue (a slave that followed you to school and sat with you all day). Would this be annoying or useful?
- Look at the lessons they had on page 24 and 25. How different are these from lessons today?
- Why is early Greek writing so hard to read? What about their letters? How has the Greek language influenced our language today?
- Girls weren't allowed to go to school, they had to run the home. Discuss with the class what they think about this.

WRITING IN GREEK

- Use the Greek alphabet on the following page to work out what these words are:

ΜΕΓΑΛΟΠΟΛΙΣ ΔΗΜΟΚΡΑΤΙΑ ΑΘΛΟΣ

- Some of the Greek letters are different to those we have today. Ask the class if they can work out what these words might mean?
- Try writing some of your own words using the Greek alphabet. Swap them with a partner to crack each others.
- Create a class display on the Greek alphabet. You could include the Greek letters, some short messages in Greek on scrolls, key facts and drawings of Greek scholars.



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THE GREEK ALPHABET

GREEK LETTER	NAME OF GREEK LETTER	LETTER SOUND
Αα	Alpha	A
Ββ	Beta	B
Γγ	Gamma	G
Δδ	Delta	D
Εε	Epsilon	Short E
Ζζ	Zeta	Z
Ηη	Eta	AY
Θθ	Theta	TH
Ιι	Iota	I
Κκ	Kappa	K
Λλ	Lambda	L
Μμ	Mu	M
Νν	Nu	N
Ξξ	Xi	KS or X
Οο	Omicron	Short O
Ππ	Pi	P
Ρρ	Rho	R
Σσς	Sigma	S
Ττ	Tau	T
Υυ	Upsilon	OU
Φφ	Phi	PH
Χχ	Chi	Hard CH or K
Ψψ	Psi	PS
Ωω	Omega	Long O

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LIFE AS A SPARTAN

(Pages 28-33)

Sparta was one of the most important Greek city states outside of Athens and life was very tough there.

- Spartans had to train very hard to become tough warriors. Imagine what this might have been like. How would you feel having to work so hard all the time?
- Why do you think Spartans were only given a cloak to wear? What impression do you think they were trying to give others?
- Girls were treated more equally in Sparta. What do you think the reasons for this were?
- In ancient Greece they had warships called triremes. Imagine being an oarsman on a trireme, would this be an enjoyable job?

DIARY OF A SPARTAN

- Write a diary entry from the perspective of a spartan. Think about all the different things you might have to do in a day.
- Use descriptive language to write about the tough training and conditions you might have to live in.
- Imagine how you might feel: are you proud to be a Spartan or are you fed up of all the hard work?
- Ask some members from the class to read out their diary entries and you could run an interview session, with the class asking the Spartan some different questions about their daily life.



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DIET AND MEDICINE

(Pages 34-43)

- An ancient Greek diet was based on bread, vegetables and fruit. Is this a healthy diet? How different is it from the food we eat today?
- Spartans often ate soup made from pigs' legs and blood. Why do you think they ate this?
- People in ancient Greece originally thought that illness was caused by the chief God, Zeus. How did their beliefs change over time?
- How were illnesses treated before Hippocrates and after? Do you think any of these methods would have worked?
- Ancient Greeks would be buried with their favourite possessions. Do you think this is a good idea? What would you be buried with?
- What do you think ancient Greeks believed happened once you made it to the underworld?

A TRIP TO THE UNDERWORLD

- The people in ancient Greece had strong beliefs about what happened when someone died. They thought you would be sent to the underworld, after crossing the river styx.
- Have a class brainstorm of different words you might use to describe the underworld and your journey there.
- Write a piece of creative writing imagining you are travelling to the underworld.
- Think about the atmosphere, the conversation you might have with Charon as you cross the river and what the underworld might look like when you arrive.



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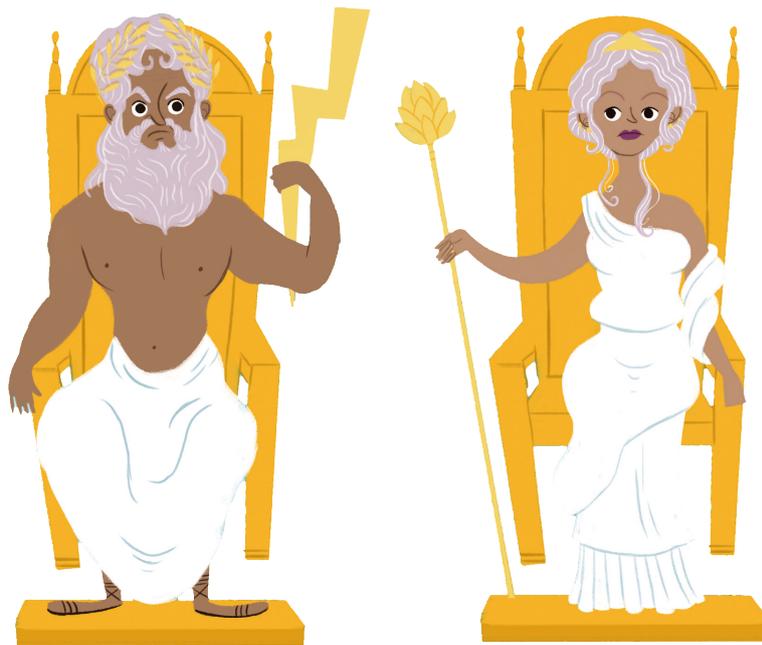
MYTHS AND GODS

(Pages 44-55)

- Why were myths and legends so important in the ancient Greek world?
- What kind of stories did the ancient Greeks love? Do you notice any common themes in their favourite legends?
- Look at pages 52-55 to find out some of the different Gods in ancient Greece. Why do you think they had so many? Had you heard of any before?
- Which God do you find the most unusual and why?
- If you could be a Greek God what powers would you like to have?

ACT OUT A GREEK MYTH

- There were a lot of stories in ancient Greece. Split the class into groups and allocate them a Greek myth. For example: the story of the minotaur, Odysseus or Herakles.
- Use this book and others, or the internet to carry out some further research into their story.
- As a group act out your story to the class. Think about the voices of the characters, their expressions and behavior. Can the class guess the myth without being told what it is?



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FUN AND GAMES

(p. 56-59)

- Look at pages 56-57 at the different games children in ancient Greece played, do any of these sound like fun to you?
- We don't know what music they played in ancient Greece. What do you think it might have sounded like?
- Both men and women liked dancing. Could you imagine dancing in full armour?
- They had very big theatres in ancient Greece. What kind of shows do you think they put on?

GREEK POTS

- Greek pots were often beautifully decorated with scenes from daily life, helping us to understand more about ancient Greece, such as what games they played.
- Decorate your own Greek pot, using the template on the following page, with stories from your own life. Think about what people in the future might find interesting about life today.
- Add some Greek patterns to your pot to make it look authentic.



TAKE A VOTE

- Give everyone in the class a piece of paper. On one side they should write 'ancient Greece' and on the other side 'present day'.
- Now you have made your way through the book, have the class vote on each area of life: is the ancient Greek way or the present day better?
- Vote on: clothes, the home, education, diet, medicine, games and gods.
- Who comes out on top? Ask the students to explain their choices.

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MY GREEK POT



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