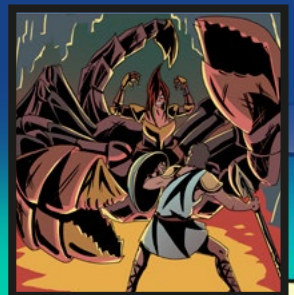
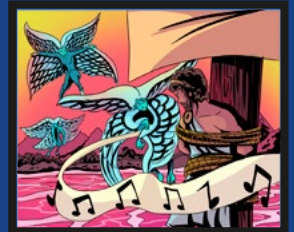
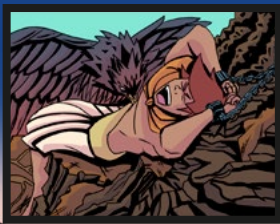


# ANCIENT GREEK MYTHS



6. The Olympians
7. Prometheus and Pandora
8. King Midas
9. Demeter and Persephone
10. The Odyssey

## About these teaching activities

This series of animated videos and activities will introduce pupils to five of Ancient Greece's most well-known myths:

6. The Olympians
7. Prometheus and Pandora
8. King Midas
9. Demeter and Persephone
10. The Odyssey

During the series, pupils will:

- write for a variety of different purposes, including writing a diary, a persuasive text, a newspaper report, a narrative and a poem
- develop their comprehension skills
- identify and use forms of figurative language
- use a range of art and design techniques
- understand how and why the seasons change

## Teaching notes

## Video 6: The Olympians

### Introduction

In this video, we learn how Gaia, Mother of the Earth, gave birth to the Titans, the Cyclopes and the Hecatoncheires. We are introduced to Zeus and the Olympians and learn of the war that raged between them and the Titans, and of how the victors became the rulers of the universe.

### Before watching the video

Which Greek myths do pupils know? Are they familiar with any Greek gods, goddesses or monsters? Put the class into groups to share their knowledge and write two quiz questions for the rest of the class to answer.

### After watching the video

- **Monster madness.** In this video, we are introduced to a variety of monsters, from the Hecatoncheires with fifty heads to Kampe, who had the head of a woman and the body of a scorpion. Invite pupils to create their own Ancient Greek monster, either drawing it or making it out of clay or recycled materials. These would make for a great display.
- **Figurative fun.** In the video, the narrator describes Gaia's children as being 'weird and wonderful'. First, ask pupils to identify this form of figurative language (alliteration). Then challenge them to produce a pair of alliterative adjectives to describe their own monster and display these alongside their creations.
- **Read all about it!** Ask pupils to write a newspaper report based on an element of the video. This might be Kronos killing his father or eating his children or it might focus on the war between the Titans and the Olympians and the reasons for it. Remind pupils of the features of a newspaper report and the need for an attention-grabbing headline! A template is provided for the report.
- **Create a comic.** This video is presented much like a comic strip, complete with jagged-edged bubbles for shouts, screams and loud noises! Ask pupils to use their newspaper report as the basis for their own comic strip. A template and checklist of the features of a comic strip is provided for this.
- **Hades' helmet.** The Cyclopes present Hades with an invisibility helmet. Ask pupils to complete a piece of narrative writing in which they have the power to become invisible. What would they do with this power?



## The Olympians - comprehension questions

1. According to the myth, which features of the natural world were created by Gaia?



2. What were the one-eyed giants called?

3. Describe the Hecatoncheires.

4. The Cyclopes and the Hecatoncheires were banished to Tartarus. What is Tartarus?

5. How were Kronos and his father, Ouranos, alike?



6. Why did Kronos decide to eat his children?

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7. What reason does the narrator give for Kronos' five children surviving in his tummy?

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8. How does the narrator describe Zeus' reaction to his siblings being eaten? What form of figurative language is this?

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9. What did Zeus have to overcome to release the Cyclopes and the Hecatoncheires?

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10. Which of the three gifts from the Cyclopes would you have wanted and why?

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Answers

1. According to the myth, Gaia created the land, the seas, the mountains and trees.
2. The one-eyed giants were called the Cyclopes.
3. The Hecatoncheires were creatures with fifty heads and one hundred hands.
4. Tartarus was the underworld.
5. Kronos and his father were both scared of Gaia's other children.
6. Kronos had heard Gaia's curse: that one of his children would overthrow him.
7. The narrator explains that Kronos' children were immortal.
8. The narrator describes Zeus as being 'as angry as a lightning bolt'. This is a simile.
9. Zeus had to overcome Kampe, the Guardian of Tartarus, a monster with the head of a woman and the body of a scorpion.
10. Answers will vary.

# The Greek Chronicle

Write your headline here

Start your news article with:

- who
- what
- where
- when.

Insert a photo or draw a picture.

Write a caption to describe your picture.

Include a quote from someone who was present.

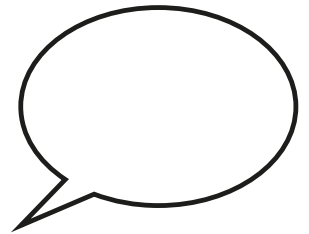
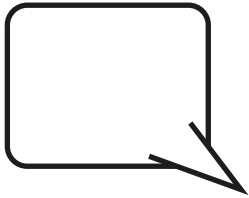
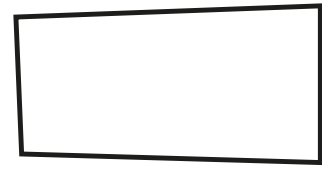
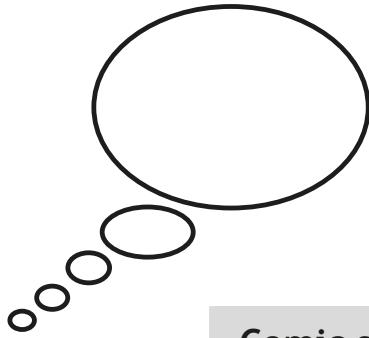
Finish your article by explaining what is happening now.

Draw an advert here.





## Comic strip



### Comic strip checklist

Does your comic strip have a title?

☐

Have you included caption boxes?

☐

Have you used thought bubbles correctly?

☐

Are your speech bubbles correct?

☐

Have you used jagged-edged bubbles for shouts or screams?

☐

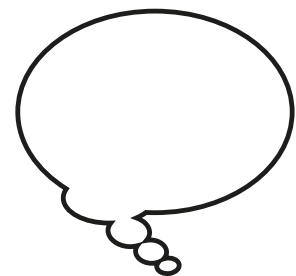
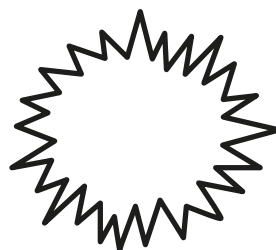
Is your punctuation correct?

☐

Have you spelt everything correctly?

☐

Have you read your work through to check it makes sense?

☐


## Teaching notes

## Video 7: Prometheus and Pandora

### Introduction

In this film we hear how the Titan Gods, Prometheus and Epimetheus, created humans, of how and why Prometheus was punished and of what Pandora, the first woman, accidentally unleashed into the world.

### Before watching the video

What do pupils remember of Zeus? What is his background and what impression do they have of him? What did they learn about the Titans in the previous film?

### After watching the video

- **Playing God.** Prometheus and Epimetheus are asked to create creatures with which to fill the Earth. What kind of creatures would pupils create? Task them with drawing and labelling a new life form. They should consider its habitat, lifestyle and eating habits and how this will affect its appearance and features. A template is provided for this task.
- **Fire!** Prometheus wanted to give humans fire. Why is fire so important? Challenge pairs to come up with as many uses as possible in two minutes and to list them on whiteboards. After two minutes, go to each pair in turn for an idea. Pairs score a point for each correct answer and two points if they have come up with an answer that no other pair has suggested.
- **Dear Diary.** Pandora's actions had a devastating effect on the earth. Ask pupils to take the role of Pandora and write two diary entries: one before she opens the box and one afterwards. What drives her to defy Zeus? How does she feel afterwards?
- **Pandora's box.** What would pupils put in a box like Pandora's? Using the worksheet provided, ask them to choose five items, habits or concepts they would treasure and five they would like to get rid of forever. They will have to give reasons.
- **Room 101.** Ask pupils to choose one item/concept/habit from the list of 'horrors' they made in the previous activity and to make a case to the class for getting rid of it forever. As the teacher, you get to choose five to condemn forever based on the pupils' arguments.

## Prometheus and Pandora - comprehension questions

1. What was the first task Zeus set for Prometheus and Epimetheus?

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2. What did Zeus then ask Prometheus to do?

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3. What did Prometheus mould out of clay? What did they look like?

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4. What did Prometheus want the men to be able to do?

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5. Why did Zeus forbid Prometheus from giving the men fire?

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6. How was Prometheus punished? Give as much detail as you can.

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7. Why do you think this punishment was particularly cruel?

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8. Who was Hephaestus and what was he asked to do?

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9. Which characteristics did Zeus want to see in this woman?

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10. Why do you think curiosity was important to Zeus?



### Answers

1. Prometheus and Epimetheus were tasked with filling the Earth with life.
2. Zeus asked Prometheus to create a being that could understand language and that could speak.
3. Prometheus moulded men that looked like the gods.
4. Prometheus wanted the men to be able to cook and keep warm.
5. Zeus thought that with fire, men could challenge the gods.
6. Prometheus was chained to a mountain. Every day, an eagle gnawed at his liver and every night Prometheus recovered for it to happen again.
7. It was particularly cruel because it meant that Prometheus suffered endless pain (and he knew what was coming each day).
8. Hephaestus was the god of fire and sculpture. He was asked to produce the first woman.
9. She should be charming, beautiful and filled with curiosity.
10. Curiosity was important because Zeus wanted to test Pandora when he gave her the box.

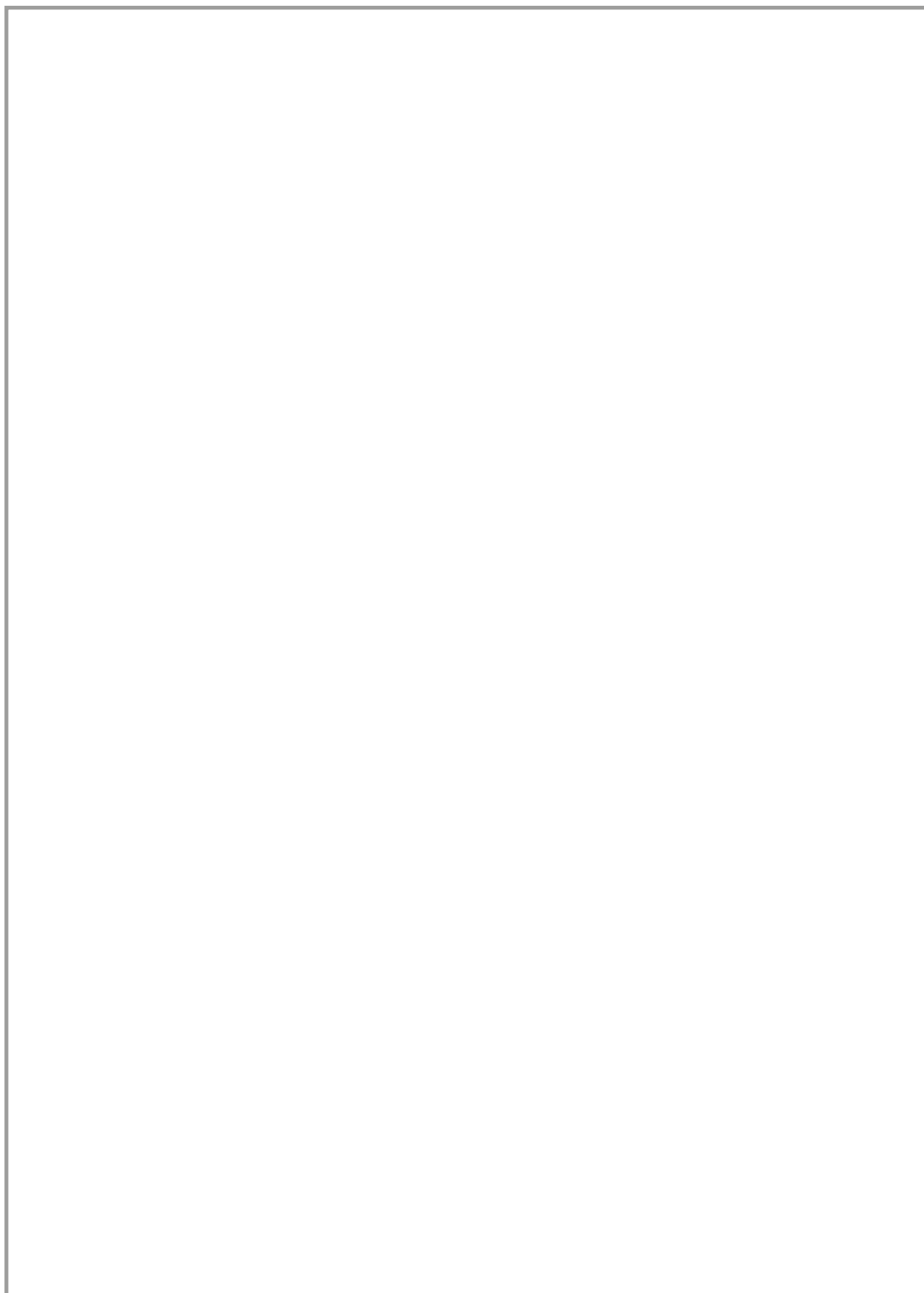


## Playing God: creating a new life form

Like Prometheus and Epimetheus, you are tasked with creating a new life form. Complete the table below with your ideas and then draw and label your creature.

<p>What is your creature's natural habitat?</p>	<p>What will it need to survive in this habitat? (Think about what it will need to be covered with, for example.)</p>
<p>What will your creature eat?</p>	
<p>Which features/characteristics will it need to function at this time of day?</p>	<p>Which features/characteristics will it need to hunt and eat such foods?</p>
<p>Which other special features or characteristics does your creature display and why?</p>	<p>Will your creature be nocturnal (coming out at night) or diurnal (coming out during the day)?</p>

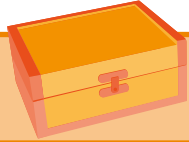
**Draw and label your creature below.**

A large, empty rectangular box with a thin grey border, intended for a student to draw a creature. The box occupies most of the page below the instruction.

## Treasures and horrors

Imagine you are given two boxes. In one, you can put five things in your life you treasure. These may be objects, ideas/concepts or habits. In the other, you can lock away five objects/concepts or habits that cause you upset and that you'd like to be rid of. List them below and be prepared to explain why.

### Things to treasure



1. ....

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2. ....

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3. ....

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4. ....

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5. ....

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### Things to get rid of



1. ....

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2. ....

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3. ....

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4. ....

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5. ....

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## Teaching notes

## Video 8: King Midas

## Introduction

This video tells the story of King Midas and how greed led him to make a very foolish wish.

## Before watching the video

If possible, play the track 'Midas Touch' by Midnight Star. Have the pupils heard of King Midas? Does this song give them any clues as to the story of King Midas?

## After watching the video

- **Character traits.** Which character traits (good and bad) does King Midas show? Pupils should use the worksheet provided to consider the different traits Midas reveals in this story and what evidence we have (care and compassion for the satyr but greed and foolishness in his wish). They are then asked to consider which other fictional characters display these traits and how these traits are revealed.
- **Be careful what you wish for!** Ask pupils, 'What would you wish for if you had the chance and why?' Ask them to write down their wish anonymously and to put them into a container. Pick out the wishes at random and read them aloud. Each time, invite the class to consider the pros and cons of each one and to take a vote to decide whether it's a wish worth asking for or not. If possible, sort the wishes into categories: wishes that benefit others and wishes that benefit just oneself. Agree a final class 'wish list'. Is there anything pupils could do to achieve it?
- **We all make mistakes.** King Midas made a big mistake, but he was lucky: it was easily resolved. Hold a Circle time and ask the class, 'What mistakes have you made?' Share a mistake of your own and invite pupils to share ideas for how to resolve it. Invite confident pupils to share their mistakes and discuss how they could have been resolved.
- **Colour poetry - using similes.** Explain that pupils are to write a colour poem based on gold. A colour poem describes a colour using the five senses, for example:  
*Orange looks like the setting sun.*  
*Orange sounds like a bouncing basketball.*  
*Orange smells like mango.*  
*Orange feels like the skin of a pumpkin.*  
*Orange tastes like a sweet pepper.*  
 Ask pupils what type of figurative language this poem features (similes). Share ideas using different colours, then give pupils the template provided to write their poem.
- **Colour poetry - using metaphors.** Ask pupils 'What is the difference between a metaphor and a simile?' A metaphor is a word or phrase used to describe something as if it is something else, for example:  
*Green is the grass that sways in the wind.*  
 Explain that pupils are now going to write another colour poem - one based on metaphors about gold. A template is provided for this.

## King Midas - comprehension questions

1. Which synonym for king or leader does the narrator use to describe Midas?

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2. What is a satyr?

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3. Why was King Midas granted a wish?

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4. Which three things did King Midas first touch?

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5. How was the problem resolved?

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6. Were you surprised by Dionysus' solution? Why or why not?



7. What would have been your solution, had you been Dionysus?



8. What two lessons can we learn from the story of King Midas?



**Answers**

1. The word ruler is used as a synonym for king or leader.
2. A satyr is a creature with the upper body of a man and the legs of a goat.
3. King Midas was granted a wish because the satyr was a friend of Dionysus who was impressed at how well King Midas had treated his friend.
4. King Midas first touched a tree, his palace and the grass.
5. King Midas had to wash his hands in a nearby river.
6. Answers will vary but children may well suggest that gods were usually less forgiving of stupidity or other shortcomings!
7. Answers will vary.
8. The story of King Midas teaches us not to be greedy and to think before we act.

**King Midas - character traits**

King Midas displays several different character traits in this story. Can you identify them and give your evidence? The first trait has been done for you.

Trait	Evidence
<i>Kindness</i>	

**Writing a colour poem using similes**

You are going to write a colour poem based on the colour gold. Each line of your poem should focus on a different sense and use a simile to describe the colour gold. Be as descriptive as possible!

Gold looks like .....

.....

Gold sounds like .....

.....

Gold smells like .....

.....

Gold feels like .....

.....

Gold tastes like .....

.....

**Challenge: Can you write an additional line to explain how gold makes you feel?**

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**Writing a colour poem using metaphors**

You are going to write a colour poem based on the colour gold. Each line of your poem should be a metaphor to describe gold. Be as descriptive as possible!

Gold is .....  
.....

Gold is .....  
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Gold is .....  
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Gold is .....  
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Gold is .....  
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Gold is .....  
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Gold is .....  
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## Teaching notes

## Video 9: Demeter and Persephone

## Introduction

In this video, we meet Persephone, daughter of Demeter, goddess of the harvest. We learn what happens when Hades, the god of the underworld, falls in love with Persephone and of the impact that has on the Earth.

## Before watching the video

Show the class an image of Dante Gabriel Rossetti's 'Proserpine' (an alternative name for Persephone). Have any of the children seen this painting before? Do they know what the lady is holding? (Don't give anything away at this stage as you will discuss this further after watching the video.)

## After watching the video

- **Pomegranate painting.** Look again at Rossetti's painting. Can pupils now identify the lady and the item in her hand? Pomegranates have often featured in literature and art. If possible, have some real pomegranates for the class to study. (If this is not possible, use images from the web.) Cut one open and look at the insides. Invite pupils to produce a still life drawing or painting of the halved pomegranate for display.
- **Power of persuasion.** Invite pupils to write a letter to Hades to persuade him to release Persephone. Remind them to use powerful and persuasive language; Hades is no pushover!
- **Demeter's diary.** We get a strong sense of Demeter's emotions when Persephone leaves for the underworld and when she returns. Ask pupils to write two diary entries for Demeter: one following the day that Persephone leaves for the underworld and one for the day she returns.
- **The changing of the seasons.** While Ancient Greeks believed that Demeter's emotions led to the changing of the seasons, these days we know different! Pupils are to prepare a presentation for another class on why seasons change. This could be an oral presentation with props or, if you have access to animation software, it could take the form of a short film. They should use books, the internet and, of course, their prior knowledge to prepare the presentation. A prompt sheet is provided to help them identify what information they should include.
- **Young farmers.** Charge pupils with designing their own small arable farm to provide crops for the local community. Using their understanding of the seasons, they should design the farm, decide what they will plant, where and when. A template is provided for this.

**Demeter and Persephone - comprehension questions**

1. Who was Persephone?

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2. What happened at the same time as Hades emerging from the underworld?

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3. How did Hades travel?

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4. Why did Hades take Persephone back with him?

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5. What happened when Demeter was sad?

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6. Why do you think Demeter turned to Zeus for help?

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7. According to Zeus, what must Persephone not have done if she were to return?

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8. What prevented Persephone from returning to Demeter for good?

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9. According to the myth, what causes autumn and spring?

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10. How might you explain winter and summer this way?

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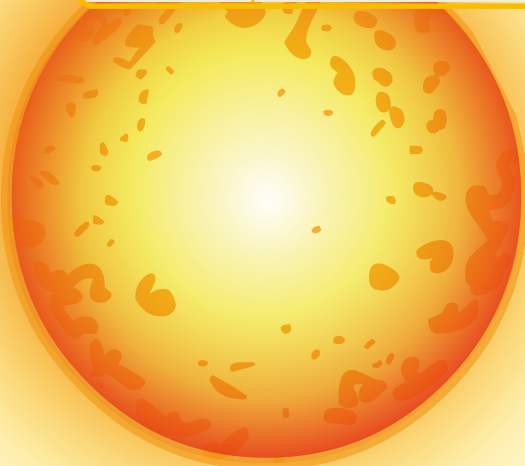
**Answers**

1. Persephone was the daughter of Demeter, goddess of the harvest.
2. A volcano erupted at the same time as Hades emerging from the underworld.
3. Hades travelled by chariot.
4. Hades took Persephone back with him because he had fallen in love with her and wanted her with him.
5. Demeter stopped caring about the harvest and the plants withered and died.
6. Demeter turned to Zeus because he was the chief of the gods.
7. Persephone must not have eaten anything if she were to return to Demeter.
8. Persephone had eaten seven pomegranate seeds.
9. According to the myth, Demeter's sadness at Persephone's departure causes autumn and her joy at Persephone's return causes spring.
10. Answers will vary but children should suggest that winter happens when Demeter is at the depths of her despair and summer when her daughter has settled back with her.

**The changing of the seasons - presentation prompt sheet**

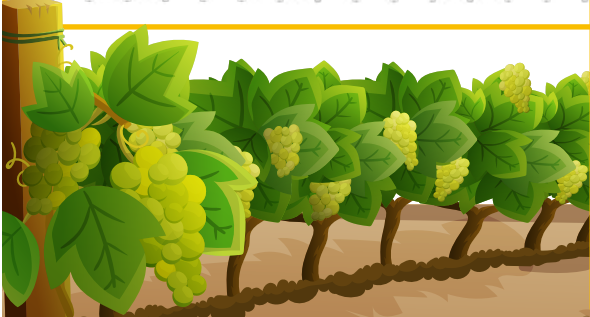
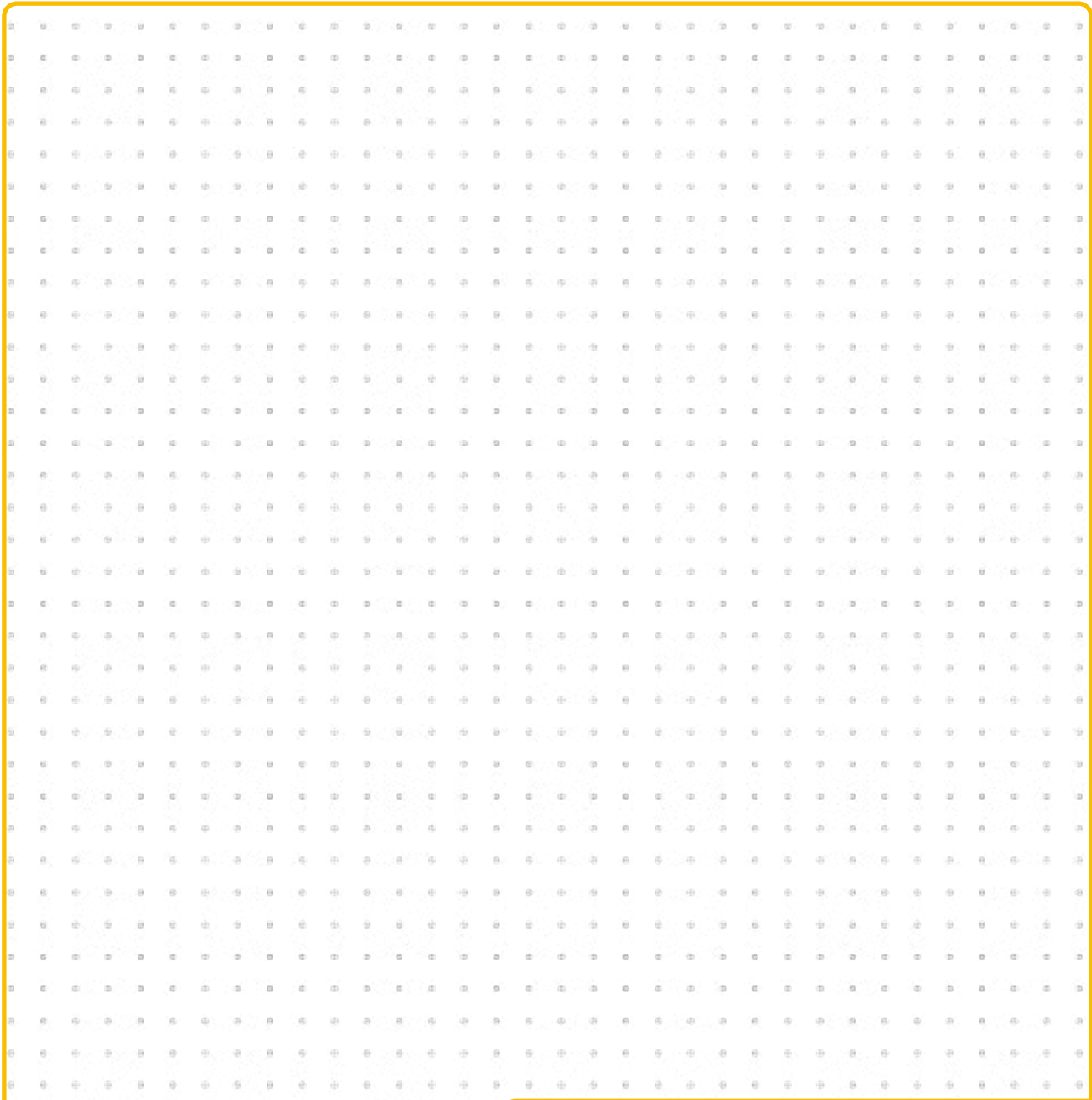
You will need answers to the following questions to prepare your presentation.

	What happens to the Earth in a day?
	What happens to the Earth in a year?
	Where on the Earth is the UK?
	What is the Earth's axis? Is it straight or tilted?
	What happens when the top of the Earth is tilted towards the sun?
	What happens when the top of the Earth is tilted away from the sun?
	What are the four seasons and when do they occur?



## Design and plan an arable farm

You have been given a plot to build a farm to feed your local community. Think carefully about what, where and when to plant then draw and label a map of your farm below. Don't forget to include a key! Then complete the farming calendar to plan your farming year.



Key

**Farming calendar**

Season	Jobs (what to plant, what to harvest)
Spring	
Summer	
Autumn	
Winter	

## Teaching notes

## Video 10: The Odyssey

## Introduction

This video tells the story of Odysseus, King of Ithaca, and his journey home at the end of the Trojan War. Odysseus and his men suffer misfortune after misfortune and encounter many obstacles along the way.

## Before watching the video

Look at a map of Greece and the surrounding islands and sea. Explain that they will learn about a famous journey from Troy (believed to have been on the Northwest coast of Turkey) to Ithaca, a Greek Island. Ask pupils to locate both on a map and to consider the route Odysseus may have taken.

## After watching the video

- **And then what?** Poor Odysseus and his men had to overcome many obstacles and face many dangers on their journey home from Troy! Ask pupils to complete Odysseus' journey log (which has got into a mess in all the mayhem!) and then to cut and stick the events into chronological order. A template is provided.
- **Battleships.** On the grid provided, pupils plot each of the seven obstacles in the story (Polyphemus, Poseidon, the Laestrygonians, Circe, The Sirens, Scylla, Helios). They then pair up for a game of Ancient Greek battleships, where they choose coordinates at which to fire thunderbolts to destroy their opponent's obstacles.
- **Escape plan!** Pupils must imagine they are Odysseus who is charged with advising other travellers of the dangers of the journey. They must choose one of the threats in the story and write a set of instructions to help travellers escape the danger. They could use Odysseus' own escape methods or devise one of their own.
- **Travel brochure.** Pupils choose an island from the story and create a travel brochure or poster for it. How will they 'sell' the island when they must reference the danger that lurks there?
- **And now for the news.** Pupils work in groups of three to produce a news item about Odysseus' adventure. One plays the news anchor, one plays the interviewer and one plays Odysseus. Groups should use the planning template to make notes on their different parts, making sure Odysseus is ready with his answers. If possible, children could use tablets to record their news items to share with the class. If no tablets are available, they can broadcast live!



## The Odyssey - comprehension questions

1. How long did the Trojan War last?

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2. What forced Odysseus and his men to land on the Island of the Lotus Eaters?

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3. Why did the men land on Polyphemus' island?

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4. How many men did Polyphemus eat in total?

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5. Why did Poseidon vow to delay Odysseus' return home?

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6. How did Odysseus lose most of his fleet?

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7. How did Odysseus avoid being turned into a pig by Circe?

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8. How did Circe try to help Odysseus?

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9. How did Odysseus and his crew anger Helios?

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10. Why do you think Odysseus disguised himself as a beggar on arriving home?

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Answers

1. The Trojan War lasted 10 years.
2. Huge storms forced Odysseus and his men to land on the Island of the Lotus Eaters.
3. The men landed on Polyphemus' island in search of food and water.
4. Polyphemus ate four men in total.
5. Poseidon was angry at the way Odysseus had hurt and tricked his son, Polyphemus, so he vowed to delay Odysseus' return home.
6. The fleet was pelted with rocks by the Laestrygonians, causing eleven of the twelve ships to sink.
7. Odysseus ate special herbs to avoid being affected by Circe's magic.
8. Circe tried to help by warning Odysseus about the Sirens (so the crew were able to block their ears).
9. Odysseus and his crew angered Helios by slaughtering his cattle to eat.
10. Answers will vary but may include 'To avoid being noticed by the gods' or 'To surprise his wife'. (In fact, Athena had warned Odysseus that other men were competing for his wife, so he wanted to take them by surprise.)

## Odysseus' journey log

In all the mayhem, Odysseus' journey log has got into a muddle. Record the events at each stage of the journey and then cut them out and put them into the correct order on the following sheets.



### Polyphemus' island



### The sea monster Scylla



Thrinacia



Aeaea



## The Island of the Lotus Eaters



## Ithaca



## The Laestrygonians' island



## The Whirlpool (Charybdis)



## Battleships - Ancient Greek style!

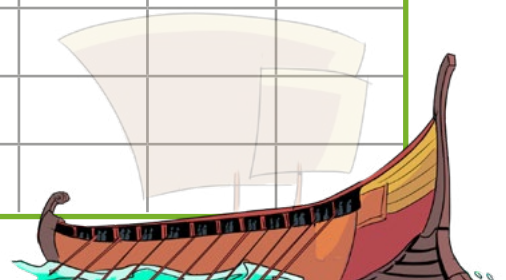
Plot the obstacles faced by Odysseus on the grid below.  
They are Polyphemus (2 squares), Poseidon (1 square), the  
Laestrygonians (2 squares), Circe (1 square), the Sirens (2 squares),  
Scylla (6 squares) and Helios (1 square).



A	2	3	4	5	6	7	8	9	10
B									
C									
D									
E									
F									
G									
H									
I									
J									

Your aim is to fire thunderbolts to destroy the obstacles.  
Use this grid to mark your hits or misses.

A	2	3	4	5	6	7	8	9	10
B									
C									
D									
E									
F									
G									
H									
I									
J									





## News broadcast - planning template

You are going to broadcast a news item in a group of three. One of you will be the news anchor, one of you will be the interviewer and one of you will be Odysseus. Use the template to make notes on what the anchor will say, the questions the interviewer will ask and how Odysseus will reply.

### Introduction:

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### To sum up:

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### Interview questions:

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