The book is set in the 5th century BC and follows the story of a young woman from a Scythian tribe (from the area north of the Black Sea in modern-day southern Russia). The woman is part of a Scythian family captured by Greek slave traders. After crossing the perilous Black Sea, which is famous for its rough storms and high seas, the woman is sold as a slave in the market in Athens. She is separated from her husband and children – whom she will never see again – and begins a new life as a Greek slave. She works alongside other *oiketai* (household slaves) cooking, cleaning, caring for her owner’s children day and night, fetching, carrying, weaving, embroidering cloth, doing the laundry, and helping her owner’s wife to bathe, dress and arrange her hair – amongst other tasks. Life as a Greek slave was exhausting. There wasn’t a spare moment, and any disobedience was punished by beating, being locked up, or even sold on to another owner. It’s clear that *You Wouldn’t Want to be a Slave in Ancient Greece*!

**About ancient Greece**

The timeline at the start of *You Wouldn’t Want to be a Slave in Ancient Greece* provides a good overview of the development of ancient Greece.

People first began living in Greece in around 40,000 BC. These early people would have been nomadic hunter-gatherers. Later, a more settled lifestyle emerged in the period of history known as the Neolithic (or New Stone Age), c. 6500 to 3200 BC. People began to build permanent villages and became farmers rather than purely hunting and collecting their food.

The Bronze Age, characterised by the first use of metal, saw the emergence of the earliest Greek civilisations including the Minoans who lived under their legendary king, Minos, on the island of Crete, between around 2200 BC and 1450 BC. The first major civilisation on the Greek mainland was the Mycenaean civilisation; it dated from around 1600 BC to 1100 BC.

When the Mycenaean age ended, Greece entered a time of unrest and hardship, a so-called ‘Dark Age’. Around 300 years later, in 800 BC, Greek civilisation emerged once again, and began to trade with the outside world. It was during this period, called the ‘Archaic period’ by historians, that the first Olympic Games were held in 776 BC.

The final two periods of ancient Greece are the ‘Classical period’ (or golden age) which lasted from around 500 BC to the death of Alexander the Great in 323 BC, and the ‘Hellenistic period’ which continued to around 146 BC when Greece came under Roman rule. It was during the Classical period that ancient Greece’s best-known poets, playwrights, philosophers, scientists, mathematicians and politicians lived.
About ancient Greece (continued)

Rather than being a coherent country in the modern sense, ancient Greece was actually made up of a number of city-states (or poleis) totalling several hundred. These city-states were rivals and were often at war with each other. However, the city-states did operate for mutual benefit too, against foreign enemies such as Persia. The two most famous Greek city-states were Athens and Sparta; other city-states included Thebes, Corinth and Argos.

Each city-state (or polis) was ruled by a body of elected citizens rather than a monarch. The modern English word ‘democracy’ comes from ancient Greek; it is a combination of the two Greek words demos, which means ‘people’, and krátos, which means ‘power’ or ‘rule’ (literally ‘people power’!)

Many historians see the first Olympic Games in 776 BC as a marker for when the city-states recognised a sense of ‘Greekness’. The Greeks even came up with a word for this process of gaining a group identity or sense of ethnicity which is still used in English today: ethnogenesis. The word is a compound of two Greek words ethnos, which means ‘group of people’ or ‘nation’, and genesis, which means ‘coming into being’. However, Greek people would have thought of themselves as Athenian or Spartan (for example) first and Greek second.

The highly civilised ancient Greece city-states had a population made up of four distinct social classes. There were citizens who had both political and legal rights. They were all adult men, and had to have two citizens as parents. They could vote and be elected into public office. They also had the right to bear arms, and had to serve the city-state during times of war. Citizens’ female relatives and underage children were a second social class. They had full legal rights, but were represented by their adult male relatives in the political sphere. A citizen from different poleis could live elsewhere; although they had full political and legal rights in their home polis, they had no political rights where they lived. These people were known as metics. The final social class, which made up around a quarter of the population in some Greek city-states, was slaves. They were the possessions of their citizen owners, and had no rights or privileges other than those granted (and sometimes revoked) by their owners. Thousands of slaves could be sold at the agora (market place) in a large city such as Athens in a day. They were people captured from other areas – such as the woman in You Wouldn’t Want to be a Slave in Ancient Greece – debtors, or members of defeated enemy armies.

Activity 1: A new life awaits

In the book, the woman is captured from her home village by Greek slave traders and taken by boat across the Black Sea to be sold in the agora (market place) in Athens.

Challenge your pupils to produce a piece of creative writing which describes how they would be feeling heading towards a new life as a slave in ancient Greece. They could set their writing on board the slave traders’ boat, or it could be set in the agora as they are waiting to be sold.

You Wouldn’t Want to Be a Slave in Ancient Greece!
Activity 2: A slave’s day

A slave’s day in ancient Greece was full from dawn till nightfall, and could even continue through 24 hours if they were responsible for looking after their owner’s children. It would have been a packed schedule!

_Oiketai_ (household slaves) would have been responsible for:

- cooking
- cleaning
- lighting fires and collecting firewood
- doing the laundry
- taking care of children
- helping the owner and his wife to bathe, dress and arrange their hair
- fetching and carrying, including errands to the market place and collecting water
- weaving and embroidery
- and much more!

A slave working on a farm would have been involved in different tasks depending on the season. Responsibilities would have included:

- preparing and ploughing the soil
- planting, caring for and harvesting crops
- winnowing wheat and barley (separating the grain from the chaff to use in making bread)
- crushing olives to make olive oil
- haymaking
- caring for animals
- gathering wild foods such as nuts, berries and mushrooms
- making cheese
- and much more!

Ask your pupils to create an itinerary of a slave’s day; they could pick being a household slave in a city like Athens or a slave working on a farm. There is an activity sheet in the pupils’ pack that you can use.

_Talking point:_ how does an ancient Greek slave’s day compare to your pupils’ daily itinerary?

Activity 3: Slavery discussion

If you are working with older pupils, you could use this topic as a way in to a discussion of modern slavery and people trafficking. Obviously this is a very difficult and complex topic, which needs to be handled with sensitivity.

_You Wouldn’t Want to Be a Slave in Ancient Greece!_
Begin by asking your pupils to work in small groups to come up with a definition of a slave. Their ideas might include someone who is forced to work; someone who is bought and sold like property; and someone who is controlled by physical violence or emotional threat.

**Talking point:** The transatlantic slave trade was abolished over 200 years ago. Do your pupils think that there are still people living in conditions of slavery today?

Traffickers take vulnerable people often from places of conflict, usually by promising them a ‘way out’ or a better life. Instead, they are exploited and forced to work. In 2005, statistics from the ILO (the International Labour Organisation, the UN agency working on labour rights) estimated that there were at least 12 million men, women and children in slavery around the world.

The United Nations agreed the Universal Declaration of Human Rights (UDHR) on 10th December 1948. It is a set of fundamental human rights that should be universally protected across the world. Several of the ‘articles’ of the UDHR are pertinent to a discussion of modern slavery:

- Article 4: No one shall be held in slavery or servitude.
- Article 5: No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.
- Article 13: Everyone has the right to freedom of movement.
- Article 23: Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

**Talking point:** does your school have an agreed set of ‘rights and responsibilities’?

Challenge your pupils to write a letter to Amnesty International, or produce a poster, to show their support for the anti-slavery movement.

**Activity 4: Olympic Games**

The ancient Greeks are famous as the founders of the Olympic Games. The first Games were held in 776 BC at the Greek city of Olympia (hence Olympics). They were open to male athletes from all Greek city-states; women weren’t even allowed to watch! The Games took place every four years, and by the time *You Wouldn’t Want to be a Slave in Ancient Greece* is set in the 5th century BC, over 20,000 (male) athletes and spectators travelled to Olympia from right across Greece for the Games. During the Games, the athletes and spectators were protected by the ‘Olympic Peace’; priests warned people that anyone who broke the peace would be punished by the King of the Greek gods, Zeus.

In most sports, the competitors took part naked! Events included: running (both naked and in armour), jumping, throwing the discus and javelin, wrestling, boxing, and chariot racing.
There was also a form of fighting called *pankration*, which was basically uncultured brawling. Competitors could punch, wrestle and choke each other – but a line was drawn at actually killing your opponent! This was forbidden, as was eye gouging and biting or breaking your opponent’s fingers.

Winners in the ancient Greek Olympic Games received pottery, olive oil and fine cloth – as well as a horseshoe-shaped wreath made of olive leaves called a *kotinos*.

The modern Olympics, which were first held in 1896, were inspired by the Greek Olympics. They too are held every four years, but both men and women take part – and nakedness is not encouraged!

Encourage your pupils to create a poster or programme for either the ancient Greek Olympics, or the modern Olympics. In 2016, the Olympic Games will be held in Rio de Janeiro in Brazil.

*Research challenge*: ask your pupils to choose one sport from the ancient Greek Olympics, and one sport from the modern Olympics to research. Can they present their research as a PowerPoint presentation?

*Talking point*: which sport from both the Greek and modern Olympics would your pupils most like to take part in? You could conduct a survey amongst your pupils and use the results to create bar graphs or pie charts.

*Why not try...* hosting your own ancient Greek Olympics? Choose events that you can recreate safely, such as discus, javelin and running races, and make olive wreaths for the winners!

In the modern Olympics, the most iconic event is probably the 100m sprint; in the Greek Olympics, the equivalent was the *stade* race, which took place over one length of the stadium at Olympia and covered around 192m. Can you measure out one *stade* on your school playing field?

Other distances in the Greek Olympics included the *diaulos* (which was two *stades*) and longer-distance *dolichos* (which ranged between 7 and 24 *stades*).

*Extension activity*: the Rio de Janeiro Olympic Games in 2016 are officially known as the Games of the XXXI Olympiad. Challenge your pupils to discover where the modern Olympic Games have been held since 1896, and to undertake a research project about one of the host cities.

**Activity 5: Greatest Greek!**

Ancient Greece was a hotbed of political, literary, philosophical, mathematical, scientific, artistic and architectural advancement.

Many ideas that shape the modern world, such as democracy, emerged in ancient Greece.
Your pupils have been asked to work on a new ‘reality’ TV show called Greatest Greek! They will need to work in groups to research one of the following great Greeks using the internet or other resources:

- Alexander the Great
- Plato
- Archimedes
- Hippocrates
- Pythagoras
- Herodotus
- Homer
- Aesop
- Sophocles
- Aristotle
- Socrates

Each group needs to create a presentation to share with another class or an invited audience of parents. Their presentation should focus on the achievements of their Greek citizen, and why they deserve the title Greatest Greek!

*Why not try...* getting one member of each group to act as their Greek for the presentation, and giving it in the first person? The groups would also need to research and make a Greek costume for their candidate for the Greatest Greek!

After each of the presentations has been made, your audience should be given the chance to vote for the winner.

**Activity 6: The Greeks have a word for it!**

Lots of common words in the English language have their roots in ancient Greek.

Begin by challenging your pupils to match the selection of common English words that have Greek origins with their correct definition. There are five activity sheets with Greek-origin words; some pupils may manage one sheet, some may complete all five.

**Extension activity:** for more able pupils, you could simply provide a list of words (taken from the sheets) and ask them to write their own definitions using a dictionary to help them.

**Talking point:** can you identify some common prefixes and suffixes used in English words that have an ancient Greek origin? Examples include: anti, ology, photo, tele, graph(y). Can your pupils think of any other words in modern English that include these elements?

*Why not try...* a game of Greek word bingo? Each pupil should choose 20 words from the ‘The Greeks have a word for it!’ activity sheets to include in their blank grid on the ‘Eureka bingo!’ activity sheet. Call out the Greek-origin words from the activity sheets one at a time at random to complete a game of bingo (or ask one of your pupils to act as caller).
For Greek authenticity, rather than using ‘bingo’ as the winning call, use ‘Eureka’! It was used in ancient Greece to celebrate a discovery, and it can be translated to “I have found!” The exclamation was made famous by Greek mathematician Archimedes. He worked out whilst taking a bath that the displaced water must be equal to the volume of the part of his body he had submerged. He was so excited by what he had discovered that he allegedly got straight out of the bath and ran through the streets of Syracuse, naked, shouting “Eureka!”

Extension activity: with more able pupils, or once you have played a simple game of Greek word bingo and your pupils are confident that they know the words, try using the definitions, rather than the words themselves.

Activity 7: Greek maths – Pythagoras’ theorem

Greek mathematician Pythagoras discovered that for all right-angled triangles, “The square on the hypotenuse is equal to the sum of the squares on the other two sides”. The hypotenuse is the longest side of a right-angled triangle, and is always opposite the right angle. There are some mathematical challenges (for your more able mathematicians) that use the Pythagoras’ theorem on the activity sheets.

Activity 8: Arty challenges

Ancient Greeks were famous for their pottery. The most common forms of Greek pottery used two colours – red and black. So-called ‘black figure’ pottery is the type most people think of when imagining Greek pottery. This used black figures on a red background. (‘Red figure’ was the inverse of this; i.e. red figures on a black background.) Greek pottery often featured scenes of people at work, rest and play. Other Greek pottery featured geometric patterns. Challenge your pupils to design their own Greek ‘black figure’ pot. They could even make their pots using clay, or papier-mâché over a balloon.

If you are planning an ancient Greek Olympics, you may like to make your own olive or laurel wreaths for the winners. Use a band of cardboard to create a horseshoe or circular shape that fits around the head, and then add leaves cut out of green paper stuck on with glue. You may like to try using real leaves on a band of garden wire or pipe cleaners for a more authentic look!

Pupils’ pack contents

- ‘A new life awaits’ creative writing sheets (2)
- ‘A slave’s day’ creative writing sheet
- ‘The Greeks have a word for it’ activity sheets (5)
- Eureka bingo! grid
- Greek maths sheets (2)
- Design your own Greek pot
- Blank sheet with the border top and bottom for your pupils’ own artwork and writing
You Wouldn’t Want to Be a Slave in Ancient Greece!

The Greeks have a word for it!

Below you will find the correct definitions for each of the Greek-origin words in modern English. There are five sheets of words and definitions to mirror the five activity sheets in the pupils’ pack. You can use this word list and/or the definitions for your game of Eureka bingo. You could even use just the ancient Greek root word(s) once your pupils have really got the hang of the game (e.g. ‘From akros and bat’)

Sheet 1

**Abacus**  
A simple counting machine that uses beads that are slid along rods  
From the Greek word *abax* meaning ‘counting board’

**Acrobat**  
A performer who does physical tricks such as somersaults and cartwheels  
From the Greek words *akros* meaning ‘high’ and *bat* meaning ‘walk’

**Aerial**  
Relating to, or in, the air  
From the Greek word *āerios* meaning ‘air’

**Agony**  
Very bad pain  
From the Greek word *agōn* meaning ‘struggle’

**Allergy**  
A high sensitivity to a specific thing, such as a food type, which causes a person to become ill  
From the Greek words *allos* meaning ‘other’ and *ergon* meaning ‘action’

**Alphabet**  
The usual order of letters in a language  
From the first and second letters in the Greek alphabet: *alpha* and *beta*

**Anagram**  
A word or phrase made by rearranging all the letters in another word or phrase. For example, lemon and melon  
From the Greek words *ana* meaning ‘from bottom to top’ and *grammat* meaning ‘letter’

**Anonymous**  
Having an unknown name or author, or being completely without character  
From the Greek word *anōnumos* meaning ‘nameless’

**Antibiotic**  
A medicine used to fight illnesses caused by bad bacteria  
From the Greek words *anti* meaning ‘against’ and *biōtikos* meaning ‘fit for life’

**Apology**  
An acknowledgement of being in the wrong or being sorry  
From the Greek words *apo* meaning ‘away from’ and *logos* meaning ‘speech’
Sheet 2

Archaeology  The study of human life in the past
From the Greek words *arkhaios* meaning ‘ancient’ and *logia* meaning ‘study of’

Astronaut  A person who pilots a spacecraft
From the Greek words *astron* meaning ‘star’ and *nautēs* meaning ‘sailor’

Athlete  A person who takes part in sport or exercise
From the Greek word *āthlētēs* meaning ‘contestant’

Bible  The religious book of Christian stories
From the Greek word *biblion* meaning ‘book’

Biography  A person’s life story
From the Greek words *bios* meaning ‘life’ and *graphiā* meaning ‘to write’

Butter  A yellow fat made from cow’s milk that is spread on bread or used in cooking
From the Greek words *bous* meaning ‘cow’ and *rūros* meaning ‘cheese’

Catastrophe  A terrible event
From the Greek word *katastrophē* meaning ‘ruin’

Chaos  A state of disorder or confusion
From the Greek word *khaos* meaning ‘gaping void’

Circus  A travelling show which usually takes place in a large tent called a Big Top, and which features acrobats and clowns
From the Greek word *kirkos* meaning ‘ring’

Comma  A punctuation mark used to separate clauses within a sentence
From the Greek word *komma* meaning ‘piece cut off’

Crisis  A difficult situation often leading to a change
From the Greek word *krisis* meaning ‘to separate, judge’
Democracy  A country where the people vote for the government
From the Greek words *demos* meaning ‘people’ and *krátos* meaning ‘power or rule’

Demon  An evil being or devil
From the Greek word *daimōn* meaning ‘divine power’

Dialogue  A conversation between two or more people
From the Greek word *dialogos* meaning ‘conversation’

Dilemma  A situation that requires a person to choose between two or more difficult options
From the Greek word *dilemma*

Dinosaur  An extinct reptile from the Mesozoic era
From the Greek words *deinos* meaning ‘monstrous’ and *sauros* meaning ‘lizard’

Eclipse  Where one thing or person is hidden or obscured by another
From the Greek word *ekleipsis* meaning ‘to fail to appear’

Encyclopaedia  A book giving information about a wide range of different subjects
From the Greek words *enkuklios paideia* meaning ‘all-round education’

Energy  To have lots of capacity for work or activity; or power
From the Greek word *energeia* meaning ‘active work’

Enigma  Something or someone that is puzzling or hard to explain
From the Greek word *ainigma* meaning ‘to speak in riddles’

Geography  Learning about the earth and its physical properties, and about the effects that people have had on the earth
From the Greek words *geō* meaning ‘earth’ and *graphiā* meaning ‘to write’

Gigantic  Really big; huge; colossal
From the Greek word *gigantikos* meaning ‘giant’
Sheet 4

**Grammar**
The study or system of how language is constructed to make sentences, including the use of different types of words and punctuation
From the Greek word *grammatikē* meaning ‘of letters’

**Guitar**
A popular stringed musical instrument, played by strumming the fingers across the strings
From the Greek word *kithara* for a stringed musical instrument

**Hierarchy**
An order of things or people arranged according to importance
From the Greek word *hierarkhiā* meaning ‘rule of a high priest’

**Hippopotamus**
A large African animal that spends a lot of time in rivers
From the Greek words *hippos* meaning ‘horse’ and *potamos* meaning ‘river’

**Idiot**
Someone who is stupid or silly
From the Greek word *idiōtēs* meaning ‘private person’

**Mathematics**
The study of measurement and relationships using numbers
From the Greek word *mathēmatikē*

**Metre**
A unit of distance that equals 100cm
From the Greek word *métron* meaning ‘measure’

**Museum**
A building full of objects of interest that people can visit
From the Greek word *Mouseion* meaning ‘shrine of the Muses’

**Myth**
A traditional story
From the Greek word *mythos* meaning ‘story’

**Octopus**
An eight-legged sea creature
From the Greek word *oktōpous* meaning ‘eight-footed’

**Pantomime**
The telling of a story using different faces and gestures, without words; a traditional funny play usually performed at Christmastime
From the Greek words *panto* meaning ‘all’ and *mīmos* meaning ‘mime’
Phobia
A very strong feeling of fear
From the Greek word *phobos* meaning ‘fear’

Photograph
An picture taken by a camera
From the Greek words *phos* meaning ‘light’ and *graphiā* meaning ‘to write’

Pirate
A person who attacks and robs ships at sea
From the Greek word *peirātēs* meaning ‘to attempt’

Poem
A piece of creative writing often in verses and which sometimes rhymes
From the Greek word *poiēma* meaning ‘to create’

School
A place where children go to learn
From the Greek word *skholē*

Skeleton
The complete set of bones of a person or animal
From the Greek word *skeletós* meaning ‘dried up’

Stadium
A place where sporting events take place
From the Greek word *stadion* meaning ‘racetrack’

Sympathy
Feeling sorry for someone else when they are upset
From the Greek words *syn* meaning ‘with’ or ‘together’ and *pathos* meaning ‘emotion’

Telescope
A tube-shaped object using mirrors and lenses for seeing distant things
From the Greek word *tēleskopos* meaning ‘far-seeing’

Theatre
A building with a stage where plays are performed
From the Greek word *theatron* meaning ‘place for viewing’

Thesaurus
A reference book for finding alternative words with a similar meaning
From the Greek word *thēsauros*

Zoo
A place where wild animals are kept so that people can see them
From the Greek word *zōion* meaning ‘animal’
Answers: Greek maths – Pythagoras’ theorem (1)

1) Side $c$ is 13cm long

2) Side $b$ is 15cm long

Greek maths – Pythagoras’ theorem (2)

The two correctly labelled right-angled triangles are C and E
You have been captured by Greek slave traders and are being taken aboard their boat to begin the journey to Athens where you will be sold into slavery. You have no idea where you are being taken or what will happen to you. Use this sheet to write about your feelings. You could write a short story or a diary extract.

Name: ____________________________________________

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______________________________________________________________________________
You are in the city of Athens, which is completely different to everything you have been used to in your life so far. You are about to be sold as a slave. Use this sheet to write about your feelings. You could write a diary extract or a letter to a loved one who you are about to be separated from.

Name: __________________________________________

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______________________________________________________________________________
A Greek slave’s day is packed full of tasks. Use this sheet to create an itinerary or timetable of a day in the life of a slave in ancient Greece. You could pick one of the oiketai (household slaves) or a slave working on a farm.

Name: ________________________________________________________________

<table>
<thead>
<tr>
<th>TIME</th>
<th>TASK</th>
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<tbody>
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The Greeks have a word for it! (1)

Lots of words in English have their roots in words from ancient Greek. Many of these words are combinations of two Greek words. Some of them are even used for ideas or things that the ancient Greeks themselves would not have known about, like photography!

Can you match the word with the correct definition? Draw a line linking the word to its definition.

Name: ______________________________________

Abacus - A word or phrase made by rearranging all the letters in another word or phrase. For example, lemon and melon
From the Greek words *ana* meaning ‘from bottom to top’ and *grammat* meaning ‘letter’

Acrobat - Very bad pain
From the Greek word *agōn* meaning ‘struggle’

Aerial - An acknowledgement of being in the wrong or being sorry
From the Greek words *apo* meaning ‘away from’ and *logos* meaning ‘speech’

Agony - The usual order of letters in a language
From the first and second letters in the Greek alphabet: *alpha* and *beta*

Allergy - A medicine used to fight illnesses caused by bad bacteria
From the Greek words *anti* meaning ‘against’ and *biōtikos* meaning ‘fit for life’

Alphabet - Relating to, or in, the air
From the Greek word *āerios* meaning ‘air’

Anagram - A high sensitivity to a specific thing, such as a food type, which causes a person to become ill
From the Greek words *allos* meaning ‘other’ and *ergon* meaning ‘action’

Anonymous - A simple counting machine that uses beads that are slid along rods
From the Greek word *abax* meaning ‘counting board’

Antibiotic - A performer who does tricks such as somersaults and cartwheels
From the Greek words *akros* meaning ‘high’ and *bat* meaning ‘walk’

Apology - Having an unknown name or author, or being without character
From the Greek word *anōnumos* meaning ‘nameless’
## The Greeks have a word for it! (2)

Lots of words in English have their roots in words from ancient Greek. Many of these words are combinations of two Greek words.

Can you match the word with the correct definition? Draw a line linking the word to its definition.

<table>
<thead>
<tr>
<th>Name</th>
<th>Definition</th>
<th>Greek Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archaeology</td>
<td>A state of disorder or confusion</td>
<td>From the Greek word <em>khaos</em> meaning ‘gaping void’</td>
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<td>Comma</td>
<td>A terrible event</td>
<td>From the Greek word <em>katastrophē</em> meaning ‘ruin’</td>
</tr>
<tr>
<td>Crisis</td>
<td>The religious book of Christian stories</td>
<td>From the Greek word <em>biblion</em> meaning ‘book’</td>
</tr>
</tbody>
</table>
The Greeks have a word for it! (3)

Lots of words in English have their roots in words from ancient Greek. Many of these words are combinations of two Greek words.

Can you match the word with the correct definition? Draw a line linking the word to its definition.

<table>
<thead>
<tr>
<th>Name</th>
<th>Definition</th>
<th>From the Greek word(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>Where one thing or person is hidden or obscured by another</td>
<td>ekleipsis meaning ‘to fail to appear’</td>
</tr>
<tr>
<td>Demon</td>
<td>Learning about the earth and its physical properties, and about the effects that people have had on the earth</td>
<td>geō meaning ‘earth’ and graphiā meaning ‘to write’</td>
</tr>
<tr>
<td>Dialogue</td>
<td>Really big; huge; colossal</td>
<td>gigantikos meaning ‘giant’</td>
</tr>
<tr>
<td>Dilemma</td>
<td>A country where the people vote for the government</td>
<td>demos meaning ‘people’ and krátos meaning ‘power’ or ‘rule’</td>
</tr>
<tr>
<td>Dinosaur</td>
<td>Something or someone that is puzzling or hard to explain</td>
<td>ainigma meaning ‘to speak in riddles’</td>
</tr>
<tr>
<td>Eclipse</td>
<td>To have lots of capacity for work or activity; or power</td>
<td>energeia meaning ‘active work’</td>
</tr>
<tr>
<td>Encyclopaedia</td>
<td>A situation that requires a person to choose between two or more difficult options</td>
<td>dilemma</td>
</tr>
<tr>
<td>Energy</td>
<td>An extinct reptile from the Mesozoic era</td>
<td>deinos meaning ‘monstrous’ and sauros meaning ‘lizard’</td>
</tr>
<tr>
<td>Enigma</td>
<td>A conversation between two or more people</td>
<td>dialogos meaning ‘conversation’</td>
</tr>
<tr>
<td>Geography</td>
<td>A book giving information about a wide range of different subjects</td>
<td>enuklios paideia meaning ‘all-round education’</td>
</tr>
<tr>
<td>Gigantic</td>
<td>An evil being or devil</td>
<td>daimōn meaning ‘divine power’</td>
</tr>
</tbody>
</table>
The Greeks have a word for it! (4)

Lots of words in English have their roots in words from ancient Greek. Many of these words are combinations of two Greek words.

Can you match the word with the correct definition? Draw a line linking the word to its definition.

Name: _____________________________________________________________________

Grammar
A traditional story
From the Greek word *mythos* meaning ‘story’

Guitar
The telling of a story using different faces and gestures, without words; a traditional funny play usually performed at Christmastime
From the Greek words *panto* meaning ‘all’ and *mīmos* meaning ‘mime’

Hierarchy
A unit of distance that equals 100cm
From the Greek word *mētron* meaning ‘measure’

Hippopotamus
The study or system of how language is constructed to make sentences, including the use of different types of words and punctuation
From the Greek word *grammatikē* meaning ‘of letters’

Idiot
An eight-legged sea creature
From the Greek word *oktōpous* meaning ‘eight-footed’

Mathematics
A building full of objects of interest that people can visit
From the Greek word *Mouseion* meaning ‘shrine of the Muses’

Metre
A large African animal that spends a lot of time in rivers
From the Greek words *hippos* meaning ‘horse’ and *potamos* meaning ‘river’

Museum
An order of things or people arranged according to importance
From the Greek word *hierarkhiā* meaning ‘rule of a high priest’

Myth
Someone who is stupid or silly
From the Greek word *idiōtēs* meaning ‘private person’

Octopus
A popular stringed musical instrument, played by strumming the fingers across the strings
From the Greek word *kithara* for a stringed musical instrument

Pantomime
The study of measurement and relationships using numbers
From the Greek word *mathēmatikē*
The Greeks have a word for it! (5)

Lots of words in English have their roots in words from ancient Greek. Many of these words are combinations of two Greek words.

Can you match the word with the correct definition? Draw a line linking the word to its definition.

Name: __________________________________________

**Phobia**  
A tube-shaped object using mirrors and lenses for seeing distant things  
From the Greek word *tēleskopos* meaning ‘far-seeing’

**Photograph**  
The complete set of bones of a person or animal  
From the Greek word *skeletós* meaning ‘dried up’

**Pirate**  
A place where wild animals are kept so that people can see them  
From the Greek word *zōion* meaning ‘animal’

**Poem**  
Feeling sorry for someone else when they are upset  
From the Greek words *syn* meaning ‘with’ or ‘together’ and *pathos* meaning ‘emotion’

**School**  
A place where sporting events take place  
From the Greek word *stadion* meaning ‘racetrack’

**Skeleton**  
A reference book for finding alternative words with a similar meaning  
From the Greek word *thēsauros*

**Stadium**  
A building with a stage where plays are performed  
From the Greek word *theatron* meaning ‘place for viewing’

**Sympathy**  
A place where children go to learn  
From the Greek word *skholē*

**Telescope**  
A piece of creative writing often in verses and which sometimes rhymes  
From the Greek word *poiēma* meaning ‘to create’

**Theatre**  
A picture taken by a camera  
From the Greek words *phos* meaning ‘light’ and *graphiā* meaning ‘to write’

**Thesaurus**  
A person who attacks and robs ships at sea  
From the Greek word *peirātēs* meaning ‘to attempt’

**Zoo**  
A very strong feeling of fear  
From the Greek word *phobos*
Choose 20 English words with ancient Greek roots from the selection on the ‘Greeks have a words for it!’ activity sheets and write them into the grid above, one in each space.

Your teacher or one of your classmates will now call out words from the sheets at random for a game of Eureka bingo! If the word is in your grid, cover it up or cross it out. If you are the first person to match all of the words in your grid with those called out, you are the winner!

To make it more difficult, why not try using the definitions, rather than the words themselves?

**Remember** when you have covered all the words in your grid, the winning call is **EUREKA!**
Name: ______________________________________________________________

Ancient Greek mathematician Pythagoras discovered that for all right-angled triangles, 

“The square on the hypotenuse is equal to the sum of the squares on the other two sides”

If a square is drawn on each side of a right-angled triangle (like in the example, right) then the area of squares $a$ and $b$ will add up to the area of square $c$.

This can be expressed as $a^2 + b^2 = c^2$

The hypotenuse is the longest side of a right-angled triangle. The hypotenuse is always opposite the right angle.

In the example (right), side $a$ is 3cm long and side $b$ is 4cm long.

Using Pythagoras’ theorem of $a^2 + b^2 = c^2$ it is possible to work out the length of side $c$.

$c^2$ must equal $3^2 + 4^2$

$3^2 = 3 \times 3 = 9$, and $4^2 = 4 \times 4 = 16$

$9 + 16 = 25$ so $c^2 = 25$

$25 = 5 \times 5$ so $c = 5$ cm

In the questions below, the triangles are not drawn accurately or to scale:

1) What is the length of side $c$?

2) What is the length of side $b$?

Use this box for your working

Use this box for your working
Remember: “The square on the hypotenuse is equal to the sum of the squares on the other two sides”

This can be expressed as \( a^2 + b^2 = c^2 \)
c is the longest side, or the hypotenuse, which is always opposite the right angle.

Two of the triangles on this page are right-angled triangles in which all the measurements are correct. The other three triangles have the wrong measurements. Can you work out which are the two correct right-angled triangles?

Note: The triangles on this page are not drawn accurately and are not to scale.

Use a separate sheet for your working out.

Triangle _______ and triangle _______ are the right-angled triangles.
Design a Greek pot!

Name: ______________________________________________________________________
Greek Theatre was very important in ancient Greece. Most Greek cities had a theatre in the open air, some with room for more than 15,000 people in the audience. Pantomime comes from the Greek pantomimos meaning “actor” (literally “imitator of all”). Pantomime today is a comic stage production with songs and jokes, for family entertainment. It was developed in Britain and is still popular, mainly in the Christmas and New Year season.

Parts:

Helenella a poor Greek slave girl
Fabiola Kebab her wealthy Greek mistress
Donna Kebab Fabiola’s spiteful daughter
(played by a boy, as a pantomime dame)
Narcissa the Nymph a Greek goddess-mother
Ajax a dashing Greek hero
Pacifico a Greek slave boy

ACT ONE

Helenella is exhausted, after scrubbing the floor and cleaning pots all day.

Helenella: This is such hard work and I am so tired. This is a life I’d rather not have. If only I hadn’t been kidnapped and sold when I was little. No one wants to be a slave in Greece in these times of Alexander the Great. I will never be free (breaks down sobbing).

Fabiola: \(\text{(Enters, looking very fierce)}\) Stop that snivelling and collect the firewood. Then make my porridge and bake the bread. Collect three sacks of salt and six of sand and use them for scrubbing all the floors. They must be spotless.

Helenella: Yes, madam. I shall do my best to make everything spotless.
Donna: (Bustling on, looking scary) You won’t make me look spotless, Helenella. I paid good money to have a beauty spot tattooed on my cheek. Aren’t you jealous of how gorgeous I look?

Helenella: It looks.... amazing, miss.

Donna: It matches the wart on my nose beautifully, don’t you think? I am sure to be the talk of the banquet tonight at the Acropolis. It’s the best night club in Athens. I may even dance with that dashing nobleman Ajax. He’s got the body of a Greek god.

Fabiola: Your father had one of those – but he had to take it back. Now his body is the shape of a Greek urn.

Helenella: What’s a Greek urn?

Fabiola: Just a few drachmas. In your case, Helenella - nothing.

Donna: Helenella is so poor she will never afford to buy her freedom. That means she can spend the next ten years making me look beautiful. Soon I shall look more stunning than Helen of Troy.

Helenella: Yes, myth. I mean, yes MISS.

Fabiola: I am going for a lie down. While I am resting, Helenella must unload fleeces from the mule delivery. You will spin the wool and weave cloth to make my new clothes, a rug, cushions and a blanket.

Donna: Be careful when working the loom. Daddy got caught up in it and was badly hurt.

Helenella: Is he all right now?

Donna: Oh yes – he’s completely re-covered!
Fabiola: Helenella, you will need to do the laundry, go shopping, cook our supper, fetch the water and oh, yes, make more olive oil, make cheese, collect the eggs, pick the fruit and milk the goats. I’ve left a list of other jobs for this afternoon.

Helenella: *(Unrolling a very long papyrus scroll and looking horrified)* But all this is impossible, madam.

Fabiola: True - I was forgetting you can’t read. It’s all Greek to you. *(Exits)*

Donna: But firstly you need to get me ready for tonight, Helenella. You must give me a massage, a bath, dress me, arrange my hair, cut my toenails and make me smell beautiful. I have a lovely new perfume called ‘Essence of Cat’.

Helenella: Is that because it makes you purr with delight, miss?

Donna: No, but it keeps away the mice. Come to think of it, it keeps everyone away – apart from next door’s ginger tom.

Helenella: I shall do my best to make you beautiful, miss.

Donna: I know that’s difficult for someone so plain as an ignorant slave girl like you. If you can’t even read, why do you have the Greek letter pi tattooed on the back of your hand?

Helenella: *(Sobbing)* It is the first letter of my twin brother’s name. My mother marked both our hands in case we were ever parted. But alas, we have never seen each other since we were kidnapped when we were just six years old. I miss him so much.

Donna: Unlucky. I’d hate to have pi on my hands. I’d rather have my hands in a pi! Do you get it? Apple pie, rhubarb pie, cherry pie – I love them all.
Helenella: Yes, I know, miss.

Donna: How dare you! You think I’m fat, don’t you? And you think I’m ugly. You’ve upset me now and you will be punished. I shall go to my room, where you will come to attend to me. Then, while I am out dancing with the gentlemen of Athens falling at my feet, you will be scrubbing the floors with salt and a toothbrush. Just you upset me again and you’ll be beaten and locked in the cellar, Helenella. *(Exits dramatically)*

Helenella: *(Falling to the floor and sobbing again)* I am so unhappy. This is turning into a Greek tragedy. However can there be a happy ending to such a dismal plot? How I wish I could go to the Acropolis. How I wish....

*(A flash of light, music and a crashing cymbal as Narcissa the Nymph appears)*

Narcissa: I heard you wish, so I appear... Fear not, Helenella, for I am here. Now don’t look shocked, I’m not that scary... I’m Narcissa the Nymph, a good Greek fairy (goddess-mother, actually) I heard you cry, so with a swish, I popped along to grant your wish!

Helenella: Narcissa the Nymph? Narcissa the Nymph? You must know Alexander the Great!

Narcissa: No, but we’ve got the same middle name.

Helenella: But how will you be able to help me, Narcissa?

Narcissa: I’ll wave my wand and now appears A gorgeous dress, so dry your tears.
Fetch me a pumpkin, rat, and mice
And you’ll be ready in a trice!

Helenella: I don’t believe it – look outside!
A chariot and horses have arrived.

Narcissa: The banquet lasts till half past one
But you must leave before it’s done.
Don’t linger after twelve o’clock
Or else your shoes and lovely frock
Will change to rags, so just be brave
Or you’ll end up back as a slave.

Helenella: Yay – this is epic! (That’s Greek for... EPIC!)

ACT TWO

The Grand Banquet in Athens

Pacifico: Excuse me, sir – shall I serve the wine now?

Ajax: Yes please, Pacifico. You’re doing a great job. Everyone seems to be enjoying the party. You’re a first class slave.

Pacifico: Thank you, sir. But you are not dancing tonight.

Ajax: No. I’m trying to keep away from Donna Kebab....

Donna: (Enters – very over-the-top and dressed ridiculously) Ajax, darling – where have you been? Why won’t you dance with me?

Ajax: Er... I must meet some more guests, like... (sees Helenella, looking stunning) Why, whoever is this?
Donna: Just some plain girl – probably no more than a common barbarian. What do you think of my perfume, Ajax. Smell my wrists. It’s Oil of Civet.

Ajax: (Wincing) Excuse me – that reminds me, I must go and put the cat out. (Exits, followed by Donna)

Pacifico: (To Helenella) Good evening, miss. Can I offer you some wine?

Helenella: I don’t think so, thank you. I’ve never tried wine before.

Pacifico: Nor me. Slaves don’t get the chance.

Helenella: No, we don’t.

Pacifico: We? You can’t possibly be a Greek slave!

Helenella: Er... well, I’m just....

Ajax: (Rushing on) I think I managed to give them the slip. Listen, the band is playing. Can I ask you to dance with me?

Helenella: Me? But you are a famous Greek hero, so dashing and handsome, charming and gorgeous.

Ajax: That’s true. But please dance with me. It would make my evening...
(As they dance, Fabiola and Donna look on, glaring and furious)

Donna: Who is she? It’s outrageous.

Fabiola: It’s absurd. It’s disgraceful. It’s just ‘not strictly’.

Pacifico: It’s midnight... (Helenella runs off suddenly, leaving her shoe
behind. Gasps!)

ACT THREE

(Back at Fabiola’s house, Helenella is sobbing as she sweeps in the corner, now dressed as a slave again. Donna swoons as Ajax and Pacifico enter with ‘the shoe’)

Helenella: (Sniffing) I am so sad.
Ajax: (Holds out shoe to Donna) Try this. Is it yours?
Donna: (She forces on the shoe) It fits!!
Ajax: No, it doesn’t.
Fabiola: Oh yes it does.
Ajax: Oh no it doesn’t.
Donna: Oh yes it does.
Pacifico: Oh no it doesn’t
Ajax: What about your slave girl? She can try it on.
Fabiola: Don’t be ridiculous. Anyway, she’s not here.
Ajax: Oh yes she is.
Donna: Oh no she isn’t.
Pacifico: She’s behind you!
Ajax: Pacifico, please take the shoe to her.

Pacifico: Certainly, sir. (To Helenella) Let me help you, miss.

Helenella: Aaah! Your hand!

Pacifico: Sorry, I didn’t mean to.... aah – and yours. You have the Greek letter pi on your hand. That is the first letter of my name.

Helenella: And you have the Greek letter eta on yours. That is the first letter of my name.

Pacifico: Helenella, my long lost twin sister!

Helenella: Pacifico, my long lost twin brother! (They embrace)

Donna: How sickening.

Fabiola: Greek theatre isn’t a patch on what it used to be!

Ajax: But look – the shoe has fitted you perfectly.

Helenella: Yes, it fits

Donna: Oh no it doesn’t.... aaaah it’s impossible!

Ajax: It fits perfectly. In that case... I love you.

Helenella: And I love you.

Ajax: Marry me.

Helenella: Of course.

Ajax: I’m so lucky.
Helenella: I’m so happy.

Pacifico: I’m so amazed.

Donna: I’m so furious.

Fabiola: I’m so flabbergasted. My gast has never been so flabbered!

Donna: This is ridiculous.

Ajax: This is wonderful. I will pay for your freedom, Helenella. You will no longer be a Greek slave. Your long-lost Pacifico will also go free from this moment. What an epic epilogue to our Greek Drama!

Narcissa: *(Bursting on)*
Enough to say, it’s all been splendid.
Our play is done. Our job is ended.
I trust you found Greek Drama magic;
A mix of comic with the tragic...
For this is how, in ancient Greece
The world of theatre did increase.
From roots like these came pantomime,
And still lives on through all this time.
So, while we hope our play endures,
We’ll leave you with your own applause...
*(All cast bow)*

Pacifico: We now need you all to stay behind and scrub the stage with salt and plenty of elbow GREECE. Get it? Which all goes to show YOU WOULDN’T WANT TO BE A SLAVE IN ANCIENT GREECE... EVER!