

<p><b>Title of Lesson</b> Parthenon East Pediment – a history investigation</p>
<p><b>Background</b> <i>(What museum artefact are you using for your lesson ? What curriculum areas does your lesson address, (eg History, Science, Language, etc.) ? What age range is your lesson suitable for ? What pre and post activities do you envisage? How will the work be assessed ?)</i></p> <p>Artefact : East pediment of the Parthenon</p> <p>Suitable for a mixed-attainment Year 6 class (10 to 11 years old). The class will have been studying Ancient Greece as a history. Based on the English National Curriculum, they may have learned about a range of topics including gods and goddesses, democracy, and the Olympics/ Ideally, they will have had a debate on Athenians versus Spartans, which begins to develop the balanced argument skills we will develop in this lesson. In the previous lesson the class should have learned the difference between the Parthenon (temple) and the Acropolis (hill).</p>
<p><b>Learning Objectives</b> <i>(What are the learning objectives addressed referenced to your own national curriculum ?)</i></p> <p>Childspeak :</p> <ul style="list-style-type: none"> <li>- "I can research based on an ancient Greek artefact"</li> <li>- "I can discover arguments for and against its current location"</li> </ul> <p>Based on National Curriculum – "Pupils should be taught a study of Greek life and achievements and their influence on the western world". (Hi2/2.4)</p> <p><a href="https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study">https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study</a></p> <p>Balanced Argument – (Teacher assessment exemplification: end of key stage 2)</p> <p><a href="https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2018-provisional">https://www.gov.uk/government/statistics/national-curriculum-assessments-key-stage-2-2018-provisional</a></p>

**Lesson Starter** (*First 20 minutes : How will you begin the lesson in an engaging way ?*)

Quick opening question to test recall – Who can tell me the difference between the Parthenon and the Acropolis ?

Do you think you could visit the Acropolis today ?

Do you think you could visit the Parthenon today ?

[We talked about the above historically but not in modern times. The answer to both questions is yes (although the Parthenon is in more than one country).]

Show the following and say that this is an actual modern photograph of part of the Parthenon (it's from the East Pediment).

[This artefact could be in a room of the VISITOR game museum]

The image is loaded onto ActiveInspire flipchart for today on the classroom computer:



Discussion questions :

What do you think this is ? (Ancient Greek statues)

What do you think it is made from ? (marble)

Why do you think some of the statues do not have heads, hands, feet ? (broken and lost)

Why do you think the statues slope down, getting lower on the left ? (because it fitted into a particular place in the Parthenon).

Watch a short video about the Parthenon (2 mins). Point out that we will see Parthenon as it is today :

<https://www.youtube.com/watch?v=OkI9IbmTyg0>

Introduce the fact that our image from the Parthenon isn't in Greece. It's in England, in the British museum in London. For the next 30 minutes we are going to find out why they are there, and why people think they should be there, and why some people think they shouldn't. Explore in pairs using your Ipads and the worksheet.

**Main Activity** (30 minutes : What is the task children need to do ? How are the children organized -pairs, groups, etc.? How is the work differentiated? What extension activity is there ?)

On the class I pads carry out the online investigation about the British and Greek claims around the Parthenon marbles (see separate worksheet). The worksheet should be loaded into their class folder already so they can click the hyperlinks. Answers should be recorded on their paper copy though. The teacher's answers are included in this lesson plan.

Work in mixed-attainment pairs for support (differentiation by support).

Extension activity : Begin a first draft of the balanced argument.

**Plenary** (10 minutes : How will the children share what they have learned ? How will you link back to the Learning Objectives ? How will you link to the next lesson ?)

Gather some feedback from the web search activity. Make sure they understand the controversy about the return of the marbles.

Finish by showing the image below (also on the flipchart). It shows the East pediment as if it was reconstructed. Identify that the marble statuary shown in the first image fit into the far left of the pediment. Say that they are going to use Extended Writing time tomorrow to write a balanced argument about whether the marbles should be in Britain or Greece, ending with their own opinion.



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East Pediment of Parthenon Picture of  
Reconstruction from the Acropolis Museum

## VISITOR Lesson Plan template

**Resources** *(What is needed to run this lesson (eg PowerPoints, Worksheets, Ipads, Internet access, Video Projection, Interactive whiteboard, etc.) ? Attach example documents and jpeg of artefact.)*

Projection of two images (see above) : - Sculpture from East Pediment in British Museum  
- Complete representation of the East Pediment

Ipads (one per pair).