**Linear B (50 mins)**

**Materials**

1. 1cm thick slice of clay per student (sliced from short end of rectangle block)
2. Linear B sheet
3. Powerpoint
4. Greek alphabet extension sheet

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| **Key Questions/Ideas:**   * How have we adopted ancient languages into our own? * How does language reflect what is most important to a civilisation? * How does material culture help preserve these codes? | |
| **Schedule and Timing** | **Notes** |
| **Brief Introduction**  (2 min) | Register  Check materials  Introduce the layout of the session, and how I would like people to contribute to the discussions. |
| **Starter Activity**  (<5 min)  Class discussion | The Greek we Speak   * Ask the class to suggest words we use with Greek roots on the board |
| **Tracking the Alphabet**  (10 min)  Work in groups | * Split the class into groups * Give each group a portion of the alphabet from your packs. * Ask them to match the Protosinatic alphabet to the modern Latin alphabet on the cue cards. * Run through the answers to see how they did on the next slide. |
| **Linear B**  **When?**  **What?**  (5 min) | * **Key info to tell the class** * **Linear B** is a **syllabic** script (one unit of sound)  that was used for writing Mycenaean Greek, the earliest attested form of Greek. * The script predates the Greek alphabet by several centuries. * ***The oldest Mycenaean writing dates to about 1450 BC.*(Timeline slide)** * Linear B, found mainly in the palace archives at Knossos, Cydonia, Pylos, Thebes and Mycenae, disappeared with the fall of Mycenaean civilization during the Late Bronze Age collapse. * **Ask the class- what do you think these texts say?** |
| **Linear B**  **How?**  **Why?**  (10 min) | * Show them the receipt! * See how they were made using the cartoon * Move on to the ideograms to look at what was important to the Mycenaean society * Ideograms are used as a shorthand in place of a whole word * **Ask the class: Why might ancient civilisations use shorthand on written messages?** * **Ask the class: Why do we use emojis on digital messages?** * Hand out the work sheet with the emoji task and ask students to work individually or in pairs to translate Linear B into emojis by drawing the ideograms under each * **Present Linear B Try! Sheet.** |
| **Why Keep a Receipt?**  (15 min)  Work in pairs | * Hand out clay to the students (pre sliced to minimise rolling with a matt each to flatten it so it dries faster) * Explain that wet clay is great for deleting messages and reusing- only when it is **wet! (let them try)** * Big reveal: these receipts were fired in clay because of a fire at the palace at Knossos (fire emojis) * **Move on to the syllabic alphabet slide and ask students to try to write their own names in the clay.** * **Greek alphabet sheets for fast workers as an extension only.** * **Make sure they each put their tablets on boards with a post-it that has the group number!** |
| **Plenary**  (5mins) | * Ensure that everyone has put their clay tablet on the board and wiped their table * Run through of what they have learned on the powerpoint * Pose the final question. |