**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?
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| **Schedule and Timing** | **Notes** |
| **Brief Introduction** (2 min) | RegisterCheck materialsIntroduce 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
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| **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.
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| **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?**
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| **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.**
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| **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!**
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| **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.
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