**Is this Sparta?**

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| **Key Questions/Ideas:** | |
| **Schedule and Timing** | **Notes** |
| **Sparta: Expectations**  **(10 min)** | 1. Ask them to mind map as a group what they know about Sparta already and where from. Write this on the board. 2. Run through the slides 1-5 on Sparta in popular culture and see if it confirms or conflicts with their ideas. 3. Slide 6- ask why Sparta might be used to market sporting teams and mention the Spartan *agoge* system:   Emphasis on physical ability and signpost exposure of children with birth defects.   1. Point out the Λ on the shields for Λακεδαιμων/ Lacedaimon, spell this out on the board for them so they can recognise the capital lambda. |
| **The Battle of Thermopylae**  **(5 min)** | 1. Ask students if they have heard of the film 300 (they shouldn’t have!) we will include tame bits of the film to illustrate key points. 2. Slide 7 shows them Leonidas being called to war and killing the messenger in Frank Miller’s comic book. 3. 8-9 show the movie poster. 4. Use this to set up the story of the battle outlined on their handout. 5. Ask them what we can learn from the arrowheads. If the Spartans fought with swords, who might these arrowheads be from? (Persians) 6. Leave Slide 10 up for their reference. |
| **300?**  **(10 min)** | 1. Task one, ask the students to annotate the map **(page 2),** finding where each city state that contributed soldiers is an label them, go round to assist. 2. You will need to explain *helots:*  they lived in territories owned and ruled by Sparta, rather than living alongside the Spartans as slaves |
| **Tactics**  **(5 min)** | 1. Read the Herodotus passage and look at the diagram below. 2. What tactics did the Spartans use to fight the bigger, Persian side? 3. How did the Spartans fight differently from the Persians? |
| **Betrayal (10 min)** | 1. Reading comprehension on betrayal 2. Short class debate on how Ephialtes’ choice is different in the film 3. Remind them, had Ephialtes really been unable to hold a shield, as he is in the film, he would have been cast out. 4. Compare to Herodotus and make it clear that this is not in the ancient account. |
| **Memory (5 min)** | 1. **Read the Strabo passage and fill in the declaration to be returned to the people of Greece.** |
| **Reality**  **(10 min)** | **Ask the students to spot the difference between this image of the Spartan and the ones that they looked at the beginning of the session. They can label the statue.**  **They should notice:**  **Long hair**  **Swaddled in cloak keeping watch**  **Does carry a spear**  **Does wear a cloak which seems to have been coloured red (see stains on the metal)**  **Spartan helm is Iconic, though the plumage is side to side, not front to back.**  **High achievers might think more deeply:**  + Made in Sparta- shows that Spartans took part in arts and crafts- these items were often given as gifts.  **+** Seems to show a high-ranking shoulder assuming a watch.  +Made within decades of the Spartans of Thermopylae.  -Left hand looks like it could be grasping a weapon (perhaps a separate piece has been lost).  -Could be moved from original location. |
| **Plenary (5 min)** | * **There were more than 300 on the Spartans’ side at Thermopylae!** * **How the landscape could be used in military tactics** * **How popular culture adapts the ancient worlds has seeds of truth, plus a lot of fiction!** * **How to tell fact from fiction by evaluating sources like modern films and ancient texts.** |

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