

Uncovering Troy

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Lessons prepared for 5-7th grade students. Five 60-90 minute class periods.

Importance of Archeology: Archaeology is the study of the ancient and recent human past through material remains. These remains known as artifacts are objects made or used by people from a given time and location. Through archaeological finds we can tell why and how people lived, examine changes and the causes of those changes in human culture, and seek to look at patterns over time. The field of archeology concentrates on both the recovery and the study of physical evidence to understand early human life.

From million-year-old fossilized remains of our earliest human ancestors to 20th century buildings, archeology analyzes the physical remains of the past with the aim to understand human culture. Its study contributes greatly to the understanding of both ancient and recent past. The field of study spans all geographic regions and all time periods inhabited by humankind. Even the smallest of archeological sites can reveal a great amount of information about the people who once dwelled upon the land.

Purpose: Through experiencing the activities in these lessons students will understand the scope of work that an archeologist engages in and the process by which they recover and analyze artifacts. Students will begin by looking at local archeological digs to build their understanding. Additionally, students will engage in a case study of the historical site of Troy (Hissarlik, Turkey). They will apply these experiences in order to draw conclusions about the culture and peoples in this case study to individual research projects of archaeological sites throughout broader Turkey.

Local Engagement: Before taking students to the Chaco Culture National Historical Park review with them the cultural features of the Pueblo peoples as well as the organizational and engineering abilities that they are known for in the American Southwest.

Chaco Canyon was central to the lives of thousands of people between 850 and 1250 A.D. The canyon was a destination for ancient ceremonies, trade, and political activity during prehistoric times. The highly organized large-scale structures, featuring multi-storey construction and sophisticated coursed masonry, illustrate the complexity of Chaco social structure. Structures include walls built of sandstone and mud mortar, standing more than five stories tall, pine roof beams, and well-preserved archaeological remains that provide a comprehensive picture of the Chaco culture. So many structures have survived due to high-quality craftsmanship and the dry, remote location. The property's good state of preservation means that many walls, tools, personal goods, and other objects of information remain in their original context.

During and after the visitation to the cultural center be sure to discuss questions of the following nature with your students.

- What role did members in the community play?
- In what ways were the community brought together to share culture?
- How did natural resources impact the lives of the community members?
- Is there evidence of changes in the community's way of life over time?
- How are the homes reflective of the region in which these people lived?

Transition: Introduce students to the ancient story of Helen of Troy. There are several ways to achieve this. For older students show the DVD, *Helen of Troy* by Sienna Guillory. For educators wanting to offer students an opportunity to engage in practicing language arts skills see Appendix A at the end of this lesson. Another option is to recount the story and the importance of the city of Troy orally, with or without, a slideshow to accompany the recitation.



Procedures for Case Study:

1. Share the following images with students as you discuss the process of uncovering the site of Troy by Heinrich Schliemann and the impact it had on the archaeological community, as well as the ethics of uncovering valuable artifacts.

Heinrich Schliemann and Troy

History and Archaeology

- let's look at one case where archaeology informs our understanding of history: how historical is Homer's Troy?



Heinrich Schliemann and Troy

Heinrich Schliemann

- one of the most sensational news stories of the 19th century was the discovery by **Heinrich Schliemann** of what is now widely assumed to be the site of **Troy**
 - Troy is the setting of **Homer's *Iliad***
 - prior to Schliemann's excavation, most scholars considered Troy to have been merely a mythological place

Heinrich Schliemann and Troy

Schliemann's Troy

- Schliemann found a promising mound near the Turkish village of **Hissarlik**
 - just one of many promising **tells**
- though clearly this city was once important
 - has nine major levels
 - and large walls, just as Homer describes Troy



Background Facts on Troy:

- In 1870 people knew little about archeology and were careless and did not record data and findings properly.
 - Broad trenches were dug across hillsides instead of 5-foot by 5-foot squares resulting in destruction of much of the hillside at Troy.
 - Important sites such as this location are often occupied over time by many humans for thousands of years resulting in many new cities being built on the old ruins of the previous city.
 - Three years after beginning the dig Schliemann found further city walls, an altar, and a paved road. A palace was uncovered in addition to a hoard of precious objects.
 - Schliemann discovered a cache of objects which he thought was King Priam's treasure but later was to be discovered that the jewels and shields were some thousand years older than the Iliad's Troy.
 - Modern dating of archeological finds places cities on the site of Troy from 3000 BC to AD 400. There are no less than nine cities there now.
2. Divide students into large table groups in which they will analyze artifacts that have been found at the site of Troy. The goal is for each group of students to begin to think about how people lived in the region and the importance of the artifact to their lives. Recommended artifacts include images of sewage systems, wells, city plans, amphitheaters, walls, and pottery. (See samples at the end of this document.) After each group has had time to review the artifact, discuss its importance, and take notes rotate the artifacts around the class for all groups to analyze.
3. At the end of the lesson have students choose two of these questions to respond to in the form of a short essay.
- Who lived here, and when?
 - What kinds of structures did these people leave behind?
 - What else did these people leave behind?
 - What practices or customs did these people follow?
 - What happened to the people who lived here?

Procedures for Independent Research:

1. Divide the class into small groups that will each research and orally report on one ancient site uncovered by archaeologists. The goal is for the class as a whole to gain an appreciation for the variations and similarities among geographically different regions in a country and an understanding of scientists' and social scientists' study of ancient cultures within Turkey.

Assign one of the following archaeological sites (or others that you may prefer to focus on) to each of your groups:

- Troy (Hissarlik, Turkey)
- Aphrodisias

- Catalhoyuk
- Ephesus
- Gobekli Tepe
- Mount Nemrut
- Pergamon
- Alacahoyuk

2. As a class, come up with a series of questions that might be asked about any prior civilization and that students should be able to answer through research into the work of modern archaeologists. These might begin with the same questions you asked at the end of the case study about Troy and develop into more specific interests of the students.

3. Make sure students use up-to-date references. Point out to students that scientists working at archaeological sites generate theories that as time passes are confirmed, modified, or replaced with new theories. Encourage your students, if possible, to mention in their reports early theories about their sites that did not hold up on further study.

4. Direct the groups to collect or create visual aids to use as part of their reports on archaeological sites. These might include city plans showing which structures may have stood where, maps showing where the sites are in relation to other cities or countries, photographs showing archaeologists at work, or the artifacts they found, and so on.

Evaluation:

You can evaluate students' group work using the following three-point rubric:

Three points: substantial factual information including visuals; answers to or comments about all questions; well-paced and clearly articulated oral presentations

Two points: substantial factual information including visuals; answers to or comments about most questions; oral presentations too slow or fast and not clearly enough articulated

One point: not enough factual information or visuals; incomplete answers to or comments about questions; poorly paced and unclearly articulated oral presentations

You can ask your students to contribute to the assessment rubric by determining the number of facts the oral reports should contain.

Adaptations/Extension:

1. For additional support or extension see lesson plans on how an [Archeological Dig](#) can be simulated within the classroom.

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Appendix A

The Trojan War is one of the most famous wars in history. It is well known for the 10-year duration, for the heroism of a number of legendary characters, and for the Trojan horse. What may not be familiar, however, is the story of how the war began.

According to Greek myth, the strife between the Trojans and the Greeks started at the wedding of Peleus, King of Thessaly, and Thetis, a sea nymph. All of the gods and goddesses had been invited to the wedding celebration in Troy except Eris, goddess of discord. She had been omitted from the guest list because her presence always embroiled mortals and immortals alike in conflict.

To take revenge on those who had slighted her, Eris decided to cause a skirmish. Into the middle of the banquet hall, she threw a golden apple marked "for the most beautiful." All of the goddesses began to haggle over who should possess it. The gods and goddesses reached a stalemate when the choice was narrowed to Hera, Athena, and Aphrodite. Someone was needed to settle the controversy by picking a winner. The job eventually fell to Paris, son of King Priam of Troy, who was said to be a good judge of beauty. Paris did not have an easy job. Each goddess, eager to win the golden apple, tried aggressively to bribe him.

"I'll grant you vast kingdoms to rule," promised Hera. "Vast kingdoms are nothing in comparison with my gift," contradicted Athena. "Choose me and I'll see that you win victory and fame in war." Aphrodite outdid her adversaries, however. She won the golden apple by offering Helen, daughter of Zeus and the most beautiful mortal in the land, to Paris. Paris, anxious to claim Helen, set off for Sparta in Greece.

Although Paris learned that Helen was married, he nevertheless accepted the hospitality of her husband, King Menelaus of Sparta. Therefore,

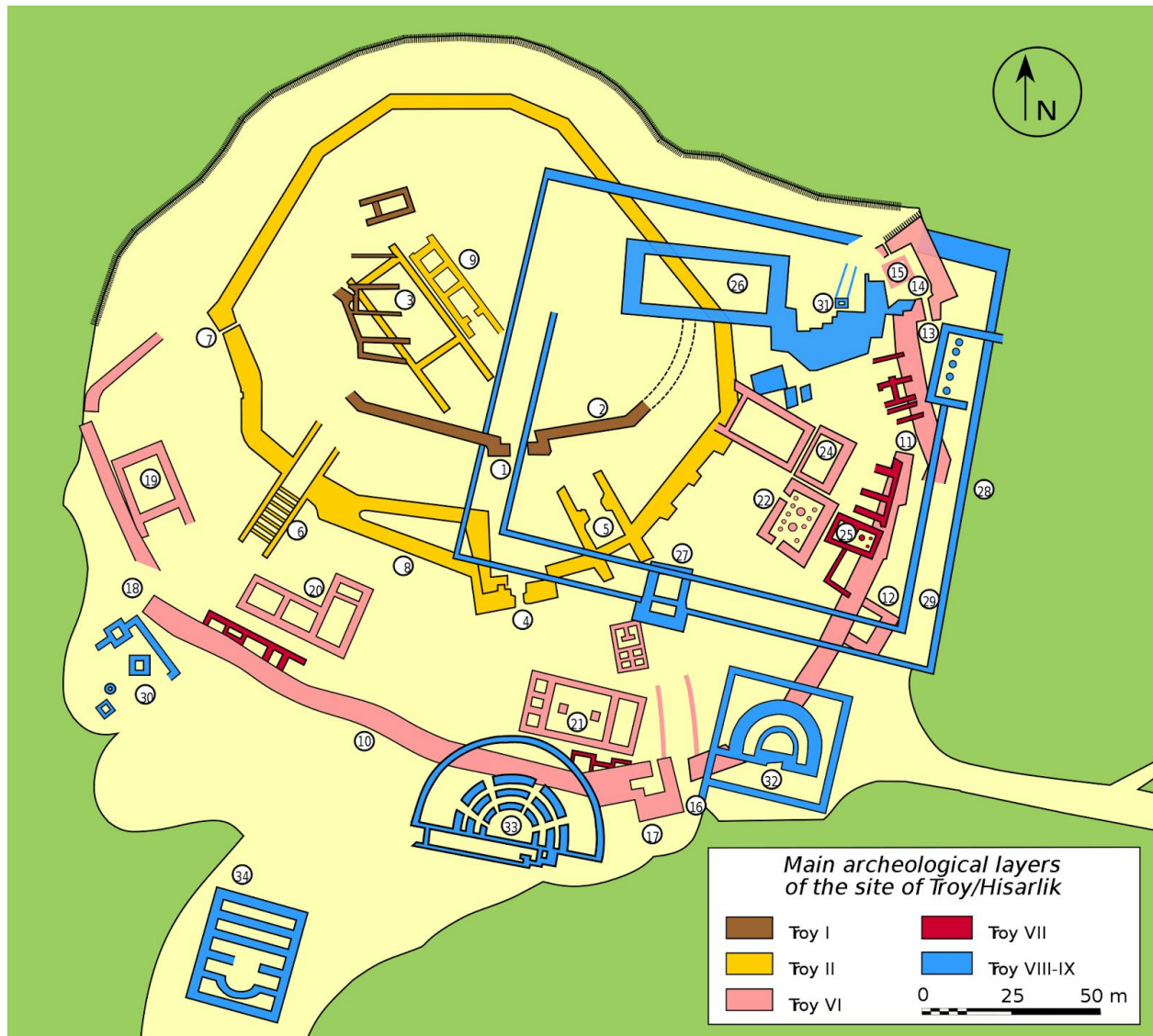
Menelaus was outraged for a number of reasons when Paris departed, taking Helen and much of the king's wealth back to Troy. Menelaus collected his loyal forces and set sail for Troy to begin the war to reclaim Helen.

1. Eris was known for _____ both mortals and immortals.
 - A. scheming against
 - B. creating conflict amongst
 - C. feeling hostile toward
 - D. ignoring
 - E. comforting

2. Each goddess tried _____ to bribe Paris.
 - A. boldly
 - B. effectively
 - C. secretly
 - D. carefully
 - E. Answer not available

3. Athena _____ Hera, promising Paris victory and fame in war.
 - A. disregarded the statement of
 - B. defeated
 - C. agreed with
 - D. restated the statement of
 - E. questioned the statement of

Sample A



Sample 2



Sample 3



Sample 4



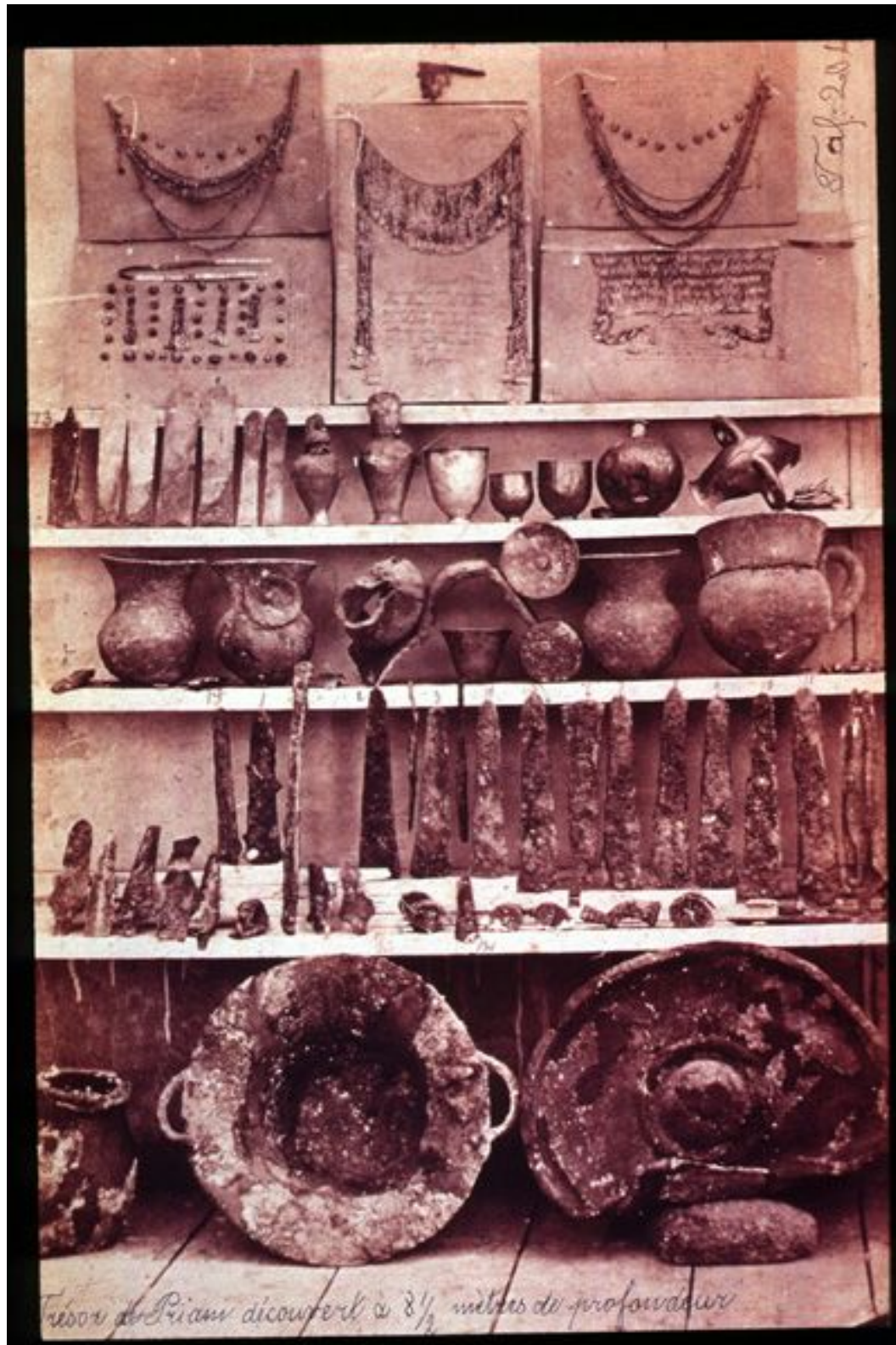
Sample 5



Sample 6



Sample 7



Sample 8

