

# Instructions & Answer Sheet

All activity sheets are designed to accompany slide-show presentation, though can be completed without, given prior knowledge of sacrifice in Ancient Greece and Rome.

Activity sheets are designed for year groups ranging from years 9 to 13.

\*Certain worksheets may be more appropriate for students of certain maturity or knowledge - these sheets will be indicated below.

## Activity 1:

Match gods to prayers

If students have prior knowledge of Greek and Roman gods and religion, use “*match2*”, otherwise used “*match*”

1. c - Poseidon, Greek god of the seas
2. g - Apollo, Roman god of oracles
3. e - Venus, Roman goddess of love
4. b - Ceres, Roman goddess of agriculture
5. a - Apollo, Greek god of archery
6. d - Zeus, Greek god of the sky
7. f - Artemis, Greek goddess of archery

## Activity 2: Text Analysis

*Instructions:*

Older students (e.g. sixth form) should aim to answer all bullet points. Younger students (year 9-11) are only expected to complete first set of bullet points.

Divide the students into 3 (or multiple of 3) different groups. Allocate one activity page to each group

*Complete Activity sheet*

Go round the classroom and try to direct the students towards the ideas listed below:

Sheet 1: Iliad & Aeneid

*Iliad*

Method:

1. People involved stood around 'victim' (aka the ox)
2. Take up barley-groats
3. Agamemnon (leader) prays (others also offer prayers/appeals)
4. Slit ox's throat, flayed
5. Cut thigh pieces, wrap in fat, lay raw meat pieces on top
6. Burnt thighs and cooked meat
7. Roasted and ate meat

Involved: Agamemnon and other leaders/chiefs

Aims: victory over Troy, favour from the gods

*Aeneid*

Method:

1. Go to shrines
2. Prayed to gods
3. Sacrifice chosen animal to Ceres, Phoebus, Father Lycaeus, Juno
4. Dido pours libations between white heifer's horns
5. Walks to altar
6. Gives gifts
7. Reads entrails of 'victim'

Involved: Dido and sister

Aims: Love from Aeneas, favour from the gods

**Sheet 2: Constitution of the Lacedaimonians & The History of Rome**

*Constitution of the Lacedaimonians*

Method:

1. The king offers sacrifices to Zeus and other gods
2. (If sacrifice propitious), fire-bearer leads to borders of land with fire
3. King sacrifices again to Zeus and Athena
4. Cross borders, led by fire-bearer, followed by animals

5. King, joined by any other general and important figure, performs sacrifices before dawn
6. 'Ephors' keep everyone in check
  - \* All sacrifices must be 'acceptable' before they continue

Involved: King, fire-bearer, other important military figures  
 Aims: Good omens for battle/victory in battle

*The History of Rome*

Method:

1. Pray to gods
2. Throw raw entrails into sea
3. (Trumpet sounds) Give signal for sailing
4. Pray again
  - \* Prayers spoken more important than actions

Involved: Scipio, other military figures (unnamed)  
 Aims: Safe travels to Africa, revenge upon Roman enemies, Africa to be good for the state and himself

**Sheet 3: Odyssey & On Agriculture**

*Odyssey*

Method:

1. Cut wood and retrieve hog
2. Throw bristles (hair) into fire while praying
3. Strikes boar with oak log
4. Slit throat, singe, butcher
5. Cut flesh, wrap in fat sprinkle with barley and throw in flames
6. Roast the rest and divide into portions
7. Save one for nymphs and Hermes

Involved: Swineherd Eumeaus, Odysseus, other swineherds  
 Aims: Odysseus to return home safely, have a 'feast'

*On Agriculture*

Method:

1. (Order to) lead *suovetaurilia* around the land

2. Pray to Janus and Jupiter with wine
  3. Heap cakes
  4. Present sacrifices animal
  5. Repeat prayer if the omens are unfavourable
- \* Must ensure that the omens are favourable

Involved: Janus, Jupiter, farmer

Aims: Gods' favour, purify farm land

**When finished with activity sheets (30-45 mins),**

*If large class (20+)*

One or 2 students will stay and become the 'teacher' on their text.

Other students will go to different tables and learn about different sacrifices

After the information is relayed, the student will then go back to their groups and teach the other students about the sacrifices they've just learnt.

*If smaller class:*

Students present what they've learnt in front of the class

*Case Study sheet for older (i.e. sixth form) students*

In groups, individually or as a class, students read case study sheet

Discuss as a class questions on power-point

\*Perhaps combine with last slide