



Who owns history? Investigating the Parthenon and the Debate of the Elgin Marbles.

<https://www.loc.gov/resource/cph.3c08932/>

Overview/Prior Knowledge

Students should have some prior knowledge of Ancient Greece. Students should have prior knowledge of arguments, claims, and reasoning. The student will analyze primary source photographs of the Parthenon. The students will explore the history of the Parthenon, but particularly the Elgin Marbles and their displacement from Greece. The students will explore opposing opinions about the current placement of the marbles and construct their own argument piece based on their reading and critical thinking. Students will be evaluated by their stating of a claim and supporting their claim with valid reasons and the use of proper grammar and spelling.

Objectives

- The students will understand the history of the Parthenon, the Elgin Marbles, and their importance in the overall history of Ancient Greece.
- The students will explore and investigate architectural features in primary source photographs of the Parthenon and Elgin Marbles
- Students will represent one side of the argument, with appropriate evidence, concerning the return of the Elgin Marbles from the British museum to Ancient Greece in a well written paragraph.

Time Required

Three 50-minute periods.

Recommended Grade Range

6-8; 9-12

Subject/Sub-Subject

World History, English Language Arts

Standards

Social Studies

Mississippi: 8. Understand how information concerning prehistoric and historic groups contributes to the study of a civilization’s cultural development.

- a. Analyze the significance of various archaeological and anthropological findings and historical sites (e.g., Champollion’s discovery of Rosetta stone, Pompeii, Akrotiri,

7.4 Demonstrate an understanding of the development of civilizations in ancient Greece.

1. Explain the influence of geographical features on the development of the civilizations of ancient Greece.
2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives.
3. Describe various aspects of Greek culture to include the development of language, art, architecture, social class, and philosophy.
4. Analyze the various forms of government to develop in ancient Greece from monarchy, to oligarchy, to democracy.
5. Compare and contrast the civilizations of Athens and Sparta. 6. Trace the influence of trade on the development of Greece.

English Language Arts

CCSS ELA WRITING STANDARDS:

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence. (M)
W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.(M)
W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (M)

CCSS ELA LANGUAGE STANDARDS:

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking. (M)

CCSS ELA SPEAKING AND LISTENING STANDARDS:

- SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS ELA READING STANDARDS:

- RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (M)
RI.6.6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.(M)

RI.6.8 Trace and evaluate the argument and specific claims in a text(M), distinguishing claims that are supported by reasons and evidence from claims that are not(I).

Library of Congress - Teaching with Primary Sources Skills:

- Analyze primary sources.
- Identify who created the primary source, when, and for what purpose
- Use previous knowledge to place primary sources into historical context
- Investigate issues of cause and effect, causality, context, and continuity and change

Highlighted Strategies:

- Observation / Zoom-In
- Sourcing/Bias
- Contextualization
- Multiple Perspectives

Credits

Katie Gunter, Starkville Oktibbeha Consolidated School District

Materials

- Primary Sources – See Resource Guide at the end of this document.
- Amineddoleh, L. (2014, December 23). The British Museum Should Return the Parthenon Marbles to Greece. Retrieved from:
<https://www.forbes.com/sites/realspin/2014/12/23/the-british-museum-should-return-the-parthenon-marbles-to-greece/#3500390129e5>
- Jones, J. (2007, October 18). The Parthenon marbles should not be returned to Greece. Retrieved from:
<https://www.theguardian.com/artanddesign/jonathanjonesblog/2007/oct/18/theparthenonmarblesshouldnotbereturnedtogreece>

Procedures

Day 1

- The teacher will project a photograph of the Parthenon as it stood in the 1800's in Athens, Greece. The teacher will ask the students to write adjectives that they feel describe the structure as a whole (students may respond old, worn down, large, etc). The teacher will ask students to share some of their answers.
- The teacher will then ask students, "What do you think we would see if we zoomed in on one of these marbles?" Students will share answers. The teacher will then project an

image of one of the marbles up close. The teacher will ask the students to describe this photo using adjectives as well (students may respond intricate, detailed etc.).

- The teacher will then facilitate a discussion with students about what they think the structure might have been for, and what might have happened to it in order for it to be left in ruins? The teacher will inform the students that they have been viewing photos of an important building in Ancient Greece.
- The teacher will ask students to recall what they know about Ancient Greece. The teacher will ask leading questions to draw prior knowledge from students. Students will recall that the people of Athens built structures to honor their Greek gods/goddesses. The teacher will share with students that The Parthenon was built in honor of Athena.
- **Background/Historical Overview**
 - The teacher will split the students into five groups. Each group will be given 2-3 paragraphs of informative text to read. The topics will be as follows: What was the Parthenon, where was it built, when was it built, what was in and on the building, what are the Elgin Marbles, how did the marbles end up Britain? Each group will read their assigned paragraphs. The readings will come from: http://www.greece.org/main/index.php?option=com_content&view=frontpage&Itemid=1.
 - The students will, with their group, present the information they read to the rest of the class. Students will have a “notes sheet” that they should be completing based on their classmates information. The class will have the chance at the end of each group’s sharing time to ask any note sheet questions that were not answered in their presentation.
- **Timeline of Major Events**
 - The teacher will inform the students that we are now ready to construct a timeline of the history of the Parthenon and the marbles.
 - Several students will be given index cards with a date and event written on it. The teacher will announce the dates chronologically. When the date that a given student holds is announced, they should stand up and read their event name. The teacher will briefly share information about each event. The student should then choose another student without a card to come and place the card on a timeline that we are creating.

Days 2 and 3

- The teacher will ask the students to recall what they learned about the Elgin Marbles and their displacement from Ancient Greece the day before.
- The teacher will show students again several primary photographs / sketches of marbles at the Parthenon. The class will discuss their intricacy and the time the marbles must have taken to construct, their importance to Greece, and review the way in which they were transported to Great Britain.

- The students will be assigned partners. The teacher will ask students to construct a t-chart with the headings, “Our Reasons” and “Experts Reasons.” On the “our reasons” side, students should contemplate and list reasons why the Elgin Marbles SHOULD be returned to Ancient Greece. After the students have had time to construct their list, they will read an article (*The British Museum Should Return the Parthenon Marbles to Greece*) discussing reasons why the marbles should be returned. They will list the reasons they find in the article on the expert reasons side.
- The pairs will repeat the same process including t-chart, article, and reasoning for why the marbles should be kept in the British museum. (Use: The Parthenon marbles should not be returned to Greece).
- The teacher will facilitate a class-wide discussion about the reasons found in the articles- students will be asked not to reveal their personal opinions.
- The students will now compose a paragraph individually. Their paragraph should state both sides of the argument for the placement of the marbles. It should then state the student’s personal claim about where the marbles should reside. It should also list valid reasons and displaying knowledge of the topic as well as knowledge of proper argument terms.

Assessment

Formative: Students ability to analyze and comment on primary sources, students’ participation in the reading and reporting of the Parthenon’s history, students’ ability to help in creating a timeline of the history of the Parthenon.

Summative: Student will be evaluated on their completed argumentative composition concerning the debate of the placement of the Elgin marbles on the following criteria:

- a. Student displayed knowledge of the historic topic
- b. Student displayed understanding of the argumentative informative text
- c. Student practiced making a claim and supporting with reasoning in an effective manner
- d. Student created a composition that practiced proficient grammar, structure, and spelling skills

Differentiation

- The students can be grouped and paired in a way that complements their individual needs.
- The teacher can provide leveled text and/or additional guidance for students who are below reading grade level.
- The teacher can challenge gifted students to compose a paragraph that supports the opposite side of their opinion.

Supplementary Materials

- Parthenon Facts: Lessons for kids. <http://study.com/academy/lesson/parthenon-facts-lesson-for-kids.html>
- National Geographic: <http://www.nationalgeographic.com/archaeology-and-history/magazine/2017/03-04/parthenon-sculptures-british-museum-controversy/> - article detailing how and when the marbles were removed from Greece in chronological order.
- Acropolis of Athens - Fun Fact Series EP22 | Mocomi Kids: https://www.youtube.com/watch?v=BiUKO1E7_fw - Short video that gives "fun facts" about the Acropolis / Parthenon in general. Would be used near the beginning of the lesson in order to peak student interest and engage students in the lesson.

Teaching with Primary Sources Resource Guide

Title: Who owns history? Investigating the Parthenon and the Debate of the Elgin Marbles.

Historical Background:

The people of ancient Greece were known for building monuments / buildings in honor of their gods / goddesses. The Parthenon in Athens, Greece was built in honor of the Greek goddess Athena. The Parthenon housed many intricate marbles. In the early 1800's, Thomas Bruce, an Earl from Great Britain obtained permission to transport some of the marbles to Great Britain. These actions were disputed by many British officials and the marbles were eventually purchased by the British government and are now housed in several British museums.



Primary Source 1:

Title: Parthenon Interior

Link:

<https://www.loc.gov/resource/cph.3c08932/>

Purpose: Students will be able to see what the Parthenon looks like from the inside, and they will speculate what the marbles may look like upon closer inspection.



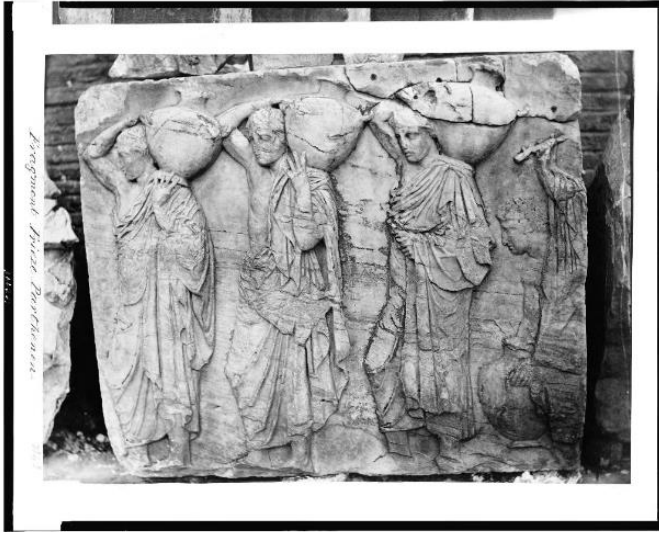
Primary Source 2:

Title: Athens: The Parthenon

Link:

<https://www.loc.gov/resource/matpc.15126/>

Purpose: Students will see the view of the Parthenon from outside in order to understand the magnitude and size of the structure.



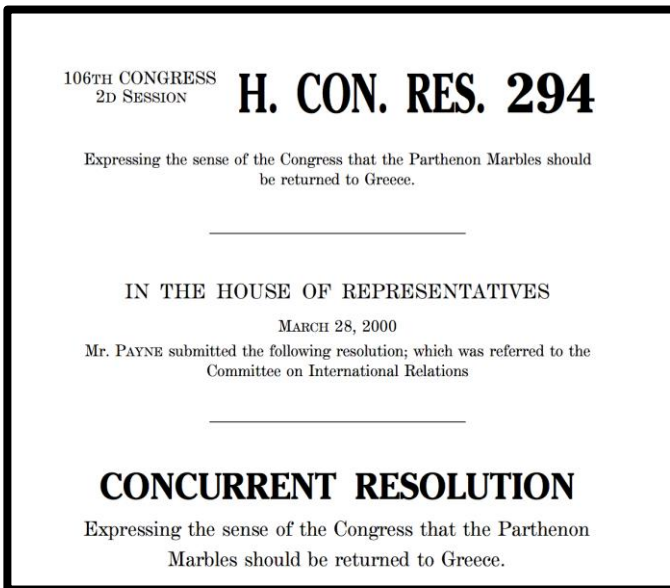
Primary Source 3:

Title: Fragment- Frieze- Parthenon

Link:

<https://www.loc.gov/resource/cph.3c08948/>

Purpose: Students will examine the photo and discuss the intricacies of the artwork engraved on the marbles.



Primary Source 4:

Title: H.Con.Res.294 - Expressing the sense of the Congress that the Parthenon Marbles should be returned to Greece.

Link: <https://www.congress.gov/bill/106th-congress/house-concurrent-resolution/294>

Purpose: To demonstrate multiple perspectives and potential bias in primary source documents. Also, provides an opportunity for students to supplement their arguments.

Content created and featured in partnership with the TPS program does not indicate an endorsement by the Library of Congress.