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| **Time** | **Speaker** | **Content** |
| 0:00:00 | Tracy | … Alright? Because then they’ll be really unhappy with us. In you go. |
| 0:00:05 | Students | … |
| 0:00:08 | Tracy | Yep. In you go. |
| 0:00:11 | Students | … |
| 0:00:15 | Tracy | Thank you sweetie. |
| 0:00:17 | Students | … |
| 0:00:20 | Student | I have to look for mine in my bag. |
| 0:00:21 | Tracy | That’s alright. |
| 0:00:22 | Students | … |
| 0:00:39 | Tracy | And I just want to say: what’s the most important thing that none of you – oh, actually, one of you made a comment this morning – but none of you have made a comment about? |
| 0:00:47 | Student | Crutches? |
| 0:00:49 | Tracy | No crutches! |
| 0:00:50 | Students | Yay! … |
| 0:00:57 | Tracy | Thank you sweetie. What’s that? |
| 0:01:01 | Student | Oh, it’s the geography … |
| 0:01:00 | Tracy | Oh no, you give that to the office. Okay, now just a reminder. The last– last lesson, last term, I gave you a geography note as well. You don’t give the geography note or money to me. You give that to the office, alright? I only want the note that’s got the University of Sydney logo on it, alright? That’s the one I want. If you’ve got it now, quickly while you’re getting your books and everything out, get it out for me. Thank you, sweetie. |
| 0:01:35 | Student | How does the geography one look like? |
| 0:01:37 | Tracy | I’ll explain it to you later, okay? You got it? |
| 0:01:40 | Student | I’ve got it. |
| 0:01:41 | Tracy | Okay? Alright. So did we have a good holiday? |
| 0:01:46 | Students | Yep. |
| 0:01:47 | Tracy | Excellent. You fell out of a tree! Alright. You fell out of the tree. It’s not the smartest thing to do, but you didn’t break anything, did you? |
| 0:02:00 | Student | No. |
| 0:02:01 | Tracy | Ah. Okay. Alright. So, what did you have first period? |
| 0:02:07 | Students | Tests. |
| 0:02:07 | Tracy | Tests, so now you’ve got to get your books out. Alright. Who remembers the last thing we did last term? The last bit of work we did. |
| 0:02:13 | Student | This. |
| 0:02:14 | Tracy | This? |
| 0:02:16 | Students | The yarny letter. |
| 0:02:16 | Tracy | The yarny letter. What was the yarny letter about? |
| 0:02:20 | Students | … |
| 0:02:20 | Students | About pirates. |
| 0:02:21 | Tracy | Not about – what were we explaining to him? We were explaining to him - |
| 0:02:24 | Students | About lifestyle. |
| 0:02:26 | Tracy | Our lifestyle when we live in Athens, didn’t we? Excellent. Alright, so. We’ve looked at – you know, one of the important things about lifestyle is: what do you need to have a good lifestyle in Australia? |
| 0:02:40 | Students | … |
| 0:02:41 | Tracy | Yep. |
| 0:02:42 | Student | Money? |
| 0:02:42 | Tracy | Money. Well, probably it helps, doesn’t it? Yep? What else? Health? Yep. Anyone else? Yep? |
| 0:02:51 | Student | Shelter. |
| 0:02:52 | Tracy | Shelter, somewhere to live? Yep. |
| 0:02:54 | Student | Food. |
| 0:02:55 | Tracy | Food. Food and water, good food and water, yep. |
| 0:02:57 | Student | Clothing |
| 0:02:59 | Tracy | Clothing. Okay. All of those things are really important aren’t they? We need to think about them. Someone said money. Isn’t it interesting how we all say money first? “What do you need to have a good lifestyle? Money. Money.” Alright. And how do you think – well, how do we make money? Or how do I make money? |
| 0:03:19 | Student | By working? |
| 0:03:20 | Tracy | By working. Getting a job. How do you make money? |
| 0:03:23 | Student | Fundraising. |
| 0:03:23 | Tracy | Fundraising? That’s another way, okay. So we have to do something to get it, don’t we? How many of us live in a world where someone just gives you money? Oh yeah, that’s right, you’ve all got mums and dads at home that give you money. Okay, but what we have to do is we have to work, don’t we? We also had to work back when we were in Ancient Greece, didn’t we? |
| 0:03:45 | Student | Yep. |
| 0:03:47 | Tracy | So what sort of jobs do you think in Ancient Greece an Ancient Greek may have? Let’s think of some of the jobs. So before we go on to trade, which obviously you can see is already up on the board – yeah, let’s put in some of the jobs we think people may have. James. |
| 0:04:08 | Student | A blacksmith? |
| 0:04:09 | Tracy | A blacksmith? Whoa, that’s a good one. Okay, and Zoe? |
| 0:04:21 | Student | Craftsman? |
| 0:04:22 | Tracy | A craftsman? Okay, but sort of craftsman? Anything in particular? Anyone got an idea of a craftsman, first of all? Liam? |
| 0:04:33 | Student | Carpenter? |
| 0:04:34 | Tracy | A carpenter? That’s a good one. Carpenter? |
| 0:04:42 | Student | “-ter”. T-E-R. |
| 0:04:43 | Tracy | Excellent. It never looks right. Has anyone ever written on the – actually, I’ll get you guys to write in the board in a minute. Never looks right when you write it up on the board. Peter? |
| 0:04:52 | Student | Weaver? |
| 0:04:54 | Tracy | A weaver? I like that one too. You’ve got some different ones. Ryan? |
| 0:05:02 | Student | A boats craftsman? Someone who makes boats? |
| 0:05:06 | Tracy | A boats craftsman? Now, what do we call a person – anyone know what we call a person who makes boats? |
| 0:05:10 | Student | A boatman? |
| 0:05:12 | Tracy | Actually, we call people who drive the boats in ancient times boatmen, yep. Carla? |
| 0:05:17 | Student | Playwrights? |
| 0:05:19 | Tracy | Sorry? |
| 0:05:19 | Student | They’re different – oh, are we talking about- |
| 0:05:21 | Tracy | Oh, playwright? Oh okay, playwrights. Okay. I don’t know. I will put that up. I know there’s a word for people who make boats and I don’t know what it is. |
| 0:05:29 | Students | … |
| 0:05:32 | Tracy | My spelling is really bad today. |
| 0:05:33 | Student | A boat smith? |
| 0:05:34 | Tracy | A boat smith? Yes. I think it is! |
| 0:05:36 | Students | … |
| 0:05:40 | Student | Would that be a carpenter? |
| 0:05:42 | Tracy | No, because it’s a specialisation. Okay? There would actually be people. Okay, yep? |
| 0:05:47 | Student | Farming? |
| 0:05:48 | Tracy | Farming. Took a long time before we got that. Someone that hasn’t answered a question yet. Tom? |
| 0:05:48 | Student | Poet? |
| 0:05:59 | Tracy | A poet? Well, kind of goes with playwright, doesn’t it? Okay. Okay. |
| 0:06:08 | Student | Builder. |
| 0:06:09 | Tracy | A builder? |
| 0:06:10 | Student | Yeah. |
| 0:06:11 | Tracy | Builder. |
| 0:06:15 | Students | … |
| 0:06:17 | Tracy | Okay. What else? Some really obvious one you’ve been leaving out for jobs people do. Yes? |
| 0:06:25 | Student | A soldier? |
| 0:06:26 | Tracy | A soldier. That’s pretty obvious, yeah. Especially if you’re in which of the polises? Think about it. Put your hands down for a second. Which of the polises that we’ve looked at – ah, no, no. Let’s see how good your brains are at remembering. It’s all in there already, anyway. Think about it. Which of the polises is a soldier a really important one? No, you’ve really answered the question, you’ve answered the question, you’ve answered the question. You’ve answered a question. Yes? |
| 0:06:53 | Student | Sparta? |
| 0:06:54 | Tracy | Sparta. Basically if you’re a Spartiate, that’s your main job. Now, there’s lots of new research that actually says some Spartiates may have had other jobs, which in the past they used to say, “No, they didn’t have other jobs.” But there’s some research that says, “Maybe they had other jobs, but they were like second jobs.” Okay? The new research comes from things like when they’ve been doing some archaeology – remember we did archaeology? |
| 0:07:18 | Student | Yep. |
| 0:07:18 | Tracy | Okay, well they’ve dug down deeper, okay? And they’ve actually found things like an oven kiln inside Sparta. Now, if only Spartiates can live inside the walls of Sparta, that means they must be doing – making pottery. So that’s the way they get new research. Because everyone always says to me, “Who needs new research on ancient history?” Carlo? |
| 0:07:41 | Student | What about philosophers? |
| 0:07:42 | Tracy | Philosophers? Yep. Tom, you were the next hand up. |
| 0:07:46 | Student | I was going to say politicians. |
| 0:07:49 | Tracy | Politicians. I’ll take that. |
| 0:07:50 | Student | Or the people at the … |
| 0:07:55 | Tracy | We will talk about those. We’ve done pretty well here. Yes? Alright. I’m tired of writing. Let’s just go around the class, I’m going to point, you’re going to give me an occupation. |
| 0:08:07 | Student | Was being a servant a job? |
| 0:08:09 | Tracy | Well, it’s a lot of work. |
| 0:08:10 | Student | A servant could be anything. |
| 0:08:11 | Tracy | Yeah. But remember, can’t some servants keep money for their … ? |
| 0:08:15 | Students | Yes. |
| 0:08:15 | Tracy | So, yep. |
| 0:08:17 | Student | Architects, because they need things to design? |
| 0:08:20 | Tracy | Absolutely. And we’re going to look at the Parthenon. Yes? |
| 0:08:23 | Student | Accountants? |
| 0:08:23 | Tracy | Accountants? Yes. |
| 0:08:25 | Student | Tutors? |
| 0:08:25 | Tracy | Tutors? Yes. |
| 0:08:26 | Student | Teachers? |
| 0:08:27 | Tracy | Teachers? Well, it’s the same thing: tutors teach. |
| 0:08:29 | Student | Baker. |
| 0:08:30 | Tracy | Baker. |
| 0:08:31 | Student | Running a market stall? |
| 0:08:32 | Tracy | Yes. |
| 0:08:33 | Student | Mathematician. |
| 0:08:34 | Tracy | Yes. |
| 0:08:35 | Student | Oracle? |
| 0:08:36 | Students | Ooh! |
| 0:08:38 | Tracy | Well, yeah! Yeah, absolutely! |
| 0:08:40 | Student | Do oracles get paid? |
| 0:08:40 | Tracy | Thinking outside the box. Good. |
| 0:08:42 | Student | Religious priests? |
| 0:08:43 | Tracy | Yep. That’s the same thing – priests. Yep, priestesses, oracles. I like it. |
| 0:08:48 | Student | Stonemasons? |
| 0:08:49 | Tracy | Stonemason? Yep. Excellent. Good work. |
| 0:08:52 | Student | A salesperson? |
| 0:08:54 | Tracy | A salesperson? Yeah. That’s the market stalls. Okay. Yep? |
| 0:08:58 | Student | Miners. |
| 0:08:59 | Tracy | Miners. |
| 0:09:00 | Student | … |
| 0:09:01 | Tracy | I do have a microphone. Miners – definitely. Okay, now - |
| 0:09:05 | Students | … |
| 0:09:06 | Tracy | They – but the miners are going to be back on being your slaves, okay? Most of them, or the criminals. Yep? |
| 0:09:14 | Student | Pottery people? |
| 0:09:15 | Tracy | Okay, so potters. That’s what we call pottery people. Potters. |
| 0:09:19 | Students | … |
| 0:09:20 | Tracy | I’m just going to say that they’re people who make the pots, not … pottery people like the … |
| 0:09:24 | Students | … |
| 0:09:26 | Tracy | Alright. Yes? Now, we are going to talk about pottery people later in the term when we do the terracotta warriors in China. Okay. |
| 0:09:33 | Students | … |
| 0:09:34 | Tracy | Sorry? |
| 0:09:35 | Student | Clothes makers. |
| 0:09:36 | Tracy | So dressmakers. Well actually, most of that was done at home, but sometimes there might be for special occasions, okay? Because remember we talked about the women’s role was to weave and make all the usual clothing. Yep? |
| 0:09:45 | Student | Artists? |
| 0:09:46 | Tracy | Artists. Okay, so that kind of falls with craftsmen. So in artists and craftsmen, you have things like jewellery makers. Goldsmiths, silversmiths, people who work with the precious jewels. Okay? So there’s lots of things you could do for a living. Painters – you know all those beautiful pots made by the potterers – potterers? Potters. Okay. Potters. They would actually be painted, so you’d have people painting those as well. Alright. I’m going to take the last three. Yep? |
| 0:10:11 | Student | Hunters? |
| 0:10:14 | Tracy | Yeah, I’ll take that. |
| 0:10:16 | Student | People who are working at dye works? |
| 0:10:18 | Tracy | At dye works, absolutely, yep. And I think his was just before yours. Yep? |
| 0:10:23 | Student | Priests? |
| 0:10:24 | Tracy | Well, we said priests, so we’ll go with you again. |
| 0:10:26 | Student | Would the king belike in the really high level social class, be considered a job? |
| 0:10:31 | Tracy | A ruler? |
| 0:10:32 | Student | Yeah. |
| 0:10:33 | Tracy | Yeah. That’s a job too. |
| 0:10:35 | Student | I told you. |
| 0:10:35 | Tracy | Well then you should have said it. Put your hand up and say it! It’s no good saying, “Oh, that’s what I was going to say if I would have put my hand up.” You've got to be brave. |
| 0:10:43 | Student | … |
| 0:10:44 | Tracy | Alright. So we can see that there are lots of jobs. Now, why do you think Ancient Greece has lots of jobs? Because it’s quite a developed civilisation, isn’t it? And it’s interesting that as we develop civilisations we make jobs. And we lose jobs. Like we don’t have as many people making barrels now as made barrels a hundred and fifty years ago. Because we transport – we put, you know, fluid in plastic now, which didn’t exist a hundred and fifty years ago. Whereas a hundred and fifty, two hundred years ago, they’d transport it in wooden barrels. Okay? Some things they still do. Yep? |
| 0:11:25 | Student | Less people working in cork factories. |
| 0:11:27 | Tracy | And less people working in cork factories, because there’s a cork shortage in the world. |
| 0:11:32 | Student | They don’t need to have people actually connecting the internet – people to the internet, like they did … |
| 0:11:39 | Tracy | I don’t know, there’s a big thing called the NBN where they’re doing a lot of connecting of the internet. |
| 0:11:43 | Student | I mean people don’t have to sit at a desk and put it in their … |
| 0:11:45 | Tracy | That’s true. Well actually, telephones – we don’t need people. You've all seen those old movies where people are – you know, there’s usually women – it’s interesting, isn’t it? Its usually woman's job where they’d do that. But it happens in modern times, it also happens in ancient times. But in ancient times it was kind of like they were building up all the jobs. So like when they lived in those tribal groups, when we were talking about out of Africa. Remember right back the beginning of last term we talked about out of Africa and how the nomads moved out?  So there wouldn’t have been much call then for all these different jobs, would there? Okay? So we can see how it connects and we develop. So back when we did out of Africa and we talked about the nomadic groups, there really wouldn’t have been a lot of stonemasons. Or – who was my architect? Who was my person who said architects? Someone here. Somebody? |
| 0:12:29 | Students | Karen. |
| 0:12:29 | Tracy | Karen. Okay? There wouldn’t have been a lot of architects, would there? Back when they were nomads, because nomads don’t build huge stone buildings. So as a civilisation develops, it has different jobs, okay? And Greece had a massive number of jobs. It also had a massive number of things that it could do to make its economy go and grow. Okay? So were going to look at some of those today. So boring bit – get your books out and open them up.  Okay, so I’ve made a nice short two paragraphs for you. Before I get the hard bit where I want you to think. Yes I know: I want you to think. Okay, so Ancient Greece was not a united country. Do we remember that? What was Greece made up of, what sort of little – I’m putting my hands like this, yes I know it’s – |
| 0:13:27 | Student | Polises. |
| 0:13:28 | Tracy | Thank you. And each polis had its own expertise and resources to trade. Okay? Eg, Sparta had the Murex mollusc and weapon making. Not surprising that Sparta was known as being fantastic weapon makers, when you think about it. This led to the exchange of not only goods but ideas and news stories. Greece also had much contact within the Mediterranean Sea. Well, remember your map? Go back to your map. Go back to your map that we did. Stop writing, I’m talking. Okay? Your map – now Greece is right in the middle there. Has lots of places to trade with, hasn’t it?  So if you’re in the middle and you've got lots of contact, and its not really that far. If you think about it, we come over here and I going to block over this camera so please don’t se this one. If you come over here and look at it, Greece is right there. That’s the Mediterranean. It’s pretty much – Greece and Italy are pretty much in the middle. Okay? So they’re going to trade a lot around. Now, we know the Ancient Grecians had trade and contact with Egypt, Persia, Rome etc. All the big ones. Yeah? The big ancient societies. The ones we all know about.  We also have evidence of trade but because most of it was conducted by sea and – oops, I’ve got two Ns – old shipwrecks. We actually now have gone down and found old shipwrecks and they find the remains in the shipwrecks. So far back, we’ve got the back to the eight-century BCE. Okay? Now, as I say that, there’s probably someone diving in the Mediterranean finding one that goes back to the ninth century. Okay? Because even though it’s ancient history, were still finding out new stuff.  Okay. So. I want you to write that and while yore writing that, I want you to think about how does trade have an impact on a society. So I’m going to give you – I don’t know, nine minutes, till twenty past. See how you go. And I’ll be quiet. |
| 0:15:22 | No talking |  |
| 0:17:11 | Tracy | Bless you. |
| 0:17:12 | No talking |  |
| 0:20:10 | Tracy | Yes mate? |
| 0:20:10 | Student | Do we need our books? |
| 0:20:12 | Tracy | No, not today. |
| 0:20:13 | Student | Okay. |
| 0:20:13 | Tracy | Oh! Are you finished? |
| 0:20:16 | Student | Yeah. |
| 0:20:16 | Tracy | Can you do a job for me please? |
| 0:20:18 | Student | Yeah, sure. |
| 0:20:20 | No talking |  |
| 0:20:25 | Tracy | Do you know which staffroom I sit in? |
| 0:20:27 | Student | No. |
| 0:20:27 | Tracy | Okay. Do you know – you know the staffroom Mr Gerges sits in? |
| 0:20:32 | Student | Yeah. |
| 0:20:32 | Tracy | Okay. Can you go to that staffroom? |
| 0:20:34 | Student | Is it Block B? |
| 0:20:36 | Tracy | Yes. B Block, I think. Yes. I would like to you to go knock on the door and you want the grey plastic shopping bag off Miss McTier’s desk. |
| 0:20:44 | Student | Okay. |
| 0:20:45 | Tracy | Thank you. How we going? Hands up if you've finished. Excellent. Hands up if you’re still going. Obviously. Alright. Five more – four more words. Alright. Well, we’ve still got another two minutes, that’s fair enough. You’re a little bit faster this term, or maybe you're just eager. I usually base it on – I look how many lines there are and minus one. So if there’s ten lines like there is I say, “Right, nine minutes.” There’s nine lines – there’s ten lines, isn’t there? Oh, include the heading. |
| 0:21:18 | Student | Oh. |
| 0:21:18 | Tracy | That’s how come I take the one off. Yes. Is that a question? Yep? |
| 0:21:28 | No talking |  |
| 0:21:38 | Tracy | If you've finished, maybe you might want to go back and look at – maybe, I don’t know, something. Maybe that section on natural resources in your book? You know, right at the beginning when we talked about, you know, what Greece was like? Oh, look how any pages you’ve turned back. Have I made you write that much? Did we talk about that? |
| 0:22:04 | Students | … |
| 0:22:04 | Tracy | We didn’t write it in? Oh okay. We read it then. Alright, well we’re going to try to remember one of the natural resources. |
| 0:22:18 | No talking |  |
| 0:22:25 | Tracy | Has everybody finished now or do we still need another couple of minutes? Alright. So there’s an interesting question on the board there – it says, “How does trade have an impact on society?” How does trade have an impact on society? So what does trade and economy do to a society? Okay, so Tom, you had your hand up first. |
| 0:22:51 | Student | It led to some modern things like money. We’ve got that one, but it led to money and … |
| 0:23:04 | Tracy | Wealth overall? |
| 0:23:05 | Student | Yeah. |
| 0:23:05 | Tracy | Increased prosperity, yep? So Richard? |
| 0:23:08 | Student | … |
| 0:23:08 | Tracy | No. Angus. |
| 0:23:09 | Student | … |
| 0:23:13 | Tracy | Sorry. |
| 0:23:14 | Student | Like friendship between countries? |
| 0:23:15 | Tracy | Friendship between countries – I like that. Why would there be friendship between countries because of trade? |
| 0:23:22 | Student | So they can like share – |
| 0:23:27 | Tracy | You’ve got the right answer, so – |
| 0:23:30 | Student | Like allies for each other during war? |
| 0:23:32 | Tracy | Yeah. Thank you sweetie. You’ve worked out what’s in there, haven’t you? Ha ha! Alright, so they might be allies with each other in war. Why would trade make you friends with somebody? Think about it. Why, if I trade something with you, would that possibly make us friends? |
| 0:23:51 | Student | … |
| 0:23:52 | Tracy | Sorry? |
| 0:23:53 | Student | Because I might have something that you need and you might have something that I need. |
| 0:23:57 | Tracy | Absolutely. |
| 0:23:58 | Student | So is that the friendship then … |
| 0:24:03 | Tracy | Yep. It might just be a friendship of convenience, meaning that it suits our proposes to be friends. We don’t really like you, but we’ll put up with you because you can make it easier for me. |
| 0:24:14 | Student | You can give us answers to the quiz? |
| 0:24:16 | Tracy | No, that’s not going to happen. But a good attempt! Okay. So this is a way we can look at it. So one of the things we’re definitely going to get is it’s going to create allies or friends. You know, people we have good relationships with. Okay. Trades really important for that. Yes? |
| 0:24:36 | Student | But can’t trade also like create hatred? |
| 0:24:39 | Tracy | Why? |
| 0:24:40 | Student | Because sometimes you might try to scam them with a trade. |
| 0:24:44 | Tracy | You might. Yes? |
| 0:24:47 | Student | And you might not provide ... |
| 0:24:48 | Tracy | Or something, you might decide – you might put it out on the market and say I want, you know, ten million drachma for this silver. But it’s only worth eight. |
| 0:25:06 | Student | Drachma are … |
| 0:25:09 | Students | … |
| 0:25:11 | Tracy | It doesn’t matter. I’m just using it as an example. Alright, I want ten million dollars for this piece of silver, okay? But you only want to pay eight, but someone over the road will pay nine. Okay, so I’ll go with that person. So it can actually cause a bit of conflict sometimes too. Yes? |
| 0:25:26 | Student | Using money is also like trade. |
| 0:25:29 | Tracy | It is. |
| 0:25:30 | Student | Yeah, because if you spend money you get that thing you want. |
| 0:25:36 | Tracy | Yes, it is. That’s a really good – what’s it called thought when you don’t trade with money? Begins with a B. Does anyone know? Someone different. Yep? |
| 0:25:44 | Student | Barter? |
| 0:25:45 | Tracy | Barter. Excellent. You can’t answer every question. Okay! Alright, so – |
| 0:25:54 | Students | … |
| 0:25:55 | Tracy | Sorry? |
| 0:25:55 | Student | Barter with barter. |
| 0:25:56 | Tracy | Barter with barter. Okay, so it’s actually worth thinking about that this is actually not just the way of people making money, but it’s also the way that you help create allies and friends. So how does it have an impact on society? Well, it’s going to have lots of impacts. But let’s have a think about what they might have to trade. So what could Greece trade? Just off the top of my head, those ones. Who remembers what the dye is about? We talked about the dye and everyone kind of went, “Ew!” Two weeks, is that all it’s been, two weeks? Get your brains going again! |
| 0:26:32 | Student | Isn’t it … |
| 0:26:33 | Tracy | Oh Ryan, I suppose, he’s only answered one. |
| 0:26:35 | Student | Things – they used dye for like clothes and stuff? |
| 0:26:42 | Tracy | Yeah, but what’s the thing with the dye – where does it come from? Who remembers what the dye comes from? |
| 0:26:45 | Student | Flowers. |
| 0:26:46 | Tracy | Sometimes flowers, but there’s a very famous thing that the dye comes from. Carlo. |
| 0:26:50 | Student | Beetles? |
| 0:26:51 | Tracy | Beetles? |
| 0:26:51 | Student | Oh, I remember. |
| 0:26:52 | Tracy | Yep, but there’s another famous one, remember – you’ve already written it down today. Yep? |
| 0:26:56 | Student | Pig blood? |
| 0:26:57 | Tracy | No. Pig blood is what the Spartans made their food out of, remember? And we all went, “Ew!” when we thought of the soup. |
| 0:27:02 | Student | … |
| 0:27:03 | Tracy | Karen. |
| 0:27:04 | Student | Cockroaches or something? |
| 0:27:05 | Tracy | No, not cockroaches. |
| 0:27:07 | Student | … |
| 0:27:09 | Tracy | Yeah, go on. |
| 0:27:10 | Student | I was just going to say crushed bugs. |
| 0:27:11 | Tracy | No. Not crushed bugs. That’s actually what cochineal comes from, but yes. Yep? |
| 0:27:15 | Student | Molluscs? |
| 0:27:16 | Tracy | Yes, the Murex mollusc. Who remembers what colour it makes? Famous colour in ancient times. That was a fast hand up there. |
| 0:27:22 | Student | Purple? |
| 0:27:23 | Tracy | Purple. Yep. |
| 0:27:24 | Student | Purple! |
| 0:27:24 | Students | … |
| 0:27:26 | Tracy | Okay. So these are the things that Greece could trade. Now, I just wrote down the raw materials here. Alright? The raw materials. I want you to put, “What could Greece trade,” okay? I am going to give you – this is going to be an interesting task. To see how much you’re going to think about. Just because they’re the raw materials, so everyone write down, “What could Greece trade?” Now remember, we’re in ancient times, so there’s no internet. There’s no telephone or anything like that. Yes? |
| 0:27:54 | Student | Raw materials or anything? |
| 0:27:56 | Tracy | Wait a minute. What could Greece trade? Okay. I want you all now to write on one line each on each of those dot points. Olives, grapes, timber, silver, pottery, figs, marble, wool and dye. But when you do it, okay, I want you to put a colon, which is the double dots after each one and just leave it for a moment. |
|  | No talking |  |
| 0:28:40 | Tracy | Oh look at you all! Don’t you all love a competition! Does anyone not know what any of those things are there? Okay, everybody knows what they are? Okay, everybody written down those? Alright. I’m going to give you two minutes to write as many things on each line that you can think of that the Greeks could have traded that came from olives or grapes or timber.  Now, it may not just say for example grapes may not just be the obvious ones, but might be, for example, maybe they make really good winemakers in parts of Greece so they actually start trading winemakers. Or something like that. So I want you to think a little bit outside the box. Don’t just think of the obvious answer like, you know, grapes: wine. But that’s a good one. That’s there. There, I’ve given you one. How long will I give you? Did I say how long I’d give you? |
| 0:29:52 | Student | Two minutes. |
| 0:29:53 | Tracy | Two minutes. I might be generous; I might give you two and a half. Alright, and go. And yes, you can talk to your friends next to you. |
| 0:30:03 | Students | … |
| 0:30:12 | Tracy | Yes sweetie? |
| 0:30:13 | Student | Did they use cutlery out of silver? |
| 0:30:16 | Tracy | Yes. Good boy. It is – we’ve got no evidence of forks, but we certainly have evidence of spoons and knives. |
| 0:30:26 | Students | Did they have forks? |
| 0:30:28 | Tracy | I can’t think of evidence on forks. You might be able to find some. |
| 0:30:32 | Students | … |
| 0:30:36 | Tracy | No, all of them. Go for it. Whatever ones you can think of. They might have one where you’ve got three and one they’ve got one. |
| 0:30:45 | Students | … |
| 0:31:21 | Tracy | It would be a bit hard to trade salad – how would you trade salad with no refrigerators? |
| 0:31:27 | Students | … |
| 0:31:28 | Student | Don’t worry, they had salt. |
| 0:31:30 | Tracy | Good! That’s a really good point. Salt. |
| 0:31:36 | Student | Ice. |
| 0:31:38 | Students | … |
| 0:31:38 | Tracy | In the Mediterranean? |
| 0:31:39 | Students | … |
| 0:31:53 | Tracy | Okay, so you’ve got thirty seconds left from now. |
| 0:31:56 | Students | … |
| 0:32:17 | Tracy | Ten seconds. And pens down. Okay, so what we’re going to do, and we’re just going to do this quickly, is we’re going to go around the room and you’re going to say any one – so you’re going to say figs and then give me one example, or you’ll give me marble and one example. So that means everyone will get a chance to say something. I mean, you’re pretty smart; you’ll probably get a whole range of them. Okay? And who will I start with? Who did I start with? I started with, I think- |
| 0:32:51 | Student | … |
| 0:32:53 | Tracy | I think I started with you last time, didn’t I? |
| 0:32:55 | Student | Yes. |
| 0:32:56 | Student | Did you? |
| 0:32:56 | Tracy | Yeah, I think I did. |
| 0:32:57 | Student | Yeah, I think- |
| 0:32:58 | Tracy | Yeah, because they’ve been keeping a track of where I start on the back row or the front row. Okay, back row first, off you go. |
| 0:33:04 | Student | From olives? |
| 0:33:05 | Tracy | Anything you want. Yep? |
| 0:33:06 | Student | From dyes, clothes. |
| 0:33:09 | Tracy | Dye: clothes. Okay. |
| 0:33:11 | Student | From timber, carving. |
| 0:33:15 | Student | From silver, drachmas. |
| 0:33:19 | Student | From timber, you can make frames. |
| 0:33:20 | Tracy | Okay. |
| 0:33:20 | Student | From grapes, sultanas. |
| 0:33:24 | Tracy | Actually, they didn’t dry them as far as I know, but yeah, who know? Maybe, yeah. |
| 0:33:30 | Student | From grapes, wine. |
| 0:33:32 | Tracy | Yep. |
| 0:33:32 | Student | From silver, cutlery. |
| 0:33:35 | Tracy | Yes. |
| 0:33:36 | Student | From silver, jewellery. |
| 0:33:37 | Student | From olives, olive oil. |
| 0:33:40 | Student | From marble, tiles. |
| 0:33:46 | Tracy | Not tiles maybe, tiles, yes. Okay? |
| 0:33:47 | Student | From wool you can make clothing. |
| 0:33:51 | Tracy | Yes. |
| 0:33:52 | Student | From pottery you could make flowerpots. |
| 0:33:55 | Tracy | Alright, yeah. But they don’t actually – I know they could, but they didn’t really. It’s probably more things to transport stuff in. But – and some vases, definitely. Yep? |
| 0:34:05 | Student | From marble, statues? |
| 0:34:06 | Tracy | Yes. Definitely. We know that right through the ancient world we find it in lots of shipwrecks statues. Liam? |
| 0:34:13 | Student | From dye, ochre. |
| 0:34:16 | Tracy | Yeah, possibly. It’s possible. I don’t know any record of it, but it’s not impossible. Yep? |
| 0:34:21 | Student | From wool, sheep? |
| 0:34:24 | Tracy | Actually, there is some evidence of livestock transports, yep. |
| 0:34:29 | Student | From silver, weapons. |
| 0:34:32 | Tracy | Don’t think you’d be making too many silver weapons. |
| 0:34:35 | Student | But it’s strong! |
| 0:34:36 | Student | Silver bullets. |
| 0:34:37 | Tracy | It’s expensive! But maybe. If you’re a king, probably, yep. Okay, next? |
| 0:34:43 | Student | From silver, arts. |
| 0:34:45 | Tracy | Fair’s fair. Just because you’ve said yours, doesn’t mean everybody else doesn’t get a chance to say theirs. Alright? Let’s go. |
| 0:34:52 | Student | From timber, carts. |
| 0:34:54 | Tracy | Yep. |
| 0:34:55 | Student | From dye, you could make make-up. |
| 0:35:00 | Tracy | There is make-up, but normally the make-up that I know of that’s been transported in ancient Greece was brought in, more than … but that’s not to say it wouldn’t happen. Yep? |
| 0:35:08 | Student | From wool you could make blankets. |
| 0:35:10 | Tracy | Yep. |
| 0:35:12 | Student | … |
| 0:35:13 | Tracy | Yep. |
| 0:35:15 | Student | From dye, wigs. |
| 0:35:17 | Students | … |
| 0:35:20 | Student | Make wigs out of it. |
| 0:35:25 | Tracy | I would – I don’t know. I’m not going to say no, because I know of other societies that dyed wigs, ancient societies that dyed wigs and made them, but I can’t be sure. Okay, so maybe. We’ll go maybe. Sorry. |
| 0:35:42 | Student | Dye: paint. |
| 0:35:44 | Tracy | Yes. |
| 0:35:45 | Student | Pottery: bowls. |
| 0:35:46 | Tracy | Yes. |
| 0:35:46 | Student | Silver: shields. |
| 0:35:48 | Tracy | Yes. |
| 0:35:48 | Student | Timber- |
| 0:35:49 | Tracy | I’m going to go with that being a king, yeah. I’m going to go with it being a king. |
| 0:35:52 | Student | Timber- |
| 0:35:54 | Tracy | Okay. |
| 0:35:54 | Students | … |
| 0:35:56 | Student | Timber: builders. |
| 0:35:58 | Student | From marble, architects. |
| 0:35:58 | Tracy | Ah, I like that! Okay. That’s thinking out of the box. He’s saying, “Well you know, if they’ve got really good carpenters, maybe carpenters would go overseas. Be traded. Or go find work somewhere else.” |
| 0:36:10 | Student | … |
| 0:36:11 | Tracy | That’s really good point. We’ll talk about that in a second. Yep? |
| 0:36:15 | Student | For figs, chefs. |
| 0:36:17 | Tracy | Yep. |
| 0:36:18 | Student | From marble, architects. |
| 0:36:20 | Tracy | Yes, okay. These three guys obviously put their heads together. That is a really interesting point they’ve made. When you become expert in dealing with something, then you become something that can be traded. What happens if someone become really, really good at their job? Maybe somewhere else, they’d say, “We want you.” |
| 0:36:39 | Student | So they’re popular? |
| 0:36:40 | Tracy | They’re popular, yeah. Okay. Yes, Tom? |
| 0:36:43 | Student | For anything, merchants. |
| 0:36:47 | Tracy | For anything, merchants. Well yes, because there are going to be people going over there to do the trade negotiation. Excellent point. Alright, so here’s your homework. |
| 0:36:56 | Students | … |
| 0:36:57 | Tracy | Oh, it’s such hard. homework. |
| 0:36:59 | Students | … |
| 0:37:01 | Tracy | Seriously. If this is the worst thing that happens to you today, you’ve got a fantastic life. Don’t whinge. Alright, homework is: you are going to find three other things that we have evidence of Greece trading. Okay? That’s not hard. And I’m checking Wikipedia, so don’t go to Wikipedia. Okay? Don’t go to the Encyclopaedia Britannica. What you can do is go to Wikipedia, look at the resources down the bottom, and have a look at those resources, okay?  Don’t quote Wikipedia. Don’t quote any encyclopaedia. You go down and look at what they’re sourcing and then go and look at the original sources. Let’s face it: what do you want? Do you want the piece of cake that you get brand new, or do you want the piece of cake that I’ve eaten first? |
| 0:37:56 | Student | Brand new. |
| 0:37:58 | Tracy | Okay, well that’s a bit more like using an encyclopaedia. Yep? |
| 0:38:01 | Student | I have to go to music. |
| 0:38:03 | Tracy | Off you go. Yes, who else has to go to music? |
| 0:38:05 | Students | … |
| 0:38:08 | Tracy | Three things that Greece traded. |
| 0:38:11 | Student | Ancient Greece. |
| 0:38:11 | Tracy | Ancient Greece. Yes, Ancient Greece. Three things that Ancient Greece traded. |
| 0:38:17 | Students | … |
| 0:38:21 | Tracy | Three things that – no, it’s not. As I said, if this is the worst thing that happens to you in your day, it’s a good day. Alright. Just when I’m going to touch it. |
| 0:38:34 | Students | … |
| 0:38:39 | Tracy | Okay. So that was all really interesting though. You were all talking about things that you thought of. Can you think – what would possibly be a really important thing that Greece can trade? Darby? |
| 0:38:59 | Student | Slaves? |
| 0:39:01 | Tracy | Slaves? Yeah okay that’s important. Actually alright, that’s something. |
| 0:39:09 | Students | … |
| 0:39:11 | Tracy | No. |
| 0:39:13 | Student | So, can we like- |
| 0:39:14 | Student | Weapons? |
| 0:39:14 | Tracy | Weapons? Okay, yep. Yep. |
| 0:39:19 | Student | Architects? |
| 0:39:20 | Tracy | Yeah. |
| 0:39:21 | Student | Architects. Philosophers. |
| 0:39:23 | Tracy | Ah. Philosophers. What do philosopher trade – what do they trade in? |
| 0:39:30 | Student | Information? |
| 0:39:30 | Student | Words. |
| 0:39:31 | Student | Philosophies. |
| 0:39:31 | Tracy | Information. |
| 0:39:35 | Students | … |
| 0:39:38 | Tracy | Oh. Thank you. I can hear lots of talking. Some people have got some really interesting – turn it down for a sec – really interesting points that were just made. Okay, who was the one who gave me philosophers? Luke. Good work. Who gave me information? Ryan? Good job. Greece is this amazing place because it trades something really important. Not only to the ancient world, but to the modern world. It trades ideas. |
| 0:40:08 | Student | How did you do that? |
| 0:40:09 | Tracy | I’m magic! |
| 0:40:12 | Students | … |
| 0:40:15 | Student | She used the white thing. |
| 0:40:15 | Tracy | Ah! |
| 0:40:16 | Student | Copyright. |
| 0:40:17 | Student | … and art? |
| 0:40:18 | Tracy | Okay. |
| 0:40:19 | Student | She put white over it. |
| 0:40:20 | Tracy | Oh, don’t reveal a magician’s tricks! |
| 0:40:23 | Students | … |
| 0:40:25 | Student | No, we can. You can’t. |
| 0:40:26 | Tracy | Oh! Okay. What sort of ideas do you think came from Ancient Greece? Now, before you put your hands up, say it to me. As a matter of fact, will we get the textbook out? No. We might leave the textbook there. I want you to sit in a huddle with no more than three people. And I want you to think - |
| 0:40:49 | Students | … |
| 0:40:53 | Tracy | Just move one seat up. Okay? How do you know what to do unless you listen to me, other than making me really, really upset? Okay, I want you to huddle and think. First of all think of the many ideas that you know came from Greece. Okay? And you’ll be surprised how many you already know, but then what I really want you to think about hard is: which one of these ideas is the most important idea?  Now, this is a pretty serious thing to start thinking about. I’m actually going to give you until ten to to do this, okay? You want to open the back of your book and take notes in the back of your book. This will be a good thing to put in the back of your book. Okay? Now, at ten to, I’m not only just going to ask you what your answers are, what you think is most important, I’m going to get you, each group, to stand up individually – actually which groups? I’m going to make a group pattern for each group that will be the first that has to stand up and talk. Darby? Actually you’re on a roll today so we’ll give it to Luke. |
| 0:42:03 | Student | Oh, come on! |
| 0:42:03 | Tracy | Yep, you can go. Yep. Yep. Interesting how many groups are saying- |
| 0:42:07 | Students | … |
| 0:42:09 | Tracy | Okay, boys in the back, who’s going to be – you going to be our talker, Carlo? |
| 0:42:14 | Student | Alright. |
| 0:42:15 | Tracy | Okay. Yep. Which one of you is going to be the talker? So, one, two, three. Seriously, I had to do one, two, three, in front of the camera? Okay. What you’re going to do is you’re going to quietly talk in groups, alright? You’re going to think of as many ideas that came from Greece as you can, and then you’re going to think of which one you think is the most important one and then you’re going to be prepared to stand up and explain why you think that, okay?  Because in history we don’t just want answers like that. We don’t want you to say, “Give me the answer.” I want you to prove the answer. So it’s a bit like, “Show me, tell me,” okay? Hit me on the head. So you tell me your answer – sorry, show me, then tell me your answer, so tell me, show me, okay? Make sure I know it. Okay? So you’re going to tell me your answer but then you’re going to show me why it’s the right answer. Okay? And everyone in the class is going to do this. Every group in the class is going to do this.  Now, because I’ve talked a bit longer because you talked a bit longer, I might give you a little bit more time. See how generous I’m being? You had your hand up for a question, Liam. Or have you forgotten it now? |
| 0:43:30 | Student | Jack just came in. |
| 0:43:32 | Tracy | Jack can join in with that group, that’s fine. Okay? Now, is there any group that would like to go and sit outside on the balcony? I’ll only do it for two groups. You had your hands up first, so you’re working in with that group there? |
| 0:43:44 | Student | Miss, I don’t have a group. |
| 0:43:45 | Tracy | You don’t have a group? Which group would you like to go in? You going with that group? Okay. And let the boys go out there as well. Alright. Off you go. |
| 0:43:54 | Students | … |
| 0:43:57 | Tracy | As many ideas as you can. And pick one important one. |
| 0:43:58 | Students | … |
| 0:44:25 | Tracy | You’re going to tell me what ideas came from Greece, ancient Greece. And then you’re going for the most important one. As a group, you’re going to decide, and then you’re going to give me an explanation why it’s the most important one. Okay? You guys know what you’re doing? Yep? I’m sorry, I got your name wrong. It’s first day back. |
| 0:44:52 | Students | … |
| 0:44:56 | Tracy | So we’re just doing a … You can put your group … intense discussion. Understand what you’ve got to do? Okay. |
| 0:45:06 | Students | … |
| 0:45:20 | Tracy | You guys clear what you’re doing? Ladies? |
| 0:45:23 | Students | … |
| 0:45:26 | Tracy | Sorry? |
| 0:45:26 | Student | ... seeds but they don’t have the … to go with … |
| 0:45:34 | Tracy | Not much in ancient times, because people really came to see … If they saw … they would officially take over an area where it would grow. |
| 0:45:42 | Students | … |
| 0:45:53 | Tracy | Transporting a … of water is definitely an idea. |
| 0:45:56 | Students | … |
| 0:46:00 | Tracy | Yes? |
| 0:45:56 | Student | … |
| 0:46:06 | Tracy | Well, no. |
| 0:46:09 | Students | … |
| 0:46:12 | Student | What about mothers choosing to have babies … what they want. |
| 0:46:19 | Tracy | But that’s not unique to Greece. Think about it, it’s got to be unique. Okay, just had a good point made here. It’s got to be – just to clarify – it’s got to be something that comes fro Greece. So it’s got to be unique to Ancient Greece. Okay? Okay, so mothers choosing to have babies, no. |
| 0:46:39 | Students | … |
| 0:46:51 | Tracy | Sorry? |
| 0:46:54 | Students | … |
| 0:47:01 | Tracy | Yeah, if you … |
| 0:47:03 | Student | Seasons. … |
| 0:47:11 | Tracy | I can’t tell you that. You’re the one – you think they invented seasons? |
| 0:47:15 | Students | ... |
| 0:47:19 | Tracy | So you think they’re the only society that noticed that? |
| 0:47:21 | Students | … |
| 0:47:29 | Tracy | How are we going? |
| 0:47:29 | Students | … |
| 0:47:37 | Tracy | Okay. You guys have come up with some good ideas so far today, so what’s the interesting thing that you came up with? |
| 0:47:46 | Student | Did they invent A plus B equals C? |
| 0:47:50 | Student | No, it’s A plus B squared equals C squared. |
| 0:47:53 | Student | Yeah, they did. To work out the area of a triangle. Work out the size of a triangle. |
| 0:48:00 | Tracy | Mathematical formulas. … More complicated mathematics here, I’ll go with that, okay? But there’s one person who’s really obvious you’re going to mention. |
| 0:48:12 | Student | Archimedes? |
| 0:48:15 | Tracy | Well another one. Yeah, thank you. Especially in year seven, you haven’t done that in year seven. You haven’t done triangles yet in year seven? Okay. |
| 0:48:22 | Students | … |
| 0:48:32 | Tracy | Okay, mathematics per se does not come from Greece, but certain sorts of mathematics come from the Greeks. What was the … people who worked everything out and stuff like that. But certainly one could argue that more advanced mathematics … I can’t say who because some of you are probably doing it in your class. |
| 0:48:49 | Students | … |
| 0:48:52 | Tracy | Yeah, think about it. |
| 0:48:53 | Students | … |
| 0:48:57 | Tracy | And maybe we can even think about why these things are important to know. Yeah. Is it just important to know the mathematics or is there a reason you need to know it? |
| 0:49:10 | Students | … |
| 0:49:15 | Tracy | Yes, it helps you. You’ve got to explain. Yeah, you get it. |
| 0:49:19 | Students | … |
| 0:49:23 | Student | … they invented a vending machine and yoyos? |
| 0:49:27 | Tracy | Ah, no. |
| 0:49:27 | Student | I saw it in like Horrible Histories or something. |
| 0:49:33 | Tracy | I don’t think the yoyo was the biggest idea ever. |
| 0:49:37 | Student | Yoyos are still important! |
| 0:49:41 | Tracy | No. |
| 0:49:41 | Students | … |
| 0:49:47 | Tracy | No. It’s got to be the most important. You’ve got to come up with the most important. That’s what I’m going to ask you about. You’ve got to decide, not me. I’m not going to tell you. |
| 0:49:56 | Students | … |
| 0:50:05 | Tracy | No. |
| 0:50:07 | Student | I told you! |
| 0:50:07 | Students | … |
| 0:50:26 | Tracy | Clever! Go get the textbook. Okay, year seven. Year seven. One – oh, that was impressive. Okay, one group has been clever and they’ve suddenly thought maybe it mightn’t hurt to have one textbook to look at some of the ideas. So maybe the rest of you might want to go and get one textbook. |
| 0:50:57 | Students | … |
| 0:51:03 | Tracy | It’s be cheating if I let one group do it. |
| 0:51:05 | Students | … |
| 0:51:09 | Tracy | It doesn’t mean you’re going to choose the same thing. |
| 0:51:11 | Students | … |
| 0:51:30 | Tracy | You might find that helpful. |
| 0:51:31 | Students | … |
| 0:51:36 | Tracy | You might find that helpful. |
| 0:51:37 | Students | … |
| 0:52:00 | Tracy | Was maths an idea, or was certain sorts of maths the idea? |
| 0:52:03 | Students | … |
| 0:52:07 | Tracy | Clever girl. |
| 0:52:07 | Students | … |
| 0:53:51 | Tracy | Okay, are we ready yet? |
| 0:53:54 | Students | No! |
| 0:53:55 | Tracy | Okay, I am giving you exactly five minutes more. You’ve got until five to. Guys, you’ve got five minutes more. Five minutes. Yes sweetie? |
| 0:54:13 | Student | … |
| 0:54:15 | Tracy | Yes, the one you decide is the most important. You’ve got five minutes. |
| 0:54:20 | Students | … |
| 0:54:29 | Tracy | Anything for us? |
| 0:54:31 | Students | … |
| 0:54:33 | Tracy | And if one – thank you. |
| 0:54:36 | Students | … |
| 0:54:42 | Tracy | Carlo. Carlo. |
| 0:54:44 | Students | … |
| 0:57:26 | Tracy | You’ve got two more minutes. |
| 0:57:29 | Students | … |
| 0:57:45 | Tracy | No. The most important one is the only one you have to do. Two more minutes, so you and the boys get yourselves ready to come back in. |
| 0:57:52 | Students | … |
| 0:58:46 | Tracy | Okay. So, everybody get ready. |
| 0:58:50 | Students | … |
| 0:58:55 | Tracy | In you come. In you come guys. |
| 0:58:58 | Students | … |
| 0:59:17 | Tracy | Yes, I have. |
| 0:59:18 | Students | … |
| 0:59:24 | Tracy | Okay, everyone back at their desks. Ladies, back to your desks. You can stay with your group. Come, back to your desks. |
| 0:59:39 | Students | … |
| 0:59:45 | Tracy | Okay, I can hear lots of heated discussion. There seems to be some definite debate about which one is going to be the most important one. Okay? Excuse me! I can hear you over here. Two out. Okay? Alright, so fair’s fair. I started on the outside last time, so this time I’m starting on the inside. Alright? |
| 1:00:08 | Students | … |
| 1:00:11 | Tracy | Alright, we’ll start with the gentlemen. Okay, so. And your most important idea, let’s put it up on the board. Which one is it? |
| 1:00:22 | Student | The Olympics. |
| 1:00:24 | Students | … |
| 1:00:26 | Tracy | Okay. Excuse me! This is why I said that it was important to have your reasons why. They may have completely different reasons to you. They may have exactly the same. We’ll see. Okay. Excuse me? Are you talking when one of your peers is about to start talking? Not on. Off we go. |
| 1:00:53 | Student | Some people of this common era believe that philosophers have the most impact on the world today of Ancient Greece. But it is obvious that the Olympics are the most important. The Olympics have revolutionised the sporting world. They have inspired athletes to be the very best and go for gold. The Olympics have given athletes the chance to be discovered.  As I, Sarah Opolis, do not take part in any sporting activities, rather, weaving clothes or dying them purple to look imperial. But I do believe that the Olympics have revolutionised the world in a way where I am inspired. People are inspired and most of all, you are inspired to be the very best you are.  Even if it’s just about sporting, the Olympics represent so much more. As it shows will the inspiration to make people proud and most of all, as the Ancient Greeks made … to please the gods and accept that us humans are good enough to be with them. |
| 1:02:06 | Tracy | Thank you. So, we were Sarah Opolis today? |
| 1:02:13 | Student | Yeah, he’s always Sarah Opolis. |
| 1:02:15 | Tracy | Okay. You didn’t have to be speaking as a personality. But I was glad to see that Sarah Opolis has come back from holidays. Okay. Thank you. Year seven. Excuse me. I have – what is my rule about when people are talking? Answering questions and talking? No talking. Alright? They’re standing up and reading, you pay them respect. Off you go. |
| 1:02:47 | Student | As our synchronised crones have said, we thought that the most important idea that the Greeks came up with was the Olympic games. However, we thought that yes, it started out to honour the gods, but it also was a very good way to unite the city itself and then later on to get the countries to unite them to fight and also to just show – to unite and be more, like, united with other countries as well.  Because with war and everything that was going on with other countries, it was a great way just to come together to do something that everyone else could be passionate about, which was sport. So that’s why I think that the Olympic games was a great way to find out for sportsmanship and a great way to unite other countries together. |
| 1:03:45 | Tracy | Okay, thank you. Alright. Who’s going to be the talker? Let me guess. Karen? |
| 1:03:53 | Students | … |
| 1:03:59 | Student | Athenians employed slaves as police to make sure that a free Athenian played fair on the other free Athenian. During court decisions, they were also timed by using a water clock. You can make water clock – I think it’s a smart idea, because you can make water clocks easily. Like, if you use two ice-cream buckets and you can poke a hole in one of them and you pour water in it and the water flows into the other ice-cream bucket. So the police idea still continues right now as we have police. Yes. It’s a smart idea. |
| 1:04:48 | Tracy | It’s alright: if that’s what you think, that’s what you want to say. You don’t have to talk as long as the others, that’s fine. Police is an excellent idea. It’s one that most people don’t’ think about. Well done. |
| 1:04:59 | Students | … |
| 1:05:00 | Tracy | Sorry? |
| 1:05:00 | Student | Police and the water clock. |
| 1:05:02 | Tracy | And the police water clock. Okay. |
| 1:05:04 | Student | The police and the water clock. |
| 1:05:05 | Tracy | And the water clock. So okay, so you couldn’t really come up with one, you said you had to have two. |
| 1:05:11 | Student | They go together. |
| 1:05:13 | Tracy | They go together. Alright. Because they were in the courts. Okay, who’s going to do the talking here? |
| 1:05:20 | Student | Just let me find it. Okay. We thought that the most important thing was the transportation and the movement of water. Like, it goes back to Archimedes where he invented this screw to transport the king’s rainwater up from the dam. So he made this big machine, a wooden screw, and when he turned the handle, the water would transport up the screw and into this kind of long – not spout, but like a trough kind of thing. Like a pipe.  And he was also the one who filled his bath with water up to the rim and he ran the bath and some water flowed out of it. He found out that the amount of water displaced was his body weight, and that revolutionised mathematics I think, and yeah. |
| 1:06:34 | Tracy | That’s good! Excellent. Have you ever stopped to think how important the movement of water is? |
| 1:06:40 | Students | Yep. |
| 1:06:43 | Tracy | I want you to think about it for a second. Count how many times you have used water in some way today. Now, okay Ryan. We’ll do you. How many times have you used water today? |
| 1:06:59 | Student | Like twenty times. |
| 1:07:00 | Tracy | So you got out of bed, you probably went to the toilet. |
| 1:07:02 | Student | Yep. |
| 1:07:04 | Tracy | So you flushed the toilet. |
| 1:07:04 | Student | Yep. |
| 1:07:05 | Tracy | We hope. You washed your hands. Okay. We hope. Did you have something with water in it for breakfast? |
| 1:07:13 | Student | No, but I washed the dish. |
| 1:07:15 | Tracy | You washed the dish? Excellent. Did you have a drink of water? |
| 1:07:20 | Student | Yes. |
| 1:07:20 | Tracy | Okay. Did you have a shower? |
| 1:07:23 | Student | Yes. |
| 1:07:23 | Tracy | Okay. So he had a shower. Okay, so we’re at five before he’s even left the house. Now just, while I’m curious there, perhaps – have you got grass at your house? |
| 1:07:34 | Student | Pardon? |
| 1:07:35 | Tracy | Have you got grass near your house or anything like that? |
| 1:07:35 | Student | Yes. |
| 1:07:37 | Tracy | So probably at some stage you’ve watered it or you’ve washed the car, or something like that. So those sorts of things are additional, but we all know they’re happening every day. May I ask, what did you have for breakfast this morning? |
| 1:07:48 | Student | Weetbix. |
| 1:07:49 | Tracy | Weetbix? Okay, so Weetbix. In the process of making Weetbix, they will have used water. |
| 1:07:56 | Student | Yes. |
| 1:07:56 | Tracy | Yeah, to rinse the grains and stuff like that. Okay, so water’s been used. Wait a sec. We’re going through Ryan’s morning so far. Alright, you had nothing to drink other than a glass of water? Did you fill up your water bottle to bring to school? Okay. No water at school? |
| 1:08:13 | Student | Bubblers. |
| 1:08:13 | Tracy | Bubblers, okay. So you’ve used the bubbler. Okay. So you came to school. How did you get to school? |
| 1:08:18 | Student | Train. |
| 1:08:19 | Tracy | Train. Okay, they don’t use much water I suppose, but someone has cleaned them yesterday, I hope, so they probably cleaned anyway. Alright, so then you’ve walked down to school. Alright. Now, did your mum wash your clothes, or did you wash your clothes? |
| 1:08:30 | Student | Yep. |
| 1:08:31 | Tracy | So they’ve been washed in water. You getting the drift here? Okay, so you came to school. The school’s been washed down while you’ve been away and cleaned. Okay, you’ve had drinks from the bubbler, okay. You might have gone to the toilet again. You’ve washed your hands again; you’ve flushed the toilet, stuff like that. Can you see how many things we use? Even things we don’t think about, like having Weetbix and the grains have been washed in the process and stuff like that. |
| 1:08:50 | Student | What about hash browns? |
| 1:08:51 | Tracy | Hash browns? Its’ the same thing. The potatoes would have been washed at some point. Originally they were real potatoes, they weren’t just those skinny things. Alright, and we hope that when they were cooked, the equipment was also washed down occasionally. Okay. Now. One – I want you to think about the next step. All those things are nice and easy, because how hard is it for you to wash your hands is you turn a tap on. You press the button to flush the toilet, stuff like that. Just imagine that there’s no water transported at all.  Now, a few years – I usually talk about this with year eleven. Remember when – actually in first term, when we were learning about settlement and I said, you know, when I did the London thing and I showed you on a river, they built a village. Why did they … the first place they started that village on a river? Who remembers? Who hasn’t answered a question yet today? Maggie, you haven’t answered a question yet today. Can you answer that one? Why did they build the village on a river? Do you remember? |
| 1:09:53 | Student | I think it was to transport water quicker. |
| 1:09:56 | Tracy | Yeah. So they could get water easier. Yep? |
| 1:10:00 | Student | You could get fish. |
| 1:10:01 | Tracy | And to get fish. Okay. And then trade between other countries. Okay, or other villages. Okay, so water is important. There used to be an ad on TV and it was about donating money to – I can’t remember where it was, but there was a drought with a famine. And it actually had a little girl on there and seven hours of her day were spent getting water for her family. Okay, so she would walk to get the water. Three hours to get the water from the well, and then four hours to walk back. Why was it four hours to walk back? |
| 1:10:34 | Student | Because … |
| 1:10:36 | Tracy | Yes? First time you had your hand up. |
| 1:10:37 | Student | She has the water. |
| 1:10:38 | Tracy | She has the water, and it’s heavy. |
| 1:10:40 | Student | Miss, how many times - |
| 1:10:40 | Tracy | Okay. So how can a society develop if they’ve got to go get water? Does that make sense? Think about it. Because if you’ve got water there or you can transport water without carrying it back and forth, you’ve got more time to develop your society. Think about it. So it’s a really – that is a really important one, so well done, girls. That was a good one. Alright, so we’re on the outside groups. Liam, we’re going to start with your group. |
| 1:11:13 | Student | Our idea was the Olympic games. |
| 1:11:15 | Tracy | Oh, another Olympic games! I think I’ve got a sporty class. |
| 1:11:20 | Students | … |
| 1:11:24 | Tracy | Okay. |
| 1:11:24 | Students | … |
| 1:11:29 | Tracy | Thank you. |
| 1:11:32 | Student | Now, the reason why the Olympics was probably one of the most important things in that society was it was an inspiration for planet earth and sport within planet earth as well. It improved the way we see people now and it has gotten across every four years and many people have contributed to the … |
| 1:11:57 | Tracy | Excellent. Alright, well done. Clap! Yes? |
| 1:12:03 | Student | We also had mathematics. |
| 1:12:05 | Tracy | You also had mathematics. That’s what your second one was, was it? Okay. What time does the bell go for lunch? |
| 1:12:09 | Student | One ten. |
| 1:12:10 | Student | In a few minutes. |
| 1:12:10 | Tracy | One ten. So we will do the other groups on Thursday. Now, the other groups: don’t do any extra work, don’t be unfair. But – unless you want to change from the Olympics, then I’ll let you do that. But what I am going to remind you of is you have a tiny, tiny little bit of homework, alright? So I expect you all to do that. Now, the other thing I wanted to remind you of is: I know most of you got far too many Easter eggs at Easter but then so did I, and I have this big thing of them. |
| 1:12:41 | Students | … |
| 1:12:45 | Tracy | Okay, so turn the film off now! On your way out – year seven. One, two, three, four. Okay. On the way out, if you have no allergies and can eat a chocolate Easter egg, please take one from my desk on the way out. So who knows what you’ve got to do for me tomorrow? Some of you. |
| 1:13:16 | Student | Bring the note in? |
| 1:13:18 | Tracy | You have to bring the note in please, alright? If you haven’t already brought it in. Even if you do not want your face shown or you want your voice heard, you still have to bring the note back and say no. Okay? So that’s all it is. Now, if you’ve got a textbook, can you please put the textbooks back in the cupboard? I didn’t say stand up otherwise. |
| 1:13:38 | Students | … |
| 1:13:46 | Tracy | Okay, for Angus, I’m up to your group, aren’t I? |
| 1:13:48 | Student | Yep. |
| 1:13:48 | Tracy | Okay. What were you doing, by the way? |
| 1:13:50 | Student | Democracy. |
| 1:13:52 | Tracy | Democracy! A different one! Okay! Alright guys, go, just wait a second for these people to get back because I don’t want people to get slammed in the face by the cupboard door. On your way out, if you are not allergic to chocolate, please take me. |
| 1:14:08 | Students | … |
| 1:14:13 | Tracy | Why? |
| 1:14:13 | Students | … |
| 1:14:15 | Student | Thank you. |
| 1:14:16 | Tracy | Close the door please. Off you go. See you later. |
| 1:14:20 | Students | Thank you. |
| 1:14:31 | Tracy | You’ve got such good manners. I’m still getting … |
| 1:14:34 | Students | Thank you. |
| 1:14:37 | Tracy | I like year seven, you’ve got such nice manners. Of course I am giving you chocolate, that’s probably got a say in it. |
| 1:14:44 | Student | Thank you. |
| 1:14:46 | Student | Thank you Miss McTier. |
| 1:14:46 | Tracy | Okay, thank you Liam. Thanks guys. |
| 1:14:48 | Students | Thank you. |
| 1:14:55 | Tracy | How are you going with your task? |
| 1:14:58 | Student | Good. |
| 1:14:58 | Tracy | Who did you choose in the end? |
| 1:14:59 | Student | Archimedes. |