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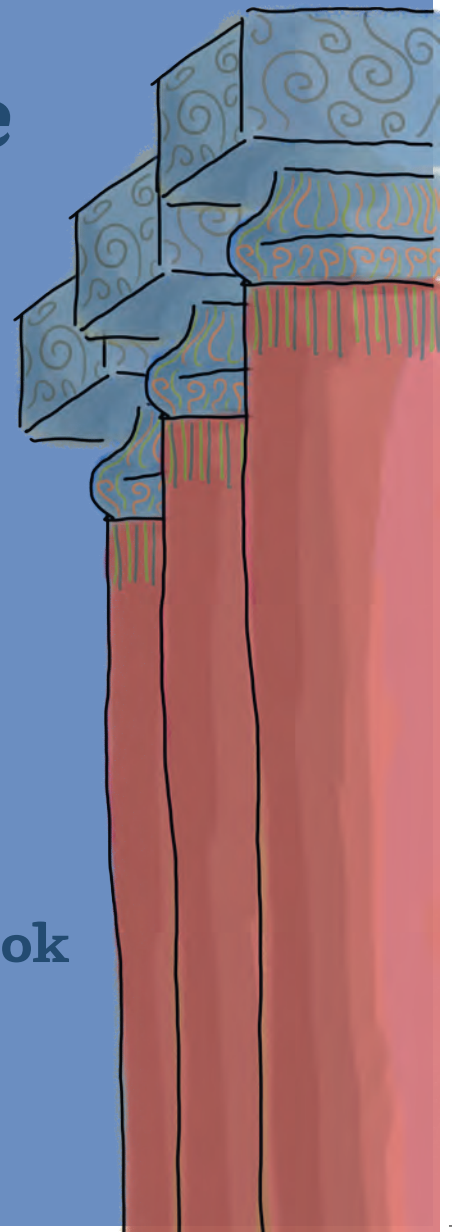
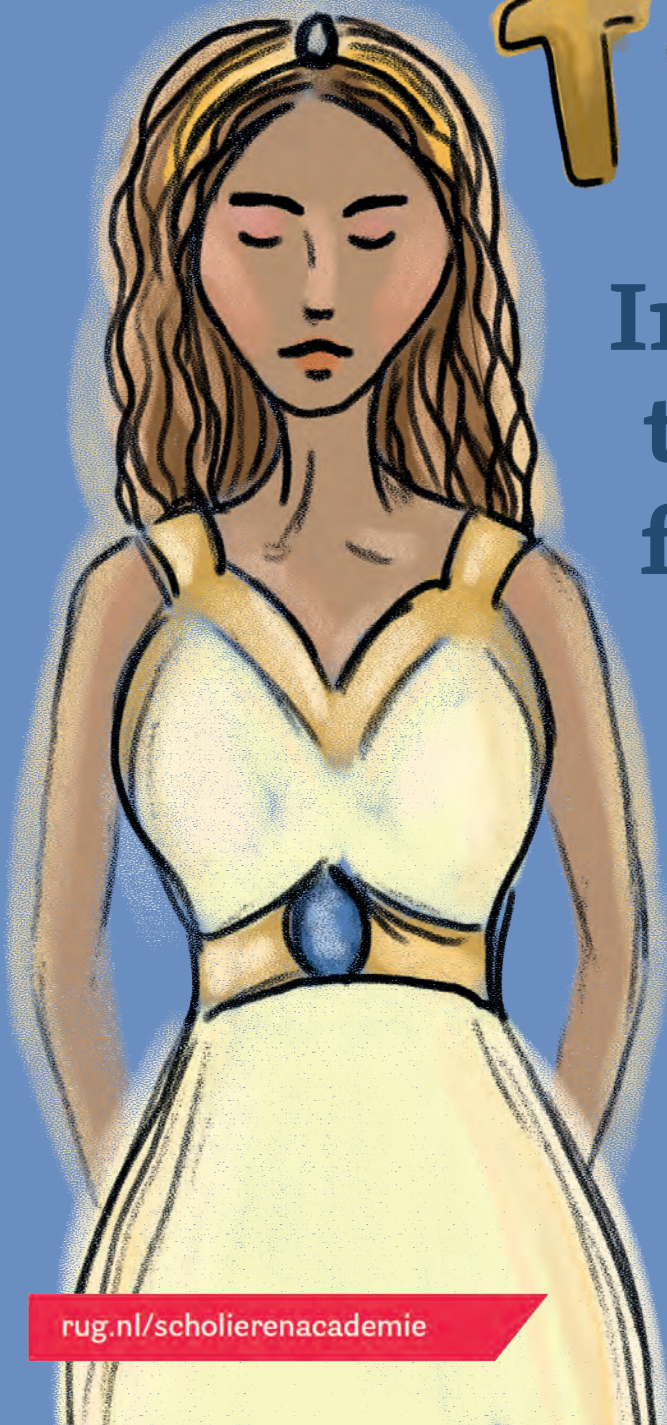
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BRave OR foolish

Investigate
 the voices
 from Troy

Student Workbook

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This lesson package consists of the following resources:

- Teacher's guide
- Student workbook
- Animation video
- Interview with a researcher
- PowerPoint presentation

All materials are available at www.rug.nl/lespakketten.

This educational material was created by a multidisciplinary team within the **Scholierenacademie (Pre-University Academy)** of the University of Groningen. During development, the Scholierenacademie collaborated with researchers, exchange teachers, and secondary school teachers to create accessible educational resources about classical antiquity.

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For more information about the CITADEL project, see the back cover of this publication.

Target Audience and Level

This material is designed for lower secondary students at grammar schools.

Contact and Feedback

For questions, comments, or suggestions, please email: scholierenacademie@rug.nl

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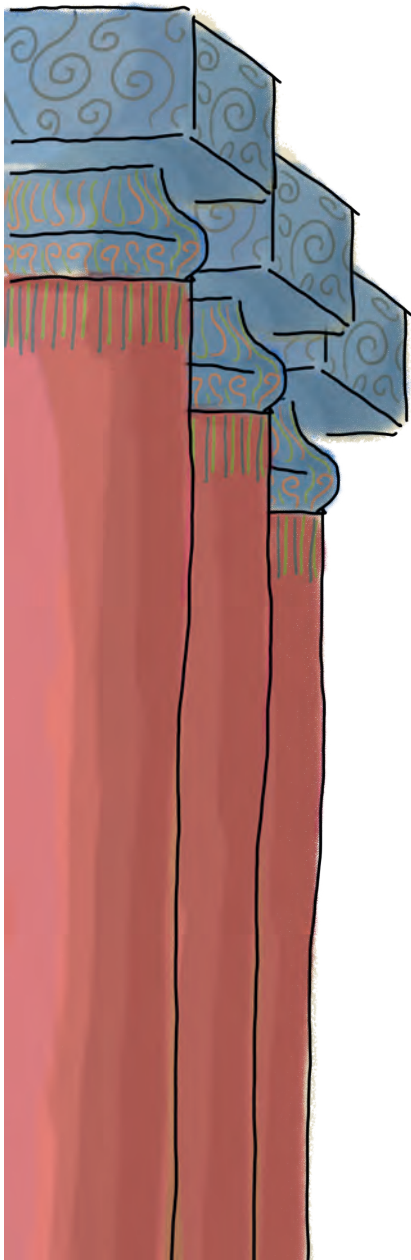
Introduction

Have you ever heard of The Iliad? The Iliad is a world-famous story from approximately 750 BC. It is an epic tale about the Trojan War, the greatest conflict of ancient Greece.

In this workbook, you'll explore who played a leading role in *the Iliad* and which characters are barely mentioned. Some characters are portrayed as foolish— but is that fair? What happens when you look at the story from their perspective? Could they actually be brave after all?

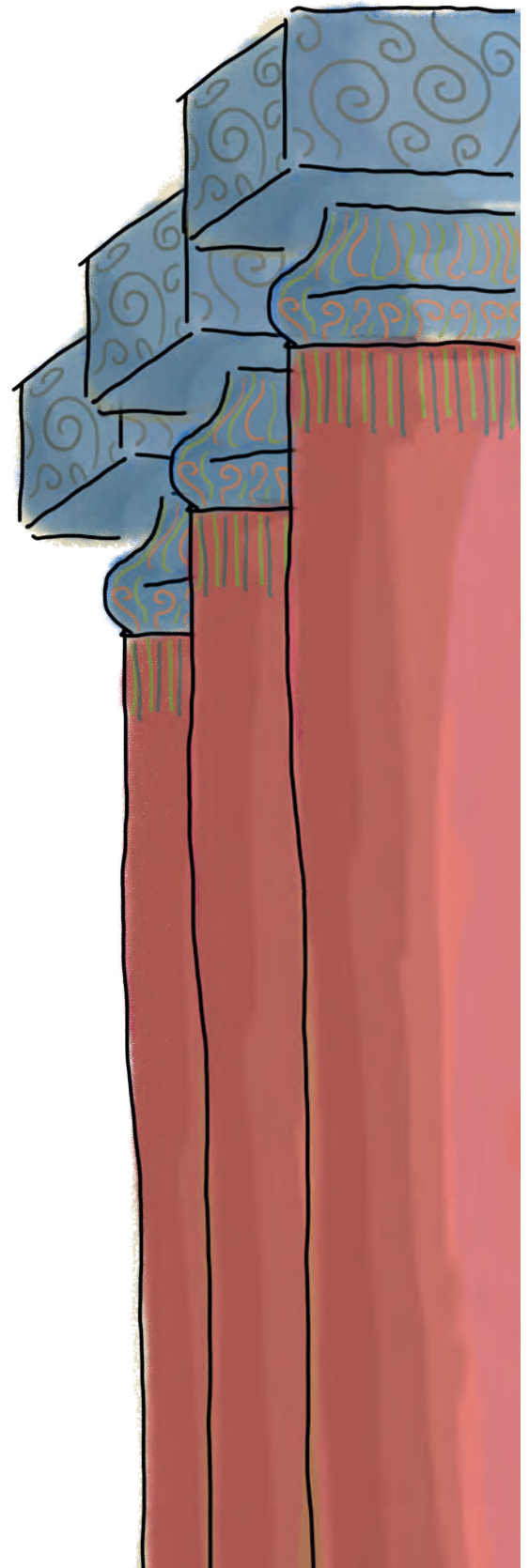
The assignments in this booklet help you step into different sides of a story. This way, you'll learn to understand others better—not just in stories, but in real life too.

Enjoy the tasks!



Contents

Section 1: <i>The Iliad</i>	4
Assignment 1: <i>The Iliad</i>	4
Section 2: Perspectives	8
Assignment 2: Perspectives in <i>the Iliad</i>	8
Assignment 3: Give them a voice!	10
Section 3: Retellings	12
Assignment 4: What does a classic researcher do?	12
Assignment 5: Creative retelling	12
Section 4: Modern relevance	14
Assignment 6: Living links	14
Assignment 7: Timeless themes	16
Section 5: Personal judgement	18
Assignment 8: A personal message	18
Assignment 9: What did they think of the war?	19



Section 1: *The Iliad*

Assignment 1: *The Iliad*

☐ I can mostly retell the story of *the Iliad*.

1. Below are fragments from *the Iliad* in a random order. Put them in the correct sequence and write the order here:

..... → → → → → →

1. The Trojan war

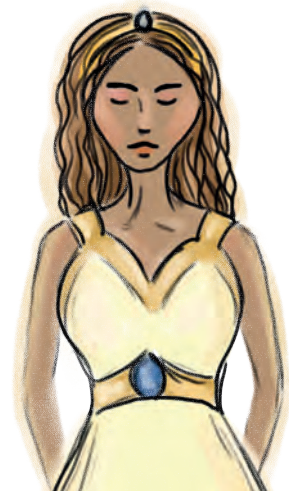
- When *the Iliad* begins, the war has already lasted nine years.
- *The Iliad* starts with a quarrel between the Greeks Agamemnon and Achilles. Achilles, the strongest hero, refuses to fight because he feels disrespected by Agamemnon.
- At the end of *the Iliad*, Achilles rejoins the battle and kills Hector, the strongest Trojan warrior.
- *The Iliad* does not describe how the war ends—namely, with the Trojan Horse trick. Does anyone know this story?

2. Helena

At the start of *the Iliad*, Helen is mentioned:

“No wonder the Trojans and well-armed Greeks suffer so long for a woman like her: she is truly the image of a goddess!”

For the Greeks, the story was so familiar that it didn’t need to be fully told. For us, it’s less well-known. That’s why it’s useful to know how it all began: the story starts at a wedding.



3. Eris and the golden apple

Eris is the goddess of strife. It makes sense you wouldn't want her at your wedding!

But... Eris decides to come anyway. And, of course, she causes trouble. She throws a golden apple into the crowd.

The apple is inscribed: "*For the fairest.*"



4. The wedding of Peleus and Thetis

The sea goddess Thetis married the mortal king Peleus.

This was unusual, as gods rarely married humans! Their famous son was the hero Achilles.

All the gods were invited to the wedding—except Eris.

5. The abduction of Helena

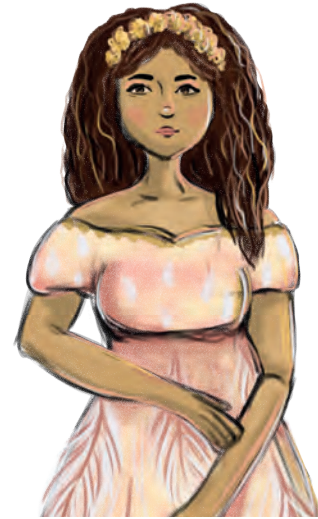
- Helen, the most beautiful woman in the world, lives in Sparta and is married to King Menelaus.
- Paris travels to Sparta and, with Aphrodite's help, takes Helen to Troy.
- In some versions of the story, Helen goes willingly; in others, she is forced.

6. The judgement of Paris

The three goddesses try to persuade Paris by offering him a reward if he names them the “fairest”:

- Hera offers him power over all of Asia.
- Athena offers him wisdom and military glory.
- Aphrodite offers him the most beautiful woman in the world.

Paris chooses Aphrodite.



7. The Greeks Come to Helen's Aid

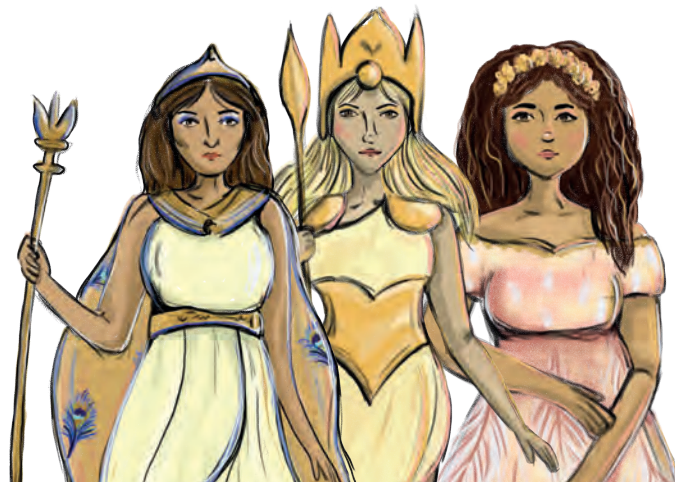
- Before Helen married Menelaus, many Greek men had also wanted to marry her.
- They had sworn to help each other if Helen ever suffered injustice.
- Now, a great Greek army sailed to Troy to bring Helen back.

8. The three goddesses

Three goddesses believe they are the fairest and deserve the golden apple:

- Hera, goddess of marriage and wife of the king of the gods, Zeus.
- Athena, goddess of wisdom.
- Aphrodite, goddess of beauty.

The goddesses ask Zeus to choose the fairest. Zeus, knowing this would cause a huge quarrel, asks the Trojan shepherd Paris to decide—since he is known for his honesty.



2. Who are the most important characters in *the Iliad*? Write them down here:

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3. What do you think of the story of the golden apple and the “prize” Paris receives for his choice?

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4. What have you learned about *the Iliad* that you didn’t know before?

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Section 2: Perspectives

Assignment 2: Perspectives in *the Iliad*

☐ I can identify perspectives in *the Iliad*.

Watch the animation video about perspectives (in Dutch). Then, read the following excerpts from *the Iliad* and answer the questions.

Excerpt 1: Agamemnon Takes Briseis Away

Context: The Greek leader Agamemnon and the Greek hero Achilles are arguing. Both men had taken a Trojan woman as war spoils. Agamemnon had Chryseis, but he had to give her back. Achilles had Briseis, but now Agamemnon believes he deserves her since Chryseis is gone.

This was the agreement in the camp. But Agamemnon, the leader of the Greeks, did not let Achilles' anger or threats stop him. Instead, he said to his loyal servants, Talthibius and Eurybates: "Go to Achilles' tent and take the girl Briseis, with her fair cheeks, away. If Achilles refuses, I will come myself. He will regret it." So, reluctantly, Talthibius and Eurybates walked to Achilles' camp. They found him sitting in front of his tent, looking unhappy. The servants stood still, too afraid to speak or ask anything. Achilles already knew why they were there and said to them: "Greetings, servants, messengers of Zeus and the people, come closer. You've done nothing wrong to me. But I blame Agamemnon for sending you to take Briseis. Patroclus! My dear friend, bring the girl out and let them take her. But understand this: if they expect me to defend them in this terrible battle, they're completely mad. They don't realise what awaits them or what they must do to survive this fight."

1. Which characters are speaking in this passage?

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2. Which characters are mentioned in the story but do not speak?

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3. How do Talthibius and Eurybates feel as they go to Achilles?

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4. Can we know how Briseis feels?

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5. What emotion might Achilles be feeling when he says, "My dear friend, bring the girl out and let them take her"?

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Excerpt 2: Helen Talks to Hector About Paris

Context: Helen is a Greek woman who ended up in Troy with Paris. This situation sparked the war between the Greeks and the Trojans. Hector, Paris' brother, is a strong warrior during the war. Before this passage, Hector told Paris he needed to fight more. Helen speaks to Hector while Paris prepares for battle.

Helen addressed Hector: *"Paris is not brave, and he never will be. That will haunt him. But, brother-in-law, come inside and sit down. You carry the burden my shameless behaviour and*

Paris' blind love have caused. Zeus gave us a wretched fate, so our story will be told forever." But mighty Hector replied: *"Do not ask me to sit down, Helen, even if you mean well. You cannot persuade me. I want to defend the Trojans who now don't see me on the battlefield. Let Paris hurry so he can still see me before I go back to fight. I need to go home first to see my dear wife and son. I don't know if I'll ever see them again or if the gods will let me die at the hands of the Greeks."*

6. Helen and Hector are talking about Paris. What does Helen think of Paris? What does Hector think of Paris?

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7. How would you describe Hector's character?

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8. What difference do you notice between Briseis in Text 1 and Helen in Text 2?

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Assignment 3: Give them a voice!

- ☐ I can empathise with a character who barely speaks or is not quoted in the original story.
- ☐ I can explain the effect of changing perspectives on the reader.

In *the Iliad*, the focus is mostly on powerful men like Agamemnon and Achilles. We rarely hear about the thoughts and feelings of characters like Talthybius, Eurybates, Briseis, or Patroclus.

Your task

Write a conversation that follows on from the scenes you’ve just read from The Iliad. Choose one of the following options:

- a. A conversation between Talthybius and Eurybates as they walk to Achilles’ tent.
- b. A conversation between Achilles, Briseis, and Patroclus before Talthybius and Eurybates arrive. Remember, Achilles already suspects he will have to give up Briseis.
- c. A conversation between Talthybius, Eurybates, and Briseis as they walk from Achilles’ tent to Agamemnon’s tent.

Requirements

- The conversation must fit the situation in the original story. For example, Talthybius and Eurybates cannot suddenly be happy about the task Agamemnon gave them.
- Don’t just write what the characters say—also describe what they think, feel, and show through their body language. Put yourself in their shoes: what would you think, feel, and show if you were in their situation?
- Make the conversation realistic. Two heralds will likely talk differently to each other than a Greek hero to a captured girl.
- Use your creativity and imagination: these characters haven’t had a voice yet—you’re giving them one now.
- Aim for about 200 words.

Here’s the first line to help you get started:

- a. Talthybius and Eurybates reluctantly set off towards Achilles’ tent.
- b. Achilles and Briseis sat in silence, staring at each other.
- c. Briseis left Achilles’ tent first, followed closely by Talthybius and Eurybates.

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A cartoon-style illustration of a woman with long, wavy red hair, shown in profile from the chest up. She is facing left and has her mouth open as if speaking. Several short, curved lines radiate from her mouth, indicating sound or breath. She is wearing a blue garment. The background is white.

Section 3: Retellings

Assignment 4: What does a classics researcher do?

☐ I can explain what a researcher of classical antiquity

1. Think about what you believe a researcher of classical antiquity does. Write down all the activities you can think of on separate sticky notes. Place these on the left side of your desk.
2. Look at the research cycle on the board. Move the sticky notes that match the research cycle to the right side of your desk.
3. Watch the video. If you hear or see anything that matches your sticky notes, move those notes from the left side to the right side of your desk.



Assignment 5: Creative retelling

☐ I can empathise with a minor character from *the Iliad* and express this creatively.

In this assignment, you will choose a minor character from *The Iliad* and retell their story in a creative way. Answer the following questions:

1. Which minor characters do you know from *The Iliad*?

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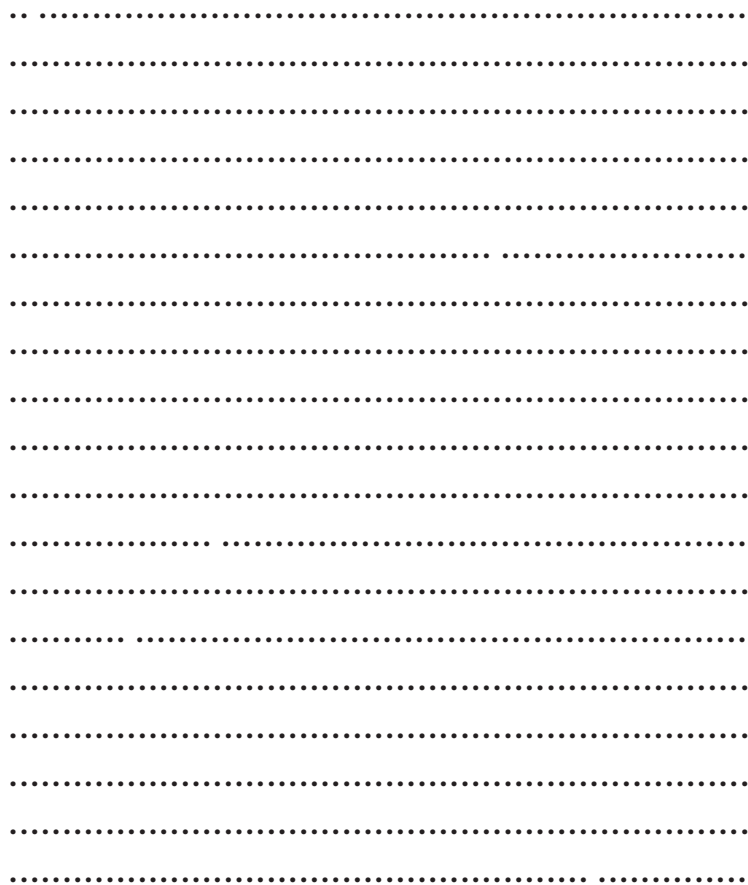
2. Which character would you like to know more about? Gather information about this character.

3. Choose one of the following tasks and complete it:

- a. Write a diary entry from the perspective of your chosen character.
- b. Write or create a video where your chosen character is interviewed (write questions and answers) and make their view on the story clear.
- c. Design the cover of a book about your favourite Greek myth, but with a minor character as the main focus. Invent a title and subtitle, create an eye-catching image for the front, and write a compelling blurb for the back cover.
- d. Write an alternative story where your chosen character plays the leading role or is the hero.

If you'd rather write from the perspective of a hero, choose a perspective that highlights their flaws. Explore the human or less admirable traits of this supposedly "ideal" figure.

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[illegible]

Section 4: Modern relevance

Assignment 6: Living links

☐ I can connect ancient classical works to modern-day emotions.

You will be given a fragment from The Iliad or another classical work by your teacher.

1. Choose one character from the fragment you just read. Think about an important moment for this character in the passage. At what point does the character feel a strong emotion? How would you describe that emotion?

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2. How would you feel if this happened to you? Write about a situation in your own life where you have felt a similar emotion.

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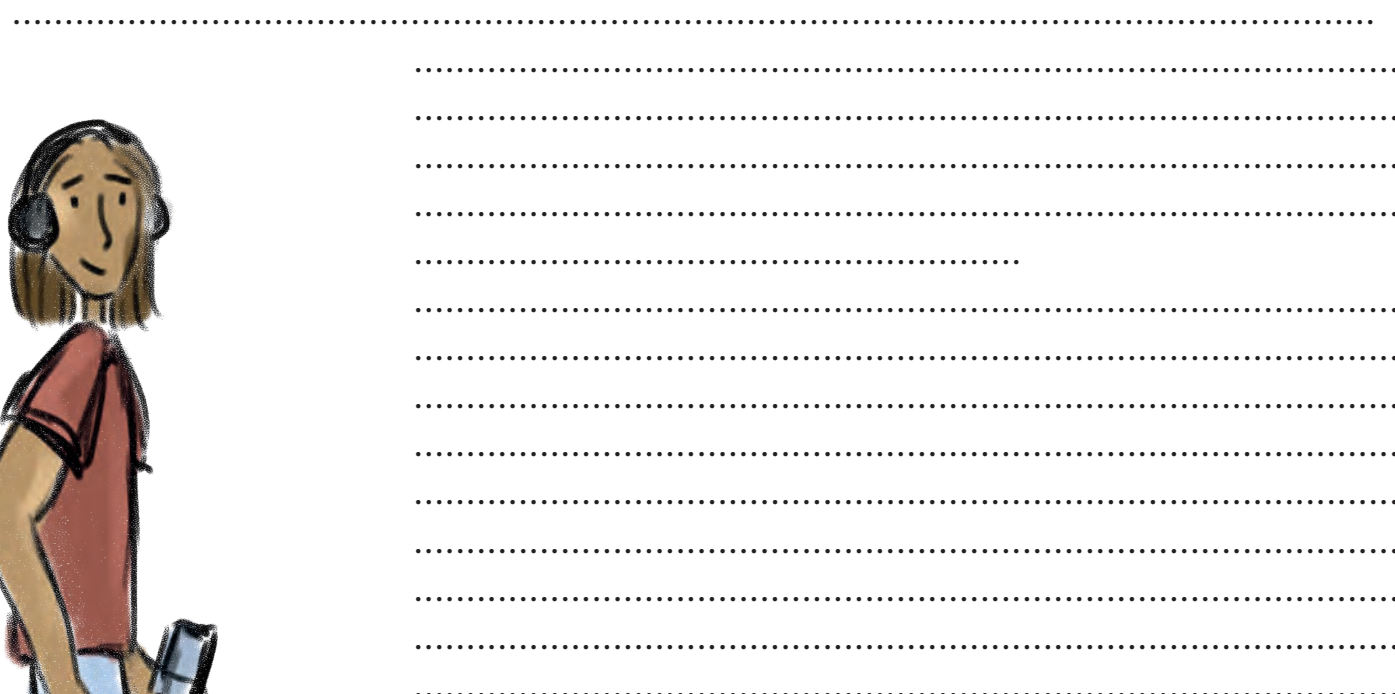
3. Write down a specific thought the character might have in their own words.

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4. Choose one of the following tasks:
 - a. Create a playlist of music that fits the character and their emotions or situation.
 - b. Make or choose an artwork that expresses the character's emotions or story.
 - c. Write or choose a poem that matches the character's feelings or experiences.



[illegible]A cartoon-style illustration of a person with brown hair, wearing a red t-shirt and a black headset with a microphone. They are holding a black device, possibly a tablet or a small screen, in their right hand. The person is standing on the left side of the frame. To their right is a large sheet of white paper with horizontal lines, resembling a notepad or a document. The lines are evenly spaced and extend across the width of the paper. The background is plain white.[illegible]

Assignment 7: Timeless theme's

☐ I can explain why *the Iliad* is still relevant today.

I can explain why *the Iliad* is still relevant today.

1. With your class, read a fragment from *the Iliad*.

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2. Which themes from *The Iliad* are still or newly relevant today?

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3. As a class, choose one theme. Use your answers to questions 1 and 2 to help you decide.
Chosen theme:

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4. Each group member individually finds a newspaper article, a short YouTube clip, a book, or a film that features your chosen theme. Together, choose which article/clip/book/film you will use for this task.

Title of chosen article/clip/book/film:

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5. Write a few sentences about what your chosen article/clip/book/film is about.

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6. Write down how your chosen theme appears in *the Iliad* and in your article/clip/book/film. Make a list of (at least three) similarities and (at least two) differences.

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(Space for notes and responses.)

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7. Present your findings to the rest of the class.

Section 5: Personal judgement

Assignment 8: A personal message

☐ I can form an opinion about a character's actions in *the Iliad*.

You will be given a fragment from *the Iliad* or another classical work by your teacher.

1. Choose a character you have strong feelings about—whether you relate to them, feel sorry for them, are extremely annoyed by them, or even disgusted by them. List what this character has done or experienced.

Character:

What has this character done?

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2. Think about the following questions:

- What does this character value most in life? What are their core beliefs?
- Do they act according to these values?
- What dilemmas does this character face?
- What was your first impression of this character? Has this changed during the lessons on *the Iliad*?

3. Send a personal message to your character. In it, tell them what you think about how they acted in the story. Give them advice as well. Finally, ask them a question about their behaviour. (You can even suggest the answer: "*Or did you do this because...?*")

Be polite. Imagine a real person with real feelings is receiving your message.

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Assignment 9: *The Iliad* from multiple perspectives

- ☐ I can explain that different characters in *the Iliad* viewed the Trojan War in different ways.

This assignment is to be completed in groups. Your teacher will assign the groups. You will fill out a poster with your group.

1. Together, choose four characters from *the Iliad* and write their names on the poster. Then, in each thought bubble on the poster, write how each character might have viewed the Trojan War. Make sure you know enough about the character, so do some extra research if needed.
2. When your poster is ready, one group member will walk around to the other posters and tell their groupmates what they saw. Based on this, adjust your own poster. Repeat this until your teacher indicates that time is up.







