

I t's All Greek to Me

Diane Jackson Schnoor, WVPT

Overview

Topic: The culture of Ancient Greece, including geographic features, government, music, art, theater, agriculture, architecture, religion, sports, and the roles of men, women, and children. Students will conduct a WebQuest investigation of life in Ancient Greece, cement their understanding of the culture using the video, and develop and present a final project for the class museum.

Length of Lesson

5 60-90 minute class periods

Video/Technology Hardware & Software

Great Cities of the Ancient World #3, Ancient

Athens (This program is also useful for an extension activity about the Greek agora)

The Voyage Back in Time: Ancient Greece and Rome website

<www.richmond.edu/~ed344/webunits/greecerome/civ.html>

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Ancient Civilizations #1, The Beginning Is in the End

Ancient Civilizations #3, Safekeeping (Greek agora/ market Extensions)

My First Amazing World Explorer CD-ROM, published by DK Multimedia (Extensions)

VCR and television

a computer lab with access to the World Wide Web (should be one computer available for each student pair, although the lesson can be modified to allow students time to complete the activity on a single classroom computer)

Web Applications

Students will complete a WebQuest to research basic information about Ancient Greece.

Learning Objectives

The student will be able to:

- explain the term “civilization” and describe the ancient civilization of Greece, in terms of geographic features, government, agriculture, architecture, music, art, religion, sports, and roles of men, women, and children (Va. SOL History and Social Science 3.1)
- use the World Wide Web, video, and a variety of texts to research Ancient Greece, write a report about their topic, and develop and present a project about their topic to the class as part of the class museum on Ancient Greece (Va. SOLs English 3.1, 3.2, 3.4, 3.5, 3.7, 3.8, 3.10; Computer/Technology 5)

Materials and Teacher Preparations

Prior to this lesson, bookmark websites used in the WebQuest (see Online Activities) on student computers.



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It's All Greek to Me

For the teacher:

- computer with World Wide Web access and presentation capabilities
- a big box with a lid for the class “civilization time capsule”
- a permanent marker
- flip chart paper and markers
- masking tape

For each student:

- paper and pencil for writing assignments
- 1 copy of the Ancient Greece WebQuest sheet (attached)
- an old magazine that can be cut up for the time capsule (e.g., *Newsweek*, *National Geographic*, *Time*, *Life*, *Sports Illustrated*)
- a pair of scissors
- glue
- crayons or markers

For each pair of students:

- a shoebox
- materials for constructing a shoebox exhibit for the Ancient Greece museum (e.g., modeling clay, markers, construction paper, yarn, fabric scraps, popsicle sticks, poster board, clean and empty milk cartons from the cafeteria, tape, pipe cleaners, aluminum foil, scissors, glue, crayons, etc.)

Preparatory/Pre-Viewing Activities

1. The night before beginning the activities, ask each student to bring in one item that tells the class something about his or her life or hobbies. The item should be something that can remain in the classroom for the duration of the lesson (about one week).
2. Give each student a magazine, a pair of scissors, a piece of construction paper, and glue. Have the students write their names in the middle of the construction paper. Ask them to cut out pictures of at least five things that would help a friend get to know them better. The things they cut out might be activities they enjoy (e.g., soccer), movies or television shows they like, books they read, music they listen to, games they play, clothes they wear, things they want to be when they grow up, etc. Have them glue

the pictures to the piece of construction paper.

Explain that they will be presenting these “All About Me” papers and their sharing items to the class.

3. Give each student 2-3 minutes to talk about his/her “All About Me” paper and sharing item. As the student shares the paper, write down the things he/she names on a piece of flip chart paper. When the student finishes, have the child put his/her name on masking tape, put the masking tape on the object, and place the sharing object in the large box, which will later serve as your class time capsule.

4. When all students have finished sharing, have them look at the words you have written on the flip chart paper. Ask the students if they can see ways to fit the words together so that they make sense (i.e., all the movies go in a category labeled movies). Give students 15 minutes to work in pairs to try to come up with new ways of grouping these words. Ask them to share their categories with the rest of the class. As the pairs share, write down their categories on another piece of flip chart paper. Explain that there are many ways students could choose to group these words, but that the class is going to work with the 5-10 most common categories.

5. Using the 5-10 most common categories agreed upon by the class (e.g., entertainment, books, sports, etc.), sort the original activities enjoyed by the students. Write down the new list on a third sheet of flip chart paper. Look at the categories and activities and ask students what these lists tell them about the class. Challenge the students to think about what the activities they picked tell them about themselves as a group. What kinds of things does the class enjoy reading? What kind of games does the class enjoy playing?

6. Write the word “civilization” on the board. Ask if anyone in the class knows what that word means. Explain that the categories and lists they have worked together to create tell us quite a lot about this classroom as a civilization. Give them another chance at guessing what a civilization is, based on the lists they have just generated.

Focus for Viewing/Other Technology

Put a sign on the box which will serve as a time capsule for your classroom. (Label sign "The Third Grade Time Capsule for 20XX.") Tell the students that this box contains items that are important for understanding their daily lives. If you buried the box in the schoolyard, archaeologists a hundred, or even a thousand years from now, might be interested in studying the contents to learn about life and our civilization at the end of the 20th century. Today we are going to go back in time to learn about another civilization, that of the Ancient Greeks.

Pause vs. Stop

When using a video interactively with students, teachers need to decide when to use **PAUSE** and when to use **STOP**. **PAUSE** the video when the anticipated discussion or activity will take less than two minutes. **STOP** for longer periods. Pausing for too long at one time can cause video heads on the VCR to become clogged which may require cleaning to correct.

Viewing and Online Activities

Viewing Activities:

1. FAST FORWARD *Ancient Civilizations* #1 approximately 45 seconds to the picture of an ancient map of SUMER that has a temple ruin on the screen. The narrator has just finished saying, "That's where archaeologists have been digging for years." **FOCUS:** Tell students that they are going to listen for a definition of a civilization. Ask them to pick out the main parts of the definition shown in the video and to think about how that definition is the same or different from the class definition they just created. **PLAY. STOP** after the narrator says, "By writing for instance." Ask: What does the first part of this definition of civilization include? (ability to pass on culture by writing) How else can culture be passed on from one generation to the next? (e.g., books, computers, movies) Did you come up with examples in your own class civilization activity?

2. FOCUS: Ask the students to listen for the second part of the definition of civilization and to compare that definition to their own examples. **RESUME** the tape. **STOP** after the narrator says, "Now we're getting somewhere." Ask: What is the second main part of the video's definition of civilization? (an urban environment or city) How is that similar to the ideas you came up with about a civilization? How is it different?

3. Ask: Is our classroom a civilization? Why or why not? Is it part of a civilization? If so, what civilization is our classroom a part of? Why or how do you know? What do the activities you've listed tell us about life in our civilization? Allow time for class discussion.

Focus for Online Activities:

We've talked about the things that tell us something about the civilization in which we live. Now I want you to imagine that you are archaeologists. Your job is to figure out what life was like thousands of years ago in the time of the ancient Greeks. What kinds of things would you want to know about them? What kinds of clues would you need to find to learn more about their civilization and the way they lived their lives? Write down student ideas on the board.

Today, you will be working with a partner on a WebQuest that will transport you back into Ancient Greece. A click of the mouse will help you investigate all aspects of life in Ancient Greece, from the food they ate to the sports they played. To help you with your investigation, I am providing you with a list of questions you will need to answer while exploring this website. You will use this information later as you and your partner select a topic to teach the class about. As archaeologists, you will be writing a short report and making an exhibit for our class' museum about Ancient Greece. When you and your partner have finished your preliminary investigation of Ancient Greece, you may continue exploring any of the topics about Ancient Greece found in this website only.

Online Activities:

1. Bookmark the website *The Voyage Back in Time: Ancient Greece and Rome* ahead of time.

<www.richmond.edu/~ed344/webunits/greecerome/civ.html>.

2. Give each student a copy of the Ancient Greece WebQuest. Explain to students that they are to stay within the bookmarked website only. In that site, they will be exploring the topics under Ancient Greece. Students should follow the directions in bold on their WebQuests. If one topic is busy, they can skip ahead to another topic and come back to it.

3. Circulate among the student pairs as they work to complete their WebQuests. Answer any questions that might arise and be available to help them navigate the website. NOTE: For this activity, it is useful to pair stronger readers with weaker readers.

4. If students finish early, allow them time to explore topics that interested them while they were completing their WebQuests. This extra exploratory time will be useful when they pick their topics for the class museum.

5. When all student pairs have completed their WebQuest research, discuss the answers they found. Were there any special areas of interest that came up for them? Were there any questions that the website raised? Based on what the students learned from the WebQuest, what can they now hypothesize or guess about life in Ancient Greece? Some questions to pose for class discussion: Why do you think boys and girls learned different skills? Why were the Olympic games important to the people? Why do you think the Ancient Greeks believed in many gods and goddesses?

6. Ask the students to write a paragraph comparing life in the ancient Greek civilization to life in their own civilization. Give the students time to share their ideas in small groups or as a class.

Focus for Viewing:

Tell the students that they will now use their archaeological WebQuest research to see how many aspects of Greek life they can identify. Say: In the video you are going to watch, you will be asked to apply what you know to what you see. I am going to play the video without sound and I want you to see how many things you can remember from your WebQuest in the video.

Viewing Activities:

1. **PLAY** *Great Cities of the Ancient World* #3 from the beginning **WITHOUT SOUND**. **STOP** the video clip when the entire screen is covered in yellow sand. Tell the students to write down as many things as they remembered seeing from the video clip. If necessary, **REWIND** and **REPLAY** the video clip without sound to give them a second chance to try to identify things they remember about Ancient Greece. Discuss with the students the types of things they wrote down and observed. Students may recall seeing such things as theater, temples, columns, Acropolis, mountains, rocks, ocean, soldiers, shields, statues, Parthenon, Olympics, gods or goddesses, and art.

2. **FOCUS:** Now I am going to rewind the video clip and play it with the sound. I want you to look for how your observations compare with what the narrator is saying. How were the things you noticed the same or different from the things the narrator says they are? Why do you think that is? **REWIND** and **REPLAY** the video clip **WITH SOUND**. **STOP** at the same point. Discuss the students' observations and how they compared with the narration.

Post-Viewing and Online Activities

1. Have each student pair select a topic about Ancient Greece for further research. Topics may include geography, government, arts, music, theater, mythology, sports, agriculture, architecture, or roles of men, women, and children.

2. Students can use the Ancient Greece website (<www.richmond.edu/~ed344/webunits/greecerome/civ.html>), the school library, *My First Amazing World Explorer* CD-ROM, or an online encyclopedia for conducting their research. They should look for at least 5-10 interesting facts that they could share with the class.

3. Have each member of the student pair write a descriptive paragraph about their topic.

4. Give each student pair a shoebox for creating their museum exhibit. Before they begin work, have them

draw a sketch of what their project will look like. They can use the following materials (modeling clay, markers, construction paper, yarn, fabric scraps, popsicle sticks, poster board, clean and empty milk cartons from the cafeteria, tape, pipe cleaners, aluminum foil, etc.) to construct their project.

5. When the project is completed, have student pairs share their exhibit and their research with the class. Display the exhibits and paragraphs in a class museum and invite other classes to view it.

Assessment

Assess students on their paragraph comparing and contrasting their civilization with Ancient Greece, their completed WebQuests, and the accuracy and completeness of their research paragraphs and shoebox exhibits.

Action Plan: Culminating Activities

1. Invite a member of the community who is Greek or who has visited Greece to come in and talk with the class about their experience.
2. Take a tour around the school and try to find examples of things that have been influenced by the Ancient Greeks (e.g., the architecture, the food served in the cafeteria, the system of schooling, artwork, etc.).
3. Invite a member of the state legislature to come in and talk to the children about your state's system of government. Have the students compare and contrast their government with that of the Ancient Greeks.

Extensions

Social Studies/Math/Economics: Students can develop their own Greek agora or market. *Great Cities of the Ancient World* #3 has an excellent video clip about the agora. (Zero the counter at the beginning and **FORWARD** about five minutes to a picture of a black haired woman with red lips at the

audio cue, “they tinted their lips red.”) **PLAY** the clip about the agora and **STOP** the video after the pictures of food (“of course there were also figs, olives, and grapes”). Students can make a variety of crafts (jewelry, headbands, writing tablets, abacus, masks) and food (grapes, pita bread, feta cheese, baklava) to sell at the agora. Students can make Greek costumes out of old sheets and invite other classes to buy their products. Resource books for craft ideas include *Greece: Ancient Civilization Series* by Vicky Shiotsu, *Growing Up in Ancient Greece* by Chris Chelepi, and *Spend the Day in Ancient Greece: Projects and Activities That Bring the Past to Life* by Linda Honan.

Social Studies/Physical Education: Stage an Olympic games using different teams (i.e. Sparta, Athens, Olympia). Include an opening ceremony, the lighting of the torch, sporting events (discuss toss, relay races, sprints, hurdles, javelin toss, etc.), and a closing awards ceremony. Students can research the first Olympic games and help make the olive wreaths for the victors.

Social Studies/Language Arts: Have students select a god or goddess for further study. They should draw a picture of their god or goddess and write a paragraph about what their god or goddess did. In small groups, have students read myths. They can select a myth to perform for their peers.

About the Author

Diane Schnoor

Diane Jackson Schnoor teaches third and fourth grade at Clark Elementary School in Charlottesville, Va. She earned her Master's in Teaching from the University of Virginia and her Bachelor of Arts degree in political science and communication from the American University. Prior to becoming a teacher, Diane served as Program Officer and acting Executive Director of the North Carolina AmeriCorps program. She was the grants officer for the DC Service Corps and she organized a national lobbying campaign for the passage of the national service legislation that created AmeriCorps.

A publication of the 1999-2000 NTTI—Virginia

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EXPLORE ANCIENT GREECE

Click on the Ancient Greece bookmark. *The Voyage Back in Time: Ancient Greece and Rome* website should come up. <<http://www.richmond.edu/~ed344/webunits/greecerome/civ.html>>

Scroll down from the pictures of the ruins to answer the first question:

1. What is a civilization?

Look at the Table of Contents. Under Greece, click on *Geographic Features*. Read the information to answer the following questions:

1. Where did most Greeks live and why?
2. How would you travel in ancient Greece?

Click the Home button to take you back to the Table of Contents. Under Greece, click on *Government*. Read the information to answer the following questions:

1. What was the largest and strongest city-state in ancient Greece?
2. Which group of people could vote in Athens? Why?

Click the Home button to take you back to the Table of Contents. Under Greece, click on *Music*. Read the information to answer the question:

1. What was a kithara?

Click the Home button to take you back to the Table of Contents. Under Greece, click on *Art and Entertainment*. Read the information to answer the question:

1. In Greek plays, how did the audience know what character an actor was playing?

Click the Home button to take you back to the Table of Contents. Under Greece, click on *Religion*. Read the information to answer the following questions:

1. Where did the Greeks think the gods and goddesses lived?

Pick two gods or goddesses. Write down their names and what the Greeks believed they ruled.

Click the Home button to take you back to the Table of Contents. Under Greece, click on Agriculture. Read the information to answer the following questions:

1. Name three problems farmers had. Do you think that farmers still have these problems today? Why or why not?

2. What were the three main crops grown in ancient Greece?

Click the Home button to take you back to the Table of Contents. Under Greece, click on Architecture. Read the information to answer the question:

What three types of columns were the ancient Greeks famous for inventing? Draw a picture of each. Where have you seen similar columns today?

2. Why do you think columns were an important invention?

Click the Home button to take you back to the Table of Contents. Under Greece, click on Sports. Read the information to answer the following questions:

1. What happened if you cheated in the Olympic Games?

2. Name three sports played in the ancient Olympics that are still found in our Olympic Games.

3. What sport played by the ancient Greeks is considered too dangerous to be in our Olympic Games?

Click the Home button to take you back to the Table of Contents. Under Greece, click on Roles of Men, Women, and Children. Read the information to answer the following questions:

1. Name three things you might have done if you were a girl in ancient Greece.

2. Name three things you might have done if you were a boy in ancient Greece.

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