

# Not Just for Gods and Goddesses: GREECE ENRICHMENT

**Grade Level:** Academically Gifted/Enrichment students (Grade 2)

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**Length of Unit:** Five lessons with culminating activity

## I. ABSTRACT

This unit is designed as an extension of the second grade Ancient Greece theme. The students will learn vocabulary using the alphabet and words of Greek origin, enrich their research and creative writing skills, create topographical cookie maps and perform original theatrical monologues.

## II. OVERVIEW

### A. Concept Objective

1. Students will learn about many various aspects of Ancient Greece.
2. Students will study and research word origins from Green history.
3. Students will study and rewrite original Greek mythology.
4. Students will research and create topographical maps of Greece.
5. Students will research and perform monologues as famous Greeks.

### B. Content from *Core Knowledge Sequence*

1. Geography: Mediterranean Sea, Aegean Sea, and Crete
2. Athens as a city-state
3. Olympic Games
4. Worship of gods and goddesses
5. Great thinkers: Socrates, Plato, and Aristotle

### C. Skill Objectives

1. Students will obtain and apply research skills.
2. Students will apply reading and writing skills.
3. Students will learn and apply theatrical skills.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. *Core Knowledge Sequence*

### B. For Students

1. Hirsch, Jr., E.D. *What Your Second Grader Needs to Know*. New York: Dell Publishing, 1998.
2. Dictionaries
3. Computer Lab
4. Greek Myths

## IV. RESOURCES

- A. Webster Dictionaries
- B. Encyclopedias
- C. Computers/Web sites
- D. Art Teacher
- E. Popular Greek mythology

## V. LESSONS

### Lesson One: "ABC's of Ancient Greece:

#### A. Daily Objectives

1. Concept Objective
  - a. Students will learn about many various aspects of ancient Greece.
2. Lesson Content
  - a. Geography: Mediterranean Sea, Aegean Sea, and Crete

- b. Athens as a city-state
- c. Olympic Games
- d. Worship of gods and goddesses
- e. Great thinkers: Socrates, Plato, and Aristotle
- 3. Skill Objective
  - a. Students will obtain and apply research skills.
- B. *Materials*
  - 1. Encyclopedias
  - 2. "...from A to Z" books by Bobbie Kalman: *Canada from A to Z, The United States from A to Z, Colonial Times from A to Z, Sports from A to Z*
  - 3. Internet
  - 4. Any books with ancient Greece information. For example: Garry Lyle's *Major World Nations- Greece, Sightseers Essential Travel Guide to the Past- Ancient Greece* by Julie Ferris, *Eyewitness Books-Ancient Greece* by Anne Peterson & *Ancient Greece at a Glance* by John Malam.
  - 5. Appendix A
- C. *Key Vocabulary*
  - 1. many vocabulary words depending upon student research
- D. *Procedures/Activities*
  - 1. Teacher will show students various "...from A to Z books" by Bobbie Kalman.
  - 2. Students will apply knowledge of research skills to research various aspects of Ancient Greece.
  - 3. Each letter of the alphabet will represent a different aspect of Ancient Greece.
  - 4. Students will work in cooperative groups to complete original "ABC's of Ancient Greece" booklets.
- E. *Assessment/Evaluation*
  - 1. Complete and original "Ancient Greece from A to Z" booklets. Evaluate using rubric (Appendix A)

## **Lesson Two: Origins of words from Ancient Greece**

- A. *Daily Objectives*
  - 1. Concept Objective
    - a. Students will study and research word origins from Greek history.
  - 2. Lesson Content
    - a. Accurately read single-syllable words and regular two-syllable words...
    - b. Recognize and compare the sounds that make up words...
    - c. Produce a variety of types of writing...
  - 3. Skill Objective
    - a. Students will apply writing, reading and research skills.
- B. *Materials*
  - 1. Various dictionaries
  - 2. Internet
    - a. <http://www.wordorigins.org/loanword.htm>
    - b. <http://www.funwords.com/library/h.htm#halcyon>
    - c. <http://www.word-detective.com/>
- C. *Key Vocabulary*
  - 1. Diet- to eat special food
  - 2. Technology- the science of technical processes
  - 3. Various words from dictionaries
- D. *Procedures/Activities*
  - 1. Teacher will share dictionary entries with students, pointing out the indication of Greek origin within definition of specific words. For example, diet, technology, economics, history, politics, politician, grammar, etc...

2. Students will search through the dictionary to locate and list and define as many words as possible that come from Greek words. Teacher will introduce various dictionaries and the Internet for students will use to locate words that indicate Greek origin.
- E. *Assessment/Evaluation*
1. Personal “Greek Origin Dictionary”
    - a. At least 20-25 entries (depending upon how many students were able to locate).
    - b. Each entry tells where definition and word origin were located.

### **Lesson Three: Greek Mythology Rewrites**

- A. *Daily Objectives*
1. Concept Objective
    - a. Students will apply creative writing skills and knowledge of Greek Mythology.

Lesson Content

    - a. Recall incidents, characters, facts and details of stories.
    - b. Discuss similarities in characters and events across stories.
    - c. Demonstrate familiarity with a variety of fiction.
    - d. Produce a variety of types of writing.
    - e. Use correct writing processes in producing work.
  2. Skill Objective
    - a. Students will analyze previously studied myths.
    - b. Students will apply creative writing skills.
    - c. Students will publish stories on line.
- B. *Materials*
1. Mythological stories
  2. Word processors
  3. Internet/School Website
- C. *Key Vocabulary*
1. Zeus- the main God
  2. Midas- had golden touch
  3. Venus- Goddess of beauty and love
  4. Medusa- one look turns you to stone
  5. Other Greek Gods, Goddesses and characters
- D. *Procedures/Activities*
1. Teacher will review characters and their strengths or “special powers” from Greek mythology. (Character Rewrite Ideas page)
  2. Students will rewrite myths using parallel characters from modern day times applying similar strengths or “special powers” to the new character.
  3. Students will complete steps of the writing process ending with publication on school website. Writing Process= Write, Proofread (several times), Edit/ Peer Edit (several times), Publish- Apply all skills from “Spelling, Grammar, Usage” section of CK Sequence.
- E. *Assessment/Evaluation*
1. Published, original modern-day myth. Appropriate writing criteria for each student should be considered. Creativity, originality, uniqueness, should all be noted. Author’s use of the Writing process established in the classroom should be considered.

### **Lesson Four: Theatrical Performances of original monologues**

- A. *Daily Objectives*
1. Concept Objective
    - b. Students will research and perform an original monologue of a famous Greek person or fictional Greek character.

2. Lesson Content
  - a. Students will
3. Skill Objective
  - a. Student will perform monologue “in character”
  - b. Students will apply research, writing, and oral communication skills.
- B. *Materials*
  1. Research materials
  4. Internet
  5. Appendix B
- C. *Key Vocabulary*
  1. Theatre- a place where dramatic events occur
  2. Monologue- a dramatic speech by one actor
- D. *Procedures/Activities*
  1. Teacher will introduce importance of theatre to Ancient Greeks. (In encyclopedias, there is usually a “theatre” section under Greece...and in books like *A Visit To Greece* by Peter and Connie Roop)
  2. Students will research famous Greeks and famous Greek characters and choose one to represent in a creative monologue performance. The classroom teacher will allow students to research in encyclopedias, on the Internet, and using reference books to choose a character of interest. The character can be fictional or real.
- E. *Assessment/Evaluation*
  1. Written monologue. (See Appendix B for evaluation)
  2. Monologue performance. (See Appendix B for evaluation)

**Lesson Five: Greek Geographical Cookie Dough Maps**

- A. *Daily Objectives*
  1. Concept Objective
    - a. Students will develop a geographical awareness of Greece.
  2. Lesson Content
    - a. Students will research different landforms and regions of Greece such as: Crete, Central Greece, Messenia, etc...
  3. Skill Objective
    - a. Students will research and create topographical maps of various parts of Greece.
    - b. Students will apply research, creative and artistic skills.
- B. *Materials*
  1. Topographical maps of Greece.
  2. Internet
  3. Cookie dough and other edible items for region representation.
  4. Various maps of Greece.
  5. Appendix C
- C. *Key Vocabulary*
  1. Topographical- all surface features of a region
- D. *Procedures/Activities*
  1. Teacher will identify various regions of Greece: Crete, Central Greece, Messenia, Peloponnese, Thessaly, Macedonia, etc..
  6. Students will research various regions of Greece: Crete, Central Greece, Messenia, Peloponnese, Thessaly, Macedonia, etc..
  3. Students will sketch the various aspects (island, mountains, peninsulas, etc...)of Greece and label.
  4. Students will use dough and other materials to create original, edible, topographical maps of Greece.
- E. *Assessment/Evaluation*

1. Sketch of Greece with various regions identified. The number of regional aspects included may vary, depending upon the region chosen. It is recommended that at least 10-15 major sites should be identified. "Sites" can include city locations for places lacking topographical diversity.
2. Dough map. Rubric attached (Appendix C)

## **VI. CULMINATING ACTIVITY: Greek Fair**

### **A. Daily Objectives**

1. Concept Objective
  - a. Students will learn about many various aspects of Ancient Greece.
2. Lesson Content
  - a. Students will dine "Greek style". (for example: lying on lawn chairs, eating grapes, feta, bread, etc...with their fingers)
  - a. Students will create Ancient Greek urns.
  - b. Students will perform and observe Greek Character Monologues.
  - c. Students will read published stories.
3. Skill Objective
  - a. Students will observe evidence of research, writing, publishing, artistic, and theatrical skills.

### **B. Materials**

1. Outdoor lounge chairs
3. Samples of Greek cuisine (grapes, dates, feta cheese, etc...)
4. Art teacher
5. Completed dough maps
6. Stage area
7. Various Costumes
8. Computers
9. "Ancient Greece from A to Z" booklets

### **C. Key Vocabulary**

1. n/a

### **D. Procedures/Activities**

1. Teacher will lead students to different classroom "stations" for activity participation.
2. Room 1- Students will dine in "Greek Fashion" taking turns lounging in chairs and eating with their fingers and reading both "Ancient Greece from A to Z" booklets, and published original Greek myths on the computer.
10. Room 2- Students will work with the art teacher to complete Ancient Greek Urns and admire topographical dough maps
11. Room 3- Students will perform and observe original theatrical monologues

### **E. Assessment/Evaluation**

Important to include here

## **VII. HANDOUTS/WORKSHEETS**

- A. A-Z Rubric
- B. Written Monologue & Performance Rubric
- C. Salt Dough Map Rubric

## **VIII. BIBLIOGRAPHY**

- A. See Resources

**Appendix A: A-Z Rubric**

Rate each area as: 4=excellent, 3=good, 2=fair, 1=poor, 0=not attempted

Group Members:																			
Meets criteria																			
Participates in group work																			
Contributes to project success																			
Listens to others																			
Asks/ answers questions																			
Stays on task																			
Cooperates with others																			
Offers positive suggestions																			
Exhibits leadership																			
Compliments/ encourages others																			
OVERALL RATING																			

## Appendix B: Written Monologue& Performance Rubric

	1 pt.	2 pt.	3 pt.	4pt.	tally	
1. Research completed according to the criteria below.						* 1= few expectations met/ poor * 2= some expectations met/ fair * 3= all expectations met/ good * 4= above expectations/ excellent
2. Monologue written.						
3. Monologue performance.						

**Total Score:            /12 points**

**Research Questions:**

\* These questions should be a starting point for your research report. You are expected to give more information than named in these questions.

1. Name of Character. Dates of birth/death if person is "real".
2. What made this person famous? Be specific and discuss all examples you found.
3. Why do you think this person is interesting?
4. Where did you find information about this person. List each resource used.
5. What could this person have done to make him/herself even more memorable?

**Monologue Requirements:**

Based upon the research paper you have written on the famous *Greek*/character of choice, create a monologue. This monologue should be written separately from the research paper. You must memorize the monologue prior to performing it during the *Greek Fair*. Wearing an appropriate costume will also assist in achieving an excellent grade. Remember you are to become this character during the monologue performance. Be sure to tell the audience all things that make you a famous *Greek*!

## Appendix C: Salt Dough Rubric

Dough map completed	<input type="checkbox"/>	1 pt.= poor
10-15 important locations/landforms labeled	<input type="checkbox"/>	2 pt.= fair
Painted colorfully	<input type="checkbox"/>	3 pt.= good
Detailed in design	<input type="checkbox"/>	4 pt.= excellent
Directions followed	<input type="checkbox"/>	
Total score=	<input type="checkbox"/>	