**Ancient Greeks – Young Heroes**

**Lesson Plan 1**

**The ancient Greeks and us**

1. **Description of starting situation:** no prior knowledge required
2. **Lesson plan:**

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| **Timing** | **Teaching Content** | **Strategy/Work format** | **Language** | **Link to curriculum Years 5 & 6** | **Organisation and developed material** |
| 5 min. | Introduction  | * The teacher introduces himself/herself and the theme of the lesson series to the pupils in the classroom in a playful manner: What is our favourite Greek monster? Why do we study Greek?
* Distribute the name labels to the pupils and ask them to pronounce their names correctly.
 | English | / | Make name stickers with the names of the pupils written on them |
| 10 min. | Who were the ancient Greeks?  | **Entire group**: What do you know about the ancient Greeks? * Ask the pupils what they already know.
* After a few answers or if the pupils are not forthcoming with their answers, show the slide with images.
* Using these, discuss what they already know (probably mostly mythology).
 | English  | **TOmn2** Communicate an oral message.**TOmn3** Actively participate in a conversation.**OWti4** Identify and express how history impacts on society today and tomorrow and how you as a person are part of history.**IKid1** Develop basic trust. | Slide on PowerPoint with pictures  |
| 30-35 min. | Where and when did the ancient Greeks live?  | Show a world map with all the continents: In which continent is Greece located? (10 min.)Exercise in **pairs**:- What do the pupils know or remember about continents? (Make sure you know them yourself)- What is their own background?- Where is Greece on the map?Where did the ancient Greeks live? (10 min.)**Entire group**: * Ask what the differences are between the 3 maps and why they are different.
* Discuss that the borders of ancient Greece have changed significantly through time: Ancient Greece on 3 continents. Compare the maps with each other.
* Explain briefly that it is because of warfare that the areas expand.

When did the Ancient Greeks live? (10 min.)- **Group work for 2**: The pupils put the pictures in the right chronological order on the handout by means of numbering. | English  EnglishEnglishEnglish | **OWru 6** Develop map comprehension, orientation and map skills.**IKid1** Develop basic trust. **TOtg3** Recognise the multilingual identity of fellow pupils and dare to use one's own multilingualism.**SErv2** Experience the diversity of people as a wealth and make use of it.**OWru4** Experience, explore, identify and express how people define spaces and use concepts of boundaries in the appropriate context.**OWti5** Experience, explore and express how reality changes and knowledge about it evolves over time.**OWti3** Explore and locate in time events from one's own life and from history.  | Slides on PowerPoint with the world map, a map of the ancient Greek empire, a map of Alexander the Great's empire and a map of Europe.Handout with images and a timeline |
| 20-25 min. | The Greek alphabet | What language did the ancient Greeks speak?**Entire group:**- Some Greek words with easily recognisable letters are projected. - Let the pupils guess what the Greek words are. They may try to read the Greek words.- Let the pupils link the Greek words to the English words.- Write the alphabet on the board and let the pupils do the same on the handout using the sight lines.- Explain briefly that the English word "alphabet" consists of the names of the first two Greek letters (alpha and beta)- The alphabet bingo- Explain briefly the concept of soft or hard breathing (*spiritus)* at the beginning of a word (pronounce it with an h and without an h)- Let the pupils read some Greek words.- Emphasise that the pupils may use their handouts of the Greek alphabet as an aid.The Greek endings:- Ask the pupils what they notice at the end of Greek words.- Discuss the concept of (mostly) boy's names on ος, girl's names on η and neuter (neither - no thing) words on ον. | English Greek wordsEnglish and the Greek alphabetThe Greek alphabetGreek wordsGreek words | **TOtg2** Be open to linguistic diversity and accept the equivalence of languages.  **MZkm4** Writing fluently.**TOtg2** Be open to linguistic diversity and accept equivalence of languages.**TOtg1** Enjoy language and playing around with language.**TOtn2** Reflect on the main aspects of the language system, using linguistic terms in the process.**TOmn2** Communicate an oral message.**TOtn2** Reflect on the main aspects of the language system, using linguistic terms in the process. | Slide on PowerPoint with the Greek alphabet, pictures and Greek words Handout with the Greek alphabetHandout with sight lines to write the Greek alphabetHandout with the alphabet bingoSlide on the PowerPoint with the explanation of soft or hard breathing (*spiritus)* and some Greek wordsHandout of the Greek alphabetSlide on the PowerPoint with examples of the Μινοταυρος, Ἀριαδνη en Παιδιον |
| 20 min. | Designing your own monster  | Minotaur as an example:* **Entire group**: What makes this a monster?
* Do the pupils know other monsters from stories or films?

Creative task:* Have pupils design a monster on a blank sheet of paper. They write their own name in Greek letters above their monster.

 (The teachers go around to see where there may be problems)* Handout with extra exercises for the pupils who finish early: make a sentence with my name in Greek (and that of my neighbour), transliteration exercises
 | EnglishAncient Greek (a few words)English and Ancient Greek (a few words) | **TOmn2** Communicate an oral message.**TOmn3** Actively participate in a conversation.**MZkm2** Use functional handles in a different way for handling objects. | Slide on the PowerPoint with the MinotaurBlank paper to make your own sample Handout with extra exercises for the pupils who finish early |
| 5 min. | Closing questions | Closing moment: a few substantive questions to close the lesson with | English and Ancient Greek (a few words) | **IVzv2**: Efficiently absorb, process, represent (share) information and learning experiences, and remember and apply these to new experiences and to more complex situations. | Slide on the PowerPointHomework: finish the own monster and transliteration from Greek to English and vice versa |