**Ancient Greeks – Young Heroes**

**Lesson Plan 3**

**The ancient Greeks and Medusa**

**Etymology and family relationships**

**Curriculum targets from KOV[[1]](#footnote-1) curriculum primary education.**

**Lesson plan:**

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| **Timing** | **Teaching Content** | **Strategy/Work format** | **Language** | **Link to curriculum Years 5 & 6** | **Organisation and developed material** |

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| 5 min. | Introduction | * How is everyone? Do you remember what we learnt in the previous lesson? * Teacher collects homework | English | TOmn2 Communicate an oral message: give a personal account (of a listened to or read text, a polite incident, a treated subject).  TOmn3 Actively participate in a conversation. | / |
| 20 min. | Recap  + etymology | * Pupils play Memory in pairs or threes, using Greek words and their derivatives in English. Each time, they have to try to turn over 3 cards of the same colour. Two Greek words and one English derivative with an image. When they turn over a card with a Greek word, they have to read this word to their neighbour. They may use their Greek alphabet as an aid. Then the teacher goes through the correct combinations in class, explains the meaning of the Greek words and asks the pupils about the meaning of the English words. * Teaching: teacher explains concept of derivatives. * Using English derivatives in context: pupils use the English derivatives of Greek words in an English sentence (oral class). | English  (English derivatives of Ancient Greek words)  Ancient Greek (reading words) | TOtg1 Enjoy playing around with language.  SErv3 Work together with others to achieve a common goal: work together in pairs or small groups.  TOtn2 Reflect on the main aspects of the language system, using linguistic terms in the process: investigate connections between word meanings: investigate the (construction of) words, knowing and using the terms 'composition', 'derivation', 'prefix' and 'suffix'. | PowerPoint with English derivatives from Greek and images to clarify the meaning  Memory cards  Handout with Greek alphabet to help pupils to read the Greek words on the Memory cards |
| 5 min. | Introduction to the lesson theme: Medusa | * Do you find snakes scary? Do you know any snake monsters? * Introduce the character of Medusa with the help of pictures: Do you recognise this character? What does she look like? What is special about her appearance? (in class) | English | SEgb1 Experience, accept, recognise and express in language feelings and needs in self and others. (e.g. pupils reflect on the feelings evoked by pictures and their findings).  TOmn2 Communicate an oral message: tell spontaneously (about feelings, experiences, thoughts, actions, expectations).  TOmn3 Actively participate in a conversation. | PowerPoint with antique and modern images of Medusa |
| 20 min. | Exercise on family relationships | * Teaching: Teacher reads Medusa's story with various references to her family members. Pupils listen carefully, paying particular attention to references to family relationships, and meanwhile fill in the Greek names from the top of the handout with the incomplete family tree of Medusa's family in the correct place. (individual) * Handout: table with words for family relationships in Ancient Greek, Dutch, French, English and German. Pupils (in pairs) try to put cards with missing words in the right place in the table. In the last column they write down words from their own languages. * Review table in class with focus on language links.   Which words are similar to each other? Which words from languages you know are not similar at all?   * Pupils share knowledge of their own languages with the class. * Teaching: teacher briefly explains the relationship between different (Indo-European) languages by means of a family tree on the PowerPoint. | English (story read aloud), Ancient Greek (filling in names in family tree)  Dutch, Ancient Greek, French, English, German  Languages introduced by the pupils (Turkish, Arabic, Spanish ...) | TOmn1 Process an oral message.  Write fluently: legible writing of numbers, mathematical signs, punctuation marks, lower case letters, upper case letters (Greek letters and words), practising automatic writing (writing fluently at a reasonable pace).  TOtg2 Be open to linguistic diversity and accept the equivalence of languages.  TOgt3 Recognise the multilingual identity of fellow pupils and dare to use one's own multilingualism.  SErv3 Work together with others to achieve a common goal: work together in pairs or small groups.  TOmn3 Actively participate in a conversation.  TOmn2 Communicate an oral message. | Medusa's story in English, with several references to family relationships, for the teacher to read aloud  Handout with incomplete family tree of Medusa’s family + Greek names that pupils have to fill in themselves  Handout with incomplete table of family relationships in different languages  Cards with missing words of family relationships in Greek, French, English and German  PowerPoint with task and solution for the Medusa family tree, task and solution for the table of family relationships in different languages, image of family tree of Indo-European languages |
| 35 min. | Creative assignment  + context Greek vases | * Teaching: short explanation by the teacher about the Greek art of making and painting vases. * What did the Ancient Greeks use vases for? * Pupils read in pairs the instructions containing some Greek words as an explanation of the creative task. Pupils read the Greek words aloud to each other. * Teacher asks pupils to recap the different steps/paragraphs of the text. Teacher asks pupils to identify the meaning of the Greek words, which they can derive from the context. * Pupils make a pen holder out of clay by stacking coils on top of each other and make a snake/monster head on top, draw scales on it with pencil OR smooth the surface of the pot on the outside and draw Medusa/another monster on it. Teacher walks around the classroom and offers help where needed. * Pupils write their own name or 'monster name' in Greek into the clay. * Pupils can finish their artwork by painting in the classroom or at home when the clay is dry. (homework) | English  Ancient Greek (some words in instructions + write name on sample in clay) | TOsn1 Process a written message: recognise and select information (in instructions).  TOtn2 Reflect on the main aspects of the language system: using word learning strategies with the help of the teacher: deducing the meaning from the context, negotiating meaning with a fellow pupil or teacher, ...  IKvk1 Enjoy and derive satisfaction from playing, learning and living.  MZkm4 Write fluently: legible writing of numbers, mathematical signs, punctuation marks, lower case letters, upper case letters (Greek letters and words). | PowerPoint with pictures of Greek vases and photos of the different steps to make your own pen holder out of clay  Handout with short instructions for creative task, explained step by step with a picture and some sentences in English with some (new) Greek words incorporated  Clay to make a pot out of snake or with an image of Medusa/a monster |
| 5 min. | Conclusion | * Questions to wrap up the lesson: What did we do in class today? What will you remember from this lesson? * Review of homework (extra exercises) | English  Ancient Greek (Closing Questions) | TOmn3 Actively participate in a conversation. | PowerPoint with some final questions + answers  Handout with extra exercises |

1. KOV stands for ‘Katholiek Onderwijs Vlaanderen’ – Catholic Education in Flanders – trans. [↑](#footnote-ref-1)