**Ancient Greeks – Young Heroes**

**Lesson Plan 4**

**The ancient Greeks and the Arabian Nights**

**Giants**

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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? Has anyone remembered what we learnt in the previous lesson? * Teacher collects homework | English | 1.1.1. 7 ET 4.8 Be prepared to speak spontaneously. | Have homework collected by designated ‘collectors’. |
| 10 min. | Recap lesson 2 | Recap game: hangman or game with hyperlinks  Invite pupils to read out words on PowerPoint | English  Ancient Greek (a few words) | 1.2.2. 35 TBS OD 5.5 TBS ET 6.5 Put together individual sounds to form a word. | Hangman: blackboard  Hyperlinks: Separate PowerPoint from lesson 2  Slides on ppt from lesson 3 |
| 10 min. | Introduction of new theme + introduction to *prereading* assignment | Introduce giants from a wide range of story traditions. Indicate on a map the continents where the stories about certain giants are situated, e.g. Asia: (Japan) and India, Europe: Dendermonde, Africa: Congo etc...  And the Arabian Nights: can anyone speak Arabic? Does anyone know the stories of the Arabian Nights? If so, which ones?  Information about the Arabian Nights, explaining who Sinbad was and that in Ancient Greece, we also have stories of someone who looks very much like Sinbad, namely Odysseus  They both encountered the same thing with a giant - **Do they know other stories involving giants?** – we’re going to read that story together! | English | 3.1.3. 32 ET MM 2.8 Express similarities and differences among themselves in terms of their philosophy of life. (In this case, the giants from different mythologies are all different, but the concept of a giant (a big figure) is the same across continents)  1.2.1. 11 TBS ET 6.2\* ET 7.1\* Be prepared to reflect on written language from own or other culture.  1.1.3. 38 LOET SV 1.1 ET 2.1 ET 7.1\* Spontaneously talk about themselves and their world, their interests and intentions, their own language and culture, both in the here and now and outside the here and now. | PPT with photos of giants from different story traditions, photo of Arabic manuscript, photos of Dreamwork film about Sinbad and Playmobil dolls representing Odysseus and Polyphemus |
| 35 min. | *Prereading*: talk for writing | Five steps:   1. (Teacher reads text aloud, pupils then receive pieces of text and raise correct pieces of text) 2. Teacher reads text aloud again and pupils put pieces of text in the correct order 3. Pupils take turns reading sentences in a monster’s or giant’s voice 4. Gapping: in pairs: cut text-full text-remove certain words (the same text below and then remove different words) 5. Discussion of meaning of Greek words in the sentences - can they see why the ending/endings have changed? | English sentences with Greek verbs and substantives-  accusative and nominative | 1.1.2. 27 OD 1.5 OD 1.3 ET 1.2 ET 1.7 ET 5.1 ET 5.2 ET 5.3 ET 5.4 On the basis of age-appropriate spoken stories, understand the gist of the story; follow and understand the storyline; reconstruct the story fairly literally; identify the main character; determine the main character's intention, plan and actions; express personal feelings and opinions about the story; distinguish between reality and fantasy; evaluate story details for accuracy.  31201: Perform a task within the group in a responsible manner. (in group work or in pairs) | Cut-up text  Handout with text in which certain words have been omitted-the same text below  Handout with full text+ questions about understanding words and text  Personal experience: Would you have gouged out the giant's eyes? Did you feel sorry for the giant or the Cyclops? Would you have handled the situation differently? |
| 20 min. | Quiz: Which monster are you?  Drawing a monster | Pupils fill in a handout with a quiz which determines which monster they are: Minotauros (lesson 1), Kerberos (lesson 2) or a giant (lesson 3)  Ask pupils who have finished the task which monster they are. Is the description correct? They may then draw this monster on a blank sheet. On it, they write their own name and the name of the monster in Greek. | English  Ancient Greek (some words in quiz) | 1.1.3. 38 LOET SV 1.1 ET 2.1 ET 7.1\* Spontaneously talk about themselves and their world, their interests and intentions, their own language and culture, both in the here and now and outside the here and now. | Handout with quiz  Scrap paper or white paper |
| 5 min. | Closing questions | Closing moment: what will you remember from this lesson?  Teacher gives homework assignment | English |  | Homework: quiz and drawing of monster if it was not finished yet |