

It's Greek to Me!

Grade Level or Special Area: 6th grade Reading / Mathematics

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Length of Unit: 6 Lessons and a Culminating Activity

I. ABSTRACT

- A. This unit will provide students with the opportunity to explore Greek Mythology through reading, mathematics, and technology. It is important for students to recognize Greek influences in aspects of life ranging from vocabulary to architecture. Technology will be integrated into lessons with PowerPoint® presentations, Microsoft Publisher, and utilization of an interactive website. The students will pantomime Latin/Greek vocabulary words, gather information through library research centers, create city-states and demonstrate knowledge of ratios and proportions, and design a travel brochure. Most importantly, students will improve fluency and enhance comprehension by developing and performing a reader's theatre.

II. OVERVIEW

- A. Concept Objectives
1. Students will develop an understanding of Latin/Greek vocabulary.
 2. Students will recognize and analyze aspects of Greek society through research.
 3. Students will develop fluency, word recognition, and comprehension through emphasis on expressive and repeated reading.
 4. Students will use available technology to support aspects of creating, revising, editing, and publishing text. (Texas Essential Knowledge & Skills 6.18F)
 5. Students will develop an understanding of how ratios and proportions relate to map scales and scale drawings.
- B. Content from the *Core Knowledge Sequence*
1. English Grade 6 -Writing and Research (p. 133)
 - a. Maintaining a reasonable tone
 - b. Asking open-ended questions
 - c. Gathering relevant data through library research
 - d. Summarizing paraphrasing, and quoting accurately when taking notes
 - e. Integrating quotations from sources
 2. English Grade 6 -Speaking and Listening (p. 133)
 - a. Participate civilly and productively in group discussions.
 - b. Give a short speech to the class that is well-organized and well-supported.
 - c. Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.
 3. English Grade 6 –Grammar and Usage (p. 133)
 - a. Correctly use punctuation introduced in earlier grades, and learn how to use a semi-colon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.
 4. English Grade 6-Vocabulary (p.134)
 - a. annus
 - b. ante
 - c. aqua
 - d. astron

- e. bi
- f. bios
- g. centrum
- h. dico, dictum
- i. duo
- j. ge
- k. hydor
- l. magnus
- m. mega
- n. micros
- o. minus
- p. monos
- q. omnis
- r. phileo
- s. phone
- t. photo
- u. poly
- v. post
- w. pre
- x. primus
- y. protos
- z. psyche
- aa. quartus
- bb. tele
- cc. thermos
- dd. tri
- ee. unus
- ff. video, visum
- gg. vita

- 5. English Grade 6-Classical Mythology (p. 136)
 - a. Apollo and Daphne
 - b. Orpheus and Eurydice
 - c. Narcissus and Echo
 - d. Pygmalion and Galatea
- 6. Math Grade 6- Ratio and Proportion (p. 148)
 - a. Solve proportions, including word problems involving proportions with one unknown.
 - b. Use ratios and proportions to interpret map scales and scale drawings.
 - c. Set up and solve proportions from similar triangles.
 - d. Understand the justification for solving proportions by cross-multiplication.

C. Skill Objectives

- 1. Pantomime vocabulary meaning
- 2. Recognize and discuss Greek influences
- 3. Demonstrate vocabulary understanding
- 4. Research Greek society
- 5. Summarize researched information
- 6. Create a city-state
- 7. Construct a Greek scroll

8. Determine actual dimensions by using ratios and proportions
9. Design a travel brochure using literal and figurative language
10. Use Microsoft Publisher to design a travel brochure
11. Read classical Greek myths
12. Rewrite a Greek myth into a form of a reader's theatre
13. Use Microsoft Word to finalize Greek myth script
14. Construct open-ended questions for post reading activity
15. Perform reader's theatre for an audience
16. Discuss open-ended questions
17. Work in groups, as a whole class, and individually
18. Demonstrate understanding of Greek gods by creating character trading cards using an interactive web site

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Teacher should be familiar with the following four Greek myths: *Apollo and Daphne*, *Orpheus and Eurydice*, *Narcissus and Echo*, and *Pygmalion and Galatea*.
 2. Teacher should be familiar with ancient Greek societies and city-states.
 3. Teacher should be familiar with reader's theatre.
 4. Teacher should be familiar with KWL chart.
- B. For Students
 1. Students should know Core Knowledge literary terms from Grade 5.
 2. Students should know Core Knowledge literary elements such as characterization, setting, and plot.
 3. Students should know how to set up and solve proportions for an unknown.
 4. Students should be able to use ratios and proportions to interpret map scales and scale drawings.
 5. Students should have working knowledge of Microsoft Publisher®.

IV. RESOURCES

- A. Books
 1. What Your 6th Grader Needs to Know
 2. Readers' Theatre Grade 6
 3. Ancient Greece: Heroes, Gods and Men
 4. The AP Vertical Teams Guide for English
 5. Realms of Gold A Core Knowledge Reader Volume One
 6. What Your Sixth Grader Needs to Know
- B. Materials
 1. Projection system (large monitor or LCD projector)
 2. Computer with internet access
 3. Computer Lab or Mobile Computer Lab with internet access
 4. Microsoft PowerPoint® software
 5. Microsoft Publisher® software
 6. Reference materials for student research center
 7. Greek fiction, drama, and poetry for student research center
 8. ½" Binders for each student (optional)

9. Highlighter for each student
 10. Pens or pencils for each student
 11. Graph paper for each student
 12. Colored pencils for each student
 13. One-and-a-half foot piece of brown wrapping paper from meat department of a grocery store for each student
 14. Two wooden dowels for each student
 15. Glue or tape
 16. 12 inch piece of yarn for each student
 17. Five large poster-size papers
 18. Index cards
 19. Unit Appendices
- C. Websites
1. *Character Trading Card Interactive Website*. Available URL: http://readwritethink.org/materials/trading_cards/
 2. *Legacies and Influences of Ancient Greece Power Point*. Available URL: http://www.lubbockisd.org/olslaton/core_knowledge_units.htm
 3. Charlotte-Mecklenburg Historic Landmarks Commission website. Available URL: <http://www.cmhpf.org/kids/dictionary/ClassicalOrders.html>
 4. *Creating Rubrics for your Project-Based Learning Activities*. Available URL: <http://rubistar.4teachers.org/index.php>, 2006.
 5. *7th Grade Ancient Civilizations*. Available URL: <http://www.etown.k12.pa.us/teachers/crick/greece.html>, 2004. written permission to use source.
 6. *Culture Grams*. Available URL: <http://online.culturegrams.com/gallery/index.php>
 7. *Daily Life in Ancient Greece-Welcome to ancient Greece!* Available URL: <http://members.aol.com/Donnclass/Greeklife.html>
 8. *Animation Factory –Royalty Free animations*. Available URL: www.animationfactory.com
 9. *Myths and Legends of Ancient Greece*. Available URL: <http://www.unitedstreaming.com/>
 10. Microsoft Design Gallery Live. Available URL: <http://dgl.microsoft.com>
 11. *Greek Mythology Today*. Available URL: www.mythman.com
 12. *Tips on Reading*. Available URL: <http://www.aaronshp.com/rt>

V. LESSONS

Lesson One: Greek Influences

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an understanding of Latin/Greek vocabulary.
2. Lesson Content
 - a. English Grade 6-Vocabulary (p.134)
3. Skill Objective(s)
 - a. Pantomime vocabulary meaning
 - b. Recognize and discuss Greek influences
 - c. Demonstrate vocabulary understanding

B. *Materials*

1. Projection system (large monitor or LCD projector)
2. Computer with internet access
3. Microsoft PowerPoint® software
4. Pens or pencils for each student
5. Index cards with a vocabulary word on one side and the meaning on the other
6. Legacies and Influences of Ancient Greece PowerPoint® downloaded from http://www.lubbockisd.org/olslaton/core_knowledge_units.htm
7. *KWL Chart* (Appendix A)
8. *Latin/Greek Vocabulary Chart* (Appendix B)

C. *Key Vocabulary*

1. annus- year
2. ante- before
3. aqua- water
4. astron- star
5. bi- two
6. bios- life
7. centrum- hundred
8. dico, dictum- say, thing said
9. duo- two
10. ge- earth
11. hydor- water
12. magnus- large, great
13. mega- large, great
14. mikros- small
15. minus- smaller
16. monos- single
17. omnis- all
18. phileo- to love
19. phone- sound, voice
20. photo- light
21. poly- many
22. post- after
23. pre- before
24. primus- first
25. protos- first
26. psyche- soul, mind
27. quartus- fourth
28. tele- at a distance
29. thermos- heat
30. tri- three
31. unus- one
32. video, visum- see, seen
33. vita- life

D. *Procedures/Activities*

1. Prepare index cards with a vocabulary word on one side and the meaning on the other.

2. Prepare a large KWL chart to be completed with student responses.
 3. Pass out KWL chart as students enter(Appendix A).
 4. Have students complete the first column of the KWL chart. (What do you already know about the Influences of the Ancient Greeks?)
 5. Show students the *Legacies and Influences of Ancient Greece PowerPoint®* downloaded from http://www.lubbockisd.org/olslaton/core_knowledge_units.htm.
 6. Have students complete the second column of the KWL chart using ideas from the *Legacies and Influences of Ancient Greece PowerPoint®* presentation.
 7. Collect students KWL chart and explain that the last column of the chart will be completed at the end of the unit. You will want to keep the large KWL chart posted throughout the unit.
 8. Pass out a vocabulary index card to each student.
 9. Explain to the students that they have been given a Latin/Greek word that is used to form common word roots in our English language.
 10. Ask students to create a motion, without talking, that will show that meaning of their vocabulary word. (For example, if a student was given the word *bi* meaning *two*, a student could hold up two fingers.)
 11. Arrange the class into a large circle facing each other. Beginning with one student, have him/her individually say their vocabulary word, show their motion, and then say the definition. Have the whole class repeat. Review all of the words, motions, and definitions after all students have presented.
 12. Pass out the *Latin/Greek Vocabulary Chart* (Appendix B). Explain to students that they will be required to write the meaning of each vocabulary word and give two examples of how this word is used to form a root word in the English language.
 13. Lead a class discussion identifying the ways our society has been influenced by Ancient Greeks.
- E. *Assessment/Evaluation*
1. Students will complete *Latin/Greek Vocabulary Chart* (Appendix B).
 2. Teacher will use the classroom discussion and student responses to ensure that students understand the significance of Greek influences in society.
 3. Students will demonstrate the vocabulary motions and give the meaning to one or more of the vocabulary words on the following day.

Lesson Two: Researching the City-State in All its Glory

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize and analyze aspects of Greek society through research.
2. Lesson Content
 - a. English Grade 6 -Writing and Research (p. 133)
 - b. English Grade 6 -Speaking and Listening (p. 133)
 - c. English Grade 6 –Grammar and Usage (p. 133)
3. Skill Objective(s)
 - a. Research Greek society
 - b. Summarize researched information

B. *Materials*

1. Computer Lab with internet access for student research center

2. Reference materials for student research center
 3. Greek fiction, drama, and poetry for student research center
 4. Five large poster-size papers
 5. Index cards
 6. *Research Guidelines* (Appendix C)
 7. *Research Collection Sheet* (Appendix D-H)
- C. *Key Vocabulary*
1. city-state
- D. *Procedures/Activities*
1. Prepare three research stations. One should have computer access for internet research; one should have reference materials; and one should have Greek fiction, drama, and poetry.
 2. Pass out *Research Guidelines* (Appendix C) as students enter.
 3. Review vocabulary pantomimes from previous day.
 4. Explain that students will be researching specific aspects of Greek city-states by rotating through three research stations.
 5. Lead class discussion about research guidelines.
 6. Divide class into five groups.
 7. Explain that each group will research one aspect of the Greek city-state.
 8. Pass out one *Research Collection Sheet* (Appendix D-H) to each group.
 9. Have groups determine student roles within the group.
 10. Assign groups to stations and state the timeframe for each station.
 11. Monitor research activity as students research and complete *Research Collection Sheet* (Appendix D-H). Tell students when it is time to change stations.
 12. Facilitate group discussions of findings.
 13. Pass out poster-size paper.
 14. Have each group write down three facts that it found most significant about its topic and hang the poster on the wall.
 15. Pass out index cards to each student.
 16. Allow students to take a “gallery walk” to view the five different posters. Have them take notes on the index cards as they pass each poster.
 17. Have them return to their groups to discuss the findings.
 18. Lead a class discussion about the findings.
- E. *Assessment/Evaluation*
1. Students will complete the *Research Collection Sheets* (Appendix D-H).
 2. Students will participate in appropriate classroom discussion.
 3. Students will summarize learning and research on an index card.
 4. Teacher will observe students research and summaries to ensure proper research procedures.
 5. Teacher will use classroom discussion to monitor students’ understanding of ancient Greek city-states.
 6. Teacher will monitor and provide feed-back on group cooperation.

Lesson Three: Your Very Own City-State

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an understanding of how ratios and proportions relate to map scales and scale drawings.
 2. Lesson Content

- a. Math Grade 6- Ratio and Proportion (p. 148)
 - 3. Skill Objective(s)
 - a. Create a city-state
 - b. Construct a Greek scroll
 - c. Determine actual dimensions by using ratios and proportions
- B. *Materials*
 - 1. Graph paper for each student
 - 2. Pens and pencils for each student
 - 3. Colored pencils for each student
 - 4. One-and-a-half foot piece of brown wrapping paper from meat department of a grocery store for each student
 - 5. Two wooden dowels for each student
 - 6. Glue or tape
 - 7. 12 inch piece of yarn for each student
 - 8. *Your Own City-State* Activity Directions (Appendix I)
 - 9. *My City-State Specs* (Appendix J)
- C. *Key Vocabulary*
 - 1. city-state
 - 2. ratio
 - 3. proportion
 - 4. map scale
 - 5. scale drawing
- D. *Procedures/Activities*
 - 1. Review findings of research activity.
 - 2. Hand out *Your Own City-State* and *My City-State Specs* Activity Directions (Appendix I-J).
 - 3. Allow students to read directions and then facilitate class discussion about expectations and directions.
 - 4. Monitor activity.
 - 5. Allow students to share their city-states with the class.
- E. *Assessment/Evaluation*
 - 1. Students will successfully complete the activity from *Your Own City-State* and *My City-State Specs* (Appendix I-J).
 - 2. Students will share their Greek scrolls with the class and explain their thinking.
 - 3. Teacher will observe and monitor activity to ensure student understanding of Greek city-states, proportions, and problem-solving skills.

Lesson Four: Come Visit My City-State

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students will use available technology to support aspects of creating, revising, editing, and publishing text. (Texas Essential Knowledge & Skills 6.18F)
 - 2. Lesson Content
 - a. English Grade 6 –Grammar and Usage (p. 133)
 - b. English Grade 6-Vocabulary (p.134)
 - 3. Skill Objective(s)
 - a. Design a travel brochure using literal and figurative language
 - b. Use Microsoft Publisher to design a travel brochure
- B. *Materials*

1. Computer Lab with Microsoft Publisher® software
 2. Students' completed Greek scrolls from Lesson Three
 3. *Brochure Guidelines* (Appendix K)
 4. *Brochure Rubric* (Appendix L)
- C. *Key Vocabulary*
1. city-state
 2. ratio
 3. proportion
 4. map scale
 5. scale drawing
- D. *Procedures/Activities*
1. Have students reflect on the city-state activity with the following journaling questions: What would make people want to visit your city? When would people enjoy your city the most? What sites would they enjoy if they visited your city?
 2. Explain to students that they are going to use Microsoft Publisher® to design a travel brochure that will entice people to visit the students' city-state.
 3. Pass out the *Brochure Guidelines* (Appendix K) and *Brochure Rubric* (Appendix L).
 4. Discuss the guidelines and rubric.
 5. Review Microsoft Publisher®.
 6. Monitor computer use and brochure design activity.
 7. Allow students to share brochures with class.
- E. *Assessment/Evaluation*
1. Students will answer the journal questions that will assess understanding of Greek city-states.
 2. Students will design and write city-state brochures and will demonstrate proficiency of Microsoft Publisher®.
 3. Teacher will observe students as they design and write brochure.

Lesson Five: Creating a Reader's Theatre

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop fluency, word recognition, and comprehension through emphasis on expressive reading and repeated reading.
 - b. Students will use available technology to support aspects of creating, revising, editing, and publishing text. (Texas Essential Knowledge & Skills 6.18F)
 2. Lesson Content
 - a. English Grade 6 -Writing and Research (p. 133)
 1. Asking open-ended questions
 2. Summarizing paraphrasing, and quoting accurately when taking notes
 3. Integrating quotations from sources
 - b. English Grade 6 -Speaking and Listening (p. 133)
 1. Participate civilly and productively in group discussions.
 - c. English Grade 6 –Grammar and Usage (p. 133)
 1. Correctly use punctuation introduced in earlier grades, and learn how to use a semi-colon or comma with *and*, *but*, or *or* to separate the sentences that form a compound sentence.

- d. English Grade 6-Classical Mythology (p. 136)
 1. Apollo and Daphne
 2. Orpheus and Eurydice
 3. Narcissus and Echo
 4. Pygmalion and Galatea
 3. Skill Objective(s)
 - a. Read classical Greek myths
 - b. Rewrite a Greek myth into a form of a readers' theatre
 - c. Construct open ended questions for post reading activity
 - d. Work in groups, as a whole class, and individually
- B. *Materials*
1. ½" Binders for each student (optional)
 2. Highlighter for each student
 3. Pens or pencils for each student
 4. Computer Lab or Mobile Computer Lab with access to the internet and Microsoft Word
 5. *Creating a Script Guidelines* (Appendix M)
 6. *Reader's Theatre Script Rubric* (Appendix N)
- C. *Key Vocabulary*
1. Characterization- the process of presenting the different aspects of a characters personality.
 2. Setting- historical time and place and the social circumstances that create the world in which characters act and make choices.
 3. Story Plot- Process of resolving a conflict.
 4. Conflict- when characters are set in opposition to each other.
 5. Open-ended questions: a question that does not have a right or wrong answer but instead encourages a person to describe or explain something.
- D. *Procedures/Activities*
1. Ask students if they have read and performed a reader's theatre before. (At this grade level students should be familiar with reader's theatre.)
 2. Explain to students that reader's theatre is a dramatic reading and not a fully staged production. Emphasize to students that with reader's theatre there are no lines to memorize and the focus is instead on telling a story through the expressive reading of a script. Tell students that they will be writing their own script based on a Greek myth.
 3. Hand out and go over *Creating a Script Guidelines* (Appendix M) and *Reader's Theatre Script Rubric* (Appendix N). Emphasis the importance of characterization, setting, and plot and how these affect a story.
 4. Divide the class into four groups. This is a good opportunity for the teacher to pair struggling readers with strong readers. Strong readers can serve as models for a struggling readers.
 5. Assign each group one of the following four Greek myths: *Apollo and Daphne*, *Orpheus and Eurydice*, *Narcissus and Echo*, and *Pygmalion and Galatea*.
 6. Instruct students to read their myth aloud taking turns.
 7. Have students follow *Creating a Script Guidelines* (Appendix M), which will lead them through the script making process. Students will also use these guidelines to develop open-ended questions for a post-reading class discussion.
 8. Monitor computer use as students type their final script.
 9. Have students sign up for a performance order. Refer students to Aaron Shepard's website www.aaronshep.com/rt for tips on reading, preparing, rehearsing, and performing their Readers' Theatre. Ensure that each group

follows these guidelines while preparing for their performance. At this time you may also give students a ½” binder for the scripts.

10. Give students an ample amount of time to practice and rehearse their scripts before performing for the class the following day.

E. *Assessment/Evaluation*

1. Evaluate student’s final copy of their script using the *Reader’s Theatre Script Rubric* (Appendix N).
2. Assess student’s ability to work cooperatively in groups.

Lesson Six: Now Presenting...

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will develop fluency, word recognition, and comprehension through emphasis on expressive reading and repeated reading.
2. Lesson Content
 - a. English Grade 6 -Writing and Research (p. 133)
 1. Asking open-ended questions
 - b. English Grade 6 -Speaking and Listening (p. 133)
 2. Participate civilly and productively in group discussions.
 3. Give a short speech to the class that is well-organized and well-supported.
 4. Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances, such as a job interview.
 - c. English Grade 6-Classical Mythology (p. 136)
 5. *Apollo and Daphne*
 6. *Orpheus and Eurydice*
 7. *Narcissus and Echo*
 8. *Pygmalion and Galatea*
3. Skill Objective(s)
 - a. Perform readers’ theatre for an audience
 - b. Discuss open ended questions
 - c. Work meaningfully in groups, whole class, and individually

B. *Materials*

1. Completed Reader’s Theatre Script from Lesson Five
2. *Performance Evaluation Rubric* (Appendix O)

C. *Key Vocabulary*

1. Fluently- spoken or written with ease.
2. Intonation- the pattern or melody of pitch changes in connected speech.
3. Expression- the indication of feeling, spirit, character, etc., as on the face, in the voice, or in artistic execution.
4. Emphasis- special and significant stress of voice laid on particular words or syllables.

D. *Procedures/Activities*

1. Give student approximately 10 minutes to rehearse their scripts.
2. Go over the Performance Evaluation Rubric.
3. Students will present their Readers’ Theatre Script and lead the class in a discussion using their open-ended questions.
4. Pass back students KWL chart and have them complete the last column with things they learned.

- E. *Assessment/Evaluation*
 1. Teacher will assess student’s performances using the *Performance Evaluation Rubric* (Appendix O)
 2. Teacher will evaluate students understanding of each Greek myth by the open-ended questions discussion after each presentation.

VI. CULMINATING ACTIVITY

- A. Students will need to be in a computer lab setting, or classroom setting with several computers with internet access.
- B. Students will access the Read·Write·Think website http://readwritethink.org/materials/trading_cards/ and produce character trading cards based on a character from the myth that they were assigned.
- C. Upon completion students will print a copy of the character trading card. The information given will be used as an assessment.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: *KWL Chart*
- B. Appendix B: *Latin/Greek Vocabulary Chart*
- C. Appendix C: *Research Guidelines*
- D. Appendix D: *Research Collection Sheet – temples*
- E. Appendix E: *Research Collection Sheet – forts*
- F. Appendix F: *Research Collection Sheet – theatres*
- G. Appendix G: *Research Collection Sheet – houses and marketplaces*
- H. Appendix H: *Research Collection Sheet – people*
- I. Appendix I: *Your Own City-State*
- J. Appendix J: *My City-State Specs*
- K. Appendix K: *Brochure Guidelines*
- L. Appendix L: *Brochure Rubric*
- M. Appendix M: *Creating a Script Guidelines*
- N. Appendix N: *Reader’s Theatre Script Rubric*
- O. Appendix O: *Performance Evaluation Rubric*

VIII. BIBLIOGRAPHY

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- E. *Creating Rubrics for your Project-Based Learning Activities*. Available URL: <http://rubistar.4teachers.org/index.php>
- F. *Culture Grams*. Available URL: <http://online.culturegrams.com/gallery/index.php>
- G. *Daily Life in Ancient Greece-Welcome to ancient Greece!* Available URL: <http://members.aol.com/Donnclass/Greeklife.html>
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- M. The AP Vertical Teams Guide for English. The College Board Pre-AP. 2002.
- N. *Tips on Reading*. Available URL: <http://www.aaronshp.com/rt>.

Appendix A

It's Greek to Me!

KWL Chart

What do you already KNOW ?	What do you WANT to know?	What have you LEARNED ?

Appendix B

It's Greek to Me! Latin/Greek Vocabulary Chart

<i>Latin/Greek Word</i>	<i>Meaning</i>	<i>Examples</i>
annus		
ante		
aqua		
astron		
bi		
bios		
centrum		
dico, dictum		
duo		
ge		
hydor		
magnus		
mega		
micros		
minus		
monos		
omnis		
phileo		
phone		
photo		
poly		
post		
pre		
primus		
protos		
psyche		
quartus		
tele		
thermos		
tri		
unus		
video, visum		
vita		

Appendix C

It's Greek to Me!
A Study of the Greek City-State

Research Guidelines

1. Each group will research one of the following topics:
 - Ancient Greek Temples
 - Ancient Greek Forts
 - Ancient Greek Theatres
 - Ancient Greek Houses and Marketplaces
 - Ancient Greek People and Society
2. Each group will rotate through the three research centers.
3. As you go through the research centers, you will fill in your *Research Collection Sheet*.
4. You must rewrite all information. Do not copy other people's words!
5. You must site each reference source that is used.

Appendix D

It's Greek to Me!
A Study of the Greek City-State

Research Collection Sheet

Ancient Greek Temples

1. List some examples of Greek temples.
2. What did the temples look like?
3. Where were the temples found in the city-states?
4. What was the purpose of the temples?
5. Draw a picture of a Greek temple.

Resources:

Names of people in group:

Appendix E

It's Greek to Me!
A Study of the Greek City-State

Research Collection Sheet

Ancient Greek Forts

1. List some examples of Greek forts.
2. What did the forts look like?
3. Where were the forts found in the city-states?
4. What was the purpose of the fort?
5. Draw a picture of a Greek fort.

Resources:

Names of people in group:

Appendix F

It's Greek to Me!
A Study of the Greek City-State

Research Collection Sheet

Ancient Greek Theatres

1. List some examples of Greek theatres.
2. What did the theatres look like?
3. Where were the theatres found in the city-states?
4. What was the purpose of the theatres?
5. Draw a picture of a Greek theatre.

Resources:

Names of people in group:

Appendix G

It's Greek to Me!
A Study of the Greek City-State

Research Collection Sheet

Ancient Greek Houses and Marketplaces

1. What did the Greek houses look like?
2. What did the Greek marketplaces look like?
3. Where were the houses and marketplaces found in the city-states?
4. What was the purpose of the houses and marketplaces?
5. Draw a picture of a Greek house. Draw a picture of a Greek marketplace.

Resources:

Names of people in group:

Appendix H

It's Greek to Me!
A Study of the Greek City-State

Research Collection Sheet

Ancient Greek People

1. What was a city-state?
2. How many people lived in a city-state? Why?
3. Explain how Greek society worked.
4. What did the people look like?
5. How did people spend their time?
6. Draw a picture of an ancient Greek man, woman, and child.

Resources:

Names of people in group:

Appendix I

It's Greek to Me!

Your Own City-State

Some Things to Remember...

- ☀Greek temples were the biggest and most beautiful buildings in a city-state. Religion was very important in the life of an ancient Greek, and so were the temples.
- ☀A wall was built around every city. The forts were built on top of a high flat hill (acropolis). The people were very proud and wanted to protect their way of life.
- ☀Theatres were used in celebrations. Male actors wore large masks that served as voice amplifiers. Males and females were allowed to attend.
- ☀Homes and marketplaces formed around the forts. Streets intersected at right angles around the buildings. Homes were built around courtyards and were decorated with little furniture because the people did not want to have more than the temples.
- ☀Ancient Greeks were proud and political people. They were very loyal to their small city-states!

Your City-State Guidelines

- Using your knowledge of the Greek city-state, draw a bird's-eye-view of your own city-state on graph paper. Be sure to include aspects of the ancient city-state such as: temples, forts, walls, theatres, houses, marketplaces, and roads.
- Name and label your city-state.
- Label and name all buildings and roads.
- Color and decorate your city-state.
- Include a key that includes the map scale. (i.e. $\frac{1}{2}$ inch = 3 feet)
- Fill out and complete *Your City-State Specs*.

Your City-State Greek Scroll

Material: graph paper, map of your city-state, brown wrapping paper, 2 wooden dowels, glue or tape, piece of yarn

1. Glue or tape each end of your brown paper to your dowels.
2. Roll the paper onto the dowels to make a scroll.
3. Glue or tape your map of your city-state and the *Your City-State Specs* onto the scroll.
4. Use the yarn to hold your scroll when you roll it up.

Appendix J

It's Greek to Me!

My City-State Specs

city-state name

My map scale is _____

Building	Length of building on map	Width of building on map	Proportion to find length of actual building <i>(show work)</i>	Proportion to find width of actual building <i>(show work)</i>	Dimensions of actual building
Temple					
Fort					
Theatre					
Standard House					
Marketplace					

Perimeter of city-state on the map (use fence)	Proportion to find perimeter of actual city-state	Perimeter of actual city-state

Appendix K

It's Greek to Me!

Brochure Guidelines

You will be writing and designing a travel brochure featuring your city-state. The purpose of the brochure is to entice ancient Greeks to travel to your city.

As you write and design your brochure think about what ancient Greek people found important. Consider tourist attractions, sites and sounds, city-state events, points of interest, and city-state leisure and entertainment activities. Use your knowledge of the society to attract tourists.

Your brochure must include the following:

- ☼ Name and map of city-state
- ☼ 3 colorful pictures
- ☼ 5 Greek vocabulary words in appropriate context
- ☼ 4 examples of literal and figurative language -*imagery, metaphor and simile, symbol, and personification*
- ☼ 3 actual dimensions from the *My City-State Specs* sheet

Appendix L

It's Greek to Me!

Brochure Rubric

Category	20 Points	15 Points	10 Points
Greek Society Understanding	Brochure demonstrates a full and complete understanding of the ancient Greek city-state	Brochure demonstrates a partial understanding of the ancient Greek city-state	Brochure demonstrates little or no understanding of the ancient Greek city-state
Technology Usage	Student was able to effectively use technology to produce a very neat and organized product.	Student was able to use technology to produce an adequate product.	Student was able to use technology to produce an unorganized product.
Directions	All directions were followed and all elements were included.	Most directions were followed and some elements were included.	Few directions were followed and few or no elements were included.
Creativity	The ideas expressed in the brochure demonstrated interesting, appropriate, and unusual thinking.	The ideas expressed in the brochure demonstrated usual, appropriate, and predictable thinking.	Inappropriate or few ideas were expressed in the brochure.
Writing	The writing was appropriate and there were few grammatical errors.	The writing was appropriate but there were many grammatical errors.	The writing was inappropriate.

Total Points: _____

Appendix M

It's Greek to Me!

Creating a Script *Guidelines*

1. Read your myth aloud as a group taking turns.
2. After reading the myth determine the characters, setting, and plot. (Teacher will discuss in more detail).
3. Decide which group members will have which roles. Remember that there needs to be a narrator and in most cases more than one.
4. Once you have your role, highlight all of your speaking parts (words in italics).
5. As a group, decide which information is unnecessary and does not affect the story and cross it out.
6. Divide the remaining sentences between the narrator(s).
7. Begin typing your script using the following format.

Your Script **MUST** be formatted as follows:

1. Character designations: clearly indicated and standing out from the body of the text.
2. Include a brief introduction to be read by the narrator. This might say something about the story or the performance but does NOT give away the plot!
3. Begin each line with the character's name in bold.
4. Single line spacing for each character line and double spacing between lines.
5. Do not continue a character's line onto another page.

8. When your script is finalized and formatted accordingly you will need to print a copy for each group member as well as a copy for your teacher.
9. Your group now needs to create at least two open-ended questions for the discussion following your performance.
10. You are now ready to rehearse your script.

Appendix N

It's Greek to Me!

Reader's Theatre Script Rubric

Category	20 Points	15 Points	10 Points
Characters	The main characters are clearly designated and standing out from the text.	The main characters are named but not clearly designed or standing out from the text.	The characters are not designated.
Introduction	There is an introduction that gives the audience a brief preview of what is to come.	The introduction is too lengthy or gives away too much information, such as the plot.	There is no introduction.
Dialogue	There is an appropriate amount of dialogue to bring the characters to life and establish the setting and plot.	There is not quite enough dialogue to clearly establish the characters, setting, and/or plot.	The dialogue does not establish a character, setting, or plot.
Accuracy of Facts	All facts presented in the story are accurate.	Almost all facts presented in the story are accurate.	There are several factual errors in the story.
C.A.P.S. (Capitalization and Punctuation, Spelling) Errors	There are no C.A.P.S errors	There are 1-2 C.A.P.S errors.	There are more than 2 C.A.P.S errors.

Total Points: _____

Appendix O

It's Greek to Me!

Performance Evaluation Rubric

Category	20 Points	15 Points	10 Points
Expression	Student read or recited his or her lines with emotion, meaning and strong volume and on cue. His actions and facial expressions strongly enhanced his characterization.	Student read or recited lines, but sometimes missed cues. May have been difficult to hear. Seemed unsure of the flow of the scene.	Student was difficult to hear and missed many cues. Seemed unrehearsed.
Fluency	Student was able to read with automatic word recognition, at a good pace, and accurately read the text.	Student was able to read but lacking in one of the following areas: automatic word recognition, at a good pace, or accurately read the text.	Student was unable to do any of the following: read with automatic word recognition, at a good pace, and accurately read the text.
Intonation	Pitch was often used and it conveyed emotions appropriately.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Preparedness	Student was completely prepared and had obviously rehearsed.	Student was somewhat prepared, but it is clear that rehearsal was lacking.	Student did not seem at all prepared to present.
Listen to Other Presentations	Always listened intently. Did not make distracting noises or movements.	Did not appear to be listening at times or made some distracting noises or movements. (1-2)	Did not appear to be listening and made some distracting noises or movements.

Total Points: _____

