ΜΕΓΑ GREEK
10. Philosophy

🙋🏽‍♀️ = discussion point   📝 = written exercise   💡 = game   🖐🏽 = hands-on activity

Running time
Language segment: 35 minutes   Cultural segment: 25 minutes

The final session of the course introduces students to one of Ancient Greece's greatest cultural legacies to the Western world: philosophy. After hearing the tale of Gyges, the students will be encouraged to discuss why people behave themselves (or not!). Language work consolidates the previous nine weeks' learning, and also extends it with the use of the negative in sentences.

Slide 1
Introduction.

[mouse click] Your guide for today…
[mouse click] (picture of Plato)

🙋🏽‍♀️ Here's a guy with his thinking cap on - it looks like he likes to ask a question or two. What kind of people like to ask questions?

[mouse click] …This is Plato, and he's a philosopher. He liked to ask questions like, "What's the best way to run a country?" and, "How do we know what is real?" His ideas still influence the way people think today.

[mouse click] Plato is saying "Chairete!" (*khy-ray-tay*) which means "Hello!" Students can say hello back, but have to say, "Chaire!" (*khy-ray*) because they are greeting one person (singular), whereas Plato was greeting all of us (plural).

Slide 2

💡 Word Roots Challenge, with things that might be found around the house. Pupils can work individually or in pairs with whiteboards and markers to transliterate and then find English derivative words. All five words featured have been previously encountered.

[mouse click] σοφος - can you transliterate (use your alphabet sheets if you like)?
[mouse click] sophos, wise. What English words do you think come from this? [sophisticated, Sophie, philosophy]

[mouse click] φιλειν - can you transliterate (use your alphabet sheets if you like)?
[mouse click] philein, to love (hopefully this one will be easy to recognise as the students have been using this verb in language work). What English words do you think come from this? [philosophy, bibliophile (book-lover), the boy's name Phillip (literally 'horse-lover')]

[mouse click] λογος - can you transliterate (use your alphabet sheets if you like)?
[mouse click] logos, word. What English words do you think come from this? [logic, biology (or anything ending in '-ology')]

[mouse click] 'ηθικος - can you transliterate (use your alphabet sheets if you like)?
[mouse click] ethikos, moral. What English words do you think come from this? [ethics, ethical]

[mouse click] δημος - can you transliterate (use your alphabet sheets if you like)?

[mouse click] demos, people (as in the population of a city or country). What English word do you think comes from this? [democracy, democratic]

Slide 3
If the class are confident with their verb endings, this slide can be left out.

[mouse click] If I am doing the action, the ending is ω (o)
[mouse click] If you (just one of you) are doing the action, the ending is εις (eis)
[mouse click] If he, she or it is doing the action, the ending is ει (ei)
[mouse click] If we are doing the action, the ending is ομεν (omen)
[mouse click] If you (more than one) are doing the action, the ending is ετε (ete)
[mouse click] If they are doing the action, the ending is ουσι (ousi)

[mouse click] The 'Oh!' face 😱 appears, leading to…

💡 The 'Oh!' game, a game designed to help the class remember the verb endings. Here are the rules:

(1) Get the pupils to all stand up behind their chairs.

(2) Appoint a leader on each table or row (depending on how your classroom is laid out).

(3) Starting with the teacher, and followed by the leader on the first table, the class recite, "ω," "εις," "ει" etc. in order, each pupil taking an ending. When a table finishes, the leader on the next table picks up, so you'll have something a bit like this:

Teacher: ω!
Table 1 Primus pupil: εις!
Table 1 pupil b: ει!
Table 1 pupil c: ομεν!
Table 1 pupil d: ετε!
Table 2 Primus: ουσι!
Table 2 pupil b: ω!
Table 2 pupil c: εις!
etc. etc. until all the pupils on the last table have had a go, then it goes back to the leader on the first table.

(4) HOWEVER! The rule is that if you're the one who says, "ω!" you're out of the game (the "ω!" becomes a noise of disappointment!). You have to sit down. This continues until you have only two players: then it's a face-off to see who wins!

Slide 4

💡 Using the knowledge about verb endings, we now play the game of Quick-Fire Verbs. The class will see a series of verbs. Working in pairs and using whiteboards and markers, they need to decode each verb, looking at the beginning of the word to see what is happening and the end of the verb to see who is doing it. Pupils can transliterate into Roman characters if it helps, but by this stage they may be comfortable working with the Greek directly.

Check the class can identify the verbs being used…

🙋🏽‍♀️ What does **γραφειν** (graphein) mean? [To write]

🙋🏽‍♀️ What does **'ακουειν**, (akouein) mean? [To hear/listen]

🙋🏽‍♀️ What does **φιλειν**, (philein) mean? [To love]

The following verbs will appear on mouse click. As the pupils write their translations (what's happening, who's doing it) on their whiteboards, give them a countdown, and on zero, get them to hold up their answer, word by word. The verbs are:

[mouse click] γραφεις - grapheis - you (sing) write
[mouse click] φιλομεν - philomen - we love
[mouse click] φιλει - philei - he/she/it loves
[mouse click] 'ακουω - akouo - I hear
[mouse click] γραφετε - graphete - y'all/you (pl) write
[mouse click] 'ακουουσι - akouousi - they hear

Slides 5-7
Quick Fire Sentences: these slides recap last lesson's learning on singular and plural nouns, while extending learning by adding the negative 'ou(k)'.

🙋🏽‍♀️ The verbs we just used have been joined by an extra word at the end: 'ou/ouk'. Looking at the picture next to the word, what do you think 'ou/ouk' might mean in a sentence? ['Ou/ouk' means 'not'. 'Ou' is used when the following word begins with a consonant, and 'ouk' is used when the following word begins with a vowel.]

💡 Working in pairs or individually with whiteboards and markers, get the pupils to work out what the following sentence pairs mean:

Slide 5
[mouse click] Ποσειδων 'ακουει - Poseidon hears.
[mouse click] 'Αρτεμις 'ουκ 'ακουει - Artemis does not hear (note how 'ouk' is used here as it's followed by 'akouei').

Slide 6
[mouse click] 'οι μυοι γραφουσι - The mice are writing.
[mouse click] 'αι θεαι 'ου γραφουσι - The goddesses are not writing.

Slide 7
[mouse click] 'ο 'ιππος φιλει - The horse loves.
[mouse click] 'οι 'ιπποι 'ου φιλουσι - The horses do not love.

Slide 8

📝 This slide is a snapshot of today's written exercise (mg10 sentences.pdf), where pupils translate and then illustrate Greek sentences containing 'ou/ouk'. Answers appear on mouse click for in-class marking, or can be found in mg10 sentences answerkey.pdf. N.B. there is a comprehensive pictorial vocabulary gloss down the right hand side.

Today's cultural segment, philosophy, starts with an analysis of the word itself.

🙋🏽 [mouse click] What does φιλειν mean?
[mouse click] philein = to love

🙋🏽 [mouse click] Can you remember what σοφος means?
[mouse click] sophos = wise

Let's see what happens when you put the two words together…
[mouse click x3] These two words make 'philosophy', which literally means
[mouse click] love of wisdom

Slide 10
One of Ancient Greece's most famous philosophers was Plato.

[mouse click] We can't be entirely sure when he lived, but it's something like 427- 347 BCE.

[mouse click] But we do know for sure that he lived (and philosophised!) in Athens, a powerful and important city-state in Ancient Greece.

Plato asked questions such as…
[mouse click] What's the best way to rule? A king? Let the people decide?
[mouse click] How do we know what's real?

Slide 11
Another question Plato asked was,
[mouse click] "What makes people behave the way they do?"

To illustrate one opinion on this, Plato tells the story of Gyges and the Magic Ring.

✋🏽 The next four mouse clicks bring up a potted version of this story (complete with emoji illustration!). Either the teacher can read out aloud, or pupils can volunteer to read a paragraph each.

Gyges is pronounced 'guy-jeez'
Lydia is pronounced 'lid-ee-yer'

🙋🏽 Can you think of any modern stories that may have been inspired by the tale of Gyges and the Magic Ring? [Harry Potter (Harry's invisibility cloak), The Hobbit]

Slide 12
[mouse click] This story gives one perspective on why people act in a good or bad way, but Plato didn't want to tell people what to think, he wanted them to think for themselves, so…

🙋🏽 [mouse click] Do you agree with the message of the story of Gyges? Take two minutes to discuss the question with the people on your table.

💡 If there is time, you can also use one or all of the 'dilemma' scenarios contained in mg10 dilemmas.pdf. These scenarios are springboards for group discussion on making ethical decisions when a slightly unethical decision could (at least initially!) benefit the decision-maker.

<u>Slide 13</u>
Plenary.

🙋🏽‍♀️ [mouse click] If you see **'ου** or **'ουκ** in a sentence, what does it tell you? [that something is not happening]

🙋🏽‍♀️ [mouse click] What did Gyges find that turned him invisible? [a ring]