

# MEGA GREEK

## 4. Art & Architecture



= discussion point



= written exercise



= game



= hands-on activity

### *Running time*

Language segment: 25-30 minutes

Cultural segment: 30-40 minutes

The lesson starts off with an etymology game, before we take a look at putting together some Ancient Greek verbs - the first step to learning the language.

The cultural theme is art and architecture, looking at how modern design can reflect an Ancient Greek influence. This is followed by a hands-on activity - making a Parthenon-inspired *acroterion* (gable decoration).

### Slide 1

Introduction.

[mouse click] Your guide for today...

[mouse click] (picture of Hephaistos)



This one's a god, but we haven't met him yet on this course. He looks strong and skilled - good at making things. Do you know who he is?

[mouse click] Hephaistos (sometimes transliterated as Hephaestus). He is the blacksmith god, patron of craftsmen. In Roman times, he was called Vulcan and gave his name to 'volcano' as he was the god of these dangerous geological features.

[mouse click] Hephaistos 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 Hephaistos was greeting all of us (plural).

### Slide 2



Word Roots Challenge. Over the last few weeks, the pupils have done exercises to get them thinking of English words that have Ancient Greek roots, so they should now be familiar with this concept. The game of Word Roots Challenge will be used frequently as a lesson starter from this point on in the course. 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] μετρεῖν - can you transliterate (use your alphabet sheets if you like)?

[mouse click] metrein, to measure. What English words do you think come from this?

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

[mouse click] arithmein, to count. What English words do you think come from this?

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

[mouse click] akouein, to hear. What English words do you think come from this?

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


[mouse click] skopein, to look at. What English words do you think come from this?

[mouse click] γραφειν - can you transliterate (use your alphabet sheets if you like)?  
[mouse click] graphein, to write. What English words do you think come from this?

[mouse click] What type of word or word class are all these?  
[mouse click] Verbs.

### Slide 3

Since we're going to be working on Greek verbs today, we just have to check that all the pupils have a solid understanding of this word class in English. So, here's a game of Spot The Verbs.

 Either working in pairs or teams, or with the teacher asking for individual suggestions, pupils aim to find the seven verbs hiding amongst the nouns, adjectives and adverbs. Two of the answers ('I am' and 'you have been') are included to emphasise that verbs are 'being' as well as 'doing' words. Different tenses are also included.

[mouse click] All words except for the verbs will disappear.



[mouse click] All these verbs have something with them - what are they? [pronouns]

Pronouns are very important in English. If there's no noun in the sentence, we need pronouns to show us who is doing the action of the verb.

### Slide 4

The Ancient Greeks did have pronouns, but really didn't use them as much as we do in English. They had a much neater trick to show who was doing the action of the verb. They simply used a 'verb code' at the end of the verb, using different verb endings to show who is doing the action.

[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)

### Slide 5

Here are all the endings again. For many languages, we learn verbs in this order:

[mouse click] I

[mouse click] ω

[mouse click] you

[mouse click] εις

[mouse click] he/she/it

[mouse click] ει

[mouse click] we

[mouse click] ομεν

[mouse click] you (plural)/y'all

[mouse click] ετε

[mouse click] they

[mouse click] ουσι

All the verb endings on the left are singular, and all the ones on the right are plural. Get the class to say the endings out loud together. This is practice for the game they are about to play, which encourages them to memorise the endings.

[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 6

With the endings fresh in the pupils' heads, let's try to decode some verbs. Get the students to pair up and get a whiteboard and marker. We'll be using the verb [mouse click] ἄριθμειν



Can you transliterate this verb and remember what it means?

[mouse click] Here's a picture clue.

[mouse click] arithmein - to count

'Arithmein' is the infinitive form of the verb ('to do' something). It acts as the 'building block' which can then have its ending changed to show who is doing the verb.



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 end of the verb to see who is doing it. Pupils can transliterate into Roman characters if it helps. N.B. In Ancient Greek there is no distinction between present simple and present continuous tenses, so pupils can translate using either (e.g. ἄριθμεις can be translated as 'you count' or 'you are counting')

[mouse click] ἄριθμομεν - arithmomen - we count

[mouse click] ἄριθμεις - arithmeis - you (singular) count

[mouse click] ἄριθμουσι - arithmousi - they count

[mouse click] ἄριθμω - arithmo - I count

[mouse click] ἄριθμει - arithmei - he/she/it counts

[mouse click] ἀριθμετε - arithmete - y'all/you (plural) count

There is no written exercise for this lesson.

### Slide 7

The class will see a few pictures to encourage them to think about the links between Ancient Greek and modern art & architecture.

Here are two pictures. Which one do you think is the modern artefact, and which one is the ancient? [left=ancient, right=modern]



What do you think each are used for?

[mouse click] The vessel on the left is an Ancient Greek krater used for mixing wine and water.

[mouse click] The vessel on the right is a modern coffee cup.



What do the two have in common? [They both have decorative borders. In fact, the border on the modern coffee cup is copied directly from Ancient Greek pottery, and is known to this day as 'Greek key'.]

### Slide 8

Here are two more pictures. Which one do you think is modern, and which one is ancient?

[left=ancient, right=modern]



What do you think each are used for?

[mouse click] The structure on the left is the amphitheatre at Epidauros.

[mouse click] The vessel on the right is a modern theatre.



What do the two have in common? [They both have seating arranged in front of and to the sides of a stage]

### Slide 8

Here are two more buildings. Which one do you think is modern, and which one is ancient?

[left=ancient, right=modern]



Do you recognise either of them?

[mouse click] The building on the left is the Parthenon (The Temple of Athena), which is situated on the Acropolis, a hill in Athens, Greece.

[mouse click] The vessel on the right is the British Museum in London.



What do the two have in common? [The BM is practically a copy of the Parthenon! The both have columns and a triangular 'pediment' showing carved figures. In fact, bits of the Parthenon's pediment are actually housed inside the British Museum.]

[mouse click] Here's what the Parthenon and the Acropolis looked like when they were built.

[mouse click] This is a recreation of the triangular pediment of the Acropolis. It would have originally been painted.

[mouse click] Can you see this thing at the very top of the building? It's a decorative piece of stone or terracotta called an 'acroterion' placed at the very top of a building ('acros' means 'highest').

Today we're going to make our own acroterion.

Slides 10-14



These slides run through the steps to make an acroterion. These instructions are also contained in the handout mg4 acroterion.pdf.

Slide 15

The plenary, with Hephaistos asking two questions related to this lesson's learning, one language-related and the other cultural.



[mouse click] If I tell you “γραφω,” who is writing? [I am]

[mouse click] What is the name of the temple on the Acropolis in Athens that inspired the architecture of the British Museum in London? [The Parthenon]