MEGA GREEK
6. Nature

🙋🏽 = discussion point   📝 = written exercise   💡 = game   ✋🏼 = hands-on activity

Running time
Language segment: 25-30 minutes   Cultural segment: 30-35 minutes

The theme of this lesson is nature, and opens up with a nature-themed game of Word Roots Challenge. After this, the pupils solidfy their learning of verbs endings before going on to explore the myth of Persephone, culminating in a craft activity - making Persephone's Flowers.

Slide 1
Introduction.

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

🙋🏽 She's a beautiful goddess, but she doesn't look very happy. Her dark clothes and spiky crown suggest something scary, but she's clutching a beautiful bunch of flowers behind her back.

[mouse click] Persephone, goddess of nature but also wife of Hades and queen of the underworld. We'll explore her myth more later in this lesson.

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

Slide 2

💡 Word Roots Challenge, with sports-related words. 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] βιος - can you transliterate (use your alphabet sheets if you like)?
[mouse click] bios, life What English words do you think come from this? [biology, biome, biodegradable]

[mouse click] ζωον - can you transliterate (use your alphabet sheets if you like)?
[mouse click] zoon, creature (pronounced zoh-on). What English words do you think come from this? [zoo, zoology, protozoa]

[mouse click] ῾υδωρ - can you transliterate (use your alphabet sheets if you like)?
[mouse click] hudor/hydor (either will do). What English words do you think come from this? [hydration, dehydrate, fire hydrant, hydraulic]

[mouse click] ῾ιπ πος - can you transliterate (use your alphabet sheets if you like)?
[mouse click] hippos, horse. What English words do you think come from this? [hippopotamus, hippocampus - scientific word for seahorse, and also a seahorse-shaped region in the brain]

[mouse click] ’αμφι - can you transliterate (use your alphabet sheets if you like)?
[mouse click] amphi, both. Can you guess what this word means in English [amphibian (also using 'bios'), amphitheatre]

Slide 3
A reminder of what we learned about Ancient Greek verbs last lesson.

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. As the endings come up, get the class to repeat the sound back after you.

[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.

We'll be increasing complexity slightly this lesson, working with three verbs. Check the class remembers them…

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

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

[mouse click] 🙋🏽‍♀️ What does **σκοπειν**, skopein mean? [To look at]

The following verbs will appear on mouse click. There is an endings reference guide on screen, to help the class (for now!). 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] σκοπομεν - skopomen - we look at
[mouse click] γραφουσι - graphousi - they write
[mouse click] 'ακουει - akouei - he/she/it hears/listens
[mouse click] γραφεις - grapheis - you (singular) write
[mouse click] σκοπετε - graphete - y'all/you (plural) write
[mouse click] 'ακουω - akouo - I hear/listen

To increase the challenge slightly…
[mouse click] the endings reference box will fade away, so pupils can try to decode the verbs endings from memory.

[mouse click] γραφω - grapho - I write
[mouse click] σκοπουσι - skopousi - they look at
[mouse click] 'ακουετε - akouete - y'all/you (plural) hear/listen

There is no written language exercise today.

<u>Slide 5</u>
The myth of Persephone.

🙋🏽‍♀️We met Persephone at the beginning of this lesson. Can you remember what she's the goddess of? [nature, plus wife of Hades and queen of the underworld]

🙋🏽‍♀️[mouse click] She was the daughter of this goddess - Δεμητερ: what's her name?.
[mouse click] Demeter, goddess of crops and harvests.

🙋🏽‍♀️[mouse click] Persephone was forced to marry this god: 'Αδης
[mouse click] Hades, god of the underworld.

Demeter was not at all happy about her daughter's marriage, so Zeus, king of the gods, helped find a solution. For one half of the year, Persephone had to live in the underworld with Hades, and for the other half, she was allowed back above ground to live with her mother.

🙋🏽‍♀️ Ancient cultures often used myths to explain things that they noticed happening in the world. What do you think the myth of Persephone might have been explaining?

[Mouse clicks reveals a picture of a barren field in winter, followed by more images of crops growing, trees blossoming, flowers blooming and new lambs, which can be used as either a prompt for the class, or as an illustration if they have no problems in finding an answer to this question! Which, of course, is that they myth seeks to explain the regular changing of the seasons]

Slides 6-9

✋🏼 Since the arrival of Persephone back from the underworld heralded the start of spring, the cultural activity is to make 'Persephone's Flowers'. These slides give the instructions for this, but insructions can also be found in mg6 pers flowers.pdf. It's a good idea to run through the steps togther prior to starting the craft activity.

Slide 10
The plenary, with Persephone asking two questions related to this lesson's learning, one language-related and the other cultural.

🙋🏽‍♀️ [mouse click] If I tell you "'ακουει," who is listening? ['he/she/it' is]

[mouse click] What does the myth of Persephone try to explain about the world? [The passing of the seasons and the resurgence of nature in spring]