

The Parthenon

Pre-Visit Material for grade 2.

DeeGee Lester, Education Director

The Parthenon offers our youngest visitors an opportunity to establish a life-long learning relationship with this unique Nashville structure by presenting a complex architecture and culture in its basic form. The children are introduced to the Parthenon as a giant story book in which each decorative element tells a story – stories of triumph over impossible odds, stories of challenges met and lessons learned. The building becomes more than just a storybook as students explore issues such as museum etiquette and skill development through observation and recognition (size, perspective, shapes, and pattern).

This program establishes the foundation for learning upon which students can build as they continue through elementary, middle, and high school and make connections between the Parthenon and social studies, math and science, mythology, Greek comedies and tragedies, the epic poems, the Romantic poets, and the visual arts. Each level of knowledge builds upon the others so that, as they graduate, each student feels a connection with the Parthenon and recognizes its impact on their educational experience. As teachers, you assist the Parthenon’s educational mission in the introduction of this unique structure and of Nashville’s place as the “Athens of the South.”

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The Greek Culture Lesson Plan

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Lesson Plan 1: Pre-visit Preparation

Topic: Greek Culture

Subjects Addressed: History and Geography

Goal(s): To introduce Greek culture to elementary students.

Objectives:

- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

Materials:

- Picture of the Parthenon
- Globe
- Map of Europe
- Picture of Greek flag and pictures/actual of currency
- Facts about Greece: (capital: Athens, language: Greek, Currency: Euro, and Olympics began here)
- Saying hello (YahSU)/talk to you later (say ta leme) in Greek

Instructions:

Begin by telling the students that you will be taking a trip to visit the Parthenon in Nashville, TN, while passing the picture of the Parthenon around. Also tell the students that there is another Parthenon in Greece, and have a student identify where Greece is on the globe. Once the student identifies where Greece is, have him/her walk around with the globe to each student showing him or her where it is.

Pass out to each student a map of Europe and ask him or her to color the country of Greece. Then pass out pictures of the national Greek flag, coins, and “facts about Greece”. Review the facts with the class and teach the class how to say “hello and talk to you later” in Greek.



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Lesson Plan 2: Pre-visit Preparation

Topic: Greek Culture

Subjects Addressed: Language Arts and Writing

Objectives: As a result of the lesson, the students will:

- The student will be exposed to Greek culture.
- The student will be able to write a paragraph

Goal(s):

1. 2.2.01 Use a variety of pre-writing strategies.
 - A. Brainstorm ideas with teachers and peers.
 - B. Write key thoughts and questions, record reactions and observations.
 - C. Construct graphic organizers to establish understanding.
2. 2.2.03. Show evidence of drafting and revision with written work.
 - A. Compose first drafts using appropriate parts of the writing process.
 - B. Write in complete coherent sentences.
 - C. Uses temporary spelling to spell independently as necessary.
 - D. Arrange events in logical and sequential order.
 - E. Reread draft.
 - F. Revise to clarify and refine writing (e.g., rearrange words, sentences, paragraphs) and provide more descriptive detail.
 - G. Incorporate suggestions from peers and teachers.
3. 2.2.04 Include editing before the completion of finished work.
 - A. Apply elements of language (e.g., end marks, capitalization, and commas in a series).
 - B. Edit for complete sentences.
 - C. Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.
 - D. Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, student generated word books) to aid in proofreading.
 - E. Identify words or phrases that could be added to clarify meaning of written stories.
4. 2.2.05 Evaluate own and others' writing.
 - A. Use a simple rubric to evaluate own writing and group work.
 - B. Evaluate own and others' writing through small group discussion and shared work.
 - C. Review personal collection to determine progress.

Materials:

- Dictionary
- Story of Hercules
(<http://greece.mrdonn.org/greekgods/hercules.html>)
- Book binders to make a "book of heroes" to give to their parents

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Instructions:

Begin by telling the students that in ancient Greek stories they honor their heroes by telling stories about them. Ask the students if they know what a hero is? Then provide the dictionary definition of a “hero”. Write the words the children say on the board describing what they think of a hero. Then provide the dictionary definition of a “hero”. Read the stories of Heracles to the children. Have the students take a sheet of paper and write using complete sentences what a hero is and who is a hero in your life and why? When the students are completed with their stories, have them swap papers with their peers to have them edit stories.

Once the stories have been edited by their peers, gather all of the “stories” and make copies for each student to have a copy of the book “our book of heroes,” that was made by the class to give to their parents.



Lesson Plan 3: Pre-visit Preparation

Topic: Greek Culture

Subjects Addressed: Language Arts and Writing

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Objectives: As a result of the lesson, the students will:

- The student will be exposed to Greek culture.
- The student will be able to apply basic addition and subtraction problems.

Goal(s):

- A. 2.2.4 Illustrate general properties of operations.
 - a. Apply the commutative property of addition;
 - b. Show that subtraction is not commutative;
 - c. Apply the addition and subtraction properties of zero

Materials:

- Clay
- Variety of stamps
- Items for the store
 - o Stickers
 - o Candy (suckers, butter fingers, etc)
 - o Rulers
 - o Pencils
- Labels for price tags for items for the store

Instructions:

Explain to the students that beginning in 600 BC the ancient Greeks made their own coins. Just like in the United States, the Greeks had a value system, the smaller coins or obol, were worth less than the larger coins. Each Greek city made its own silver coins, and they made them to look different from each other so you could know right away which city the coins were from. Greek minters made coins by putting a blank coin on a metal stand and setting a metal punch (like a stick as big around as one coin) on top that had the image carved into it, and then hitting the metal punch with a hammer to drive it into the coin and transfer the image. (Reference: <http://www.historyforkids.org/crafts/greeks/coins.htm>)

Now its time for us to make are own coins. You can make your own Greek coins using clay. Form the clay into circles and use stamps to make your own image or "coin". Each of your coins will be worth one dollar in Greek. Once you are finished making your coins, you can visit the market place to purchase items. For example, a ruler will cost 5 dollars in Greek coins and you have six dollars in Greek coins, how much will the change be given to you? The students should answer "one". Another example, would be if you wanted to buy a ruler for 5 Greek coins and a pencil for 3 Greek coins, how many Greek coins do you need to have? The children would answer "eight".

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