**Literacy through Classics**

**Lesson plan 8 for Dyffryn Amman  
Title: Artemis and Actaeon**

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| **Time** | **Activity** | **Details** | **Cross-Curriculum and Literacy**  **(also see below)** | **To be done/brought along** |
| 10mins | Recap | -**Teacher led:** Greet students and take in any homework sheets that have been completed.  - For students that missed the lesson previously, student teachers to give out handouts and briefly explain what was done.  -**Whole class activity:** To quiz the student and test their memory. Ask individual students to come up to the board and write down a specific definite article in Greek. Thus testing their ability to recall Greek of the top of their heads. | **Oracy -Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, *e.g. using specialist vocabulary or examples to illustrate meaning.***  **Oracy -Contribute purposefully to a discussion to achieve agreed outcomes.** | - Bring along spare handouts form the last lesson and give them to student who were absent.  -To bring back marked homework, so students can see their individual progression in the subject. |
| 15 mins | The story of Artemis and Actaeon | - **Teacher led** – Briefly tell them what we are going to be learning about today and give them the lesson objective.  -Discuss human interaction with the Gods in the ancient Greek world. Explain to them how the Greeks would have treated their gods. This provides them with a cultural aspect. -Then present to them the story of the interaction between Artemis and Actaeon.  **-Student led:** They are to be given the story in English with words blanked out. They are then to fill in the blanks with Greek. They will also unwittingly be learning the grammar that will be taught after this exercise is completed. This is a proactive task for them to do, it makes them think about the story and how language is used. | **Oracy - Listen carefully to presentations and show understanding of main points and reasons for opinions**  **Oracy**- **Build on and develop the ideas of others, *e.g. by asking questions to explore further, offering more ideas*.  Reading - Show understanding of the key features and themes across a selection of materials.**  **Writing - Edit, reflect and improve their writing independently.** | To bring in the statue of Artemis to show what statues would have looked like – Physical aspect to teaching.   Have a single PowerPoint slide with images of Artemis, so they have a more imaginative picture.  To create hand out of the story of Artemis and Actaeon which has words missing, which the students will fill in individually. |
| 20mins | Grammar – Negation and the verb ‘to be’ | -**Teacher led:** introduce the students to the Greek forms of negation, prepositions and to the present tense of the verb ‘*to be’.*  -This will provide them give more Greek knowledge to start allowing to create a more complex sentence. And allows them to learn/consolidate grammatical terms.  -Go through examples on the board and highlight  -(**student teachers** to give out hand outs and to go round the classroom to assist the students)  -**By table**: hand-outs that have examples of the negative, preposition and verbs being translated.  -Individual work: have the students complete a couple of exercises, so that they understand, and learn the structure and translations of the grammar. | **Writing - Use language appropriate to writing, including standard English where relevant. Use a varied and appropriate vocabulary, including subject-specific words and phrases** | To create a hand-out with all the grammar that is to be taught this lesson. This hand-out is to provide examples so they have a physical copy to refer to. It will also have practice exercises where the students can fill it in and see if they understand what they have just been taught. |
| 10mins | Greek charades | -**Teacher led:** Explain to the class that we are going to play word charades. And explain the rules. Split class into two teams, and each correct answers earns a point.  -Student Teachers to have a go first, a) to show the class what to do, b) break down the students fear of coming up in front of the class and acting.  -To incorporate themes from the myth. For example Actaeon, they can try to re-enact him shooting the bow. This is to get students to think about the lesson physically.  **-Student led:** Each student is to come up individually and select a card.  -The card will be in Greek therefore the student will have to call upon their Greek knowledge to help them. This is reinforcing the idea of continuous learning of the topic.  - It also creates an interactive classroom where they can see how well others know the topic too. | **-Show understanding of the key features and themes across a selection of materials.**  **- Sustain a role play exploring situations, characters and actions.**  - **When presenting ideas, vary expression, tone, volume to keep listeners interested.**  **-Use knowledge of word families, roots, morphology, derivations and spelling patterns.** | To create and bring a list of nouns, verbs, or names of Gods in Greek. This will then reinforce their understandings of specific myths, verbs and nouns. |
| 5mins | Plenary | -**Whole class discussion:** Student led- To have a roundtable discussion with the class to see if they have understood what they have studied today.  - Ask them if they have any questions about the class, trying to get them to think about the class themselves, therefore they are determining their education.  - **Teacher led:** Before the students are dismissed pass out the homework, and briefly explain what they are to do. | **-Contribute purposefully to a discussion to achieve agreed outcomes.**  **- Build on and develop the ideas of others, *e.g. by asking questions to explore further, offering more ideas*.**  - **Listen carefully to presentations and show understanding of main points and reasons for opinions** | Homework :  - To create a hand-out that has a focus on sentences so they can develop their understanding of Greek grammar further.  - To provide them with more Greek vocab so that they can develop their depth of knowledge.  - To create a fill in the blank |

**Literacy in KS2 – National Literacy and Numeracy Framework**

**Please highlight in bold what applies to your class**

**Reading for information**

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|  |  | Year 6 |
| Locating, selecting and using information | Reading Strategies | * **Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type** * Read complex texts independently for sustained periods * **Understand how punctuation can vary and so affect sentence structure and meaning, *e.g. I had chocolate(,) cake and cheese for tea’*** * **Use a range of strategies to skim and scan for information** * **Read closely, annotating purposefully** * Distinguish between main and supporting ideas selecting essential points * Begin to understand features of official and historical documents, *e.g. formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications* * Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy |
| Responding to what has been read | Comprehension | * **Show understanding of the key features and themes across a selection of materials** * **Infer ideas which are not explicitly stated, *e.g. writers’ viewpoints or attitudes*** * Identify how effective arguments are constructed, *e.g. linking points, pre-empting disagreement, use of examples, appeals to reader* |
|  | Response and analysis | * **Collate and make connections between information and ideas and present appropriately, e.g. graphs, tables** * **Consider different viewpoints on a topic and which is the most coherent and believable** * Evaluate a text, its content, presentation and appeal * **Identify ideas and information that interest them and develop broader and deeper understanding** * Use evidence from a text to support their view. |

**Writing for information**

|  |  |  |
| --- | --- | --- |
|  |  | Year 6 |
| Organising ideas and information | Meaning   * Purpose * Audience * Ideas and information * Use of detail | * **Adapt writing style to suit the audience and purpose, *e.g. formal style for unknown reader, simple style for younger readers*** * Explain ideas fully, showing implications and consequences * Plan writing to shape it for effect, e.g. *leading up to a conclusion* * Edit, reflect and improve their writing independently |
|  | Form  Text types   * Reports * Recount * Persuasion * Discussion * Instructions * Explanation | * Adapt the features of a form appropriately for different contexts, *e.g. letters written for different purposes* * Use features of the chosen form, e.g. *an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion* * Use paragraphs or sections to structure meaning and effect * **Use features and layout which are clearly constructed to enhance presentation of data and ideas** |
|  | IT | * Use language appropriate to writing, including standard English where relevant * Use varied and appropriate vocabulary, including subject-specific words and phrases |
| Writing accurately | Language | * **Use language appropriate to writing, including standard English where relevant** * **Use a varied and appropriate vocabulary, including subject-specific words and phrases** |
|  | Grammar  Punctuation  Spelling  Handwriting  Presentation | * **Use varied sentence structures and sequences of clauses** * Use a range of punctuation accurately to clarify meaning, including apostrophes for omission * **Use knowledge of word families, roots, morphology, derivations and spelling patterns** * Use strategies to spell correctly polysyllabic, complex and irregular words, *e.g. definite, separate, beautiful, friendly* * **Produce fluent and legible handwriting** |

**Oracy**

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|  |  | Year 6 |
| Developing information and ideas  Presenting information and ideas | Speaking | * **Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, *e.g. using specialist vocabulary or examples to illustrate meaning*** * When presenting ideas, vary expression, tone, volume to keep listeners interested * Sustain a role play exploring situations, characters and actions |
|  | Listening | * **Listen carefully to presentations and show understanding of main points and reasons for opinions** * **Respond to others appropriately with questions and comments which develop what has been said** |
|  | Collaboration and discussion | * **Contribute purposefully to a discussion to achieve agreed outcomes** * **Build on and develop the ideas of others, *e.g. by asking questions to explore further, offering more ideas*.** |

This plan has been prepared for the fifth lesson of teaching, and has been created with the intention of obtaining a clear and focused lesson. It once again takes a mixed approach to teaching, which includes the receptive and receptive approach. The use of the theme is extremely important as it allows for there to be a baseline in the lesson. This means that if the lesson was to go of topic, it can easily be pulled back to the main topic. As previously stated in the other analysis, having a central theme is pivotal in a lesson plan, and as Blyth states it is central in teaching history in the classroom[[1]](#footnote-1). This is true as it provides a structured layout for the students and they can clearly understand where this relates to the topic. It also allows for independent learning as it improves their ability to draw upon themes in a text; which is highlighted in the NLNF. The main item lacking in the last plan was having resources that related to the class theme. Thus in comparison to the last lesson plan, feedback has been taken aboard and these new resources have been created with a focus of including the theme. A text which is in both English and Greek has been created for the students to deduce what grammar they will be learning, this allows for more independent teaching, as they are interpreting and understanding a task themselves. Also the texts link directly to the topic of human interaction with the gods in the ancient world. It provides both a cultural and grammatical approach which was not present within the last lesson plan. This is important as students learn about the people living at the time, instead of having just a grammar focused approach. The mixed approach learning is an imperative as it creates a dynamic classroom where all individuals can prosper. Also included in this is the bringing of an object that the students can look at, this interactive use allows the students to see something first-hand, therefore the breaking the restrictions of a classroom.   
  
Developing on from the last lesson plan, this plan puts the teachers and the students alike in control of their learning. This infusion is of both teacher led, and student led teaching. This is an imperative, because it provides a diverse mix to the class, and allows a teacher to incorporate different aspects of teaching methods. The inclusion of breaking down the barriers between students is imperative in the classroom, as Pachler and Field highlight that when teaching a foreign language the communicative approach is most appropriate[[2]](#footnote-2). Thus allowing a communicative classrooms creates a dialogue between teachers and students, where students can point out if they struggle to learn a concept a different way. Therefore having this fusion in the lesson plan is important, as every individual is different, they thrive and grow under different environments. Thus it is definitely an imperative as every student has the right to grow and learn, and a teacher catering for the needs of all, within reason, is successful.

The receptive approach is further ingrained into this lesson plan in the form of charades. It is both linked to the theme of the lesson and also provides the students to build on their grammar in a quick response format. Furthermore the inclusion of this game links to the theory of TPR, (Total, Physical, Response). The use of using the body to learn the language provides a marker for the student; where they will be able to remember the time they had to stand in front of the class and do the action of the word. This removes them from the safety of their desk and puts them in an interactive mode. The activity will allows break down the social pressures, as everyone will be equal in acting out a word. Moreover the use of this activity creates a goal for the student to achieve. This goal is to be able to understand the Greek provided and re-enact the action, or object. As Harmer argues, having a goal is pivotal in a classroom as it motivates the students to achieve it.[[3]](#footnote-3) This motivation will want the students to excel, and the over end product of teaching is to have fully educated and aspirational students. The inclusion of splitting the class into two teams also encourages this motivation; as the competition will invoke the students desire to come first. This hopefully will create a desire for students to study grammar and vocab outside the classroom, as then they will prepared for when a competition based format is presented, or even an exam format itself. This with the use of TPR creates a positive motivation, as Harmer states that an intrinsic motivation is imperative for an enthusiastic classroom[[4]](#footnote-4). Aforementioned the energetic impetus created by acting out the story will provide this intrinsic motivation, as it is physically active and educationally based and provide the students with a desire to learn, instead of being bored. This plan has developed beyond the previous lesson plan, as it has more defined areas of teaching approaches and it provides a theme that is prevalent throughout all stages of the class.

**Bibliography**

J. Blyth, *History in the primary school: a practical approach for teachers of 5 to 11 year old children*, Open University (1988).

Jeremy Harmer ‘*The Practice of English Language Teaching*’, Longman publishing, London 1991.

Norbert Pachler and Kit Field, ‘*Learning to teach Modern foreign languages in the Secondary School’, Routledge, 1999.*

Gruesome Greek stories

The story of Artemis and Actaeon

  
\_\_\_\_\_\_\_\_\_ was the grandson of Cadmus of Corinth. Cadmus was married to \_\_\_\_\_\_\_\_\_ Harmonia, the daughter of both ­\_\_\_\_\_\_\_\_ Mars and Aphrodite. \_\_\_\_\_\_\_\_\_ was killed by his hounds; it was not his fault, but the fault of chance. \_\_\_\_\_\_\_\_\_ goes like this. He was out hunting with some of his soldiers, when he called to them and said, ‘\_\_\_\_\_\_\_\_, we have caught many animals, we should rest \_\_\_\_ and put down our bows.’ As he said this \_\_\_\_\_\_\_\_\_\_ put down their bows and rested. Artemis \_\_\_\_\_\_\_\_of hunting at that very moment was walking through these sacred forests \_\_\_ came across her bathing pool, which was hidden behind some tress. As she entered \_\_\_\_\_\_\_\_\_ she gave \_\_\_\_\_\_\_\_\_ to \_\_\_\_\_ of the nymphs who carried her weapons and she began to undress and gave her clothes to \_\_\_\_\_\_\_\_\_\_ that carried her clothes, and she entered \_\_\_\_\_\_\_\_\_\_ and began to bathe herself. At that moment Actaeon had left the rest of the group and wandered off \_\_\_\_ a part of the woods that he was unfamiliar with. \_\_\_\_ he pulled back \_\_\_\_\_\_\_\_\_\_\_\_ guarding this grove and unwittingly stumbled in when Artemis was bathing. The nymphs screamed and quickly surrounded \_\_\_\_\_\_\_\_\_\_\_ so \_\_\_\_\_\_\_\_\_ could not see her, but he already had. Shocked he froze. Artemis threw water at his face to stop him from seeing her. Then she said, ‘Yes, \_\_\_\_\_ Artemis, and you will \_\_\_\_\_be able to tell this story to anyone else.’ The goddess then, filled with hatred transformed Actaeon into a stag. He had­­ \_\_\_\_\_\_\_\_\_. And tears rolled down his face, as he heard the sounds of his hounds running \_\_\_\_\_\_\_\_him. The dogs now saw him and began to chase him. He ran away from the dogs, but was unfortunately caught and eaten. And \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ were no longer able to find him. But took the dogs back to the palace. This is the unfortunate fate of Actaeon. They say that \_\_\_\_\_\_ he had died, \_\_\_\_\_\_\_ Artemis was \_\_\_\_\_longer angry, as now \_\_\_\_\_ living \_\_\_\_\_\_ could say that they saw her in the pool.

**Your task is to fill in the blanks. We are going to have both the Greek and English language in the same story.**

**Vocab-**   
   
 εἰς – into ἂνθρωπος - man  
 ὁ στρατος – the soldiers την θεαν – the goddess  
 ὁ θεος – the god προς - towards  
 οὐ - no / not μία – one   
 ϕωνηv – voice ἐστι(ν) – it is  
 Ώ – Oh ϕιλοι - friends   
 και – and ἐπεί – when   
 τό λίνον – the cloth τό τοξον – the bow  
 νυν – now τό ἂλσος – the grove  
 ὁ λόγος – the story τήν νύμϕην – the nymph   
 τήν λίμνη – the pool Ακταεον – Actaeon

**Negative**

The normal negative is **οὐ**. This changes (to help pronunciation) to **οὐκ** if the next word starts with a vowel with a smooth breathing, and to **οὐχ** if the next word starts with a vowel with rough breathing. The negative normally comes just before the verb.

1 **ὁ στρατηγος βουλην οὐκ ἐχει. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
2 **ὁ θεος την τιμην ἐχει. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
3 **ὁ στρατος οὐκ ἀκουει την ϕωνην. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
4 **ὁ ἀγγελος διωκει την θεαν. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
5 **ὁ ξενος ϕερει την ἐπιστολην. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
6 **την θεαν ϕυλασσεις. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
7 **ἡ γη την εἰρηνην οὐκ ἐχετε. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
8 **συμμαχον οὐκ ἐχετε. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
9 **ὁ διδασκαλος λογον οὐ λεγει. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
10 **ὁ θεος την νικην ϕερει. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Greek often uses the definite article for general or abstract qualities, whereas English would not use *the.*

**Prepositions –**

Prepositions indicating motion towards take the accusative, as in Latin. Two common ones are:  
  
 **προς**  toward

**εἰς** into

1 **την ἐπιστολην προς την κωμην ϕερω \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
2 **ὁ θεος προς τό ἂλσος** **βαινει \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
3 **την θεαν προς τήν λίμνη** **ἀγω \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
4 **ὁ δουλος εἰς τον ποταμον τρεχει \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  
5 **ὁ στρατος την οὐ ϕυλασσει \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**The verb *to be* (present tense)**

As in most languages, this is irregular, but will quickly become familiar:  
Singular:  
**εἰμι I am  
εἰ you (sg) are  
ἐστι(ν)** **he/she/it**

Plural:  
**ἐσμεν we are  
ἐστε you (are) are  
εἰσι(ν) they are**

Translate into Greek:

1 I am not Actaeon. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
2 You (sg) are not a god. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
3 I am a man not a deer. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
4 You (sg) are Artemis. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  
5 We are gods. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

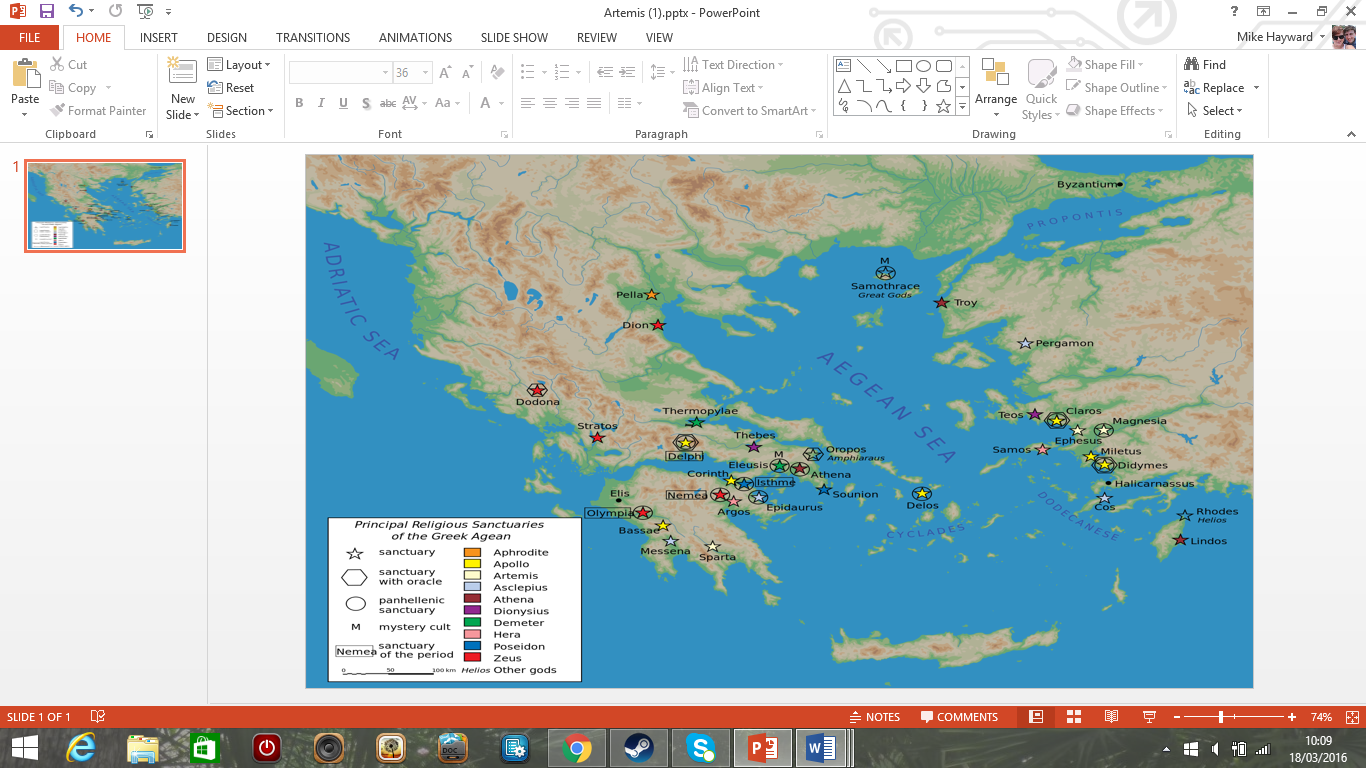
For deer - **ἔλαϕος**

**The fact file of Artemis -**

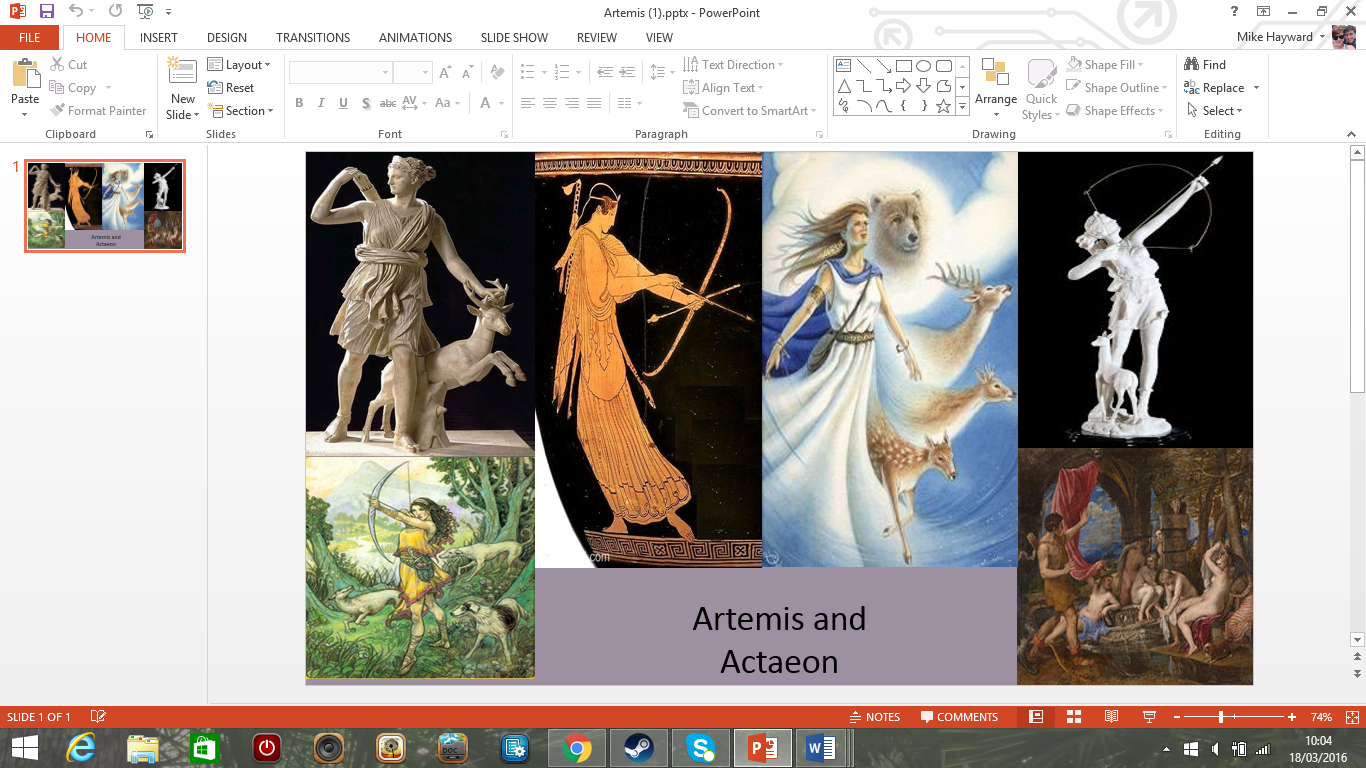
- Goddess of hunting, nature, archery, wild animals, young women and the moon.   
-Her symbol is the bow and arrow.   
-Her sacred animals are the deer, the snake and the hound. Two of these animals are present in the story of Artemis and Actaeon.   
-Her sacred plants are the palm tree, and cypress.   
-The places considered sacred by her are Delos (site of her birth), Arcadia (site of her hunting grounds), and the city of Ephesus – one of the seven wonder of the ancient world.

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| **λίμνη** | **προς** |
| **τρεχετε** | **Ἀρτεμις** |
| **βοη** | **θηρεύω** |
| **ἱππος** | **λούεται** |
| **ἐσθίουσιν** | **τόζον** |
| **διωκει** | **οὐ** |
| **ξενος** | **εἰς** |
| **οὐ ϕωνη** | **ἀποθνᾑσκω** |

**Greek Charades - Words related to the story of Artemis and Actaeon**



**The Gods in Ancient Greece**



1. J. Blyth, *History in the primary school: a practical approach for teachers of 5 to 11 year old children*, Open University (1988), pg 2. [↑](#footnote-ref-1)
2. Norbert Pachler and Kit Field, ‘*Learning to teach Modern foreign languages in the Secondary School’, Routledge, 1999, pg 49.* [↑](#footnote-ref-2)
3. Jeremy Harmer ‘*The Practice of English Language Teaching*’, Longman publishing, London 1991, pg 3. [↑](#footnote-ref-3)
4. Jeremy Harmer ‘The Practice of English Language Teaching’, Longman publishing, London 1991, pg 5. [↑](#footnote-ref-4)