

Lesson Plan: Greek Mythology Most Wanted & Parthenon Architects

Materials Needed:

- The book: "The Glory of Greece" by Beth Zemble and John Holdren
- Paper (white and/or tan/parchment-style)
- Drawing materials (colored pencils, markers, or crayons)
- Building materials (Choose one option): LEGOs, building blocks, cardboard tubes, modeling clay, or even graham crackers and frosting
- A flat surface or tray for building
- Pencil and eraser

Lesson Details

Subject: Ancient History & Creative Arts

Grade Level: 4th-5th Grade (Age 10)

Time Allotment: 75 minutes

1. Learning Objectives

By the end of this lesson, the student will be able to:

- **Analyze** a Greek myth to identify the key characteristics and "crimes" of a mythological creature.
- **Create** a detailed "Most Wanted" poster that visually and textually represents a mythological creature based on information from the text.
- **Construct** a simple 3D model of the Parthenon, correctly identifying and incorporating its key architectural features (columns, base, and pediment).

2. Instructional Strategies & Activities

Part 1: Introduction - A World of Myths & Marvels (10 minutes)

1. **Hook:** Open "The Glory of Greece" to pages featuring mythological creatures or heroes (like pages on the Minotaur, Medusa, or Hercules). Ask the student: "If these creatures were real today, what kind of trouble would they cause? Who would be considered a hero, and who would be a villain on the evening news?"
2. **Set the Scene:** Explain that today, they will act as both a Greek detective and a master architect. First, they will investigate a famous monster from a myth.

Part 2: Activity - Mythological Monster "Most Wanted" (30 minutes)

1. **Research the Suspect:** Have the student choose one mythological monster featured in the book (e.g., the Minotaur, Medusa, a Cyclops, or the Hydra). The student should read the section about that creature and its associated myth.
2. **Gather Evidence:** While reading, the student should look for specific details to use on their poster, such as:
 - **Physical Description:** What does it look like? (e.g., "head of a bull, body of a man")
 - **Known Hangouts:** Where does it live? (e.g., "a labyrinth on the island of Crete")

- **Crimes Committed:** What bad things has it done? (e.g., "devouring youths and maidens sent as tribute")
 - **Known Weaknesses:** Is there a special way to defeat it?
3. **Create the Poster:** Using paper and drawing materials, the student will design a "MOST WANTED" poster. The poster must include:
- The words "WANTED" or "MOST WANTED" at the top.
 - A large, detailed drawing of the creature (the "mugshot").
 - Its name and any aliases.
 - A list of its "Crimes."
 - Its last known location ("Lair").
 - A "Reward" for its capture (this can be creative, like "A Hero's Welcome" or "1,000 Gold Drachmas").

Part 3: Activity - Parthenon Architects (25 minutes)

1. **Study the Blueprint:** Turn to the section in "The Glory of Greece" about the Acropolis and the Parthenon. Point out the three main parts of the temple's design:
 - **The Base (Stylobate):** The foundation steps.
 - **The Columns:** The tall pillars holding up the roof (discuss the simple, sturdy Doric style).
 - **The Roof & Pediment:** The triangular shape at the top, which was often filled with sculptures.
2. **Construct the Model:** Using the chosen building materials (LEGOs, clay, etc.), the student will now build their own model of the Parthenon. Encourage them to focus on getting the basic structure right: a rectangular base, a row of columns around the outside, and a triangular pediment on the front and back.
3. **Challenge Question:** As they build, ask: "Why do you think the Greeks wanted such a large, impressive building to honor the goddess Athena? What does it tell us about what was important to them?"

Part 4: Conclusion - Museum Showcase (10 minutes)

1. **Present the Work:** Have the student present their two creations.
 - First, they present the "Most Wanted" poster, explaining the creature's story and why they designed the poster the way they did.
 - Next, they present their Parthenon model, pointing out the base, columns, and pediment, and explaining what the building was for.
2. **Connect and Reflect:** Ask a final question to tie it all together: "How do both myths and buildings tell us a story about the people who created them?"

3. Differentiation and Inclusivity

- **For Extra Support:** Provide a simple template for the "Most Wanted" poster with pre-labeled sections. For the Parthenon, build the base together and then have the student focus on adding the columns and roof.
- **For an Extra Challenge:** Encourage the student to write a short news article on the back of the "Most Wanted" poster describing the creature's latest escape. For the Parthenon, challenge them to research and build a temple with a different style of column (Ionic or Corinthian).
- **Inclusivity Note:** The lesson focuses on the creative interpretation of historical content, allowing the student's personal style and perspective to shine through in their artwork and building.

4. Assessment Methods

- **Formative (Ongoing Observation):** Listen to the student's answers during the introductory and building phases. Check for understanding as they gather "evidence" for their poster.

- **Summative (Final Product Review):**

1. **"Most Wanted" Poster:** Is the poster visually clear? Does it accurately reflect at least three key details (description, location, crimes) from the myth as described in the book?
2. **Parthenon Model:** Does the model successfully incorporate the three key features: a base, columns, and a triangular pediment? Can the student identify these parts?