

Lesson Plan: Museum Curator for Ancient Greece

Materials Needed:

- The book: *The Glory of Greece* by Beth Zemble and John Holdren
- **For Artifact Creation (choose one):**
 - **Vase Option:** A terracotta pot or a plain cup, black and orange permanent markers or paint.
 - **Architecture Option:** LEGO bricks, cardboard boxes, paper towel tubes, tape, glue.
 - **Theater Mask Option:** A paper plate, scissors, string or a popsicle stick, markers/paint.
- Note cards or paper for the "museum plaque"
- Pen or pencil
- Notebook or journal for brainstorming
- **For Mini-Olympics (optional):** A paper plate ("discus"), a pool noodle or rolled-up newspaper ("javelin").

1. Learning Objectives (The Goal)

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

- **Apply** knowledge from the book to create a physical representation of an aspect of ancient Greek culture (e.g., art, architecture, theater).
- **Explain** the historical significance of their created artifact through a written "museum plaque."
- **Synthesize** ideas about Greek philosophy by developing and asking a thoughtful question in the style of Socrates.
- **Demonstrate** understanding of Greek contributions by curating a mini "exhibit."

2. Instructional Activities (The Adventure)

Part 1: The Invitation (10 minutes)

- **Hook:** "Today, you are not just a student; you are the new Curator for the Museum of Greek Glory! Your mission is to create a new, exciting exhibit to teach visitors all about ancient Greece. You get to decide what amazing piece of history to showcase."
- **Brainstorming:** Flip through *The Glory of Greece* together. Ask prompting questions: "What looks most interesting to you? The powerful gods? The amazing buildings? The exciting stories from their plays? The Olympic Games?" Have the student jot down 2-3 ideas for their exhibit in their notebook.

Part 2: The Creation Station (45-60 minutes)

- **The Artifact:** Based on their brainstorming, the student chooses one artifact to create.
 - **If they choose art...** they can create a "red-figure" vase by drawing black figures on a terracotta pot or an orange-colored cup. They should use the book for inspiration on what to draw (e.g., an athlete, a god, a scene from a myth).
 - **If they choose architecture...** they can use LEGOs or cardboard to build a model of the Parthenon or another Greek temple, paying attention to the famous columns (Doric, Ionic, or Corinthian).
 - **If they choose theater...** they can design a classic Greek theater mask on a paper plate, showing either comedy (a big smile) or tragedy (a downturned mouth).
- **The Museum Plaque:** While their creation dries or once it's finished, the student will write the

description for their exhibit. On a note card, they should write:

1. A creative title for their artifact.
2. Who would have used it in ancient Greece?
3. What was it used for?
4. One interesting fact about it, learned from the book.

Part 3: The Philosopher's Corner (15 minutes)

- **Introduction:** "Great curators don't just show objects; they make people think! The ancient Greeks, especially philosophers like Socrates, loved to ask big questions. Your exhibit will have a 'Philosopher's Corner'."
- **Activity:** Help the student develop one "big question" inspired by Greek life. Examples:
 - "What makes someone a hero?" (Inspired by myths)
 - "What is more important: a strong mind or a strong body?" (Inspired by philosophy and the Olympics)
 - "Is it better to always be fair or to always be loyal to your friends?" (Inspired by democracy and city-states)
- The student writes this question down to share during their final presentation.

3. Assessment (The Grand Opening)

The Exhibit Tour (10-15 minutes)

The student will present their "exhibit" to you (the "museum visitor").

1. **Show and Tell:** The student presents their created artifact.
2. **Curator's Talk:** The student reads their museum plaque aloud, explaining the object's history and purpose.
3. **Philosopher's Corner:** The student poses their "big question" to you and facilitates a short, 2-minute discussion, just like Socrates would have.
4. **Check for Understanding:** Ask one or two follow-up questions, such as "How did what you read in the book help you decide how to make your artifact?" or "Why do you think this was so important to the Greeks?"

Success is measured by the student's ability to creatively apply what they've learned and clearly explain the connection between their creation and the historical context from the book, not by the artistic perfection of the artifact.

4. Differentiation and Extension (Side Quests)

- **For Extra Support:**
 - Provide a fill-in-the-blank template for the museum plaque.
 - Offer a pre-selected list of 3 artifact ideas to choose from.
 - Work together to build or draw the artifact, with the student taking the lead on design choices.
- **For an Extra Challenge:**
 - Have the student create a second, complementary artifact for their exhibit (e.g., a shield to go with a hero's story).
 - Ask the student to write a short play script (one page) that involves their artifact.
 - **Mini-Olympics:** Host a fun, physical competition! Use a paper plate as a "discus" and a pool noodle as a "javelin." Measure distances and award a "laurel wreath" (made from paper or leaves) to the winner. This connects the lesson to the physical culture of ancient Greece.