

Faces™

Greece

Greek civilization is one of the oldest civilizations on the planet. This issue of FACES magazine explores how contributions from Greek culture have influenced the modern world in countless ways, from language to entertainment.

CONVERSATION QUESTION

How have Greek contributions influenced societies worldwide?

TEACHING OBJECTIVES

- Students will learn how food is an important part of Greek culture.
- Students will learn about the origins of the Greek language.
- Students will learn about ancient Greek amphitheaters.
- Students will examine the impact of location.
- Students will analyze cause-and-effect relationships.
- Students will compare time periods.
- Students will research the olive tree's optimal conditions for growth.
- Students will use Greek prefixes to determine the meanings of words.
- Students will use a mathematical process to calculate area.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **A Celebration of Greek Cuisine**
Expository Nonfiction, ~1050L
- **It's Greek to Me!**
Expository Nonfiction, ~1050L
- **Let's Visit an Amphitheater**
Expository Nonfiction, ~1050L

A Celebration of Greek Cuisine

pp. 12–15, Expository Nonfiction

Use this article to help students understand how Greece’s vivid culinary tradition developed and led to dishes that may find their way onto your plate.

Lexile Score: ~1050L



ENGAGE

Conversation Question: How have Greek contributions influenced societies worldwide?

Ask students to share the ethnicity of their favorite meals. Do they prefer Italian food such as pasta and meatballs? Chinese food such as dumplings and rice? Discuss with students how we enjoy food that originated in countries across the globe. Present the title of the article, “A Celebration of Greek Cuisine,” and have the class help you generate a list of Greek foods on the board. Revisit after the reading and have students come to the board to add new foods they have learned about.

INTRODUCE VOCABULARY

Post the key words and discuss the meanings of the terms. Then display the following prompts and have students discuss responses with a partner.

- Why was the **Acropolis** built high on top of a hill?
- What ingredients would you use to create a **frugal** meal?
- Describe a **decadent** lifestyle.

RESOURCES

Impact of Location: Culinary Delights

OBJECTIVES

- Students will learn how food is an important part of Greek culture.
- Students will examine the impact of location.
- Students will research the olive tree’s optimal conditions for growth.

KEY VOCABULARY

- **Acropolis** (p. 12) “high city,” a fortified area of ancient buildings in Athens, Greece
- **frugal** (p. 13) simple and plain and costing little
- **decadent** (p. 13) appealing to self-indulgence

READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

1. Why did King Cecrops name his kingdom for Athena?
2. Why does the article state that Greek fare is more than food—it’s a mindset?
3. How does the location and environment in Greece affect its cuisine?
4. How does the cuisine change during the holidays?
5. List the different uses for olives.

CONCEPT/SKILL FOCUS: Impact of Location

INSTRUCT: Review the text and guide students to express that the article was written to teach readers about the cuisine of Greece and how it varies by specific location. Remind the class that environment often affects food availability and choices. Have students complete the graphic organizer, *Culinary Delights*, independently, using information from the article.

ASSESS: Have students meet with a partner to discuss the similarities and differences on the chart. What characteristics are responsible for the differences? When finished, collect.

EXTEND

Science: Read aloud the first sentence on page 14: “Olives are synonymous with Greek culture and cuisine.” Have students conduct brief research on olive trees to determine the ideal climate and weather in which they grow. Then have them research Greece’s climate and weather patterns to determine where in Greece olive trees are likely to grow best.

Culinary Delights

Impact of Location Consult the article and note both the cultural and environmental characteristics of the areas listed below. **Hint:** You may have to infer some characteristics based on details provided in the article.

Location and Time Period	Cultural Characteristics	Environmental Characteristics	Common Foods
Ancient Greece: RURAL			
Ancient Greece: URBAN			
Modern Greece: SOUTH			
Modern Greece: CENTRAL			
Modern Greece: (NORTH)			

It's Greek to Me!

pp. 28–31, Expository Nonfiction

Ever wonder why some foreign words seem related to your own language? Use this article about the Greek alphabet and how it influenced today's languages to teach students how written language evolved.



RESOURCES

Analyze Cause and Effect:
Sounds and Symbols

OBJECTIVES

- Students will learn about the origins of the Greek language.
- Students will analyze cause-and-effect relationships.
- Students will use Greek prefixes to determine the meanings of words.

KEY VOCABULARY

- **prospered** (p. 28) became successful, especially financially
- **classical** (p. 30) related to ancient Greek culture
- **dialect** (p. 30) a regional or social variety of language distinguished by vocabulary, pronunciation, and/or grammar

ENGAGE

Conversation Question: How have Greek contributions influenced societies worldwide?

Present the title, “It’s Greek to Me!” and tell students that this is an *idiom* (a group of words with a figurative, non-literal meaning) in English, referring to material that the speaker finds difficult or impossible to understand. Provide additional examples and then give students five minutes to work with a partner to list as many idioms as they can. Invite volunteers to share their list of idioms and their meanings.

INTRODUCE VOCABULARY

Introduce this as a quiz learning activity. Provide the class with only the definitions of the key vocabulary terms. Have them read and discuss. Inform students that they will revisit these definitions after reading and pose the proper question using words from the vocabulary-rich article. (What is **prospered**? What is **classical**? What is a **dialect**?) Have them formulate 17 more answers needing questions, for a total of 20, and share with other classes as a post-reading activity.

READ & DISCUSS

Read the article aloud with the class. Have students reread the text in small groups to answer the questions below. Discuss responses.

1. Explain the earliest system of writing for Greeks.
2. Why don't alphabets need more than 35 sounds?
3. How did Greeks learn the Phoenician alphabet?
4. What historical change did Greeks introduce to the way alphabets were constructed?
5. How did the Greek alphabet influence many modern languages?

CONCEPT/SKILL FOCUS: Cause and Effect

INSTRUCT: Lead students in a discussion that guides them to recognize the cause-and-effect relationships (relationships in which some events make other events happen) that are presented in this article. Introduce the graphic organizer, *Sounds and Symbols*, and advise students that they will be explaining the causes and effects of each event listed.

ASSESS: Review the worksheet. For additional practice with cause and effect, challenge students to use a different article from this issue of FACES magazine and identify three cause-and-effect relationships.

EXTEND

Language Arts: Have students reread page 31, which explains that many words in English have origins in the Greek language. Post the following Greek prefixes: **auto-** (self or alone) and **anti-** (against or opposite). Have students work in small groups to brainstorm a list of English words that use these prefixes. Challenge students to briefly define each word and to write a sentence that uses one word from each list of prefixes.

Sounds and Symbols

Analyze Cause and Effect Consult the article to explain the cause of the events listed below, as well as the effects.

Cause	Event	Effect
	The Greeks learned the Phoenician alphabet.	
	Greece entered a period known as the Dark Ages.	
	Attic became the basis for Koine, the common language of the people.	
	The question of a national language arose in 1832.	

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Let's Visit an Amphitheater

pp. 30–33, Expository Nonfiction

This article takes the reader on a journey to ancient Greece to visit the magnificent amphitheaters. Students will discover how public venues change over time.



RESOURCES

Comparing Time Periods: Show Time

OBJECTIVES

- Students will learn about ancient Greek amphitheaters.
- Students will compare time periods.
- Students will use a mathematical process to calculate area.

KEY VOCABULARY

- **hymns** (p. 32) religious songs or poems
- **amphitheater** (p. 32) a round or oval building, typically unroofed, with a space for the presentation of dramatic or sporting events
- **orchestra** (p. 32) the part of the theater containing musicians and singers

ENGAGE

Conversation Question: How have Greek contributions influenced societies worldwide?

Ask students to visualize a movie theater and take an imaginary walk around. Discuss the different areas in the theater and the purposes they serve. Have the class guess when the first movie theater was built (1905). Remind students that the public presentation of drama and entertainment is nothing new. Present the article and tell the class that they will be reading about how the ancient Greeks influenced how we view performances today with their construction of amphitheaters.

INTRODUCE VOCABULARY

Display the following statements and underline the key vocabulary terms. Review how to infer the meanings of new words by using context clues and background knowledge. Then have partners work together to determine the meaning of each word. Reveal definitions.

- The church service ended with a hymn performed by the children's choir.
- Jake was invited to attend a lecture at the college's amphitheater.
- The orchestra brought the dancers to life with a single note.

Challenge students to create their own sentences using the key words.

READ & DISCUSS

Pose the following questions to prompt meaningful discussion.

1. Why did the Greeks build their amphitheaters on hillsides?
2. Explain the three distinct parts of the amphitheater.
3. What types of performances were held in Greek amphitheaters?
4. Describe the admission ticket and what it granted the theatergoer.
5. How were audiences arranged at Greek amphitheaters?

SKILL FOCUS: Compare Time Periods

INSTRUCT: The article presents the reader with detailed information regarding the amphitheaters of ancient Greece. Discuss the impact of change and why and how things change over time. Distribute the *Show Time* graphic organizer. Have students work in pairs to revisit the text and underline information that will help them complete the worksheet. Students should complete the THINK TANK activity independently.

ASSESS: Reconvene and review the worksheet. Invite students to read their comparison paragraphs aloud. Discuss which aspects of theater changed most drastically over time.

EXTEND

Mathematics: Have students use a mathematical process to calculate the seating area, known as the theatron (p. 32), of an amphitheater that has a length of 200 feet and a width of 150 feet. (**Answer: 30,000 square feet**) They will then need to solve the following: *If a seated person takes up about 2.5 feet of space, how many audience members could attend an event?* (**Answer: 12,000**)

Show Time

Comparing Time Periods Use information from the article to compare ancient and modern theaters.

Time Period	Purpose	Location	Theater Areas & Seating Organization	Provisions
<p>Ancient Greece (Sixth century B.C.E.)</p>				
<p>Modern Day (20th century – present)</p>				

THINK TANK: Choose one of the elements above and assemble the information from the chart into paragraph form.