Forest Discovery Day - What have the Ancient Greeks done for us?

Year Group(s) KS2

Objectives:	• To learn about three types of Greek buildings that still have meaning or ruins today (theatre, Parthenon, stadium). • To look at how columns support a roof. • To work together to create structures within the forest. • To discuss and recognise styles of leadership. • To use tools in the wood safely
Links to National Curriculum Programme(s) of Study:	*History:* *The legacy left by Greek architecture *Greek achievements and their influence on the modern world: stadium, Olympics, architecture *Maths:* *To measure accurately, use maths in building eg to get a straight line, circle
Key Questions/ points:	1. To understand that Greek architecture still influences us today and some ways it does- columns, stadium, amphitheatre design, for example. 2. To work collaboratively to build models of buildings within the forest and in doing so to understand different styles of leadership and their effectiveness. 3. To understand how to make structures strong and why buildings may be laid out in particular ways (eg amphitheatre) 4. I can carry out riskier activities within the forest safely: knife to whittle wood. 5. I can use natural resources to create a frieze that conveys a message. 6.

Programme of Activities:
These will be the types of activities on offer. However, they may be subject to change depending on timings and the age/ experience of the pupils.

Introduction to Greek architecture
*What is meant by the term legacy? What have the Greeks left us with? Check that they understand the word legacy. Can they name anything else the Greeks have given us? Olympics, medicine, the alarm clock, philosophy, democracy, maths, theatre..
*One of the largest legacies of the Greek times was the architecture that they used.
*Quiz. On the trees will be facts about Ancient Greek architecture. In threes, the children will have to find the answers to each question. They will have 7 minutes to find as many as they can.
Remind to use titles to help and that the questions do not need to be answered in order.

How did they make their buildings strong?

*Look at how the columns supported the buildings by using cups and card to represent them. Stand on one cup, the roof will crumple. Stand on more spread out it won't.
Greek Architecture Challenge (science-sparks.com)
In small groups test this out. What is the least number of cups needed to support you? What is the best arrangement of them? How many layers of building can you make?
Columns made Greek buildings strong. There are many still standing today. Do you think new buildings will be standing in over 2000 years? Why or why not?

The Big Build!
The children will be split into 3 groups, each with a given task: construct the Parthenon, construct the statue of Athena and construct a Greek Amphitheatre.
Each group will appoint a chief Architekton and a deputy. This will be done via a democracy.

*Today we are going to be Greek architects reconstructing some of the most famous buildings from Ancient Greece.

*We need a boss- a chief builder an Architekton! We are going to vote these in. Who wouldn't be allowed to vote if this was an Ancient Greek democracy? How will you make your choice? You have to nominate people (not yourself!)

The Parthenon
What facts can you remember about the Parthenon?
*Look at the floor plan. How many columns did it have? We are going to scale it down by roughly a factor of 3. Look at our plan to build it.
*Create The Parthenon using stumps and logs. Work as class under lead of Architektons.
*Use pegs and string to ensure that the building is rectangular. Explain that this is how builders still work to make straight walls.

The Amphitheatre
*What can you remember about the Greek theatre?
*Look at the diagram of the parts of the theatre. What is each part for? Why is it circular and sloping?
*Build a Greek amphitheatre into a slope. Use the slope for rising seats and stage at the bottom of the hill. Create out of logs and stumps to create the rows of seats remembering the aisles. Use plan to help.
Use a piece of string and peg to create the circular stage and tarp for the skene (backdrop). The tarp is where the actors can then hide behind.
Ancient Greek Theatre - Activities for Kids (imagininghistory.co.uk)
*If they have time, this group could create a drama recreating a myth.

Big build evaluation!
Look at each groups builds- do they look like the real thing?
Discuss their Architektons: what was their leadership style? Was it effective? Did they try any different methods to get you to work?
Architekton: how did you feel being leader? Was it easy? Did people listen? Did they work hard?

Creating our own chorus
Look at the Greek chorus. Discuss their role and that of the 'protagonist'
Exploring the Greek Chorus (theatrefolk.com)

Could they hear and see the chorus well? Discuss the role of masks in this. Look at the images of masks; they illustrate two sorts of plays: what do you think they were?

In groups, do chorus activity. Take a mundane activity and write chorus for it to perform in our theatre.

Sporting heroes: the Olympics

One other important legacy from Ancient Greece was the Olympic Games. What do you know about the Olympic Games?
*Show them the picture of jumping stones. Can they guess what these were used for? Discuss this event and other differences between the Ancient and Modern Olympics.

You are going to have a different look at the Olympics from the perspective of an insect. You will learn just how much these little critters are not only Sporting Superheroes but also Earth Superheroes.

*Can you jump as far as a jumping spider?

Britain's most widespread jumping spider is the zebra spider. It can jump 14 times its own length!

Lie on the floor and measure yourself, marking it with sticks.
Can you jump as far as your height? If you can, what about two of you?
Mark out 14 of you to see how far you would have to go to jump as far as a jumping spider in comparison.

Beat that: a grasshopper can jump 25 times its body length!

Human Long Jump record:
8.95m Mike Powell
His height 1.88m
He jumped about 4.8 times his height.
To jump 14 times his height, his record would be **26.32m**!

*Can you run as fast as a cockroach?

A cockroach can run 50 times its body length in a second!
Measure out 5 of your body lengths. Can you even run that far in a second?
How far can you run in a second?

This is how it looks for the cockroach:
*100cm or 1m = 1sec
*50m = 50 secs
*100m = 1 min 40 secs
*3.6km = 1 hour so speed is 3.6km/hr

Compare to fastest human:
Usain Bolt fastest man alive and World Record holder of 100m:
*100m 9.58 sec
*top speed recorded in an event 43.99 km/h
*50m rarely raced. Record held by Donovan Bailey 5.56 sec.

It looks as if humans have the edge. However, if we made Usain Bolt run the equivalent of the cockroach (50 times its body length in a second), Usain Bolt would be travelling at **352.8 km/h!!!!**

Ancient Greek buildings: artwork
Three activities for them to carousel around.

Ancient Greek Friezes
Remind children about where the frieze appeared on a building and what their purpose was.
Look at the pictures of the friezes: what can you see depicted?
If we were to create a modern-day frieze, what might we put on it?

Children to create part of a frieze in natural materials.

Whittling a column.
Teach to cut in when whittling (stop cut) to see if they can create a smooth column with a simple top- don't look at flutes. Use sandpaper to smooth after.

Remind of all safety rules to do with whittling and check correct seating etc.

Create an Ancient Greek pinch pot.
*Make two pinch pots and put them together to create a sphere (remember to score and use water to join).
*Create the vase shape that you want.
*Punch a whole in the top and smooth.
*You can then use coils to create foot, neck and handles.
making a greek pot for kids - - Video Search Results (yahoo.com)

Plenary
*Walking gallery of any friezes made.
*Philosophical questions: Do trees feel pain?
Discuss- follow-up with how else are they like humans.
Or humans or trees?