Ancient Greek Accomplishments Workshop!

The materials and supplies for the workshop stations were provided in class. These are the instructions for each station of the workshop. The writing (if not finished in class) was to be completed as practice at home!

1. Greek Column Builders (6 People)
2. Using pages 162, 150, and 110 of your textbook, create 2 accurately-formed columns of each style: Doric, Ionic, and Corinthian.
3. Neatly label each column on a small piece of paper.
4. Finally, write one paragraph (3-5 sentences) on the next page of your comp book describing in great detail what you did and what you learned from the experience. You will present this paragraph to class on Monday in a short speech!
5. Greek Bust Carvers (2 People)
6. Using pages 141, 155, 159, 168, 170, 172, and 181 of your textbook, create two realistic bust sculptures.
7. Neatly label each bust on a small piece of paper.
8. Finally, write one paragraph (3-5 sentences) on the next page of your comp book describing in great detail what you did and what you learned from the experience. You will present this paragraph to class on Monday in a short speech!
9. Greek Statue Carvers (2 People)
10. Using pages 177, 183, 158, 129, 126, 127, and 122 of your textbook, create two realistic full-body statue sculptures.
11. Neatly label each statue on a small piece of paper.
12. Finally, write one paragraph (3-5 sentences) on the next page of your comp book describing in great detail what you did and what you learned from the experience. You will present this paragraph to class on Monday in a short speech!
13. Corbel Arch and Roman Arch Builders (4 People)
14. Using the arches notes at this station, construct an ancient Greek corbel arch and an ancient Roman keystone arch.
15. Neatly label each arch and their parts using small pieces of paper. Finally, write one paragraph (3-5 sentences) on the next page of your comp book describing in great detail what you did and what you learned from the experience. You will present this paragraph to class on Monday in a short speech!
16. Greek Epic Drama Troupe (7 People)
17. Choose parts in the skit *The Curse of The Cyclops* – a section of Homer’s epic poem, The Odyssey*.*
18. Rehearse the skit in the Multi Purpose Room, working carefully on pronunciation of tricky words, dramatic voice, and action!
19. Finally, write one paragraph (3-5 sentences) on the next page of your comp book describing in great detail what you did and what you learned from the experience. You will present this paragraph to class on Monday in a short speech!
20. Greek Myth Readers (2 People)
21. Read the ancient Greek myth *Icarus and Daedalus* on page 164 of your textbook.
22. Answer the five questions on page 167 on the next page in your comp book. You will present this writing to class on Monday in a short speech!
23. Greek Fable Readers (2 People)
24. Read the fables in the packet at this table.
25. Choose your two favorite fables.
26. Finally, for each of your favorites, write one summary paragraph (3-5 sentences) on the next page of your comp book describing in your own words what happened in each fable, including the moral of each. You will present these paragraphs to class on Monday in a short speech!
27. Greek Alphabet Scribes (2 People)
28. Use the Greek Alphabet from page 120 of your textbook to create two bold and colorful signs:

**ANCIENT GREEK ALPHABET** and  **HEDRICK HORNETS!**

1. Finally, write one paragraph (3-5 sentences) on the next page of your comp book describing in great detail what you did and what you learned from the experience. You will present this paragraph to class on Monday in a short speech!
2. Greek Pottery Archaeologists (2 People)
3. Use the laptop to go to johnsonsocialstudies.weebly.com
4. Go to the PROJECTS tab, and click on the Ancient Greek Pottery Collection page.
5. Watch the video about how pottery was made.
6. View the other links on pottery types and museum collections of pottery artifacts.
7. Finally, write two or three short paragraphs (~ 3-5 sentences each) on the next page of your comp book describing in great detail what you learned from the experience:
* How was pottery made?
* What types were made?
* What did the artwork on the pottery teach you about the culture (religion, clothing, food, work, tools, weapons, transportation, etc...) of the ancient Greeks? You will present this paragraph to class on Monday in a short speech!
1. Greek Democracy Organizers (4 People)
2. Choose a hot topic that the class should have a debate on. It should be an issue with strong opinions on both sides! On the table are some suggestions, but you can choose a different topic if you have a better idea.
3. As a group, use the two white boards to write down reasons to vote *yes* and reasons to vote *no*.
4. Finally, write three short paragraphs (3-5 sentences each) on the next page of your comp book to explain your position on the issue.
* Explain the question, give your opinion and back it up with reasons, evidence, and logic
* Give the opposite opinion and some reasons that people hold it
* Conclude with a short paragraph that restates the question and restates your position
* You will present these paragraphs to class on Monday in a short speech!

Direct Democracy Debate Topics

•K-12 schools should ban junk food sales.

•Medical testing on animals does more good than harm.

•School vouchers should be allowed.

•The U S Government subsidy of the arts should end.

•Corporal punishment of children should be illegal.

•The United States should close its Guantanamo prison.

•Middle schools should have mandatory drug testing for participation in extracurricular activities.

•Food aid does more harm than good.

•Cell phones should be allowed in schools.

•The United States of America should rely on alternative energy sources instead of fossil fuels.

•Television is a bad influence on children.

•All schools should provide students with music and art education.

•American intervention in Iraq has done more good than harm.

•Homework should be banned.

•Oregon should raise the driving age to 18.

•The legal system should have the option to charge juveniles as adults in murder cases.

•The United States should ban the death penalty.

•Classrooms should have closed-circuit cameras.

•Oregon should make it mandatory for citizens to vote in elections .

•The United States should amend the Constitution to allow foreign born citizens to serve as President.

•The United States should have a draft for military service.

•Oregon high schools should substantially expand vocational training .

•Beauty pageants do more harm than good.

•The United States should expand its use of nuclear power.

•Stem cell research should be expanded.

•Fast food restaurants do more harm than good.

•Schools should provide for single sex instruction.

•Junior high and high schools should randomly test their athletes for drug use.

•Physician-assisted suicide should be legalized.

•The United States should sign and ratify the Kyoto Protocol.

•The US should eliminate farm subsidies.

•Zoos do more harm than good.

•Fried foods should have warning labels.

•The District of Columbia Curfew law (The Juvenile Curfew Act of 1995 (DC Code 6-2181)) does more harm than good.

•Professional athletes should be role models.

•The French government should permit students to wear visible religious symbols in state schools.

•The atomic bombing of Hiroshima was justified.

•Wal-Mart is good for America.

•Algebra should not be required for high school graduation.

•Businesses should not place advertisements in schools.

•It is unethical to eat meat.

•In the case of student lockers, school safety is more important than student privacy.

•The No Child Left Behind Act has done more good than harm.

•Fossil fuels are easily replaced.

•Single sex schools are better for students than co-ed schools in grades K-12.

•Repeal the Military Commissions Act.

•The President of the United States should be elected by the direct vote of the people.

•The U. S. should end the embargo on Cuba.

•There should be year-round schooling for students in grades K-12.

•*Other of your choice?*