



GREEK FEASTS Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your GREEK FEASTS box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



**Lesson #1: CHICKEN SOUVLAKI SKEWERS
& GREEK THEATER**

Activity Time: 60-90 minutes

LEARNING OUTCOMES

- Students will **learn** about the impact that Ancient Greece has on the entertainment they watch today.
- Students will **be introduced** to the three types of Greek theater (comedy, tragedy, and satire).
- Students will **examine** Greek theaters and learn relevant vocabulary.
- Students will **learn** the origin of the word *thespian*, used to describe actors.
- Students will **be introduced** to how stories were told on the stage in Ancient Greece (masks, actors, Greek chorus).
- Students will **choose** an aspect of theater to further explore (masks, architecture, acting) and **build, share** or **perform**.
- Students will **practice** the Featured Culinary- Skill Kitchen Cleanliness.
- Students will **make** and **share** Chicken Souvlaki Skewers.



GREEK THEATER

Notes for the Teacher:

- If you are not familiar with ancient Greek theater, it is recommended to watch some of the video links provided before teaching your students.
- For the mask making, you can decide which kind of masks you want to make depending on your student's ability level, the amount of time you have, or the materials that you have available. A quick mask made out of a paper plate can be just as effective as a papier mâché one that takes hours to make.
- This lesson does not delve into actual ancient Greek plays, instead it focuses on the form that they took. Please feel free to extend the learning by finding age appropriate plays for your students. A good place to start is:
 - [Free Greek Theater Plays for kids](https://www.dramanotebook.com/plays-for-kids/greek-theatre-plays-2/)
<https://www.dramanotebook.com/plays-for-kids/greek-theatre-plays-2/>

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Books about ancient Greece and Greek theater
 - Material for final activity (varies):
 - Masks
 - Paper plates, papier mâché, or bandages
 - Paints, markers, crayons
 - Yarn, string, cotton wool
 - Glue, tape, scissors
 - Dioramas
 - Cardboard, cardstock, paper, shoebox
 - Scissors, rulers, glue and tape
 - craft sticks, Legos, etc.
 - Design Ideas:
 - http://www.timetrips.co.uk/model_theatre_instr.htm
 - How to Build your own ancient Greek theater (1:26)
<https://www.youtube.com/watch?v=8IzpUKKrLj4>
 - Costumes
 - Sheet, table cloth, or piece of material
 - Safety pins
 - Scissors
 - Rope, scarf or belt
 - Design ideas see videos:



- ACT Ottawa video topic: Greek Costuming (6:25)
<https://www.youtube.com/watch?v=GtB1QTW-Z5Y&t=326s>
- How to Make a Greek Chiton (2:22)
<https://www.youtube.com/watch?v=uN5m1jiQROg>
- Watch
 - Prezi slideshow Parts of a Greek Theater <https://prezi.com/ffp5zhenjgau/parts-of-a-greek-theater/>
 - The Battle of the Greek tragedies- Melanie Sirof (5:06)
<https://www.youtube.com/watch?v=BjLrMxO4cys&t=182s>
 - Why did ancient Greeks wear acting masks (5:18)
<https://www.youtube.com/watch?v=rDRnk-rhCg>
 - Making Ancient Greek Masks (8:30)
<https://www.youtube.com/watch?v=XmpsadAkm3U>



LESSON: Greek Theater

- Introduction: Ancient Greek Theater is Alive Today
 - Ask students: What do you like to do for entertainment?
 - Guide the conversation to T.V. shows, movies, and perhaps live theater.
 - Ask:
 - What makes these shows attractive to you?
 - Do they make you feel something? If so what? (laugh, cry, scream)
 - Do they teach you something? If so what?
 - Do they make you think about how you view the world?
 - Read the Fun Bite Greek Influences on the Chicken Souvlaki Skewers recipe guide.
 - Ask:
 - Can you **define** what comedy and tragedy mean?
 - How do you **think** the ideas of comedy and tragedy could have gotten started?
 - Discuss the role that watching comedy and tragedy has in their personal lives, and in their culture.
- Background Information: History and Artistry of Greek Theater
 - **Share:** Theater was for ancient Greeks like movies are for us. The theater was a place for entertainment, teaching, laughter, tears, and questioning the way things are done.
 - Every town had at least one open air theater. Some theaters held up to 15,000 people!
 - Initially, the theaters were used for music, songs, and dances to honor the Greek gods. But after a while the stories began to be acted out by the chorus and Greek writers began to write plays for the chorus to sing and act out.
 - Each town claimed that their plays were the best and that their actors were amazing. There was a lot of competition with drama contests between towns. The winners of these contests were treated with great respect, almost like Olympic athletes!
 - **Explain:** There were professional playwrights (Aeschylus 525 BCE, Sophocles 497 BCE, Euripides 480 BCE, and Aristophanes 446 BCE) who wrote **three main types of plays**.
 - **Comedy** - Plays that had a happy ending.
 - **Tragedy** - Plays that had a sad ending. They were usually based on Greek Myths where a hero faced some type of problem.
 - **Satyr** (satire) - Plays that poked fun at real people. In ancient Greece it was illegal to make fun of the gods and punishment was death.
 - Show students pictures of **ancient Greek theaters**.



- Some examples are: Odeon of Herodes Atticus, Ancient Theater of Epidaurus, and the Theater of Dionysus.
- Watch (optional):
 - The Greatest Theater (4:47)
<https://www.youtube.com/watch?v=2CVO9Vd067U>
- View the Prezi slideshow: *Parts of a Greek Theater*
<https://prezi.com/ffp5zhenjgau/parts-of-a-greek-theater/>
 - Discuss the role of each part of the theater
 - **Orchestra** – The “dancing place” and the performance space of the chorus.
 - **Skene** – A covered structure for changing and painting sets. The word “scene” derives from this word. There were almost no scenery or backdrops in Greek plays, but sometimes the Skene was painted to look like a background.
 - **Theatron** – The “seeing place,” a collection of semi-circular benches to sit on.
 - **Proskene** – A raised platform where the actors would perform.
 - **Altar/Thymeli** – An altar to Dionysus (the god of the theater). It is usually in the center of the orchestra.
 - **Parados** – Both the name of the side entrance and the first song sung by the chorus.
 - Ask students to **imagine** the special effects used in movies today (CGI, sound effects, stunt people).
 - **Share:** In contrast to today’s special effects, in ancient Greece there were only two machines used for effects:
 - A **hoist**, which was used to lift an actor into the air who was playing the part of a god.
 - A **sound machine**, which used to imitate thunder.
 - **Ask:** Do you have any idea why thunder would be so important? (Zeus of course!)
- Explain that each play was told in two different ways at the same time.
 - **The Greek Chorus**
 - A group of singers that would tell the story out loud (similar to backup singers in a band)
 - They would often all wear the same mask and move around very close to one another.
 - **The actors**
 - Performers that told the story by using masks and actions.
 - Only men were actors, and they would play a number of roles by switching masks and their body posture and gestures.
 - **Thespis** was one of the most famous actors in ancient Greece. In honor of him, actors today are called *Thespians*.



- **Masks** were very important in telling the story of the plays. The actors were often very far away from the audience (there were no television screens to give a close up!) so the actors had to gesture with big movements and use masks to convey or show emotions.
 - The masks were **made of cork or linen**, so that they wouldn't be too heavy and could be shaped to show different feelings.
 - The **expressions** on all of the masks were very **exaggerated** so that people far away would know what the actor was feeling.
 - **Tragic masks** carried mournful, sad, or painful expressions.
 - **Comic masks** would be smiling or leering.
 - **Optional** video- Why did ancient Greeks wear acting masks (5:18) <https://www.youtube.com/watch?v=-rDRnk-rhCg>
 - The **shape of the mask** amplified the actors voice, making it easier for the audience to hear his words.



ACTIVITY: GREEK THEATER

- Instructions:
 - Tell students that they have a choice of how they would like to dive deeper into ancient Greek theater.
 - Prepare yourself to explain the choices, watch any videos or look at books, and have the necessary materials.
 - Mask Making
 - The following steps are for making a mask out of paper, but can also be a starting point for other types of masks.
 - Review why masks were used in ancient Greek theater.
 - Ask students to:
 - Stand in front of the mirror and try to make the following expressions on your face: sad, happy, angry, scared.
 - Look carefully at your face and think about the shapes that your face is making, especially your eyes and mouth.
 - Make the expression that is best for the character that you want to create.
 - Draw this expression on a piece of paper, making sure that the size is a bit bigger than your face. (You might need someone to help you with this.)
 - Exaggerate your expression, so it's easy to view from a distance.
 - Stick your drawing onto thick cardstock or a paper plate.
 - Remember to cut out the holes for the eyes and the mouth. (Ask someone to help you do this safely.)
 - Cut holes in the sides and thread elastic, string, or ribbon through them, so that the mask can be tied on your head.
 - Use yarn, string, clay, markers, crayons or other materials to add exaggeration, color and detail to your mask.
 - Costume Design- Make a Chiton (*pronounced ky-ton*)
 - Show students one or both of the following videos to decide which type of *chiton* they want to make.
 - ACT Ottawa video topic: Greek Costuming (6:25)
<https://www.youtube.com/watch?v=GtB1QTW-Z5Y&t=326s>
 - How to Make a Greek Chiton (2:22)
<https://www.youtube.com/watch?v=uN5m1jiORQg>
 - Encourage students to think about what kind of a character they will be designing for:
 - noble and wealthy (white, gold, bangles)
 - common and poorer (colored material, chord for a belt)



- Have students **collect** construction/decoration materials that are relevant for their character.
- **Assist** students, or have them work in pairs, to drape, fasten, and pin material.
- Have students **present** a fashion show or **take photos** of their finished costume.

- **Greek Theater Diorama**
 - **Review** the parts of a theater with students.
 - **Optionally** show students the video and website instructions for making a diorama.
 - Design Ideas:
 - http://www.timetrips.co.uk/model_theatre_instr.htm
 - How to Build your own ancient Greek theater (1:26) <https://www.youtube.com/watch?v=8IzpUKKrLj4>
 - **Have** students decide what type of materials they want to use to create their diorama. (Simple materials, like Playdough or Lego, can be just as effective!)
 - **Support** the students as appropriate for ability and safety.
 - **Ask** students to label or create a legend for the parts of the theater.
 - **Display** the diorama (it could be a centerpiece on the Greek Feasts dinner table).

Extension:

- **Make a list** of shows that you watch and categorize whether they are comedy, tragedy or satire. Explain how you categorized them.
- **Read or watch** some ancient Greek plays.
- **Write and perform** a comedy, tragedy, or satire about something important to you.



COOKING CHICKEN SOUVLAKI SKEWERS

Kitchen Prep

- Read the **CHICKEN SOUVLAKI SKEWERS** recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill- Kitchen Cleanliness**
- Discuss kitchen safety. Specifically, **HAND WASHING** safety (Visit Raddishkids.com/pages/safety).

Prepare **CHICKEN SOUVLAKI SKEWERS**

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to smash, juice, and skewers
- When the **CHICKEN SOUVLAKI SKEWERS** are ready, eat, taste and share!
- While your friends and family are eating, teach them about ancient Greek theater and how it shapes the entertainment we have today. Then show them what you designed and explain it to them.



RESOURCES

- Books
 - [A Visitor's Guide to Ancient Greece](#) by Jane Chisholm and Lesley Sims
 - [Classical Kids: An Activity Guide to Life in Ancient Greece and Rome](#) by Laurie M. Carlson
 - [Tools of the Ancient Greeks](#) by Kris Bordessa
 - [Treasury of Greek Mythology: Classic Stories of Gods, Goddesses, Heroes & Monsters](#) by Donna Jo Napoli
 - [Free Greek Theater Plays for kids](#)
<https://www.dramanotebook.com/plays-for-kids/greek-theatre-plays-2/>
- Websites
 - <https://www.wikihow.com/Make-Greek-Theatre-Masks>
 - <https://www.incredibleart.org/lessons/middle/Cathy-Greek.htm>
 - <http://broadwayeducators.com/acting-mask-work-lesson-plan-for-kids/>
 - <http://greece.mrdonn.org/theatre.html>
 - http://tedb.byu.edu/?page_id=442
 - <http://www.ancientgreece.com/s/Theatre/>
- Videos
 - Presentation on the Parts of a Greek Theater <https://prezi.com/ffp5zhenjgau/parts-of-a-greek-theater/>
 - The Greatest Theater (4:47) <https://www.youtube.com/watch?v=2CVO9Vd067U>
 - Parts of a Greek Theater <https://prezi.com/ffp5zhenjgau/parts-of-a-greek-theater/>
 - Why did ancient Greeks wear acting masks (5:18)
<https://www.youtube.com/watch?v=rDRnk-rhCg>
 - Making Ancient Greek Masks (8:30)
<https://www.youtube.com/watch?v=XmpsadAkm3U>
 - The Battle of the Greek tragedies- Melanie Sirof (5:06)
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 - ACT Ottawa video topic: Greek Costuming (6:25)
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 - How to Make a Greek Chiton (2:22)
<https://www.youtube.com/watch?v=uN5mIjiQRQg>
 - http://www.timetrips.co.uk/model_theatre_instr.htm
 - How to Build your own ancient Greek theater (1:26)
<https://www.youtube.com/watch?v=8IzpUKKrLj4>



**Lesson #2: LEMON RICE SOUP
& "IT'S ALL GREEK TO ME"**
Activity Time: 45-90 minutes

LEARNING OUTCOMES

- Students will **learn** that the ancient Greeks had their own written alphabet and language.
- Students will **recognize** the **similarities** and **differences** between the English and Greek alphabets.
- Students will **discover** the roots of the word *alphabet*.
- Students will be **exposed** to the idea that approximately 30% of words that we use in English today come from Greek words.
- Younger students will **practice with phonetics** by looking at letters (symbols) and making the corresponding sounds.
- Younger students will have the **choice** to: **create** representations of their name using the Greek alphabet, create their own alphabet, or **artistically represent** Greek words that we use in English every day.
- Older students will **research**, **choose**, and **accurately copy** part or all of an inscription in Greek and **decode** it into English.
- Older students will **learn** what a *Linguistic Anthropologist* is.
- Older students will **write** a secret message to be decoded by others.
- Older students will **discover** that even ancient Greeks thought about *content*, *audience*, and *materials* when they wrote a message.
- Students will **read** and **practice with Featured Culinary- Juicing a Lemon**
- Students will **make** and **share** Lemon Rice Soup.



IT'S ALL GREEK TO ME

Notes for the Teacher:

- For younger students:
 - learning that letters are symbols of sounds that we make when we read is the very basis of learning to read. For pre-readers, starting with using their names as a place to learn letters and the sounds that they each make is a very powerful place to start. This is because they are already familiar with their name and the sounds that they hear and make when it is said out loud. Helping them tie those sounds to their written name can be a huge *ah ha* moment.
 - Another way to capture the idea of letters and their sounds is to explain that each letter has to work together with its friends to tell the story of a word. C-A-T have to each say their name or sound so that we can know about CAT.
- For older students:
 - Students often have the questions, “Why do we have to learn this?” or “That happened so long ago what difference does it make?” In the case of the Greek alphabet, it affects approximately 30% of the words that we all use today.
 - The ancient Greeks were the first civilization to include the breath sounds, which are the vowels that we use today, into their written alphabet.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Dictionary
 - Copy of the English alphabet
 - Optional art supplies
 - Markers, crayons
 - Glue, glitter
 - Scissors
 - Magazines etc.
 - For older students: Images of ancient Greece: (from books or the internet)
 - Coins
 - Pottery
 - Writing on buildings
 - Texts
- **Watch**
 - Greek Alphabet Song (0:37) <https://www.youtube.com/watch?v=xLZhcPafleU>
 - Greek Alphabet Song (1:42) <https://www.youtube.com/watch?v=k6gCaGEi3rA>
 - Learn the Greek Alphabet Song (0:54) <https://www.youtube.com/watch?v=mpkdXlrTljY>



- (More appropriate for older students) The day the Greeks invented vowels- History of Writing Systems #8 (3:46)
<https://www.youtube.com/watch?v=gLl8gFhRwq4>



LESSON: It's all Greek to Me!

- Introduction:
 - Read the Greek Alphabet section of the Lemon Rice Soup recipe guide.
 - Ask students: Where do you think the word alphabet comes from?
 - The first two letters in the Greek alphabet are “alpha” and “beta”
 - Provide the students with a copy of the English alphabet.
 - Discuss the Food for Thought question.
 - **Support** students in comparing and contrasting the two alphabets.
 - Ask:
 - How many letters are in each alphabet?
 - If you arrived on Earth from another planet which alphabet would you like to learn and why?
 - **Point out** to students that letters are just a symbol for a sound that we make when we read a word.
 - **Show** students one of the following videos to learn the Greek alphabet. (*Choose the one that you feel is most appropriate for your learners.*)
 - Greek Alphabet Song (0:37)
<https://www.youtube.com/watch?v=xLZhcPafleU>
 - Greek Alphabet Song (1:42)
<https://www.youtube.com/watch?v=k6gCaGEi3rA>
 - Learn the Greek Alphabet Song (0:54)
<https://www.youtube.com/watch?v=mpkdXlrTljY>
 - **Ask:** Do you hear any similar sounds between the Greek alphabet and the English one?
 - **Share** with students that today they are going to learn more about the Greek Alphabet. Even though it is over 3000 years old, it is responsible for many of the words that we still use today. They will also have a chance to **write** their name in Greek letters and **create** their very own alphabet!



- Background Information:
 - **Share** that the Greek alphabet started as drawings used to communicate ideas, similar to Egyptian Hieroglyphics or modern Emojis. Then around 1000 BCE the ancient Greeks cut down these thousands of symbols into a shorter selection of letters and the Greek alphabet was born.
 - (Optional) **Show** the following video:
 - The day the Greeks invented vowels- History of Writing Systems #8 (3:46) <https://www.youtube.com/watch?v=gLl8gFhRwq4>
 - **Inform** the students that many letters from the Greek alphabet are used today in the International Phonetic alphabet. These are the letters that dictionaries use to tell readers how to pronounce words.
 - (Optional) **Show** students a couple of examples of the International Phonetic alphabet in a dictionary.
 - **Tell** students that approximately 30% of English words are *derived* (come from) some sort of classical Greek word.
 - Some examples are:
 - *Dinosaur* comes from the Greek words for terrible (*deinos*) and lizard (*savra*).
 - *Music* means arts of the muses. The muses were nine goddesses who watched over the arts and sciences. A *museum* was originally a *shrine* (place of worship) for the Muses.
 - *Planet* comes from the Greek verb *planomai*, which means to wander. This is because the ancient Greeks thought planets were wandering stars.
 - For many more examples check out these websites:
 - Lists of Greek words used today
<https://www.brighthubeducation.com/english-homework-help/100457-greek-roots-the-key-to-english-language/>
 - Roots of English words from Greek Mythology
<http://reference.yourdictionary.com/resources/roots-english-words-greek-mythology.html>

ACTIVITY: Playing with the Greek Alphabet

- **Decide** whether you want to do one or more of the following activities and collect the necessary materials.
- Write your name using the Greek Alphabet
 - **Provide** students with the Greek Alphabet section of the Lemon Rice Soup recipe guide.
 - **Collect** paper and writing materials.
 - Have students **practice** the sounds of the Greek letters that make up their name.
 - **Display** their finished product.
- Greek words used today
 - Have students **choose** two or more words of Greek origin that are meaningful to them. These websites can be helpful:
 - Lists of Greek words used today
<https://www.brighthubeducation.com/english-homework-help/100457-greek-roots-the-key-to-english-language/>
 - Roots of English words from Greek Mythology
<http://reference.yourdictionary.com/resources/roots-english-words-greek-mythology.html>
 - **Assist** students as necessary to write down the English word and its Greek roots. **Help** them to **understand** the connection between the two.
 - **Provide** students with **artistic choice** of how to represent the words.
 - For example: painting, collage, crayons, acting it out, writing a song
 - Have students **display, perform, or share** their work.
- Make up your own alphabet
 - **Review** with students the purpose of letters in an alphabet.
 - **Challenge** the students to **decide and plan**:
 - How many “letters” it will have?
 - What sounds they will make?
 - Will there be an upper and lower case?
 - Have students **create, write, and share** their alphabet

Extension:

- **Write** other words using the Greek alphabet.
- As you **read** stories or **learn** new words keep a **list** of words with Greek origins.
- Go on a scavenger hunt for the Greek alphabet around your town.

ACTIVITY: What Does it Say?

- Be a Linguistic Anthropologist
 - Ask:
 - Do you know what a *linguistic anthropologist* is?
 - What does linguistics sound like? (language)
 - Have you heard of anthropology? Maybe from those people that dig up dinosaur bones?
 - If you put those two ideas together what do you think it means?
 - Linguistic anthropology is the study of how language influences social life. It originated from the attempt to document endangered languages. A linguistic anthropologist is someone who does this job.
 - Find examples of Greek writing:
 - **Collect** books, **curate** some internet images, or **send** students to the library or out into the community.
 - Tell students to **accurately transcribe** or **copy** the writing that they see onto a piece of paper.
 - **Challenge** the students to be linguistic anthropologists and **decode** the message that they transcribed.
 - Ask students to explore:
 - Why was this message important enough for the ancient Greeks to write down?
 - Why do you think this message was written in that location?
 - Who do you think this message was written for?
 - Have the students **display** the writing they copied alongside what they decoded with any added insight from the discussion questions above.
- Make a Secret Message in Greek
 - Tell students that now that they have decoded a Greek message, it is their turn to create their own.
 - Encourage them to **answer** the same questions they thought about earlier to apply to the creation of their message:
 - What makes the message important enough for the you to write it down? (**message content**)
 - What location will you write it in?
 - Who do you want to read it? (**who is your audience?**)
 - How permanent do you want it to be? (**what are your materials?**)
 - Have the students create their message and transcribe it on paper into Greek.
 - Next, have them decide what their materials will be for their message.
 - Examples: paper, pottery, inscribed above a doorway (in a model or as a sign)
 - Support the students in collecting materials and finishing their project.
 - Have students display their projects and provide the Greek Alphabet in order for others to decode their message.



Extension:

- Create your very own alphabet.
- Write a poem or short story about the creation of the Greek alphabet.
- Research how the English alphabet was developed.



COOKING LEMON RICE SOUP

Kitchen Prep

- Read the LEMON RICE SOUP recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill- JUICING A LEMON**
- Discuss kitchen safety. Specifically, STOVETOP safety (Visit Raddishkids.com/pages/safety).

Prepare LEMON RICE SOUP

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to crack, juice, and temper.
- When the LEMON RICE SOUP is ready, eat, taste and share!
- While your friends and family are eating, share with them what you have learned about how the Greek alphabet, is still alive today. Display your Greek writing and challenge friends and family to decode your message!

RESOURCES

- **Books**
 - [Back in Time: Ancient History for kids: Greek Alphabet and Roman Numerals](#) by Left Brain Kids
 - [Alpha is for Anthropos: An Ancient Greek Alphabet](#) by Therese Sellers
 - [Greek Alphabet Code Cracker](#) by Christopher Perrin
- **Websites**
 - Lists of Greek words used today <https://www.brighthubeducation.com/english-homework-help/100457-greek-roots-the-key-to-english-language/>
 - Roots of English words from Greek Mythology <http://reference.yourdictionary.com/resources/roots-english-words-greek-mythology.html>
 - How to Pronounce the Greek alphabet http://www.ducksters.com/history/ancient_greece/greek_alphabet.php
 - Phonetics, words from Greek to English <https://blog.glossika.com/learn-greek-alphabet-game/>
 - Kid language history of alphabet with video on how to pronounce <http://www.historyforkids.net/greek-alphabets.html>
 - Some decoding https://www.yac-uk.org/userfiles/file/1429014688_Ancient_Greek_writing.pdf
 -
- **Videos**
 - Greek Alphabet Song (0:37) <https://www.youtube.com/watch?v=xLZhcPafleU>
 - Greek Alphabet Song (1:42) <https://www.youtube.com/watch?v=k6gCaGEi3rA>



- Learn the Greek Alphabet Song (0:54)
<https://www.youtube.com/watch?v=mpkdXlrTljY>
- The day the Greeks invented vowels- History of Writing Systems #8 (3:46)
<https://www.youtube.com/watch?v=gLI8gFhRwq4>



**Lesson #3: SPANAKOPITA BITES &
THE GEOGRAPHY, CLIMATE, AND FAMOUS FOODS OF GREECE**

Activity Time: 60-90 minutes

LEARNING OUTCOMES

- Students will **learn** the basic geography of Greece.
- Students will **learn** the names of the bodies of water surrounding Greece and understand that it is a peninsula.
- Students will **match** and **map** famous Greek foods to where they grow or are produced.
- Students will **learn** the difference between weather and climate.
- Students will **discuss** how geography and climate effect what foods and animals can live in a place.
- Students will **choose** a famous Greek food and do further **research** to discover what climate it needs to thrive.
- Students will **choose** the method of how they will share their research.
- Students **practice** the Featured Culinary Skill- **Working with Fillo Dough**
- Students will **make** and **share** Spanakopita Bites.



THE GEOGRAPHY, CLIMATE AND FAMOUS FOODS OF GREECE

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Greek Geography Activity Card and Greek Map (included in the Greek Feasts box)
 - World atlas
 - Books about Greece

- **Read**
 - Greek Geography Activity Card and Greek Map (included in the Greek Feasts box)



LESSON: Greek Geography, Climate, and Food

- Introduction:
 - Ask students:
 - Have you ever traveled to Greece?
 - If so, what can they share about the experience?
 - If not, do they know anything about Greece? Maybe from movies, or reading about Greek Mythology?
 - Read the Greek Geography card with your students.
 - Complete the geography quiz (assist as needed).
 - **(Optional)** Use an atlas for more information
 - Read about each of the famous foods on the Match and Draw Map Card.
 - Ask students:
 - What experiences have you had with these famous food?
 - Have they eaten any of these before?
 - How did they taste?
 - Did they like them? Why or why not?
 - What dish might you find these ingredients in?
 - Have the students **match** and **draw** the ingredients on the card to the Greek map that is included.
 - **Tell** students: Today they have learned about Greek geography and now they will continue to learn about the Greek climate and how that affects the foods and animals you find there.



- Background Information: What do geography and climate have to do with food?
 - Ask students:
 - Do you know the **difference** between climate and weather?
 - *Weather* and *climate* are different. *Weather* is a short-term description of the air in an area measured by temperature, precipitation, humidity, wind, and other factors. *Climate* is usually defined as the weather conditions in an area over a long period of time.
 - Why do they think the climate of an area would affect the foods that grow there?
 - Share: The **climate** of Greece is *Mediterranean*.
 - Summers are usually hot and dry, and winters can be quite cold and wet.
 - The upper part of Greece can be very cold during the winter and snow is not uncommon. However, in southern Greece and the islands, the winters are milder. During the winter, snowfall can be expected in the higher mountains of Greece.
 - Summers in Greece are usually very hot, and in July and August temperatures usually reach 86 to 95°F, but sometimes even 104°F and more.
 - Share: The climate of Greece is affected by the ocean.
 - Greece is surrounded by water on all sides. (Have students point out and name the bodies of water.)
 - Large bodies of water, such as oceans and seas, affect the climate of an area because water heats and cools more slowly than land. Therefore, coastal regions will stay cooler in the summer and warmer in the winter.
 - Oceans create a more moderate climate with a smaller temperature range (the overall change in temperature).
 - Because of this, fishing greatly influences the traditional foods of Greece.
 - Fish and seafood have always been part of Greek cuisine, including foods like calamari (octopus) and mussels.
 - Share: The climate of Greece affects the crops that can grow there.
 - Greek **soil** is mostly thin and stony. With exception of Crete and the Ionian Islands, most of Greece and the Greek Islands are dry with sparse vegetation.
 - Only a few crops like olives, grapes, figs, and grain can grow in the thin soil and harsher dry weather.
 - Greece has a lot of **rocky terrain**.
 - *Terrain* is the lay of the land and can be described as elevation (how high above sea level) and slope (how steep are the hillsides).
 - The terrain affects the amount of water and types of plants that can grow there.



- The rocky terrain of Greece is favored by **mountainous animals** like goats and sheep.
 - Goats and sheep are included in many traditional Greek foods, like whole roasts, savory pies (like moussaka), and hard goat's milk cheeses (like feta).



ACTIVITY: Famous Greek Food

- Have students **choose** one of the famous foods from the Greek Geography activity to do further research on.
- **Challenge** the students to **discover** what kind of climate and conditions this food needs to be successful.
 - (Optional) **Visit** your local grocery store and **interview** the produce manager or butcher.
 - (Optional) **Visit** a garden center and **interview** an expert in order to find out more about the effect that soil type, water, and temperature have on your food in particular.
- **Ask:** What do you think the history of your food is in Greece?
 - Support students in doing research. For example,
 - In ancient times, the Persians introduced Middle Eastern foods, such as yogurt, rice, and sweets made from nuts, honey, and sesame seeds.
 - In 197 BCE, when Rome invaded Greece, the Romans brought with them foods that are typical in Italy today, including pasta and sauces.
- Have students **share** what they learned in any one of a variety of ways:
 - Write a report.
 - Make a recipe using that ingredient and explain how geography and climate effect where and how it grows.
 - Make an infomercial about the famous food. Tell something about its history and how climate affects it.
 - Make a painting or drawing of the famous food and share what they learned.

Extension:

- Explore: What is the climate where you live? What crops and animals can grow and live there?
- Research and make some other traditional Greek dishes with these ingredients.
- Explore: What other countries use these ingredients? What do those countries and Greece have in common?



COOKING SPANAKOPITA BITES

Kitchen Prep

- Read the SPANAKOPITA BITES recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill- Working with Fillo Dough**
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare SPANAKOPITA BITES

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to chop, slice, and fold.
- When the SPANAKOPITA BITES are ready, eat, taste, and share!
- While your friends and family are eating, share with them what you have learned about the effect that geography and climate have on the foods of Greece. Share what you learned about your famous food.



RESOURCES

- Books
 - The Foods of the Greek Islands: Cooking and Culture at the Crossroads of the Mediterranean by Aglaia Kremezi
 - A Mediterranean Cookbook for Kids by Rosemary Hankin
- Websites
 - <http://www.foodbycountry.com/Germany-to-Japan/Greece.html#ixzz5DFSGTC8N>
 - <https://kids.nationalgeographic.com/explore/countries/greece/#greece-ruins-night.jpg>
 - <https://www.climatestotravel.com/climate/greece>
 - <https://www.saveur.com/article/Travels/Food-History-of-Greece>
 - <http://www.visualgeography.com/categories/greece/food.html>
 - <https://people.howstuffworks.com/culture-traditions/national-traditions/greek-tradition1.htm>