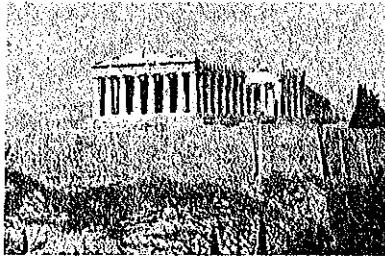


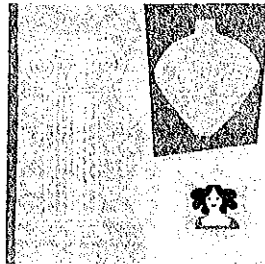
**CLASSROOM RESTYLE: Create a Classroom Museum Exhibit**  
**Due Tuesday December 17<sup>th</sup>, 2013**



Students will become an active archivist by gathering photos, creating images and artifacts, and sharing facts and stories for a museum exhibit that highlights the culture and lasting contributions of Ancient Greece. The exhibit should incorporate aspects of our world today that are connected to this ancient civilization. This final project will be shared and displayed in our media center.

Each class will be working in groups to create an exhibit for our Ancient Greece Museum. Each group member will be responsible for designing and constructing an element of the exhibit. THE THEME of the EXHIBIT is:

*“A Night at the Museum- Greek Style”*



Each class period will have a different topic to explore and create their museum artifact:

- 1<sup>st</sup>: God/Goddess Facebook Page
- 2<sup>nd</sup>: Contemporary Greek Buildings
- 3<sup>rd</sup>: Greek Archyclopedia: An Architecture Encyclopedia
- 4<sup>th</sup>: Greek City-State

Each exhibit should include a tag.....(see below for an example)

Museum Exhibit Planner  
(Each group must turn in this form)

Group Members:

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Discuss how your group will complete this project. In other words, what is your plan? Discuss each of the following points and then have your group's Reporter record your final plan on this sheet.

1. What is the topic of your exhibit?
2. What do you already know about your topic?
3. What specific information do you want to learn about the topic?
4. List five questions you have about your topic:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_
  - D. \_\_\_\_\_
  - E. \_\_\_\_\_
5. Describe your plan for collecting information.
6. List the preliminary research sources you anticipate using.
7. Describe your plan for organizing and displaying artifacts. (You may return to this question.)
8. What work can be done in class?
9. What will need to be done out of class?

Museum Exhibit Evaluation  
(Each group must turn in this form)

Group Members:

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As your group prepares to complete its part of the exhibit, answer the following questions:

1. After visiting your group's section of the class exhibit, people should know:
2. How is your group's display interactive?
3. Does the exhibit have an overall, eye-catching design? Explain.
4. Are items displayed labeled? Are labels easy to read?
5. Is the exhibit safe for visitors?
6. What materials were used to build your contribution to the exhibit?

(Each group must turn in this form)

### Checklist for Student Project Success

Projects offer you the chance to learn on your own and become expert in a subject that interests you. Projects also require careful organization and steady work in order to complete them successfully, without last-minute scrambling. Consider the tips below to help you stay on track and produce high-quality products, presentations, and performances.

Check when Completed	Tips for Successful Completion of Projects
<b>ORGANIZATION AND STUDY SKILLS</b>	
	<p><i>Do you understand the project and what you have to do to be successful?</i> Make sure you understand the assignment and all the pieces that are due as a part of the assignment.</p>
	<p><i>Have you completed a long-term plan for completion of all the parts to your assignment?</i> If you have a long term assignment, make a plan for completing each part. Ask your teacher to help you think of all the parts to complete. For example, Do the research by ___ date. Take notes by ___ date. Write your first draft by ___ date, etc. Keep track of the parts you complete to track your progress. Plan to complete the entire assignment early.</p>
	<p><i>Do you have a clear picture of your due dates?</i> Write down due dates for all short-term or long-term assignments. Review these dates often to make sure you stay on track.</p>
	<p><i>Does your plan include work every night?</i> Work a little bit on your project every single night; if you skip a night it will just mean more for next time.</p>
	<p><i>Do you have partners or friends to help you stay on track throughout the project?</i> Choose your study buddies and partners for projects carefully – remember the goal is to be responsible for your learning and to succeed.</p>
	<p><i>Have you gathered the supplies that you need?</i> Make sure you have the materials you need for any projects that are due (special papers, presentation boards, covers, etc.).</p>



## 1<sup>st</sup> period: GREEK GOD/GODDESS FACEBOOK PAGE

One of the most popular ways today for people to communicate with one another **and** express their personalities is through making a Facebook profile. For your Ancient Greece project, you will create a Facebook profile for a Greek god or goddess of your choice.

This assessment is meant to be fun and creative, but still requires you to think critically about the god or goddess in order to accurately portray them. Your Facebook page **must be based on the actual facts about the god or goddess**- you can not make choices based on whatever you like. The page you make must be an accurate reflection of the god or goddess.

Your profile should be poster-sized if handwritten; if typed, it may be 8.5" x 11". It must include the following elements:

- **A "Status Update":** Your "status update" should be a creative one sentence explanation of how your god or goddess is feeling, or what he or she is doing at any particular time. Be creative!
- **A Photo Representation of the Character:** Include a drawing, magazine clipping, printed picture, etc. that you feel depicts your chosen character. It can be an actual picture of a person or a symbolic representation- as long as you feel it reflects your god or goddess!
- **Friends:** Who might your god or goddess's friends be? Choose three from the text and include a picture representation and their name.
- **Wall Posts:** What might god or goddess's friends say to them? Include two "wall posts" from their friends reflecting information from the myths.
- **Basic Information:** Identify your chosen god or goddess's gender, hometown (or patron city), and relationship status.
- **Personal Information:**
  - **Interests:** Based on the myths about your god or goddess, what kinds of things do you think he/she is interested in? What might their hobbies be? Be creative! (Minimum 6)
  - **Favorite Music:** Another opportunity to be creative- choose a song whose lyrics represent your god or goddess **AND** explain briefly why it's a favorite (*ie. This is my favorite song because it's about someone who has a lot of trouble expressing herself...reminds me of me!*)
  - **About Me:** How would your god or goddess describe him or herself? Use events and information about him or her to develop your explanation.

- **Optional Categories:** If you want, you may include your god or goddess's favorite TV shows, movies, books, work or education information, etc.
- **Bibliography:** At the bottom of your poster, include a bibliography of at least two sources you used, in MLA format. We will review this format in class.

I have included a sample profile (of the goddess Demeter- you may NOT choose her) for you to get an idea of what I am looking for. I have also included a blank template showing how you should set your poster up (online Unit 4 Ancient Greece).

**Rubric: Facebook Project**

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Includes all required elements (65 points total)

- Status..... (of 5)
- Picture..... (of 5)
- 3 Friends and Pictures ..... (of 5)
- 2 Wall Posts..... (of 10)
- Basic Information..... (of 5)
- Minimum 6 Interests..... (of 5)
- Favorite Music..... (of 5)
- About Me..... (of 5)
- Bibliography..... (of 20)
- Information is fact-based and not merely chosen at random  
..... (of 20)
- Displays creativity, effort, and thought..... (of 10)
- Spelling, grammar, and mechanics..... (of 5)

TOTAL:

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## **2<sup>nd</sup> period: CONTEMPORARY GREEK MODEL BUILDINGS**

By the end of this unit of study, students will design a contemporary model building using elements of Ancient Greek architecture.

- Students will study the design of Ancient Greek buildings such as the Parthenon, the Kronos Palace, the Acropolis, and the City of Athens, etc. and brainstorm problems that could have been encountered during the actual building of these facilities.
- Students will research materials available and used during Ancient Greece and begin sketching their contemporary model building.
- Students will design and build original model buildings using elements and features of Greek architecture. You may use any materials you would like and the building could be any size you desire (remember you have to get it to school and home).
- Students will understand cultural heritage and help locate numerous “Greek” style buildings in Kernersville. You will compose this list on a piece of construction paper beside your building.
- Students will create an advertisement to promote and sell their new real Estate (museum tag).



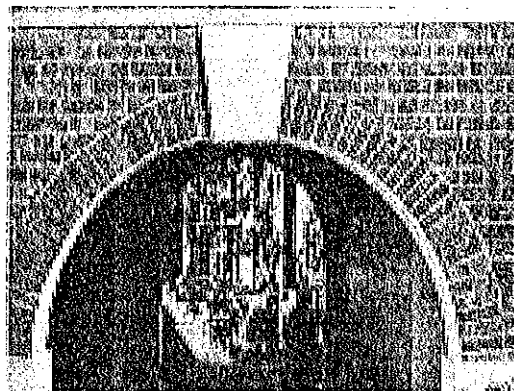
### 3<sup>rd</sup> period: GREEK ARCHCYCLOPEDIA: An Architecture Encyclopedia (Powerpoint or Prezi Presentation)

- Students will be creating an illustrated encyclopedia of Greek architectural elements\*. They will combine images and text to create an architecture ABC book of definitions.
- Students will choose landmark buildings in Kernersville or Winston-Salem that have aspects of Greek architecture and define those elements throughout their book. Use the buildings as your guide to create your book.
- Step 1: Make an alphabetical list of all of the architectural elements you researched. As you work on your list, make sure you represent as many letters of the alphabet as you can. Here is an example of an entry:

A keystone is the central masonry wedge shaped block of an arch. Until this block is in place, the arch cannot support any weight.

- Step 2: Decide if you will have a drawing or using a photograph to represent this information in your book. You will label the term on one of your pictures of the buildings in Kernersville and or Winston-Salem.
- Step 3: Decide your page layout.
- Step 4: Put your book (powerpoint or prezi) together.
- \*Architectural elements are usually defined as anything that is essentially part of the design of the building. Ornaments, windows, doors and columns are all architectural elements, because the architect decided where they would go and how they would look. Electrical outlets or rugs would not be architectural elements because their placement was probably decided by someone else.

**keystone** The central wedge-shaped masonry block of an arch. Until this block is in place, the arch cannot support any weight.







#### 4<sup>th</sup> period: Greek City-States

You and your partner have been selected to design a plan for building an Ancient Greek city-state. You will incorporate all of what you have learned and will include the 8 features of civilization and other important aspects for a thriving community:

- Name of City
- Type of Government
- Religion (Gods and Goddesses)
- Public Works Projects (temples, government buildings, etc)
- Job specialization (what types of artisans do you need?)
- Writing (what will you record and in what type of writing?)
- Art and Architecture
- Social Classes (role of men, women, boys & girls, slaves)
- Geography
- Military training
- Education
- Entertainment (festivals, holidays, plays, etc)
- Legacy (What will you be remembered for?)

#### Requirements

##### 1. Presentation

- Share your city-state with the class.
- You will create a 3-D model of your city-state to be displayed at the museum. Make sure you include a tag for your display. You may use any materials you would like and the building could be any size you desire (remember you have to get it to school and home).
- Each section 1-13 should have at least one picture and or building to represent your city- state with the description on your model.

##### 2. Essay

- Each Student will write a **One Page** essay that details a typical day in your city-state. (include as many aspects of 1-13, as possible)
- Format can be in a military report, a letter to a friend in another city-state, a diary entry, an invitation to encourage people to move to your city-state, etc.

##### 3. Your Plan

- Complete the attached Plan Sheet, with map, to be handed in with project.

Your Ideas and Plans for your city-state

*Fill in all the information here:*

1. Geography: Location:

How does Geography affect your city-state? Which other city-states are you near?

\_\_\_\_\_

2. Name of your city-state \_\_\_\_\_

3. Type of Government \_\_\_\_\_

4. Which Gods and Goddesses you worship \_\_\_\_\_

5. Public Works projects \_\_\_\_\_

6. Job specialization \_\_\_\_\_

7. Writing/Records \_\_\_\_\_

8. Art and Architecture (style of each) \_\_\_\_\_

9. Social Classes (Role of citizens) \_\_\_\_\_

10. Military training \_\_\_\_\_

11. Education (Who, and what ages will go to school?) \_\_\_\_\_

12. Entertainment (festivals, holidays, plays) \_\_\_\_\_

13. Legacy (What lasting impression you will leave?) \_\_\_\_\_

\_\_\_\_\_