Unit of Work

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| **Language:** Greek Years 5/6 Stage 3 | **Duration:** 6 weeks |
| **Karagiozis Shadow Puppet Theatre**  **Unit description**  Telling Stories: Karagiozis Shadow Puppet Theatre performances  **End task**  Students will perform own puppet show, making own puppets | **Key concept(s):**   * Understanding cultural connections through puppetry * Conflict resolution * Social responsibilities: Moral and social issues of our society * Emphasis on the importance of honesty with students * Acceptance of cultural diversity |
| **Learning intentions**  Who is Karagiozis and the Greek shadow puppet theatre?  How does the puppet show portraying Greek society?  Realising there are morals /lessons to be learnt within the story.  To recreate some of the characters and write their own script. | **Success criteria (goals)**  Students will be able to:   * Describe who Karagiozis is as well as the other characters involved * Express what the issues are that are being portrayed in the stories. * Extract the moral out of story and discuss it. * Perform own puppet show in front of class. |

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| **Outcomes (Syllabus)**  LMG3–4C-composes texts in Modern Greek using a series of sentences.  LMG3–5U- applies key features of Modern Greek pronunciation and intonation.  LMG3- 6U- applies basic Modern Greek writing conventions.  LMG3-9U- makes connections between cultural practices and language use. | **Content (Syllabus)**  4C   * Compose informative and imaginative texts using scaffolded models, for   different purposes and audiences.   * Create bilingual texts and resources for their own language learning and the school community   5U/6U   * Identify how the features of text organisation vary according to purpose and audience * Recognise the systematic nature of Modern Greek grammar rules   9U   * Understand the language use is shaped by the values and beliefs of community |
| **Suggested vocabulary**  Various character names  Environmental words  Adjectives – poor, rich, whinger  Food vocabulary | **Sentence structures**  “I am Karagiozis.”  Song lyrics “I am Kolitiri….”  “Karagiozis is poor.”  “I live in a shed”  “I am always hungry.” |
| **Resources**  Shadow puppets or other puppets  Play: O Karagiozis Grammatikos or other Karagiozis play  Song: San ton Karagiozi- σαν τον Καραγκιόζη performed by Dionysis Savvopoulos  [www.karagiozis.net/](http://www.karagiozis.net/)  <http://www.karagiozismuseum.gr/figoures/index.htm> | <https://el.wikipedia.org/wiki/>  Mormo episode on Karagiozis : EDIAMME, University of Crete  <http://www.karagkiozis.com/>  <http://www.karagiozismuseum.gr/figoures/index.htm>  <http://greekshadows.com/en/>  <https://www.youtube.com/watch?v=DI5_mh5_krM>  <https://www.youtube.com/watch?v=KNozALNXSbA> – Karagiozis Mpampako ti tha fame? |

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| **Organisation of unit:** The task is to create a play script, puppets and perform the play using the puppets. We will learn the language you will need to do the task, then we form teams, and each team will work on their task performance/product, to perform in weeks 6/7  **Building the field:** The Karagiozis shadow puppet theatre as a genre is much loved by Hellenes young and old. In ancient times, live theatrical performances was the entertainment. Karagiozis provided entertainment in the years following the Greek Revolution of 1821.  **Revision of some useful building-block language elements already mastered**: Present and past tense of verbs and adjectives, nouns and simple and compound sentences. | |
| **Sequence of language teaching/learning activities, games, etc differentiation and preparation for task** | **Resources** |
| **Week 1**   * Brainstorming of prior knowledge of Karagiozis. * Introduction of topic and discussion of origins and shadow puppet theatre. * Discuss the unit end task. | [www.karagiozis.net/](http://www.karagiozis.net/)  [www.karagiozismuseum.gr/](http://www.karagiozismuseum.gr/) |
| **Week 2**   * Show YouTube clip of Mormo - O Karagiozis or O Karagiozis Grammatikos * Discuss characters especially the main character of Karagiozis: appearance, characteristics, personality,   where they live, what the characters represent. Discuss meaning of play, how humour is used, portrayal  of Karagiozis. Or read questions and then Show YouTube clip of Λαϊκή τέχνη: Καραγκιόζης (Documentary)  Students complete answers based on the video shown.   * Use a Venn diagram to compare and contrast the main characters. * Students create an informative text on Karagkiozis   **Language needed:** nouns and adjectives  Use vocabulary games for students to become familiar with the vocabulary i. e. quiz using the Kahoot application. | Mormo episode on Karagiozis : EDIAMME, University of Crete  O Karagiozis Grammatikos – YouTube clip  Venn diagram  Kahoot application  ipads |
| **Week 3**   * Scaffolding of writing a script * In pairs or groups, write own script of a scene and edit it. | Scaffolding: Title, introduction, characters, issues, resolution, the end. |
| **Weeks 4/5**  Creation of Shadow puppets:   * Watch a YouTube clip outlining how the figures were created and how their creation has changed and evolved over the years. * Discuss the colours used in each figure. * Students create their own puppet figures. * Listen to the music played in the shadow puppet theatre plays. * Learn a Greek traditional dance called the Hasaposerviko. | YouTube clip  You Tube music for the  Hasaposerviko dance |
| **Week 6**  Perform the puppet scene to class audience.   * Students create their own set, choose music for their shadow puppet play. * students create a bilingual invitation for the Principal /Teacher of the other class * Students present their play to an audience- their Year 5 Beginners’ class * Use iMovie to record the play. | ipads |
| **Evaluation**  This could include:   * Teacher reflection on Unit * Was there sufficient time for all activities/learning intentions? * Were students able to demonstrate achievement of the outcomes? * Were the activities/tasks engaging and effective? * Were the resources relevant and stimulating? * Were students interested in the learning? * What worked well? What didn’t work well? * What would I change for next time? * Student self-assessment (Use success criteria as a check list) | |