

### Unit 3: Teamwork Project on the Greek Sages

In this teamwork project, you and your team will make a storyboard about a group of two or more of the Greek sages who are discussed in Unit 3. Your team's *main* focus shall be the sage (or sages) written in **bold** typeface, but at least one of the other sages in your group of sages should be incorporated into the storyboard.

On a storyboard, your team will be expected to illustrate (and explain) at least five scenes of your choosing, and each scene must convey specific facts from the reading. For your team's group of sages, suggestions for scenes are given.

<p><b>An adaptation story by</b> <b>Diana T. Caser</b> <b>Grade 12 - Thales</b></p>	<p>Once upon a time, Aling Rosa and her daughter Pina lived in a small hut village. They were very poor that is why Aling Rosa work hard, day and night.</p>	<p>Pina is a lazy girl, she just wanted to play all the time. She's not helping her mother in doing chores at home.</p>
<p>One day, Aling Rosa got sick. She called out Pina to cook some porridge for her. However Pina cannot find the things she needs.</p>	<p>Pina's mom felt sad and asked Pina for a glass of water instead.</p>	<p>The next day, Aling Rosa could not find Pina. She feared that her daughter might never come back. Then, she noticed a strange plant growing in the garden. She realized that her anger cursed her daughter. Pina had turned into a plant with many eyes. Aling Rosa took care of the plant, and named it Pina in honor of the memory of her daughter.</p>

On a poster-board (that will be provided to you), your team will make a storyboard on one of the following groups of sages.

- GROUP 1: Periander of Corinth, **Bias of Priene**, and **Pittacus of Mytilene**
- GROUP 2: Epimenides of Crete, **Solon of Athens**, Anacharsis the Scythian, Chilon of Sparta, and Myson of Chenae
- GROUP 3: **Thales of Miletus** and Cleobulus of Lindos

## ~ Teams ~

- GROUP 1: Periander of Corinth, **Bias of Priene**, and **Pittacus of Mytilene**
  - 17 pages of readings in Unit 3
  - Two teams of three teammates
  
- GROUP 2: Epimenides of Crete, **Solon of Athens**, Anacharsis the Scythian, Chilon of Sparta, and Myson of Chenae
  - 11 pages of readings in Unit 3
  - Two teams of four teammates
  
- GROUP 3: **Thales of Miletus** and Cleobulus of Lindos
  - 16 pages of readings in Unit 3
  - Two teams of three teammates

## Rubric

<u>Student Name:</u>				
<u>Group Topic:</u>				
	5%	10%	15%	20%
Group Work Behavior	Did not work well with the group — lots of arguing and fighting about the project	Worked okay with the group — some arguing and fighting about the project	Worked well with the group — little or no arguing and fighting about the project	Worked excellently with the group — no arguing and fighting about the project
Group Work Participation	Did not help the group make the project	Helped a little with the project	Helped most of the time with the project	Involved the whole time making the project
Facts	Little or no facts about the topic	One or two facts about the topic	Three or four facts about the topic	Five or more facts about the topic
Neatness	Very Messy	Messy	A Little Bit Messy	Not Messy
Presentation	Little effort was made on the project.	Some effort was made on the project.	Good effort was made on the project.	Great effort was made on the project.

Group 1 -

Periander of Corinth, **Bias of Priene**, and **Pittacus of Mytilene**

(pp. 11, 13–16, 18–20, 29–32, 37–38, and 46–48)

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Storyboard-Scene Suggestions:

- Illustrate how Pittacus and Periander each played a role in the Sigeion War.
- Illustrate how Pittacus, Bias, and Periander each played a role in the Lydian-Milesian War.
  - Illustrate how Pittacus played a role in the Lydian-Milesian War.
  - Illustrate how Bias played a role in the Lydian-Milesian War.
  - Illustrate how Periander played a role in the Lydian-Milesian War.
- Illustrate how Bias proved that diplomacy is better than war.
- Illustrate how Periander made Corinth a prosperous city.
- Illustrate how Bias ended up being offered a bronze tripod that Periander sent to Thrasybulus.
- Illustrate how Thrasybulus influenced Periander into becoming a harsh tyrant.

Periander of Corinth (pp. 11, 13–14, 16, 19–20, 29–31, and 46–48)

**Bias of Priene** (pp. 18–20, and 46–47)

**Pittacus of Mytilene** (pp. 14–16, 18, 32, and 37–38)

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Group 2 -

Epimenides of Crete, **Solon of Athens**, Anacharsis the Scythian,  
Chilon of Sparta, and Myson of Chenae

(pp. 2, 33—37, 39—40, 46, 48, and 53)

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Storyboard-Scene Suggestions:

- Illustrate how Epimenides gained the ability to see into the future.
- Illustrate how Epimenides helped the Athenians (and became Solon's friend).
- Illustrate how Solon's three Athenian friends betrayed him.
- Illustrate how Solon upset both the rich Athenians and the poor Athenians.
- Illustrate how Solon and Anacharsis met.
- Illustrate Anacharsis and Solon discussing law.
- Illustrate how Anacharsis or Chilon learned about Myson's greater wisdom.
- Illustrate how Anacharsis or Solon met Myson.
- Illustrate Chilon came to be known as a sage.
- Illustrate why Solon left Athens for ten years.
- Illustrate how Solon learned the story of the Lost City of Atlantis.

Epimenides of Crete (pp. 2, 35, and 37)

**Solon of Athens** (pp. 33—37, 39—40, 46, and 53)

Anacharsis the Scythian (pp. 39—40)

Chilon of Sparta (pp. 40 & 48)

Myson of Chenae (pp. 40 & 48)

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Group 3 -

**Thales of Miletus & Cleobulus of Lindos**

(pp. 21—25, 32, 41—46, and 49—52)

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Storyboard-Scene Suggestions:

- Illustrate why Thales thought that there is a materialist and naturalistic explanation of what a solar eclipse is.
- Illustrate how Thales became rich.
- Illustrate how Thales became famous.
- Illustrate why Cleobulus believed that there are 360 days in the year.
- Illustrate how Thales tried to explain why the Nile River floods.
- Illustrate how Thales calculated the height of the Great Pyramid of Giza.
- Illustrate how Thales calculated the distance of a ship anchored offshore.
- Illustrate why Thales sacrificed an ox to the gods.

<p><b>Thales of Miletus</b> (pp. 21—25, 32, 41—46, and 49—52) Cleobulus of Lindos (pp. 49—50)</p>
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### Unit 3 - Classwork 1: Your Team & Your Team's Group of Sages

List every teammate in your team (including yourself), and make sure not to exceed the number of teammates allowed.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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List your team's first and second choices for the group of sages that your team wants to cover, and make sure that your team has an acceptable number of teammates for your sage-group of choice. So, if your team has four members, then *don't* choose a group of sages that only a team of three teammates is allowed to cover.

- **First choice:** Sage Group # \_\_\_\_\_
- **Second choice:** Sage Group # \_\_\_\_\_

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