

Connecting to Ancient Greece

Grade Level: Second Grade

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Length of Unit: 17 Lessons with 1 day of culmination

I. ABSTRACT

This four week long integrated unit allows the students to delve into aspects of Ancient Greece such as the myths, gods, goddesses, the Olympics, and government. The students progress from first being introduced to the location and a timeline for Ancient Greece to a study of the Olympics, where they will compare and contrast past and present Olympics games. From there the student explore the idea of city-states and the government of Ancient Greece. Finally they will be able to explore how Alexander the Great effected the Ancient Greek Empire. Through out the unit students will be conducting their own research of a God or Goddess that they will present in a “life” museum setting during the culmination week. Other projects include a class timeline, a mock Olympic games, and exploration and creation of myths. This unit is fun and interactive for all second grade students.

II. OVERVIEW

A. Concept Objective for this unit:

1. Students will understand that people seek to understand the unexplainable.
2. Students will understand that people celebrate the mind, body, and spirit of excellence.
3. Students will understand that myths show values from the time in which they were created.

B. Content covered from *Core Knowledge Sequence*

1. Mythology of Ancient Greece
2. Gods of Ancient Greece (and Rome)
 - a. Zeus (Jupiter)
 - b. Ares (Mars)
 - c. Hera (Juno)
 - d. Hermes (Mercury)
 - e. Apollo (Apollo)
 - f. Athena (Minerva)
 - g. Artemis (Diana)
 - h. Hephaestus (Vulcan)
 - i. Poseidon (Neptune)
 - j. Dionysus (Bacchus)
 - k. Aphrodite (Venus)
 - l. Hades (Pluto)
 - m. Eros (Cupid)
3. Mount Olympus: home of the gods
4. Mythological creatures and characters
 - a. Atlas (holding the world on his shoulders)
 - b. centaurs
 - c. Cerberus
 - d. Pegasus
 - e. Pan
5. Ancient Greece
 - a. Geography: Mediterranean Sea and Aegean Sea; Crete
 - b. Sparta
 - c. Persian Wars: Marathon and Thermopylae

- d. Athens as a city-state: the beginning of democracy
 - e. Olympic games
 - f. Worship of gods and goddesses
 - g. Great thinkers: Socrates, Plato, and Aristotle
 - h. Alexander the Great
- C. Skill Objectives:
1. Students will write for a variety of audiences and purposes, and in various forms.
 2. Students will compose original texts using the convention of written language such as capitalization and handwriting to communicate.
 3. Students will select and use writing processes for self-initiated and assigned writing.
 4. Students will use a variety of strategies to comprehend selections read aloud and selections read independently.
 5. Students will listen attentively and engaged actively in a variety of oral language experiences.
 6. Students will respond to various texts.
 7. Students will generate questions and conducts research-using information from various sources.
 8. Students will read to increase knowledge of his/her own culture, the culture of others, and the common elements of culture.
 9. Students will listen and speak to gain knowledge of his/her own culture, the culture of others, and the common elements of culture.
 10. Students will read widely for different purposes in varied sources.
 11. Students will develop extensive vocabulary.
 12. Students will understand the concept of time and chronology.
 13. Students will understand how various sources provide information about the past.
 14. Students will use simple geographic tools such as maps, globes, and photographs.
 15. Students will understand how humans use and modify the physical environment.
 16. Students will demonstrate an understanding of art history culture as records of human achievements.
 17. Students will make informal judgments about personal artworks and the artworks of others.

III. BACKGROUND KNOWLEDGE

- A. For Teachers:
1. Hirsch, E.D., Jr. (ed). (1998) *What Your Second Grader Needs to Know*. New York, NY: Delta Book ISBN 0-385-31843-X
- B. For Students:
1. The students will be familiar with a sense of history and placement on a map.

IV. RESOURCES

- A. Aiki. (1994) *The Gods and Goddesses of Olympus*. New York, NY: Library of Congress ISBN 0-06-446189-0
- B. *Baltimore Curriculum Plan Lessons*. Connections to the Core Knowledge Sequence.
- C. Blyton, Enid. (1998) *Tales of Ancient Greece*. Shaftsbury, Dorset: Element Children's Books ISBN 1-901881-67-9
- D. Burrell, Roy. (1997) *The Greeks*. New York, NY: Oxford University Press ISBN 0-19-917101-7
- E. Cerasini, Marc. (1997) *The Twelve Labors of Hercules*. New York: Random House ISBN 0-679-88393-2
- F. Chelepi, Chris. (1994) *Growing Up in Ancient Greece*. U.S.A.:Troll Associates ISBN 0-8167-2720-1
- G. D'aulaires', Ingri and Edgar Parin. (1962) *D'Aulaires' Book of Greek Myths*. New York,

- NY: Bantam Doubleday Dell Publishing Group, Inc. ISBN 0-440-40694-3
- H. Donkin, Andrew. (1999) *Going for Gold!* New York, NY: First American Edition ISBN 0-7894-4764-9
- I. Eagan, Robynne. (2000) *Capture the Olympic Spirit*. California: Griffin Publishing ISBN1-58000-055-X
- J. Evans, Marilyn and Leslie Tryon. (1988) *Greek Myths: Literature Mini-Unit*. Monterey, CA: Evan-Moor Corp. ISBN 1-55799-144-8
- K. Gilkerson, Patricia and Kathy Zaun. (1997) *Great Greek Gods and Goddesses*. California: Good Apple ISBN 1-56417-960-5
- L. Glubok, Shirley and Alred Tamarin. (1976) *Olympic Games in Ancient Greece*. New York: NY: Harper Collins Publishers ISBN 0-06-022047-3
- M. Hart, Avery and Paul Mantell. (1999) *Ancient Greece*. Canada: Quebecor Printing Inc. ISBN 1-885593-25-2
- N. Haskins, Jim and Kathlenn Benson. (1996) *Count Your Way Through Greece*. Minneapolis:Carolrhoda Books, Inc. ISBN 0-87614-973-5
- O. Hennessy, B.G. (1996) *Olympics!* New York, NY:Puffin Books ISBN 0-14-038487-1
- P. Hill, Emily (ed.). (1994) *The Visual Dictionary of Ancient Civilizations*. New York, NY: DK Publishing ISBN 1-56458-701-0
- Q. Hirsch, E.D., Jr. (ed). (1998) *What Your Second Grader Needs to Know*. New York, NY: Delta Book ISBN 0-385-31843-X
- R. Little, Emily (1988) *The Trojan Horse: How the Greeks Won the War*. New York: Random House ISBN 0-394-89674-2
- S. Machonald, Fiona. (1996) *How Would You Survive as an Ancient Greek?* Danbury, CT: Grolier Publishing ISBN 0-532-15307X
- T. Mason, Jane (1999) *The Flying Horse: The Story of Pegasus*. New York: Grosset and Dunlap ISBN 0-448-41980-7
- U. Naden, C.J. *Pegaeus the Winged Horse*. U.S.A.:Troll Associates ISBN 0-89375-365-3
- V. Nicholson, Robert. (1994) *Journey Into Civilization: Ancient Greece*. Bromall, PA: Chelsea Juniors ISBN 0-7910-2703-16
- W. Osborne, Mary Pope. (1998) *Magic Tree House #16: Hour of the Olympics*. New York: Random House ISBN0-679-89062-9
- X. Schwartz, Mary. (1995) *The Olympics: Past and Present*. North Carolina: Carson-Dellosa Publishing Company, Inc. ISBN CD-0814
- Y. Sacks, David. (1995) *Encyclopedia of the Ancient Greek World*. London: Great Britain: Constable and Company Limited ISBN 0-09-475270-2
- Z. Sands, Stella (ed) (1999) *Kids Discover: Ancient Greece*. New York: Kids Discover ISBN 1054-2868
- AA.Spinner, Stephanie (1999) *Snake Hair: The Story of Medusa*. New York: Grosset and Dunlap ISBN 0-448-41981-5

V. LESSONS

Lesson One: Introduction to Ancient Greece (Part One)

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will develop an awareness and understand the location and origin of ancient civilizations
 2. Lesson Content:
 - a. Introduction to Ancient Greece
 3. Skill Objective:
 - a. Locate Ancient Greece, identify the landforms in Greece, and set-up a mental timeframe for the time period.

B. Materials

1. Butcher paper
2. Classroom size world map
3. Overhead transparency of map of Greece
4. Blank Map of Greece (1 per student) (Appendix A)
5. Student Research Journal
6. *The Greeks*, Roy Burrell, pgs. 32-33.

C. Key Vocabulary

1. ancient: having an existence for many years
2. BC: time before Christ
3. civilizations: a relatively high level of cultural and technological development
4. landform: a natural feature of a land surface
5. Greece: a country in the southeastern part of Europe
6. peninsula: a portion of land nearly surrounded by water and connected with a larger body of land by isthmus (piece of land)

D. Procedures/Activities:

1. Have students define/develop definitions for both “ancient” and “civilizations” through small group discussions. Suggest they connect to words they already know, such as old or antique. After they have developed a “pair” definition, develop larger group ideas.
2. Share with class. List ideas on charts. Come up with class definition. Post some place for all students to see.
3. Connect newly developed definition to Ancient Greece. Tell kids they will help construct a timeline with events they learn about from Ancient Greece. Give students interesting facts to clue in on their interest. Help them define the term “BC”
4. Show students the large classroom world map. Have them identify the United States. Point out the continent of Asia.
5. Show unlabeled overhead map of Greece. Ask them to find the area from the overhead on the World map. Once located, label on blank map.
6. Show students pictures of different landforms (i.e. mountains, peninsula, and island). Have students identify landforms. Label them on map. (Appendix A and adapted from Baltimore Lessons)

E. Assessment/Evaluation:

1. Label and color Ancient Greece map identifying mountains, peninsula, and island. Color water blue. Title map and label time period: “Ancient Greece: 2000 BC to 200 BC”

Lesson Two: Introduction to Ancient Greece (Part Two)

A. Daily Objectives

1. Concept Objective:
 - a. Students will develop an awareness and understand the location and origin of ancient civilizations.
2. Lesson Content
 - a. Introduction to Ancient Greece
3. Skill Objective
 - a. Locate Ancient Greece, identify the landforms in Greece, and set-up a mental timeframe for the time period.

B. Materials

1. Butcher paper
2. Classroom size world map
3. Overhead transparency of map of Greece

1. Blank Map of Greece (1 per student) (Appendix A)
 2. Student Research Journal
 3. *The Greeks*, Roy Burrell, pgs. 32-33.
- C. *Key Vocabulary*
1. Review vocabulary from day before.
- D. *Procedures/Activities*
1. Review key vocabulary: ancient, civilization, Greece, peninsula, island, and landforms.
 2. Review map. Locate 2 major city-states, Athens and Sparta, and the island of Crete. Talk about unique features of each.
 3. Identify major bodies of water around Greece.
 4. Ask students to think about living in Ancient Greece. Ask students to think about why people choose to settle where they did. Ask them to think about different benefits the landforms of Greece could provide. Have them think about where they would want to live and why. Allow them to talk in pairs and then in small groups about where they would want to live and why.
- E. *Assessment/Evaluation*
1. Finish labeling map. Locate Athens, Sparta, Crete and major bodies of water.
 2. Have students write their first journal entry reflecting on where they would live in Greece and why. Have them follow the model of "If I lived in Ancient Greece I would live _____ (region) because of _____ (feature)." Have students draw an illustration of where they would live.

Lesson Three: Exploring the Unexplainable Through Gods, Goddesses and Myths (Part One)

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will recognize that people seek to understand the unexplainable.
 2. Lesson Content
 - a. Exploring myths through gods, goddesses, and mythical creatures.
 3. Skill Objective
 - a. Develop an understanding of myths, gods, goddesses, and mythical creatures, and what their purposes are.
- B. *Materials*
1. Student research journal
 2. *D'aulaires' Book of Greek Myths* by D'aulaires
 3. Butcher paper
 4. Human and Super-human Characteristics of Gods, Goddesses, and Creatures (Appendix B)
 5. God and Goddess research sheet (Appendix B2)
- C. *Key Vocabulary*
1. god- the supreme or ultimate reality
 2. goddess- a female god
 3. myth- traditional story of historical events that serves to unfold part of the worldview of people or explain a belief or natural phenomenon
 4. value-importance
- D. *Procedures/Activities*
1. Approach the students to explain why people dream. The purpose is to show the students that some things are unexplainable (hard to see)
 2. Explain to the students that people often seek to explain the unexplainable, just as the Greeks did. The Greeks created god and goddesses to help explain events of life that were unexplainable (hard to see). They believed in many gods and goddesses,

- built temples for them, and had festivals to honor them. Each god and goddess explained something connected to nature or human life, such as the seasons or war.
3. Read "In Olden Times" from D'aulaires' to give background knowledge on the creation of gods and goddesses and the development of myths.

E. Assessment/Evaluation

1. There is no formal assessment or evaluation for this lesson.

Lesson Four: Exploring the Unexplainable Through Gods, Goddesses and Myths (Part Two)

3. Daily Objectives

1. Concept Objective
 - a. Students will recognize that people seek to understand the unexplainable.
2. Lesson Content
 - a. Exploring myths through gods, goddesses, and mythical creatures.
3. Skill Objective
 - a. Develop an understanding of myths, gods, goddesses, and mythical creatures, and what their purposes are.

4. Materials

1. Student research journal
2. *D'aulaires' Book of Greek Myths* by D'aulaires
3. Butcher paper
4. Human and Super-human Characteristics of Gods, Goddesses, and Creatures (Appendix B)
5. God and Goddess research sheet (Appendix B2)

C. Key Vocabulary

1. Review vocabulary from day before.

D. Procedures/Activities

1. Review "In Olden Times". Construct an event timeline to review the story.
2. Have the students brainstorm and share what they think a myth is. Guide them to understand that a myth is a story that helps explain events in the natural world. Then ask them "What is the purpose of a myth?" Give them a minute to think and then record answers on a sheet of butcher paper. Leave the sheet hanging up for students to refer to later.
3. Address 3 main gods and goddesses, show pictures of each, and give character descriptions of Zeus, Hera and Poseidon. (Sources can vary).
4. Review how gods and goddesses had both human and superhuman characteristics. Have students take out their Research journal and pullout Appendix B entitled "Human and Super-human Characteristics of Gods, Goddesses, and Creatures". Walk students through filling out the sheet. You might want to have a large version of this worksheet in the front of the room, and fill it out with the students first, and then have them copy their answers onto their own version of the sheet.
5. Introduce God and Goddess research project.

E. Assessment/Evaluation

1. For this lesson there is an on going project that is introduced at the end of the second day. The project involves the students drawing out a name from a bowl of a god or goddess that they will be responsible for researching for a set amount of time (at least a week). They will be responsible for reading about, taking on the personality of, and illustrating their god or goddess. The students will be given a god and goddess research sheet (Appendix B2) in which to record information and help them organize for their teach piece at the end of the project. Their teach piece will involve them having an illustration of their god or goddess showing the symbols associated with the god or goddess, having interesting facts about the god or

goddess, their Roman name, and other components listed on the sheet. The way the teach piece is done can vary from a dramatic piece to some sort of display (depended upon teacher and students). The project will graded upon a rubric scale.

Lesson Five: Exploring Myths

A. Daily Objectives:

1. Concept Objective:
 - a. Students will understand that myths show values of the time in which they were created.
2. Lesson Content
 - a. Exploration of myths.
3. Skill Objective
 - a. Examine the values in myths and why myths are important.

B. Materials

1. Student research journal
2. *D'aulaires' Book of Greek Myths* by D'aulaires
3. Any other book that has the tales of Greek myths in it
4. Myth Comparison Chart (Appendix C)

C. Key Vocabulary

1. Review of myth and values from last lesson
2. reality: that which is real, true, and explainable

D. Procedures:

1. The purpose of this lesson is to further the students understanding and exposure to Greek myths. There are 9 main myths that students are to be exposed to through the Core sequence. The idea of this lesson is to set-up the way in which to teach all of the myths. The order in which the myths are taught is depended upon the teacher. There is also an on going project for the students to work on and extension activities for those who are involved and interested in learning more about myths.
2. To set-up the idea of reality verses myth write the following list of ten things on the board. Have the students work through with you which are myths and which are reality. Have them justify to you why they group the items the way they do. List on the board the following: (adapted from Japhet Elementary example)

dragons	cars
flying machines	witches
horse	moon
Earth	tigers
unicorns	teachers

3. Next choose a myth from the Core sequence to read aloud. Tell the students that once you are finished reading the myth there will be a chart to fill-out. At the end of the unit, when they are asked to write their own myth, they will have the main elements and examples of each to use in their myth.
4. After the myth is read pass out Appendix C (Adapted from Japhet Elementary example). Walk through the chart with the students. They will fill out the chart each time they either read a myth or you read a myth to them. They will later refer to the chart to help them form their own myth.

E. Assessment and Evaluation:

1. Again this is another on going activity that can be done during writing time. After the students have become familiar with myths and gods, goddesses, and the creatures in them, they will be asked to create their own myth. It can either take on the time period of the past or the present. The myth should have all of the elements the Greek myths did (see comparison chart). Illustration should accompany the

myth and will later be compiled into a class book of myths. These myths, if appropriate for younger students, can be shared.

Lesson Six: The Olympics (Part One)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will understand that people have developed ways to honor themselves and higher powers.
 - 2. Lesson Content
 - a. Develop a historical concept for the Olympics.
 - 3. Skill Objective
 - a. Understand where and why Olympics were developed and how beliefs and values influenced them.
- B. *Materials*
 - 1. Student research journal
 - 2. butcher paper
 - 3. *The Greeks* by Roy Burrell
 - 4. *Olympics* by B.G. Hennessy
 - 5. Bring in articles of people that have shown excellence, in a particular area of their life
 - 6. Menu of Events (Appendix D)
- C. *Key Vocabulary*
 - 1. Olympics- games that were held in Greece to honor Zeus. Held every four years, and included both physical competition and artistic performances. Only men could participate or see the games.
 - 2. ceremonies- a formal act or series of acts prescribed by ritual or convention
 - 3. excellence- very good at, superior
 - 4. pentathlon- an athletic contest involving participation by each contestant in five different events
 - 5. discus- an event in the Olympics, a disk that is thrown for distance
 - 6. javelin- a slender metal shaft at least 260 centimeters long that is thrown for distance in a field event
 - 7. torch- a burning stick of resinous wood
 - 8. laurel wreath- leaves that are weaved into a headpiece from an evergreen tree in Greece and worn by those who take 2nd place in Olympic events .
- D. *Procedures:*
 - 1. Tell the children that every 2 years there is a sports competition in which teams from many different countries around the world compete. Ask “Does anyone know the name of this event?” Introduce “Olympics” by created a web and asking “What do you know about the Olympics?” After making the web, group ideas together that connect to certain ideas (for example: events, ceremonies, places, and history).
 - 2. Read “Legend of Pelops” from *The Greeks*. Connect how stories were used to explain events. Introduce the history of the Olympics by reading “The Olympic Games” from the book *The Greeks*. On the timeline note that the Olympic games originated in Ancient Greece around 776 BC and was stopped in 393 AD The modern day games began gain in 1896. Discuss the diversity of events by introducing the variety of events such as speeches, music, poetry, and the great athletic games. Talk about “Second Grade Olympics” that will take place at the end of the week. Show the “Menu of Events” for second grade Olympic games (See Appendix D for “Menu of Events”).

E. Evaluation and Assessment:

1. There is no specific evaluation or assessment for this lesson.

Lesson Seven: The Olympics (Part Two)

A. Daily Objectives:

1. Concept Objective
 - a. Students will explore the differences between the ancient and modern day Olympics.
2. Lesson Content
 - a. That traditions have to do with the Olympic games
3. Skill Objective
 - a. Understand why traditions are important, and how the Olympics have evolved over time.

B. Materials

1. Student research journal
2. butcher paper
3. *The Greeks* by Roy Burrell
4. *Olympics* by B.G. Hennessy

C. Key Vocabulary

1. Review vocabulary from day before.

D. Procedures/Activities

1. Today the students will focus on the traditions at the Olympics. Review the history of the Olympics by having the students write a reflective journal piece in their Student Research journal. They should address things they learned about the Olympics from the past and any questions they may have. Share their journal entries in-groups of 4.
2. What traditions of the Olympics continue today? The opening ceremony is the most important tradition. It is to honor the original games in Ancient Greece. The tradition of the athletic events continue today, however many events have changed or been added. Brainstorm with the students other traditions that we have carried on either within our families or culture. In-groups of 4 discuss and write why traditions are important? Share with whole group.

E. Evaluation/Assessment:

1. There is no specific evaluation for this lesson.

Lesson Eight: The Olympics (Part Three)

A. Daily Objectives

1. Concept Objectives
 - a. Students will understand that traditions are established to honor our human continuum.
2. Lesson Content
 - a. Traditions in the Olympic games
3. Skill Objective
 - a. Students will see why traditions are important in our civilization, what Olympic ceremonies took place in Ancient Greece and are still happening today, and what events are different.

B. Materials

1. Student research journal
2. butcher paper
3. *The Greeks* by Roy Burrell
4. *Olympics* by B.G. Hennessy

- C. *Key Vocabulary*
 - 1. Review vocabulary from day before.
- D. *Procedures/Activities:*
 - 1. Today students will compare and contrast Ancient Olympics with the modern-day Olympics. Review the meaning of traditions and some examples. Ask the students if they think the Olympics have changed over time? Refer to the Baltimore Lesson Plans (pg. 44). The original Olympic games occurred over 5 days. Read *Olympics* by B.G. Hennessy which tells about the modern day Summer and Winter Olympics and traditions (for example s the torch, the Olympic rings, and presentation of metals).
 - 2. Use history information from Day 1 to compare modern-day Olympics to ancient times. Create a Venn diagram to record likenesses and differences of modern-day Olympics.
- E. *Evaluation/Assessment:*
 - 1. Have the students write about one way the modern-day and ancient Olympics are the same and one way they are different in their Student Research journals

Lesson Nine: The Olympics (Part Four)

- A. *Daily Objective*
 - 1. Concept Objective
 - a. Students will understand that people celebrate the mind, body, and spirit of excellence.
 - 2. Lesson Content
 - a. Exploring excellence
 - 3. Skill Objective
 - a. Students will know what excellence means and how different people including themselves show and strive for excellence.
- B. *Materials*
 - 1. Student research journal
 - 2. Butcher paper
 - 3. *The Greeks* by Roy Burrell
 - 4. *Olympics* by B.G. Hennessy
 - 5. Bring in articles of people that have shown excellence in particular areas in their lives.
- C. *Key Vocabulary*
 - 1. Review vocabulary from day before.
- D. *Procedures/Activities*
 - 1. Today students will explore the idea of excellence and how civilizations’ strive for it. Tell the children that each country, in the modern day Olympics, sends the best athletes to the Olympics. Ask them “How do you become the best at something?” List ways children believe they do this. “What are some ways we strive for excellence?” Bring in articles of people that have shown excellence, in a particular area in their life. Training and practice will develop our skills over time. “What Core Virtues would you need to develop to achieve a high standard for excellence?” Review Core Virtues and discuss.
- E. *Assessment/Evaluation*
 - 1. Have students write in their Student Research journals what skills they would like to develop over time and how they would go about doing it. What Core Virtues would be involved, and how would they know when they have achieved “excellence”?
 - 2. On-going/center activities: Students can study the Olympics through center activities. They can investigate daily events in the modern-day Olympics, chart the

Olympic games if they happen to be going on while unit is being taught. They could research the meaning behind the Olympic rings, the passing of the torch, or famous event or records set in the Olympics. There are also art connections that can be made, such as the study of the “Discus Thrower”.

Lesson Ten: The Olympics (Part Five)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will be able to appreciate aspects of the Olympics, both ancient and modern by having a grade-level wide Olympic games.
 - 2. Lesson Content
 - a. Students own Olympic games
 - 3. Skill Objective
 - a. Participate in second grade Olympic games that involved both athletic and artistic events.
- B. *Materials*
 - 1. Depends upon the events that the students will be participating in.
- C. *Key Vocabulary*
 - 1. None apply
- D. *Procedures/Activities*
 - 1. Today the students will celebrate the Olympics by having mock-Olympics.
 - 2. The students will rotate through the different teachers’ classrooms for a period of at least 45 minutes. There they will either do an athletic event like running, or an artistic event like theatrical performances. There will be an opening ceremony where teachers, staff, and students will run the torch. There will also be a closing ceremony where participation “medals” will be given to all students. A grade will be taken upon the activities based upon a rubric.
- E. *Assessment/Evaluation*
 - 1. A grade can be taken based upon a rubric.

Lesson Eleven: Introducing the City-States (Part One)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will understand that people have unique differences and different forms of government exist.
 - 2. Lesson Content
 - a. Introduction to city-states, and how Athens and Sparta differed.
 - 3. Skill Objective
 - a. Know what goddess Athens was name after and why, and also explore the governmental difference between Athens and Sparta.
- B. *Materials*
 - 1. Student research journal
 - 2. *The Greeks* by Roy Burrell
 - 3. *Ancient Greece* by Avery Hart and Paul Mantell
 - 4. Other sources for read aloud reference
- C. *Key Vocabulary*
 - 1. destiny- something to which someone or thing is destined (decree before hand)
 - 2. government- the act or process of governing, authoritative direction, control
- D. *Procedures*
 - 1. Review with the students that Greece is a peninsula made up of many islands. In ancient Greece different areas in which people lived and worked were called city-

- states. Two of the most important city-states in ancient Greece were Athens and Sparta. Locate these on the student map from the first lesson. Discuss location and how they were different.
2. Discuss how myths were used in Ancient Greece to explain events. Read “A Greek Myth: How Athens Got It’s Name” from *Ancient Greece* by Avery Hart and Paul Mantell. The teacher could role-play characteristics of a tyrant and then role-play the characteristics of a democracy.
- E. *Assessment/Evaluation*
1. Have the students write a reflective journal in which they address how they felt during each “acting out” piece. “Why would people strive to have a say in their government?”

Lesson Twelve: City-States (Part Two)

- A. *Daily Objectives*
1. Concept Objective
 - a. Students will explore the extreme differences between Athens and Sparta, both in the ways in life and in their governmental systems.
 2. Lesson Content
 - a. Compare Athens and Sparta
 3. Skill Objective
 - a. Know the differences in the ways of life, government, and beliefs in Sparta and Athens.
- B. *Materials*
1. Student research journal
 2. *The Greeks* by Roy Burrell
 3. *Ancient Greece* by Avery Hart and Paul Mantell
 4. Other sources for read aloud reference
- C. *Key Vocabulary:*
1. Review vocabulary from day before.
- D. *Procedures/Activities*
1. The students will explore the questions of how Sparta and Athens were different and how their beliefs affect their ways of life. Review the birth of democracy in Athens. Introduce the other important city-state of Sparta. Sparta was governed by a totalitarian government, which means it was ruled by the state. Look up Spartan life in resources and ask what could you tell you about their way of life.
 2. Read about Sparta from the book *Ancient Greece* by Avery Hart and Paul Mantell. Compare beliefs of Athens and Sparta by reading “How would you survive.” Record differences on chart paper. Play “Jeopardy” by asking key questions about Athens and Sparta.
- E. *Evaluation/Assessment:*
1. There is no specific evaluation or assessment for this lesson.

Lesson Thirteen: City-States (Part Three)

- A. *Daily Objectives:*
1. Concept Objective
 - a. Students will understand that people seek to control their own destiny and that conflict has many effects on a culture.
 2. Lesson Content
 - a. Investigate the Persian War
 3. Skill Objective
 - a. Know who the Persians are, where they lived, why the war at Marathon occurred, and the after effects.

- B. *Materials*
 - 1. Student research journal
 - 2. *The Greeks* by Roy Burrell
 - 3. *Ancient Greece* by Avery Hart and Paul Mantell
 - 4. Other sources for read aloud reference
- C. *Key Vocabulary*
 - 1. Review vocabulary from day before.
- D. *Procedures/Activities*
 - 1. Students will explore the effects of the Persian war. Review the city-states again. Talk about how the city-states were not united because there was so much distance between them and each one had their own government. In ancient times empires were built by conquering territory. Every time a battle was won the territory was added to the empire. Read “The Battle of Marathon” from *The Greeks* by Roy Burrell.
- E. *Evaluation/Assessment*
 - 1. After reading about and discussing the Battle of Marathon, have students write a newspaper headline and write a report about the victory of this important battle.

Lesson Fourteen: City-States (Part Four)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will explore why people seek to control their own destiny and what unites a people to fight.
 - 2. *Lesson Content*
 - a. The Battle of Thermopylae
 - 3. Skill Objective
 - a. Know what the advantages are for a nation that is united.
- B. *Materials*
 - 1. Student research journal
 - 2. *The Greeks* by Roy Burrell
 - 3. *Ancient Greece* by Avery Hart and Paul Mantell
 - 4. Other sources for read aloud reference
- C. *Key Vocabulary*
 - 1. Review vocabulary from day before.
- D. *Procedures/Activities*
 - 1. Read important information about Thermopylae from *The Greeks* by Roy Burrell. Again have the students discuss the battle and compare it to the Battle of Marathon. Chart the likenesses/differences.
- E. *Assessment/Evaluation:*
 - 1. Have the students write a newspaper article reporting on Thermopylae, but this time have them predict the future of Greece after the great loss.

Lesson Fifteen: Great Thinkers

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will see that education is sought out and desired, and that free time allows for questioning.
 - 2. Lesson Content
 - a. Study the great thinkers in Ancient Greece

3. Skill Objectives
 - a. Explore what it means to be a “great thinker” and how the great thinkers in Ancient Greece impacted their society.
- B. *Materials*
1. Student research journal
 2. *Ancient Greece* by Robert Nicholson
 3. *The Greeks* by Roy Burrell
 4. access to a computer lab to use Power Point
- C. *Key Vocabulary*
1. philosophy(er)- The study of, or those who love and seek wisdom
 2. Socrates- (about 469 BC-399 BC) one of the first great philosophers of classical Greece, taught the value of questioning common beliefs in order to find new ideas and explore new truths.
 3. Aristotle- (384 BC-322 BC) examined living things in nature. He also wrote on many subjects, including politics, and invented the method of thinking called logic.
 4. Plato-(about 427 BC-347 BC) founded a school for philosophers called the Academy. He taught Aristotle there. His famous books are *The Republic* and *Dialogues*.
- D. *Procedures*
1. Refer back to the lesson connected to understanding the unexplainable and the creation of gods and goddesses. Now ask the students why we have seasons. Tell them the great thinkers in Ancient Greece did not believe that there were gods and goddesses who controlled natural and human events such as war or the production of crops. After the Persian Wars people began to question myths and the “truths” of the world. Read aloud “Philosophers and Scientists” from *Ancient Greece* by Robert Nicholson.
 2. Explain that there were 3 main thinkers that the class will study. On the board write Socrates, Plato, and Aristotle. Explain that each of these men had far-reaching effects upon society, both past and present. Draw arrows showing the connections of teacher/pupil.
 3. Divide the class into three parts. Each group will be responsible for exploring and learning about 1 philosopher and will have to teach the rest of the class. Methods of presentation can vary, but one idea is to have the groups make a Power Point presentation, having each student be in charge of at least 1 slide. Some of the components can include; Name of philosopher and picture of him, date of birth/death, teacher and student relationship, passions about learning, and ideas that he spread.
 4. To help provide information for students, teacher can type up the information provided in the Baltimore Lessons related to the Great Thinkers. Another idea would be to post sayings that the thinkers said around the room and allow the students to reflect upon them, and find meaning in them.
- E. *Assessment/Evaluation*
1. The Power Point presentation can be graded upon a rubric.
 2. Two additional centers that can be created for this lesson include the exploration of the Greek alphabet and the place women had in the Ancient Greek society. Layout of the centers can vary, but one idea is the students could develop their own “ancient” alphabet and share it with the class. Students can also read about the daily life of the Greeks and find out information about women and how they participated in the society.

Lesson Sixteen: Alexander the Great (Part One)

- A. *Daily Objectives:*
 - 1. Concept Objectives
 - a. Student will see that leadership is necessary, war often occurs when a civilization expands, and see the impacts of the conquerors can have those who are conquered.
 - 2. Lesson Content
 - a. Alexander the Great
 - 3. Skill Objective
 - a. Who was Alexander the Great and what was his role in Ancient Greece.
- B. *Materials*
 - 1. Student research journal
 - 2. *The Greeks* by Roy Burrell
 - 3. *The Great Alexander the Great* by Joe Lasker
 - 4. Alexander the Great's Empire Map (Appendix E)
- C. *Key Vocabulary*
 - 1. Leadership- someone who leads, guides others to a goal
 - 2. Conquer- to gain or acquire by force of arms, to overcome
 - 3. Alexander the Great- a student of Aristotle who expanded his father empire as far as India (Persian Empire)
- D. *Procedures/Activities*
 - 1. Write the names of Socrates, Plato, Aristotle, and Alexander the Great on the board. Have the students recall how the first three men are connected, and then tell them that Alexander the Great was a student of Aristotle. Alexander the Great was not a teacher, but he did have an important place in Greek history.
 - 2. Read aloud *The Great Alexander the Great* by Joe Lasker. Have the students recall some important facts about Alexander after reading the book. Some might include that he was a daring young man who is famous for taming a wild horse, took over his father empire when his father was killed, began to take over the Persian Empire, and by the time he was 32 he had conquered most of the Persian Empire. (Other sources of information include *The Greeks* by Roy Burrell)
- E. *Evaluation/Assessment:*
 - 1. Have students write about their impression of Alexander the Great. Would they have wanted to be a part of his army? Why or why not? Have them hypothesize what might have happened if Alexander had kept expanding the empire.

Lesson Seventeen: Alexander the Great (Part Two)

- A. *Daily Objectives*
 - 1. Concept Objective
 - a. Students will see the leadership is necessary and how that leadership can effect a country
 - 2. Lesson Content
 - a. Alexander the Great
 - 3. Skill Objective
 - a. How did Alexander the Great effect Ancient Greece.
- B. *Materials*
 - 1. Student research journal
 - 2. *The Greeks* by Roy Burrell
 - 3. *The Great Alexander the Great* by Joe Lasker
 - 4. Alexander the Great's Empire Map (Appendix E)

- C. *Key Vocabulary*
 - 1. Review vocabulary for the day before.
- D. *Procedures/Activities*
 - 1. Have the students recall some important events in Alexander's life. Give students a map of "Alexander the Great's Empire" (Appendix E adapted from Baltimore Lessons). Explain to the students that while it took ten years to conquer this entire territory, and that might seem like a long time, back when Alexander did this it was a great accomplishment. Explain that this is one reason why Alexander's horse was so important to him.
 - 2. Have them look at the map and explain that the arrows show the route in which Alexander took to expand the empire. Connect to the present day, and how there are many cities along this route that bear his name or a form of his name.
- E. *Assessment/Evaluation*
 - 1. Help the students to complete the map by labeling countries and coloring.

VI. CULMINATING ACTIVITY

- A. The purpose of this lesson to allow a day to two days for the students to share their god and goddess research, their myths, and to synthesize what this unit was about. You could go over the key questions from the unit or ask the kids to write and share about what they have learned, why they liked learning about Ancient Greece, and some questions they might have that they want to research on their own.

VII. HANDOUTS/WORKSHEETS

- A. Map of Ancient Greece
- B. Human and Super-human Characteristics of Gods, Goddesses, and Creatures
- C. Myth Comparison Chart
- D. Menu of Events
- E. Map of Alexander the Great's Route

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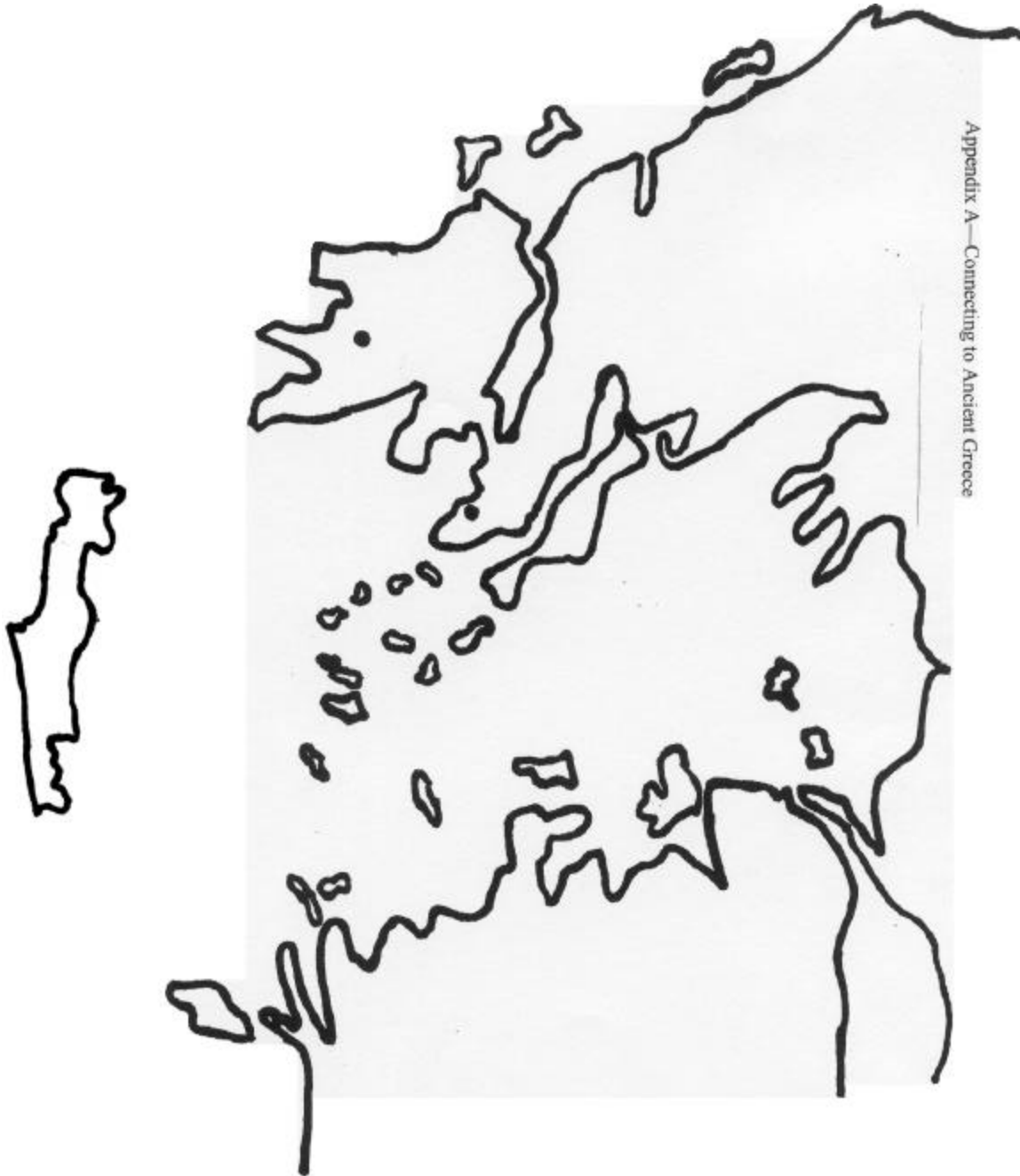
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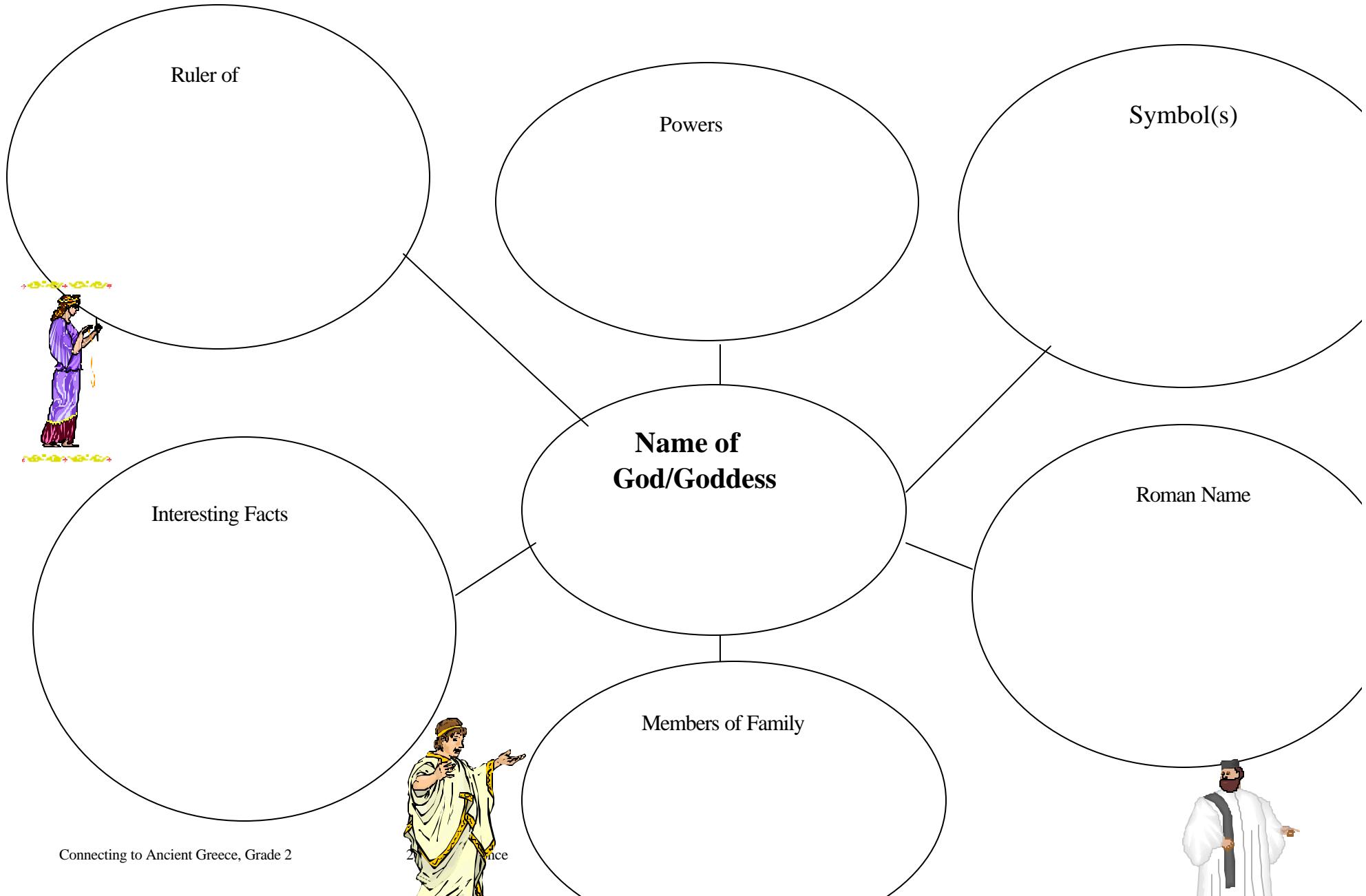
Appendix A



Appendix A—Connecting to Ancient Greece

Appendix B2 - Gods and Goddesses Research Sheet

Name: _____



Myth Comparison Chart

Name of Myth	Main Characters	Plot of Myth	Evil Characters	Ending of myth	Point of Myth	Core Virtue(s) Shown/ Not Shown
Prometheus Brings Fire, Pandora Brings Woe						
Oedipus and the Sphinx						
Theseus and the Minotaur						

Name of Myth	Main Characters	Plot of Myth	Evil Characters	Ending of myth	Point of Myth	Core Virtue(s) Shown/ Not Shown
Arachne the Weaver						
Swift-Footed Atalanta						

Name of Myth	Main Characters	Plot of Myth	Evil Characters	Ending of myth	Point of Myth	Core Virtue(s) Shown/ Not Shown
The Labors of Hercules						

Name: _____

Menu of Events

You must complete three out of the four following activities for the 2nd Grade Olympic Games. You need to pick at least one artistic event. As a part for preparing for the Olympics you must practice for the events including the athletic ones. Enjoy!!

Artistic Events: Write a song and perform it
Write a dramatic poem and perform it
Write a poem and illustrate it

Athletic Events: Sprints
Broad jumps
Relay races

