

Mount Olympus Mall

Grade Level: Second Grade

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Length of Unit: 3-4 weeks

I. ABSTRACT

Get out your drachma and meet us at the Ancient Greek agora. Areas of instruction include geographic awareness, city-states of Athens and Sparta, worship of gods and goddesses, mythology, architecture, and economics. In a culminating event, the students will assume the roles of gods and goddesses to barter and trade their wares.

II. OVERVIEW

- A. The concept objective is to create an understanding of how an ancient civilization is formed by its geography, culture, and beliefs, and how these compare to our life today.
- B. Content from the Core Knowledge Sequence
 - 1. Geography: Mediterranean Sea, Aegean Sea, Crete
 - 2. Sparta
 - 3. Persian Wars
 - 4. Athens as a city-state: the beginnings of democracy
 - 5. Olympic games
 - 6. Worship of gods and goddesses
 - 7. Great thinkers: Socrates, Plato, and Aristotle
 - 8. Alexander the Great
 - 9. Greek Myths
 - 10. Mount Olympus, home of the gods
 - 11. Architecture: Parthenon
- C. Skills taught
 - 1. Listening
 - 2. Synthesizing

III. BACKGROUND KNOWLEDGE

- A. For teachers
 - 1. *D'Aulaire's Book of Greek Myths*, Ingrid and Edgar Parin D'Aulaire
 - 2. *Ancient Civilizations: Greece*, Jane Pofahl
- B. For students
 - 1. Ancient civilizations
 - 2. Knowledge of maps, globes, and geographical terms
 - 3. Folktales; difference between fact and fiction

IV. RESOURCES

- A. *D'Aulaire's Book of Greek Myths*, Ingrid and Edgar Parin D'Aulaire
- B. *Ancient Civilizations: Greece*, Jane Pofahl
- C. Map of Greece
- D. Variety of books on Ancient Greece

V. LESSONS

Lesson One: Geography of Ancient Greece

- A. Lesson Objective: Expose students to the geography of Ancient Greece
- B. Materials
 - 1. World map

2. Globe
3. Overhead of Ancient Greece map (page 9 from *Ancient Civilizations: Greece*)
4. Student copies of Ancient Greece map
5. Crayons
- C. Personal Background Notes
- D. Key vocabulary
 1. Peninsula
 2. Mainland
 3. Mountain range
 4. Compass rose
 5. Island
 6. Sea
- E. Procedures
 1. Prepare KWL chart and record student responses.
 2. Review names and locations of continents and oceans on globe and map.
 3. Locate Greece on the continent of Europe.
 4. Identify and label the following on overhead map as students label their own maps:
 - a. Mediterranean Sea
 - b. Aegean Sea
 - c. Ionian Sea
 - d. Peloponnesus
 - e. Crete
 - f. Persia
 - g. Athens
 - h. Sparta
 - i. Troy
 - j. Mount Olympus
 - k. Olympia
 5. Color map
- F. Evaluation: display KWL chart and maps

Lesson Two: Gods and Goddesses

- A. Lesson objective: Introduce students to gods and goddesses and Ancient Greek mythology
- B. Materials
 1. Posters
 2. *D'Aulaire's Book of Greek Myths*
 3. Prewritten handwriting pages - Appendix A
 4. Handwriting paper
 5. Drawing paper
 6. Gods and Goddesses Loop Game - Appendix B
- C. Personal background notes
- D. Key vocabulary
 1. Myth
 2. Mount Olympus
 3. Symbol
 4. Deity
 5. Mortal
 6. Immortal
- E. Procedures
 1. Read aloud pages 9-15 in *D'Aulaire's Book of Greek Myths*.
 2. Discuss mythology as a means to explain natural phenomenon.
 3. Discuss Greek's belief in many gods and goddesses.

4. Read about Zeus (pages 16-23) as students copy handwriting page on Zeus to their own paper; make an illustration showing the god, his characteristics, and his symbols.
 5. Repeat step 4 each day throughout the unit introducing a new god or goddess following the order of *D'Aulaire's Book of Greek Myths*:
 1. Hera
 2. Hephaestus
 3. Aphrodite and Eros
 4. Ares
 5. Athena
 6. Poseidon
 7. Apollo and Artemis
 8. Hermes
 9. Hades
 10. Demeter
 11. Dionysus
 6. Save handwriting pages and illustrations for making a book.
- F. Evaluation
1. Evaluate handwriting.
 2. Evaluate illustrations for understanding of each deity.
 3. Play gods and goddesses loop game.

Lesson Three: Athens and Sparta

- A. Lesson Objective: Compare and contrast life in Sparta and Athens
- B. Materials
1. Chart paper
 2. Paper for posters
 3. Resources with information on Athens and Sparta
- C. Personal background notes
- D. Key vocabulary
1. City-state
 2. Social classes
 3. Democracy
 4. Citizens
 5. Freedom
 6. Society
 7. Foreign
 8. Merchants
 9. Slaves/Helots
 10. Military
 11. Parthenon
 12. Acropolis
 13. Column
 14. Architecture
- E. Procedures
1. Discuss Athens
 - a. As a city-state
 - b. Geography: location and its effect on way of life
 - c. Government: type and purpose
 - d. Social classes
 - e. Role of men, women, and children
 - f. Importance of education, arts, and trade
 - g. Belief in gods and goddesses

- h. Named after Athena
- i. Parthenon and Greek architecture, including columns
- j. Golden Age of Athens
2. Discuss Sparta
 - a. As a city-state
 - b. Geography: location and its effect on way of life
 - c. Government: type and purpose
 - d. Social classes, Helots
 - e. Role of men, women, and children
 - f. Importance of military
 - g. Belief in gods and goddess
3. Compare and contrast Athens and Sparta using a Venn diagram
4. Make posters illustrating a fact learned about either Athens or Sparta
- F. Evaluation
 1. Observe participation in making of Venn diagram
 2. Display posters

Lesson Four: The Agora

- A. Lesson objective: Understand the uses for the Ancient Greek meeting place called an agora; introduce some basic economic concepts
- B. Materials
 1. Picture of an Ancient Greek agora
 2. Resources including information on Ancient Greek agora
- C. Personal background notes
- D. Key vocabulary
 1. Agora
 2. Drachma
 3. Marketplace
 4. Supply
 5. Demand
 6. Good
 7. Service
 8. Barter
 9. Trade
- E. Procedure
 1. Describe and discuss Ancient Greek agora.
 2. Lead into discussion of bartering and trading in a marketplace.
 3. Define goods and services; have students give examples of goods and services in Ancient Greece and present day.
 4. Explain concept of supply and demand.
 5. Tell students about culminating event described later in outline.
 1. Students begin earning drachma (see culminating event).
 2. Students are assigned god or goddess for agora (see culminating event).
- F. Evaluation: Final project due at culminating event

Lesson Five: Greek Wars

- A. Lesson objective: introduce participants and circumstances surrounding the Persian and Peloponnesian Wars
- B. Materials
 1. Map of Ancient Greece
 2. *Ancient Civilizations: Greece*
 3. Resources including information on Persian and Peloponnesian Wars
- C. Personal background notes

- D. Key vocabulary
 - 1. Persia
 - 2. Peloponnesus
 - 3. Marathon
 - 4. Civil war
 - 5. Ally
 - 6. Phillipides
 - 7. Thermopylae
 - 8. Delian league
- E. Procedure
 - 1. Read about wars from *Ancient Civilizations: Greece*, page 23, and from other available resources.
 - 2. Discuss relationship between Athens and Sparta during the Persian and Peloponnesian Wars.
 - 3. Choose one or both of the following activities:
 - a. Persian War
 - (1) Divide class into four groups - Athenians who wanted to join Spartans, Athenians who did not want to join Spartans, Spartans who wanted to join Athenians, Spartans who did not want to join Athenians.
 - (2) Have each group prepares an argument to convince their citymates to join or not join forces with the other city state.
 - (3) Present arguments to class.
 - b. Peloponnesian War
 - (1) Divide class into two groups - Athens and Sparta.
 - (2) Have each group prepare a plea to Athena trying to convince her to be on their side during the war.
 - (3) Present pleas to class.
- F. Evaluation: presentation and participation

Lesson 6: The Olympics

- A. Lesson objective: Introduce the origin of the Olympic Games
- B. Materials
 - 1. Distance markers
 - 2. Frisbees
 - 3. Shotput (rice socks)
 - 4. Awards
 - 5. Start and finish lines
 - 6. Wheelbarrows
 - 7. Toothpicks
 - 8. Paper towel tubes
 - 9. Straws
 - 10. Plastic spoons
 - 11. Tiddly-wink type trajectories
 - 12. Laurel wreaths
 - 13. Certificates - Appendix C
 - 14. Resources including information on Ancient Greek Olympics
- C. Personal background notes
- D. Key Vocabulary
 - 1. Panhellenic Games
 - 2. Javelin
 - 3. Discus
 - 4. Laurel

5. Olympia
- E. Procedures
 1. Find Olympia on map of Ancient Greece.
 2. Read about first Olympic games from available sources.
 3. Hold indoor and/or outdoor Olympic Games.
 - a. Indoor Events
 - (1) Pole-vault: build a crossbar using cardboard tubes and a straw as the crossbar; use straight pins at various heights as crossbar supports; use tiddly-wink type trajectories to vault over crossbar; raise crossbar after each successful vault; if player is unsuccessful three times, he is disqualified; player clearing the greatest height is the winner
 - (2) Javelin Throw - without lifting elbow from the table, the competitor throws a toothpick as far as possible; the farthest throw wins
 - (3) Finger wrestling
 - b. Outdoor events
 - (1) Races
 - (2) Long Jump
 - (3) Discus throw using Frisbee
 - (4) Shot put use rice sock
 - (5) Chariot races using wheelbarrows
 4. Present laurel wreaths to winners and certificates to all participants
- F. Evaluation: Writing activity - tell how a classmate's or your own participation in the Class Olympics might have honored Zeus.

Lesson Seven: Famous Greeks

- A. Lesson objective: Expose students to the achievements and contributions of great people of Greece.
- B. Materials
 1. Representations of famous Greeks
 2. Regular polyhedrons
 3. Chart paper
 4. *Thematic Unit: Ancient Greece*, David Jefferies
 5. Resources including information on famous Ancient Greeks
- C. Personal background notes
- D. Key vocabulary
 1. philosopher
 2. Aristotle
 3. Plato
 4. Socrates
 5. Pythagoras
 6. Hippocrates
 7. Alexander the Great
 8. Pericles
 9. Statesman
- E. Procedures
 1. Review the importance of education and intellectual thinking in Athens.
 2. Give brief biographical sketch of important Greek leaders using available resources.
 3. Record each Greek on chart paper along with their achievements.
 4. Discuss how their achievements contributed to our world today.
 5. Have students select one Greek to research and find at least one more fact related to the leader's achievement.

- F. Evaluation - Students write a cinquain or acrostic poem about one famous Greek, see page 42 in *Thematic Unit: Ancient Greece* for examples

IV. CULMINATING ACTIVITY: MOUNT OLYMPUS MALL

- A. Lesson objective: Using knowledge gained in the unit, students will assume the role of a god or goddess and trade or sell their wares.
- B. Materials
1. Drachma -Appendix D
 2. Drachma chart - Appendix E
 3. List of gods and goddesses - Appendix F
 4. Letter to parents - Appendix G
 5. Contest form - Appendix H
- C. Procedures
1. Students begin earning drachmas early in the unit; see Appendices D and E.
 2. At the conclusion of Lesson Four, explain that students will participate in a marketplace in which they produce a good or service associated with a god or goddess.
 3. Students select god or goddess for agora; see Appendix F.
 4. Students create a good or service to sell at the marketplace.
 5. Students make a poster naming their deity, advertising their good or service, and listing the price in drachmas; see Appendix G.
 6. On designated day, arrange room into an agora; students set up booths and hang posters.
 7. Students take turns shopping and being a merchant.
- D. Optional activity: On the day of the agora, have a contest with another class studying Ancient Greece. Students show their good or explain their service without naming their god or goddess. Students from other class try to guess what god or goddess is being represented and record their guess on Appendix H. Student with the most correct answers wins drachmas to use at the marketplace.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A - Gods and goddesses handwriting page
- B. Appendix B - Gods and Goddesses Loop Game
- C. Appendix C - Olympic participation certificate
- D. Appendix D - Drachma masters
- E. Appendix E - Drachma poster
- F. Appendix F - List of gods and goddesses
- G. Appendix G - Agora parent letter
- H. Appendix H - Agora contest form

VIII. BIBLIOGRAPHY

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Greek Gods and Goddesses Book

Students create their own book of the Ancient Greek gods and goddesses. They copy each of the short descriptions below in their best handwriting as handwriting practice. Then, they draw a picture for each deity to go with the handwritten page. As an example, you may wish to recopy each summary onto the handwriting paper you use in the classroom in the handwriting style your students use.

Zeus

Zeus was the father of the gods. He carried a thunderbolt and sceptre and often had an eagle with him.

Hera

Hera was the wife of Zeus and the protector of marriage and women. She kept a peacock as a pet.

Hephaestus

Hephaestus was the god of fire and artisans. He made armor, weapons, and jewelry for the other gods and goddesses. He worked under an erupting volcano.

Aphrodite

Aphrodite was the goddess of love and beauty. Her animal companions, the dove, dolphin, and swan, were with her constantly.

Eros

Eros was the god of love. His symbols were a bow and arrows. When he shot arrows into the hearts of people, they felt love. Eros is usually shown with wings and closed eyes.

Ares

Ares was the god of war and the son of Zeus and Hera. He enjoyed starting battles and wars. His symbols were the vulture and the dog.

Appendix A

Athena

Athena was the goddess of war and wisdom. She hated war and loved peace. She created the olive tree. She also had a magic shield that turned her enemies to stone.

Poseidon

Poseidon was the god of the sea and Zeus's brother. His symbol of power was the trident, a three-pronged spear. He invented the horse and gave it to man.

Apollo and Artemis

Apollo was the god of light, music, and healing. He often played music on a golden lyre. Artemis was Apollo's twin sister. She was the goddess of the moon and the hunt. She often had wild animals with her.

Hermes

Hermes was the messenger of the gods. He wore wings on his helmet and sandals. He carried a caduceus, a wand decorated with twining snakes.

Hades

Hades was the god of the underworld and the dead. He was Zeus's brother. He was also the god of wealth. He owned everything precious that came out of the ground - every piece of gold and silver, every diamond, ruby, and emerald.

Demeter

Demeter was the goddess of the harvest. She made sure crops would grow, flowers would bloom, and fruit would ripen. Her symbol was sheaves of wheat.

Dionysus

Dionysus was the god of parties and celebrations. He also ruled law and peace. He ruled plant and animal life as well. He is often shown happily riding a tiger and wearing vine leaves on his head.

Appendix B

<p>I am Zeus.</p> <p>Who has my wife, the queen of the gods?</p>	<p>I am Argus.</p> <p>Who has the goddess of love and beauty?</p>
<p>I am Hera.</p> <p>Who has the place where we live?</p>	<p>I am Aphrodite.</p> <p>Who has Zeus's brother, the god of the lower world?</p>
<p>I am Mount Olympus.</p> <p>Who has Zeus's brother, the god of the sea?</p>	<p>I am Hades.</p> <p>Who has the winged horse?</p>
<p>I am Poseidon.</p> <p>Who has the messenger of the gods?</p>	<p>I am Pegasus.</p> <p>Who has the goddess of wisdom?</p>
<p>I am Hermes.</p> <p>Who has Hera's servant, who has 100 eyes?</p>	<p>I am Athena.</p> <p>Who has the city named in my honor?</p>

<p>I am Athens.</p> <p>Who has the god most disliked because of the wars he started?</p>	<p>I am a peacock.</p> <p>Who has the god of love and Aphrodite's son?</p>
<p>I am Ares.</p> <p>Who has the god most liked by the other gods and the god of light, truth, and music?</p>	<p>I am Eros.</p> <p>Who has the people who believed in the gods and goddesses?</p>
<p>I am Apollo.</p> <p>Who has the goddess of the harvest?</p>	<p>I am the Ancient Greeks.</p> <p>Who has the people who changed the names of the gods and goddesses?</p>
<p>I am Demeter.</p> <p>Who has the goddess of the hunt and the moon and Apollo's twin sister?</p>	<p>I am the Ancient Romans.</p> <p>Who has the name of the temple built for Athena?</p>
<p>I am Artemis.</p> <p>Who has Hera's symbol?</p>	<p>I am the Parthenon.</p> <p>Who has the king of the gods?</p>

Certificate of Achievement

The gods and goddesses of Mt. Olympus hereby present

with this Certificate, in honor and recognition of your outstanding
achievement in the Class Olympics, given on

Zeus
King of the Gods

Hera
Queen of the Gods



ΔΡΑΧΗΜΑ

Homework on time - 1

Blue dot all day - 1

Neat desk - 1

Quiet lunch line - 1

Class compliment - 1

Appendix F

Zeus

King of the Gods

Symbols: Eagle, Shield, Thunderbolt, Oak Tree

Poseidon

God of the Seas

Symbols: Trident, Horse, Bull

Hades

God of the Lower World, God of Wealth

Symbols: Helmet, Metals, Jewels

Hera

Queen of the Gods

Symbols: Peacock, Cow

Ares

God of War

Symbols: Vulture, Dog

Athena

Goddess of Wisdom, War, Arts and Crafts, the City

Symbols: Owl, Shield, Olive Branch

Apollo

God of Light and Truth, Healing, Archery, Music

Symbols: Crow, Dolphin, Laurel, Lyre

Appendix F

Aphrodite

Goddess of Love and Beauty

Symbols: Dove, Sparrow, Swan, Myrtle

Hermes

God of Motion, Sleep and Dreams, Commerce, Travelers

Symbols: Wand, Winged Sandals, Winged Helmet

Artemis

Goddess of the Hunt, Moon, Children

Symbols: Stag, Moon, Cypress

Demeter

Goddess of the Harvest

Symbols: Wheat, Flowers, Fruit

Dionysus

God of Wine, Revelry, Peace, Animal Life, Vegetation

Symbols: Laurel, Tiger, Vine Leaves

Eros

God of Love

Symbols: Bow and Arrows, Hearts, Wings

Hephaestus

God of Fire and Artisans

Symbols: Fire, Blacksmith's Hammer



Dear Parents,

As part of our unit on Ancient Greece, the students are learning about the basic concepts of a marketplace, called an agora. Some topics we are covering are the differences between goods and services and the acts of bartering and trading. As a culminating activity for our unit we will recreate an agora. Students are earning drachmas during class that they will use to make their purchases. They will shop on the afternoon of Thursday, October 24.

Each student will be responsible for creating a good or service associated with a certain god or goddess to sell at the agora. Here are some examples:

- Zeus - lightning bolt pins (a good)
- Hera - peacock feathers (a good)
- Aphrodite - a manicure (a service)
- Athena - advice (a service)

Your child will also need to make a poster naming their deity and advertising their good or service and its price (no more than 3 drachmas). Your child's assigned god or goddess is on the attached page along with some information to help you get started. Use imagination and creativity! This project should be of little or no cost to you or your child. Zeus says to keep it simple and have fun!



Name _____

Can You Identify the Gods and Goddesses?

Match each Ancient Greek deity with the goods or services described by the second grade students. The names of the gods and goddesses are listed to help you. Be aware that not all names may be used and that some may be used twice.

Zeus
Poseidon
Artemis
Hermes
Dionysus

Hera
Athena
Aphrodite
Demeter
Hephaestus

Hades
Apollo
Ares
Eros

- | | |
|----------|-----------|
| 1. _____ | 10. _____ |
| 2. _____ | 11. _____ |
| 3. _____ | 12. _____ |
| 4. _____ | 13. _____ |
| 5. _____ | 14. _____ |
| 6. _____ | 15. _____ |
| 7. _____ | 16. _____ |
| 8. _____ | 17. _____ |
| 9. _____ | 18. _____ |