

# A Trip Back in Time

**Grade Level or Special Area:** 2<sup>nd</sup> Grade

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**Length of Unit:** 10 lessons, 45-60 minutes each

## I. ABSTRACT

The students will develop an understanding of what life was like for the people of Ancient Greece and how it differs from life today. They will have an opportunity to explore the cultural, political, and social processes that help to shape different city-states. They will gain an understanding of important people such as Socrates and Alexander the Great during their trip back in time.

## II. OVERVIEW

### A. Concept Objectives

1. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
2. Students develop a sense of place and understand there are reasons why events occur in certain places.
3. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)

### B. Content from the *Core Knowledge Sequence*

1. World History: Ancient Greece (p. 48)
  - a. Geography: Mediterranean Sea and Aegean Sea, Crete
  - b. Sparta
  - c. Athens as a city-state: the beginnings of democracy
  - d. Persian Wars: Marathon and Thermopylae
  - e. Olympic games
  - f. Worship of gods and goddesses
  - g. Great thinkers: Socrates, Plato, and Aristotle
  - h. Alexander the Great
  - i. Art (not taken from Core Knowledge)
  - j. Theater: Comedies and Tragedies (not taken from Core Knowledge)

### C. Skill Objectives

1. The student will identify and label a map of Ancient Greece.
2. The student will write two-four sentences to describe their map of Ancient Greece.
3. The students will identify at least six characteristics of Athenian Life.
4. The students will describe the similarities and differences between Sparta and Athens.
5. The students will illustrate and describe an example of a democratic society.
6. The students will answer correctly questions pertaining to history of Ancient Greece.
7. The students will establish a time line for Socrates, Plato, and Aristotle.
8. The students will create one symbol each to represent Socrates, Plato, and Aristotle.
9. The students will identify remarks or philosophies for Socrates, Plato, and Aristotle.
10. The students will illustrate and retell one major event in the life of Alexander the Great.
11. The students will be able to define the words oracle, soothsayer, and sacrifice.

12. The students will list two types of theater performed in Ancient Greece.
13. The student will create a representation of one type of art seen in Ancient Greece.
14. The students will classify elements of Olympics in Ancient Greece and in today's society.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. Ganeri, A. *Legacies from Ancient Greece*. Mankato, Minnesota: Thameside Press, 1999. 1-929298-49-8.
  2. Loverance and Wood. *Ancient Greece*. New York, New York: Reed International Books, 1992. 0-670-84754-2.
  3. Nicholson, R. *Ancient Greece*. New York: Chelsea Juniors, 1994. 07910-2727-9
- B. For Students
  1. The four directions (Kindergarten)
  2. Vocabulary: democracy, slavery (Kindergarten and 1<sup>st</sup> Grade)
  3. Concept of laws, making decisions

### IV. RESOURCES

- A. *Ancient Greece*, by Anne Pearson (Lesson One)
- B. *Ancient Greeks at a Glance*, by John Malam (Lesson One)
- C. *Growing Up in Ancient Greece*, by Chris Chelepi (Lesson Two)
- D. *The Greek News*, by Anton Powell and Philip Steele (Lesson Three)
- E. *Daily Life: Ancient Greece*, by Don Nardo (Lesson Four)
- F. *Thematic Unit: Ancient Greece*, by David Jefferies (Lesson Five)
- G. *Life in Ancient Greece Coloring Book*, by John Green (Lesson Six)
- H. *Discover the World of Ancient Greece*, by Joan Bowden (Lesson Eight)
- I. *The Greeks*, by Susan Williams (Lesson Nine)
- J. *Ancient Greek Art*, by Susie Hodge (Lesson Nine)
- K. *Ancient Greece: A Guide to the Golden Age of Greece*, by Julie Ferris (Lesson Ten)

### V. LESSONS

#### Lesson One: Where in the World is Ancient Greece? (45 minutes)

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students develop a sense of place and understand there are reasons why events occur in certain places.
  2. Lesson Content
    - a. Ancient Greece
      - i. Geography: Mediterranean Sea and Aegean Sea, Crete
  3. Skill Objective(s)
    - a. The student will identify and label a map of Ancient Greece.
    - b. The student will write two-four sentences to describe their map of Ancient Greece.
- B. *Materials*
  1. World map
  2. Map of Ancient Greece for bulletin board-needs to be copied to transparency (Appendix A)
  3. Bulletin Board Layout (Appendix B)
  4. Labels for bulletin board used throughout unit, listed by lesson (Appendix C)
  5. *Ancient Greece*, by Anne Pearson
  6. *Ancient Greeks at a Glance*, by John Malam

7. Puzzle of Ancient Greece cut into pieces and put into baggies for each pair of students along with labels of the six vocabulary words (Appendix D)
  8. Glue for each pair of students
  9. Paper for puzzle and sentences, one per each pair of students – card stock (Appendix E)
  10. Pencils for each student will be needed for each lesson in this unit
  11. Checklist for puzzle map and description (Appendix E1)
- C. *Key Vocabulary*
1. Mediterranean Sea – a large body of water between Europe and Africa
  2. Aegean Sea – sea between Greece and Turkey
  3. Crete – largest Greek island
  4. Athens – most important city-state in Greece
  5. Sparta – city-state in Greece
  6. Mount Olympus – tallest mountain on mainland Greece
- D. *Procedures/Activities*
1. **Prior to this lesson**, the teacher will need to take Appendix A and copy to transparency and blow up to poster board size for bulletin board. The teacher will also need to copy the labels from Appendix C. Each page should be on a different colored paper to add to the bulletin board during the unit (bulletin board layout, Appendix B).
  2. **Prior to this lesson**, the teacher will need to take Appendix D and copy the map to white paper and the labels at the bottom to a different color of paper. The map will need to be cut into puzzle pieces along the dotted lines. The labels will need to be cut apart or the teacher will need to instruct the students to do this.
  3. Ask the students where they might look to see what Ancient Greece looks like (on a map).
  4. Show students a map of Ancient Greece and describe what they see on the map.
  5. Read page 6 from *Ancient Greece*, by Anne Pearson. Read page 8 from *Ancient Greeks at a Glance*, by John Malam.
  6. Put up a blank map on the bulletin board and add labels for all words listed under key vocabulary for today’s lesson. The bulletin board will be added to with each additional lesson in some way to show the connections of all of the material.
  7. As the bulletin board is constructed with the items from key vocabulary, talk with the students about the relationship of the seas to the cities (Aegean Sea is north of Crete; Athens is North of Sparta).
  8. Pass out bags with puzzle pieces of the map of Ancient Greece and labels of the six vocabulary words. Pair up the students to put the puzzles together.
  9. Each pair of student will glue the puzzle on the paper and place the labels correctly on the map. The students write two-four sentences about their maps once they have glued the puzzle to the paper (Athens is north of Sparta; The Aegean Sea is north of Crete, etc.) (Appendix E).
  10. Have the students read some of the sentences to the class to see if others can pinpoint where the places are located on the map (time permitting).
- E. *Assessment/Evaluation*
1. The students will be evaluated by a checklist to determine if the skill objectives have been met (Appendix E1).

## **Lesson Two: What was Life Like in Athens? (45 minutes)**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
  - b. Students develop a sense of place and understand there are reasons why events occur in certain places.
  - c. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
2. Lesson Content
  - a. Ancient Greece
    - i. Athens as a city-state
3. Skill Objective(s)
  - a. The students will identify at least six characteristics of Athenian Life.

### **B. Materials**

1. Binoculars
2. Bulletin board label, Life in Athens
3. *Growing Up in Ancient Greece*, by Chris Chelepi
4. Listing of similarities and differences between life in Athens and Sparta (Appendix F)
5. Web Layout, Athens (Appendix G)
6. Web Layout, Athens – key (Appendix G1)

### **C. Key Vocabulary**

1. City-state – tiny country built around a central town usually built around an acropolis
2. Acropolis – steep hill “the city’s high place”
3. Citizens – people born in the city-state
4. Agora – place where people met to discuss important matters

### **D. Procedures/Activities**

1. Have a student point out where Athens is on the map created bulletin board from yesterday’s lesson.
2. Let one student look through the binoculars and tell what they see and how it is different than looking without the binoculars.
3. Tell the students that today the class will be looking at Athens more closely (add to the bulletin board to expand what seeing in Athens by using the layout provided in Lesson One). Add the bulletin board label, Life in Athens.
4. Introduce vocabulary, with students giving any information that they know.
5. Ask students to raise their hands for people whose mothers, grandmothers, or aunts have jobs outside of the home. Do you think this is what it looked like in Ancient Greece? (no, women did not work unless they were poor, otherwise they worked within the home) Let’s read and find out.
6. Read pages 10-12 in *Growing up in Ancient Greece*, by Chris Chelepi.
7. Do you think that other places within the United States would look like Colorado or more like Ancient Greece? Why? (some places would look might look like Ancient Greece or Colorado depending on the city and what needed to be done)
8. Discuss with students the other aspects of Athenian Life, reference information provided in Appendix F. Have the students compare life in Ancient Greece with life today.

9. Pass out Appendix G and give instructions that the students are to answer the questions that they see on the web. Do an example with the students of “Who did they worship? (Gods and Goddesses)
  10. The students will identify characteristics of life in Athens by completing a web layout provided (Appendix G).
- E. *Assessment/Evaluation*
1. The students will be assessed by correctly stating answers to the questions asked in the web layout relating to Athens (Appendix G1- key).

### **Lesson Three: Sparta: The Land of the Warriors (45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
  - b. Students develop a sense of place and understand there are reasons why events occur in certain places.
  - c. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
2. Lesson Content
  - a. Ancient Greece
    - i. Sparta
3. Skill Objective(s)
  - a. The students will describe the similarities and differences between Sparta and Athens.

B. *Materials*

1. Butcher block paper divided in thirds (1<sup>st</sup> section for Athens, 2<sup>nd</sup> section for Similarities, 3<sup>rd</sup> section for Sparta as headings)
2. Listing of similarities and difference between life in Athens and Sparta (Appendix F)
3. White board
4. Three different colored markers – red, blue and black
5. *The Greek News*, by Anton Powell and Philip Steele
6. Venn diagram (Appendix H)
7. Venn diagram – key (Appendix H1)

C. *Key Vocabulary*

1. Warriors – people who fights in battle
2. Phalanx – soldiers standing side by side with shields touching

D. *Procedures/Activities*

1. Have the students list the characteristics of life in Athens that were discussed yesterday on the white board.
2. Have a student point to Sparta on the bulletin board. Today we are going to look closely at Sparta. Add bulletin board label, Life in Sparta.
3. Read page 12 “The Land of the Brave” from *The Greek News*, by Anton Powell and Philip Steele.
4. Ask the students how Sparta was different from Athens based on the article read in number 3 (they were great warriors).
5. Discuss with the students any additional actual differences between life in Athens and life in Spartans (use Appendix G as reference).
6. Put the butcher block paper in the front of the classroom. Ask the students to help you fill in the chart. Once the students give you a characteristic (wear tunics

- and dresses) ask them to decide if that was in Athens or in Sparta or in both places. Write information pertaining only to Athens in blue, information pertaining only to Sparta in red and the information that is for both in black.
7. Hand out the Venn diagram to the students. Have a student read the directions at the top of the page. Ask the students to give an example for each area on the diagram.
  8. The students will correctly complete a Venn diagram with characteristics from Sparta and Athens to show similarities and differences (Appendix H).
- E. *Assessment/Evaluation*
1. The students will be evaluated by the completed Venn diagram. The key is provided (Appendix H1).

#### **Lesson Four: Having a Say (45-60 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
    - b. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
  2. Lesson Content
    - a. Ancient Greece
      - i. Athens as a city-state: the beginnings of democracy
  3. Skill Objective(s)
    - a. The students will describe and illustrate an example of a democratic society.
- B. *Materials*
1. *Daily Life: Ancient Greece*, by Don Nardo
  2. One Card for each student; one side with type of person (man, woman, girl, boy) and the back has the rights each have (women can't vote, etc.) (Appendix I)
  3. Each student will need crayons or colored pencils
  4. Democratic society worksheet (Appendix J)
  5. Rubric for Democratic society worksheet (Appendix J1)
- C. *Key Vocabulary*
1. Democracy – people decide how government should run
  2. Assembly – citizens who met on a regular basis to discuss the community
- D. *Procedures/Activities*
1. Read pages 8-10 in *Daily Life: Ancient Greece*, by Don Nardo.
  2. Ask students for definitions for democracy and assembly. Provide one for each if not given by the students. Add democracy to the bulletin board under Athens.
  3. Give students cards with name of group and what rights they have living in Ancient Greece (Appendix I).
  4. Tell the students that all students who have the right to vote need to come sit in a circle to discuss a topic in the Assembly.
  5. The teacher will be the head of the assembly and will introduce a topic (shortening the lunch period).
  6. The Assembly will discuss the topic and vote on if something needs to be changed regarding shortening the lunch period.
  7. As a whole group have the students reflect on how they felt about what they could do based on who they were. (Especially the students unable to come to the assembly because they had no rights – how did you feel?)

8. Ask for each student to tell the rest of the class about the rights they had if not already covered in number seven. Some students will have the same cards so every student will not have to tell about his/her rights to the rest of the class. Compare this to how things are done today in the United States. (provide additional prompts for students to answer how things are done today) Ask for the students to list what things made both the assembly and how things are done today a democratic society (voting, people decide, majority rules, discussion of topic).
  9. Ask all of the students to vote whether they would like the society of Ancient Greece or the system we have in place today. (vote by show of hands)
  10. Hand out the democratic worksheet and have one student read what it says for directions. Give the students an example that they can not use (flag, people in the Senate vote).
  11. Students will draw a picture to represent a democratic society. The students will write 2-4 sentences to describe a democratic society (Appendix J).
- E. *Assessment/Evaluation*
1. The students will be evaluated on the picture and sentences using a rubric (Appendix J1).

### **Lesson Five: Persian Wars: Wanting More and More (45-60 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
    - b. Students develop a sense of place and understand there are reasons why events occur in certain places.
    - c. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 40)
  2. Lesson Content
    - a. Ancient Greece
      - i. Persian Wars: Marathon and Thermopylae
  3. Skill Objective(s)
    - a. The students will answer correctly questions pertaining to the history of Ancient Greece.
- B. *Materials*
1. Xerxes [ZURK-seez]
  2. The Greek Times, one per student (Appendix K)
  3. Black, red, and blue overhead markers or white board markers
  4. Shields cards with questions for review (Appendix L)
  5. Ancient Greece Quiz covering material from first five lessons (Appendix M)
  6. Ancient Greece Quiz key (Appendix M1)
- C. *Key Vocabulary*
1. Marathon – city where Greek army defeated Persian army and saved Athens
  2. Thermopylae – passage between mountains and coast in Ancient Greece
- D. *Procedures/Activities*
1. **Prior to the lesson**, make a transparency of page 62 from *Thematic Unit: Ancient Greece* and use or make large map on butcher block paper. The teacher will also need to copy the shield cards and write the questions on them from Appendix M.

2. Ask the students why do people fight and go to war. Make a list of student responses on the board (accept anything within reason).
  3. Read the Newspaper articles and headlines from The Greek Times telling about the Persian Wars and what happened (Appendix K). Pass out a copy to each student.
  4. As a group ask the students to tell where the Persian armies went and what they did. Show that information with a black marker on transparency or butcher block paper. Add where the Athenian armies went and what they did using blue marker and what the Spartan armies did and where they went using red marker.
  5. Add bulletin board labels, Persian Wars, Marathon, and Thermopylae.
  6. Play Crossing the Battlefield. Instruct the students what the battlefield is (square of the room or other area suitable). Use your shield questions cards to ask questions on information covered in the first five lessons. For each correct answer the student or group of students will take one step closer to the end of the battlefield (Appendix L).
  7. Give quiz over material covered in the first five lessons of unit (Appendix M).
- E. *Assessment/Evaluation*
1. The students will be evaluated with a written quiz covering material covered in the first five lessons. Tests will be graded using quiz key (Appendix M1).

### **Lesson Six: Why Would You Look at it That Way? (45-60 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
    - b. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
  2. Lesson Content
    - a. Ancient Greece
      - i. Great thinkers: Socrates, Plato, and Aristotle
  3. Skill Objective(s)
    - a. The students will establish a time line for Socrates, Plato, and Aristotle.
    - b. The students will create one symbol each to represent Socrates, Plato, and Aristotle.
    - c. The students will identify remarks or philosophies for Socrates, Plato, and Aristotle.
- B. *Materials*
1. *Life in Ancient Greece Coloring Book* by John Green
  2. Socrates' Obituary (Appendix N)
  3. Introductions for Plato and Aristotle (Appendix O)
  4. Philosopher's Song (Appendix P)
  5. Timeline of Philosophers (Appendix Q)
  6. Clothespins
  7. Pin the Remark on the Philosopher cards (Appendix R)
- C. *Key Vocabulary*
1. Philosopher – people who studied about the world or lover of wisdom
- D. *Procedures/Activities*
1. **Prior to lesson** use pages 44-46 in *Life in Ancient Greece Coloring Book* to make transparencies and make pictures of the three great thinkers on butcher

- block paper for pin the remark on the philosopher. The teacher will also need to copy Appendix R to white paper and cut apart the remarks for each great thinker.
2. Ask the students a question: “Why do students go to school?” Allow students time to answer. Tell the students that there was a philosopher who would ask questions of his students to get them to explore the world. His name was Socrates.
  3. Tell the students that Socrates’ life ended sadly. Read an obituary for Socrates to give the entire information pertaining to his life (Appendix N).
  4. Ask the students if they think that Socrates was the only great teacher that Ancient Greece had. If they have trouble answering, the students should be prompted to think if they have only had one good teacher since they have been in school (students should have at least two or more teachers they have liked and thought were good).
  5. Today we will imagine traveling back in time. Plato and Aristotle are guest speakers at a school. The principal will introduce both to the audience before they will go to individual classrooms to speak. The teacher will have the students listen in as the introductions are made to the audience. The teacher can add a nametag to become the principal and introduce both speakers (Appendix O).
  6. Discuss with the students what they now about the three great thinkers. Add bulletin board label, Philosophers.
  7. The class will sing the philosophers song (Appendix P).
  8. Pass out the timeline worksheet to each student (Appendix Q). Ask one student to read the directions in the box. As a group put in who Socrates taught and who Plato taught. Discuss with the students what types of things could be used to symbolize each of the philosophers (accept anything which would connect with information presented in this lesson). Have each student make a symbol for each philosopher. The students can share their symbols if time permits at the end of the lesson.
  9. The students will play pin the remark on the philosopher. The teacher will read a remark from Socrates, Plato, and Aristotle (Appendix R) and the student will come and pin the remark on the picture of the philosopher using a clothespin.
- E. *Assessment/Evaluation*
1. The students will be evaluated by the discussion of the timeline worksheet.
  2. The students will be evaluated by whether they can pin the correct remark on the correct philosopher.

### **Lesson Seven: Being the Great Alexander (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
    - b. Students develop a sense of place and understand there are reasons why events occur in certain places.
    - c. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
  2. Lesson Content
    - a. Ancient Greece
      - i. Alexander the Great

3. Skill Objective(s)
    - a. The students will illustrate and retell one major event in the life of Alexander the Great.
- B. *Materials*
1. White butcher block paper in the shape of a shield for KWL chart
  2. Another teacher or parent volunteer to be interviewer
  3. Interview with Alexander the Great (Appendix S)
  4. Comic strips for every student (Appendix T)
  5. Comic strip rubric (Appendix T1)
  6. (optional) *The Greek News* by Anton Powell and Philip Steele
  7. (optional) Paper cardboard boxes and rope – The Gordian Knot
  8. (optional) Tag board in shape of shield and arm attachment – Appendix
  9. (optional) Aluminum foil
- C. *Key Vocabulary*
1. Ruler – someone who commands or dominates
  2. Bucephalus – Alexander’s horse that was tamed
  3. Gordian Knot – legend of rope tied to ox cart; person who unties knot would rule the kingdom
- D. *Procedures/Activities*
1. **Prior to the lesson** ask another teacher or parent volunteer to be the interviewer for the interview with Alexander the Great.
  2. Ask the students what they know and what they want to know about Alexander the Great by constructing a KWL (K=what they Know, W=what they Want to know, L=what they have Learned) chart regarding Alexander the Great.
  3. Interview with Alexander the Great (Appendix S). The teacher will be Alexander the Great and will ask another teacher or parent to come and be the interviewer. If possible, the teacher will dress to look the part of Alexander the Great.
  4. Discuss with the students why they think Alexander was able to tame Bucephalus and if there was another way for Alexander to solve the problem with the Gordian Knot.
  5. Have the students fill in the rest of the KWL chart with the information learned.
  6. Talk with the students about the major events of Alexander the Great’s life. Tell the students that they are going to be making a comic strip for an event. Ask the students to list the things they might see in a comic strip (title, pictures, words or conversation, accept anything within reason).
  7. Do an example for a comic strip that has four parts (having math meeting: 1- getting lesson plan and walking to specific area, 2 asking students to come up for math meeting, 3 asking questions during math meeting, 4-telling the students to return to their seats). Remind the students that the comic strip must tell the whole story (you can’t have people sitting for math meeting and leaving but no words, not complete because it doesn’t tell a story).
  8. The student will write a comic strip for Alexander and the Gordian Knot, the story of Bucephalus or Alexander and his army (Appendix T).
  9. The students can share their comics with the rest of the class if time permits.
  10. (optional) Have students read about Alexander the Great in *The Greek News*.
  11. (optional) Have students construct the ox cart with the Gordian Knot.
  12. (optional) Have the students make a shield to go into battle.
- E. *Assessment/Evaluation*
1. The student will be evaluated using the rubric provided (Appendix T1).

## **Lesson Eight: Looking to the Heavens for Wisdom (45 minutes)**

### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
  - b. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
2. Lesson Content
  - a. Ancient Greece
    - i. Worship of gods and goddesses
3. Skill Objective(s)
  - a. The student will define the words oracle and sacrifice.

### B. *Materials*

1. *Discover the World of Ancient Greece*, by Joan Bowden
2. *The Greek News*, by Anton Powell and Philip Steele
3. Paper for each student

### C. *Key Vocabulary*

1. Oracle – a female priest who delivered a message from the gods
2. Soothsayer – person who tells the future
3. Sacrifice – an offering

### D. *Procedures/Activities*

1. Have a student find Mount Olympus on the map.
2. Discuss with the students about what they already know about Mt. Olympus (tallest mountain in Greece). Tell the students that many Greeks thought because Mt. Olympus was always in the clouds that the gods and goddesses lived there.
3. Tell the students that today we will be talking about religion of Ancient Greece which will include gods and goddesses. Add the bulletin board label, Gods and Goddesses.
4. Read “Greek Gods” section from *Discover the World of Ancient Greece* by Joan Bowden. Read “Pleasing the Gods” from *The Greek News* by Anton Powell and Philip Steele.
5. Ask the students to tell you what they now know about the gods and goddesses of Ancient Greece.
6. Ask the students what the Greeks might have asked the Gods to do for them (help them be better warriors). Talk with the students about if the people thought they could get the gods to do good things for them (introduce the vocabulary word sacrifice).
7. Ask the students how they think the people knew the answer to their questions (answers will vary).
8. Discuss with the students the meaning of Oracle and soothsayer. The people might ask the question of how to be better warriors or how we should defeat our enemies or if they should do a specific thing such as marry a certain person. Talk about sacrifices that the Greek people gave to the gods as a thank you and to keep them in good spirits to give a favorable response to their questions.
9. Divide the students into groups of Greek citizens. Each must come up with at least two questions that a Greek citizen might ask the Oracle or a soothsayer. Have each group write down their questions and what could you do to get a favorable response.
10. Each group will share with the rest of the class what their questions are and how they would get a favorable response.

- E. *Assessment/Evaluation*
1. Ask the students comprehension questions regarding the definition of oracle, soothsayer, and sacrifice (priestess that gave answers from the gods, person who tells the future, and an offering).

**Lesson Nine: Expressions for the Times (45-60 minutes)**

- A. *Daily Objectives*
- 1.
  - 2.
  3. **Concept Objective(s)**
    - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
    - b. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
  4. **Lesson Content**
    - a. **Ancient Greece**
      - i. Art (not taken from Core Knowledge)
      - ii. Theater: Comedies/Tragedies (not taken from Core Knowledge)
  5. **Skill Objective(s)**
    - a. The student will list two types of theater performed in Ancient Greece.
    - b. The student will create a representation of one type of art seen in Ancient Greece.
- B. *Materials*
1. *The Greeks*, by Susan Williams
  2. *Ancient Greek Art*, by Susie Hodge
  3. Small squares of different colored paper for mosaic pictures – large amount
  4. Sculpting clay – 5-10 small pieces
  5. White tag board 8” x 11” – one piece per student
  6. Masks representing comedy and tragedy copied to tag board, one for each student (Appendix U)
  7. Glue for each student
  8. String or yarn – 2-4 rolls
  9. Paper towel rolls – 20 full rolls or cut in half to small versions of Parthenon
  10. Roof – piece of tag board bent in the middle of the page
- C. *Key Vocabulary*
1. Comedy – amusing plays with happy endings
  2. Tragedy – serious plays that have sad endings
  3. Mosaic – a picture made from small pieces of medium
  4. Sculpture – making 3 dimensional object out of clay
  5. Parthenon – magnificent temple built on the acropolis dedicated to Athena
- D. *Procedures/Activities*
1. Review Gods and Goddesses and tell that sometimes there were buildings built for the gods and goddesses. Introduce the Parthenon.
  2. Show pictures of the Parthenon and have students describe it. Use *The Greeks* by Susan Williams page 13.
  3. Show pictures of different types of sculpture and other art to the students from *Ancient Greek Art* by Susie Hodge.
  4. Discuss with students what makes something a sculpture and what things are made into sculptures.

5. Talk about the other forms of art that were seen in the pictures. Discuss what a mosaic picture is (picture made out of small pieces of paper or glass put together).
  6. Introduce the topic of theater with the students given background knowledge of what they know of theater. Talk about comedy and tragedy (comedy-amusing/happy endings; tragedy-serious/sad endings). Ask the students to come up with topics that might make a comedy or tragedy (comedy-circus, people winning awards, getting presents; tragedy-people hurt or dying, people moving away from friends).
  7. Show page 22 and 23 from *The Greeks* by Susan Williams. Add bulletin board labels, Art and Comedy/Tragedy.
  8. The students will be given a sheet with comedy/tragedy mask that can be cut out and adorned with hair etc to complete the mask (Appendix U).
  9. The students will make a mosaic picture of their choice.
  10. Review what types of art were discussed in class today.
  11. (Optional) The students in a group of four-five will create a replica of the Parthenon or a sculpture with clay.
- E. *Assessment/Evaluation*
1. The students will be assessed with the following comprehension questions:
    - a. What two types of theater did we discuss today? (Comedy/Tragedy)
    - b. Explain the difference between them. (comedy – amusing/happy endings; tragedy-serious/sad endings)
    - c. What other types of art did Greek produce? (sculpture, mosaic, pottery, architecture)

### **Lesson Ten: Let the Games Begin! (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students understand that societies are diverse and have changed over time. (Colorado Model Content Standard, for History Standard 3)
    - b. Students understand how political, cultural and social processes interact to shape patterns of human population, interdependence, cooperation and conflict. (Colorado Model Content Standard, for Geography Standard 4)
  2. Lesson Content
    - a. Ancient Greece
      - i. Olympic Games
  3. Skill Objective(s)
    - a. The students will classify elements of the Olympics in Ancient Greece and in today's society.
- B. *Materials*
1. Objects pertaining to Olympics of today and Ancient Greece (Appendix V)
  2. *Ancient Greece: A Guide to the Golden Age of Greece* by Julie Ferris
  3. Two boxes, one labeled Olympics-Today and the other labeled Olympics – Ancient Greece
  4. 10-15 3" x 5" cards, ½ with today written on them, ½ with Ancient Greece written on them
- C. *Key Vocabulary*
1. Olympia – giant sports complex where Olympic Games were held
- D. *Procedures/Activities*
1. **Prior to the lesson**, the teacher will need to collect or copy those items listed in Appendix V.

2. Ask the students for the definition of the Olympics (games that happen every four years where people compete to be considered the best in certain categories).
  3. List the Characteristics of the Olympics today on the board (start with lighted torch, five rings to represent, athletes from all over the world, uniforms, medals when win 1<sup>st</sup>-3<sup>rd</sup> place, different countries compete – men and women, shot put, running, swimming, jumping, etc.)
  4. Read pp. 22-23 from *Ancient Greece: A Guide to the Golden Age of Greece* by Julie Ferris.
  5. Write the characteristics of the Olympics of today and discuss how it is different from Ancient Greece.
  6. The students will be put in groups of three or more depending on class size. Each group will be given a 3” x 5” card with Ancient Greece or today written on it.
  7. Place objects and posters representing items from Olympics of today and Ancient Greece on a table in the center of the room.
  8. Each group must two items from the table that are representative of the Olympics for the time period indicated on their card and go to stand by the box with their time period.
  9. The group of students by the box labeled Olympics -Ancient Greece will show their items and have the rest of the students evaluate whether they represent the Olympics of that time. The group of students by the box labeled Olympics - Today will show their items and let the rest of the students evaluate whether they represent the Olympics of today. The students will put their objects and posters in the correct boxes. Add bulletin board label, Olympics.
- E. *Assessment/Evaluation*
1. The students will be assessed if they picked the correct box to place their objects and/or posters representing the Olympics for their correct time period.

## **VI. CULMINATING ACTIVITY (20-30 minutes prep time for students)**

- A. The students will pick a person or place discussed in Ancient Greece unit and all students picking the same person or place will be grouped. Each group will decide two things to say about the person or place that they are representing. Each group will make a sign to represent them if there is time. The students will get up on stage and perform or present the information about who they are as the audience takes a trip back in time. There will be Olympics for all of the students. There will be up to five separate games that the students can participate in. After the presentation and the Olympics, there will be presentation of medals or olive branches for the Olympics along with a feast. Any part of the activities can be done as a single culminating activity (Appendix W). There is also a test that covers all of the material for the entire unit (Appendix X) and Key (Appendix X1).

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: Map of Ancient Greece for Bulletin Board
- B. Appendix B: Bulletin Board Layout
- C. Appendix C: Labels for Bulletin Board
- D. Appendix D: Puzzle of Ancient Greece
- E. Appendix E: Puzzle and Description and Checklist
- F. Appendix F: Similarities/Differences for Athens and Sparta
- G. Appendix G: Web Layout, Athens Lesson and Key
- H. Appendix H: Venn Diagram and Rubric
- I. Appendix I: People and Rights

- J. Appendix J: Democratic society worksheet and Rubric
- K. Appendix K: The Greek Times
- L. Appendix L: Shield Template and Questions
- M. Appendix M: Ancient Greece Quiz and Key
- N. Appendix N: Socrates Obituary
- O. Appendix O: Introductions for Plato and Aristotle
- P. Appendix P: Philosopher's Song
- Q. Appendix Q: Timeline for the Philosopher
- R. Appendix R: Pin the Remark on the Philosopher
- S. Appendix S: Interview with Alexander the Great
- T. Appendix T: Comic Strip and Rubric
- U. Appendix U: Mask – Comedy/Tragedy
- V. Appendix V: Representations of the Olympics
- W. Appendix W: Culminating Activity
- X. Appendix X: Ancient Greece Test and Key

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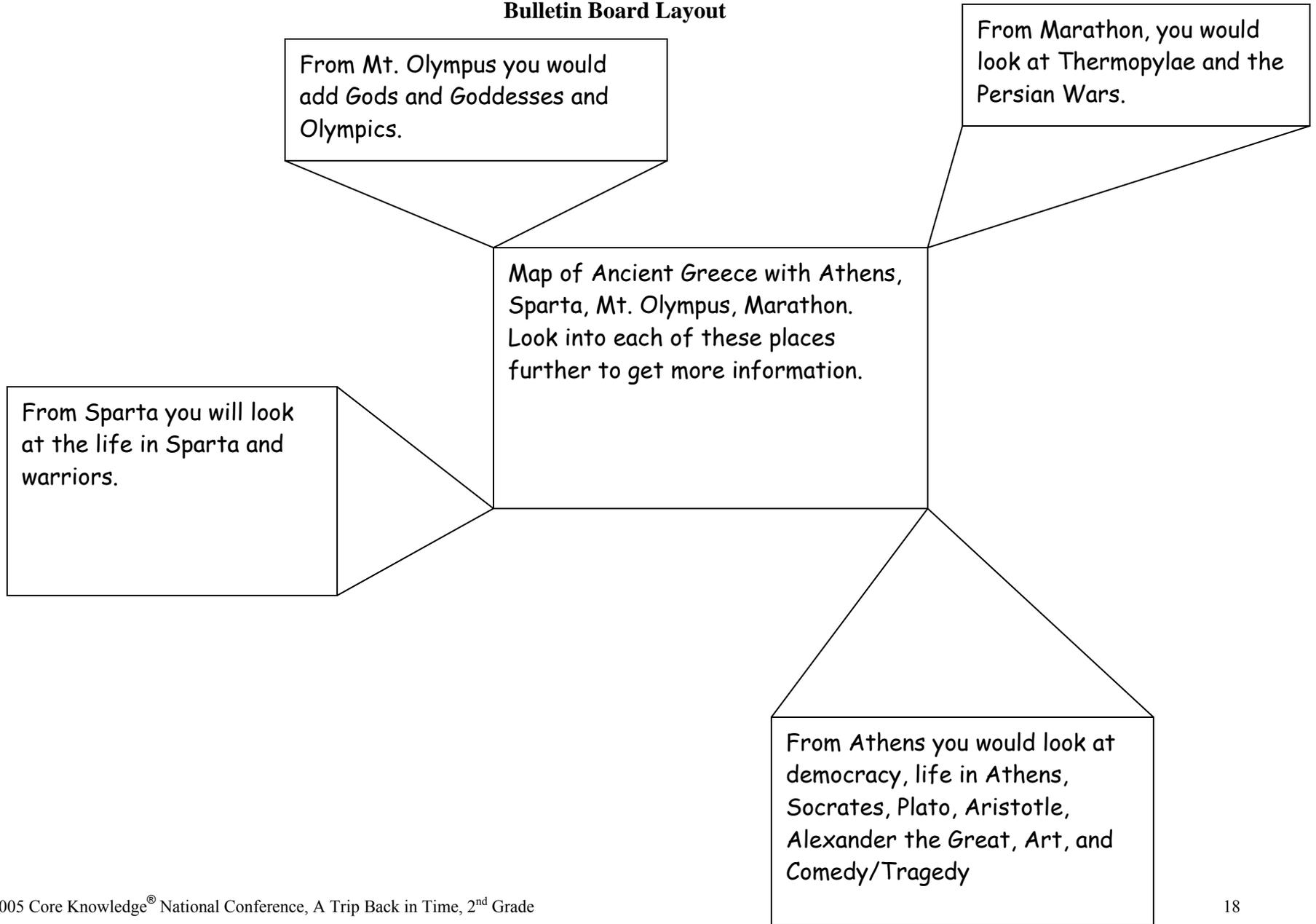


**Appendix A**  
**Map of Ancient Greece for Bulletin Board**



Adapted from the unit Bearing the Torch: A Study of Ancient Greece by Fleming and McFarland

**Appendix B**  
**Bulletin Board Layout**



Mediterranean Sea

Aegean Sea

**Athens**

**Sparta**

**Mount Olympus**

**Marathon**

**Thermopylae**

Democracy

Olympics

Persian Wars

Life in Athens

Art

Life in Sparta

Comedy/Tragedy

Socrates

Plato

Aristotle

Alexander the Great

Gods and Goddesses

Warriors

Appendix D  
Puzzle of Ancient Greece



Aegean Sea

Mediterranean Sea

Crete

Mt. Olympus

Athens

Sparta

Adapted from the unit Bearing the Torch: A Study of Ancient Greece by Fleming and McFarland

**Appendix E**  
**Puzzle and Description**

Name: \_\_\_\_\_

Write two sentences describing your map.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

Adapted from the unit Bearing the Torch: A Study of Ancient Greece by Fleming and McFarland

**Appendix E1**  
**Checklist for Puzzle and Description**

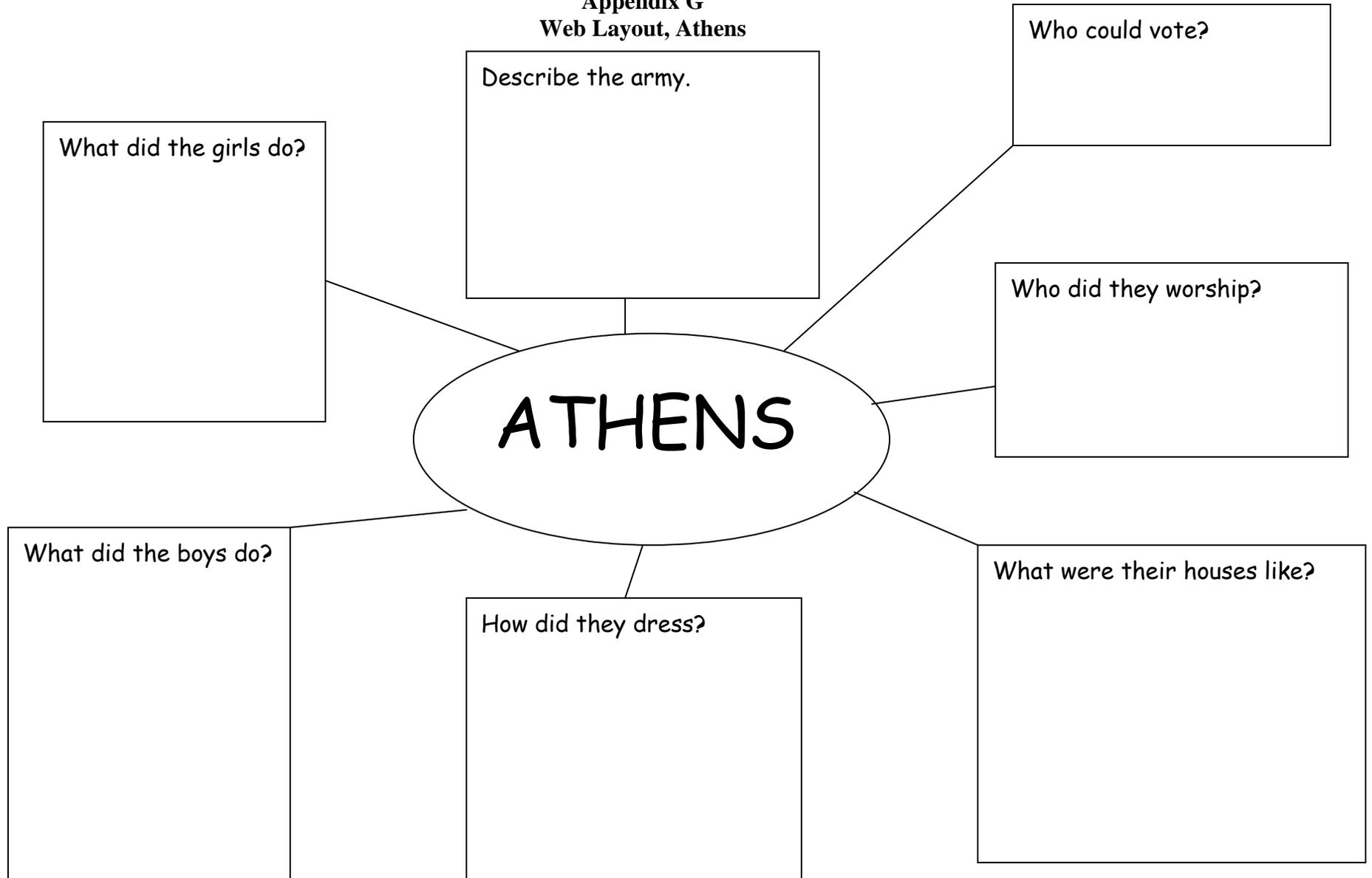
Names: \_\_\_\_\_

	<b>Yes</b>	<b>No</b>
Labeling:		
● Aegean Sea		
● Mediterranean Sea		
● Crete		
● Athens		
● Sparta		
● Mt. Olympus		
Sentences have accurate description:		
● Sentence one		
● Sentence two		
Comments		

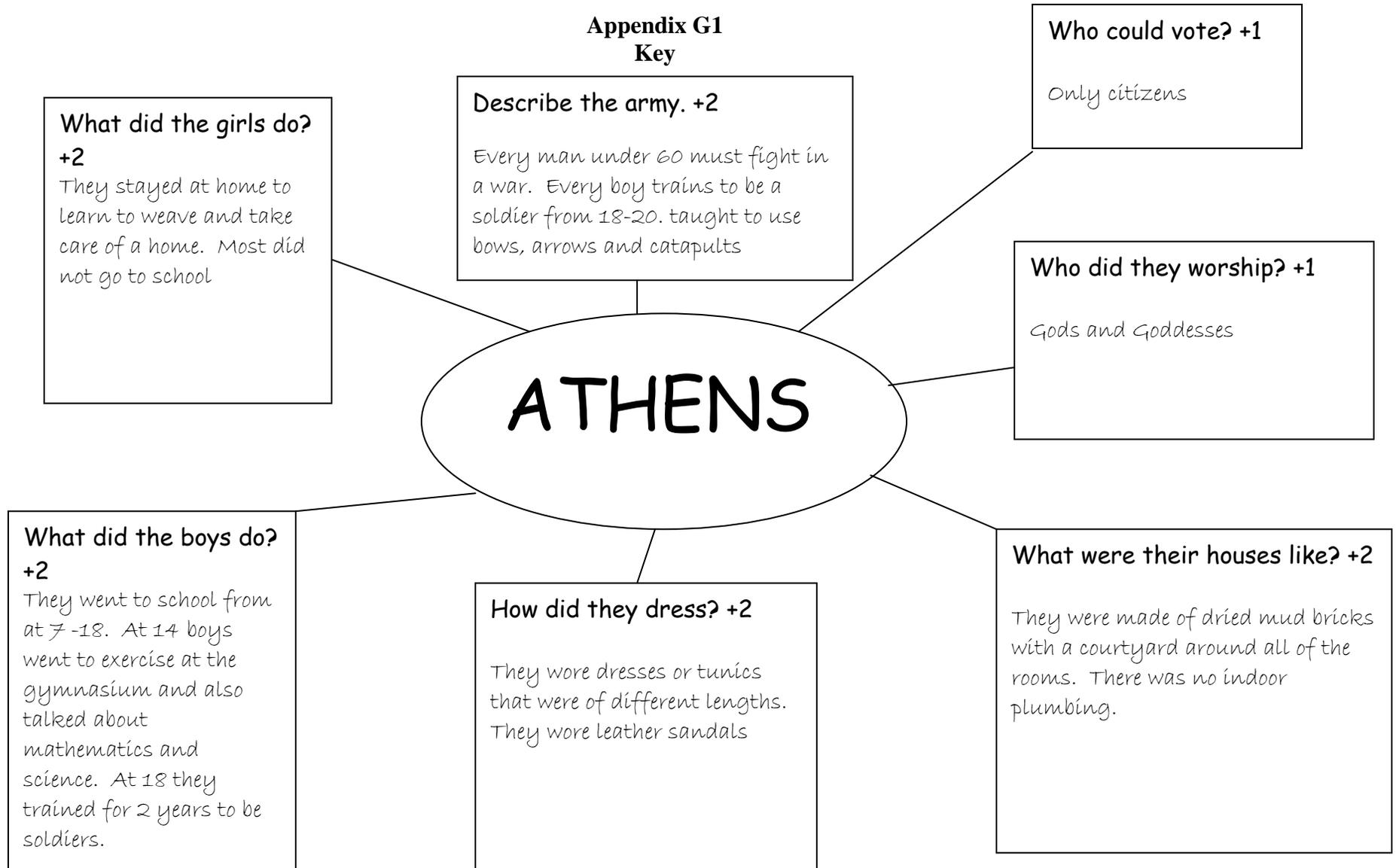
**Appendix F**  
**Similarities/Differences for Athens and Sparta**

<b>Athenian Life</b>	<b>Both Athens and Sparta</b>	<b>Spartans</b>
<p>Biggest city</p> <p>Rich people had slaves</p> <p>7-8 girls learned to spin and weave cloth and run a home.</p> <p>Sons of poor families would learn their father's craft.</p> <p>Boys of rich families went to school. Boys left school at 14 to exercise every day at the gymnasium. There they talked about science, mathematics and important questions of life. when finished school had two years of training to be soldiers</p> <p>Taught to use shields, javelins, bows, arrow, and catapults. if there was war, every man under 60 must go to fight.</p>	<p>City states; only citizens could vote</p> <p>Women wore dresses and men wore tunics; everybody wore leather sandals</p> <p>Worship gods and goddesses and made sacrifices or offerings to them</p> <p>Homes had no plumbing, mud bricks and had high walls with small windows wrapped around the courtyard.</p> <p>Marketplace called agora</p>	<p>Trained their children to be warriors</p> <p>Their whole lives were dedicated to fight. Bravest of all armies. Fought side by side in a row called a phalanx.</p> <p>Only city to keep permanent army.</p> <p>Children who were weak were left to die, at 7 boys lived in a camp in the mountains and learned to be a soldier and athlete. at 11 was harder, only a cloak, few baths and slept on rough beds.</p> <p>Girls trained to be strong and fit; Spartan girls attend gymnastics, dancing, music and singing lessons.</p>

**Appendix G  
Web Layout, Athens**



**Appendix G1  
Key**



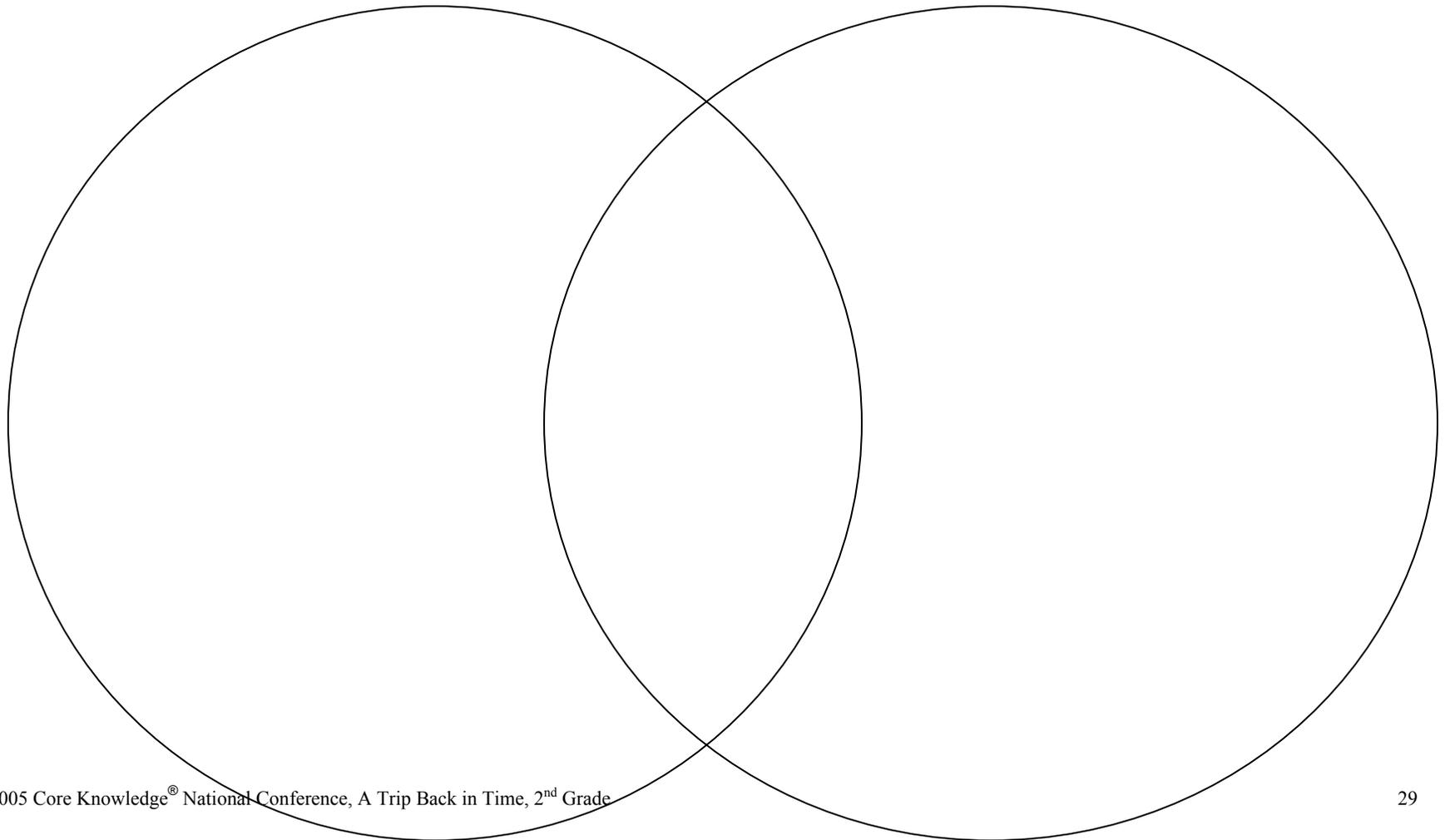
**Appendix H**  
**Venn Diagram**

Name \_\_\_\_\_

Complete the diagram with information about life in Athens and Sparta. List three characteristics for each area.

Athens

Sparta



## Appendix H1

### Rubric for Venn Diagram of Athens and Sparta

Name: \_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Total</b>
Student lists characteristics of Athens	Student gives no characteristics	Student gives one characteristic	Student gives two characteristics	Student gives three characteristics	____/4
Student lists characteristics of Sparta	Student gives no characteristics	Student gives one characteristic	Student gives two characteristics	Student gives three characteristics	____/4
Student lists similarities between Athens and Sparta	Student give no similarities	Student gives one similarity	Student gives two similarities	Student gives three similarities	____/4
Student completes diagram correctly	Student has between 0-2 characteristics and similarities in correct place	Student has at between 3-5 characteristics and similarities in correct place	Student has at between 6-8 characteristics and similarities in correct place	Student has all characteristics and similarities in correct place	____/4
				Total	____/16

\_\_\_\_\_ Grade

**Appendix I, page 1**  
**People and Rights**

You will need to make one card for each student in the class. 10 man, 8 woman, 5 girls, 7 boys.

Man

Woman

Boy

Girl

### Appendix I, page 3

You will need to copy the following descriptions and glue to back of the card as indicated so by the groupings.

Man – five of these

You are a male citizen in a city-state in Greece. You may take part in the Assembly as every citizen has a right to. At 18 you served two years with the armed guard.

Woman – four of these

You are married to a citizen. You have none of the rights like your husband. You spend most of your time inside the house.

Girl - four of these

You are lucky you were not left at the city's gates to be raised by other people. You do not attend school. You have no rights just like your mother.

Appendix I, page 4

Boys – five of these

You will attend school for a period of time. You know one day you will be a citizen and have the right to vote in the Assembly.

Man, foreigner – two of these

You are a male born in another city but allowed to live in Athens. You have no voice in the government. You will never be a citizen no matter how successful you are.

Boy, slave – two of these

You are a slave. You have no rights whatsoever. It might be possible for you to purchase your freedom someday.

Appendix I, page 5

Girl, slave – one of these

You are a slave. You have no rights whatsoever. You will never be free. When you grow up, your master will decide if you have children or marry.

Woman, Slave – four of these

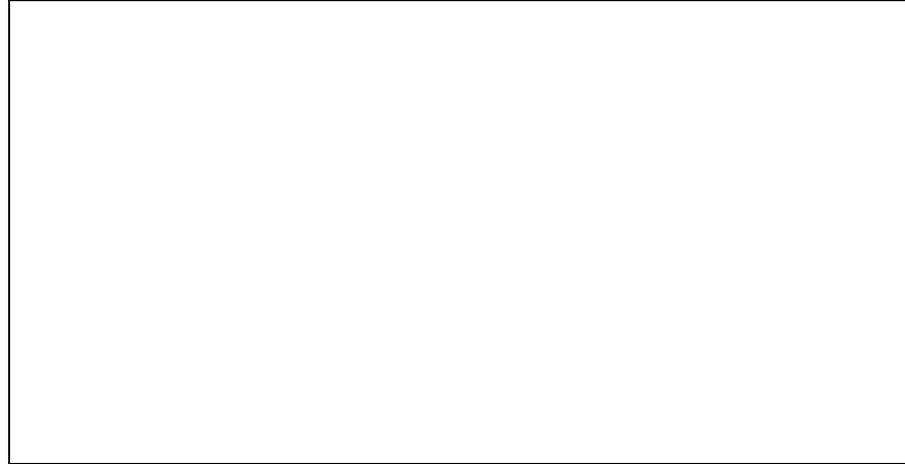
You are a slave. You will never be free. You need your master's permission to marry or have children.

Man, Slave – three of these

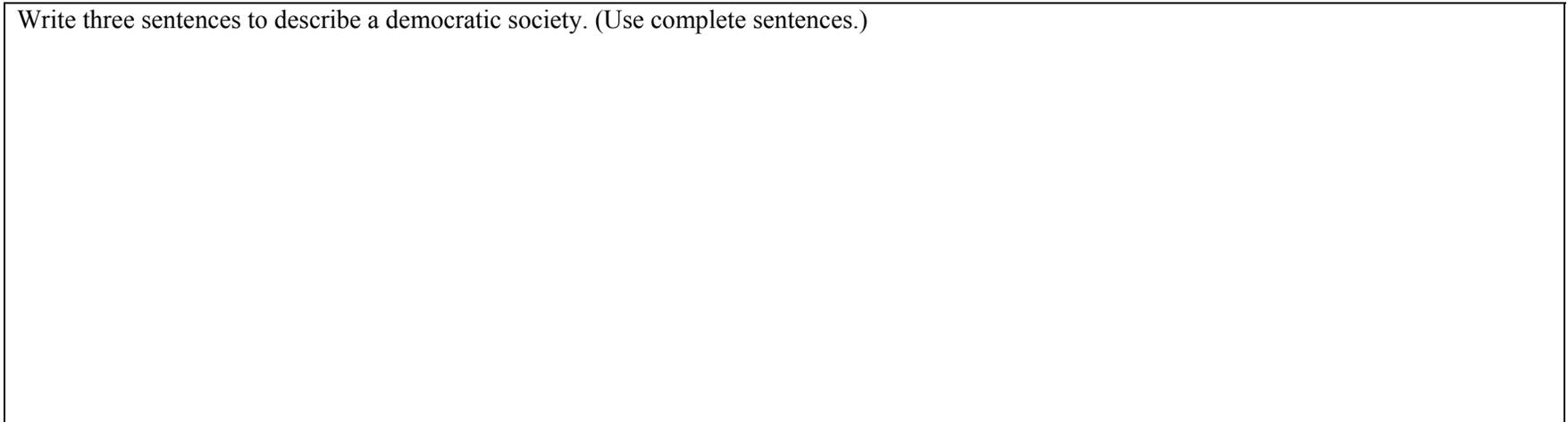
You are a slave. Your life will depend on the person who owns you. Although it is rare, you might be able to purchase your freedom.

**Appendix J**  
**Democratic Society**

Draw a symbol to represent a democratic society.



Write three sentences to describe a democratic society. (Use complete sentences.)



## Appendix J1

### Rubric for Democratic Society Worksheet

Name: \_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Symbol – Neat, shows effort, and represents democracy	Symbol is not neat, does not represent democracy but shows effort	Symbol does not represent democracy but is neat and shows effort	Symbol represents democracy but shows no effort and is not neat	Symbol represents democracy, show effort but is not neat	Symbol is neat and represents democracy	____/5
Sentences 1-3 – Describes a democratic society	No sentences describe a democratic society	One sentence describes a democratic society	Two sentences describe a democratic society	Three sentences describe a democratic society	Students wrote more than three sentences	____/5
Sentences have capitals and end punctuation. 3 – capitals 3-punctuation	There are between 0-2 capitals and punctuation marks.	There are a combination of three capitals and punctuation marks	There are a combination of four capitals and punctuation marks	There are a combination of five capitals and punctuation marks	There are three capitals to start sentences and three punctuation marks	____/5
<b>TOTAL POINTS</b>						<b>____/15</b>

\_\_\_\_ Grade

# *THE GREEK TIMES*

# *EXTRA!*

## *The Persians Unyielding Hunger*

The greedy Persians have decided to expand their civilizations west. They are pushing forth at this time to conquer the area of Ionia where there are several Greek cities. After they conquer Ionia, the Persians were in for a surprise. See the story “A Marathon to Run.”

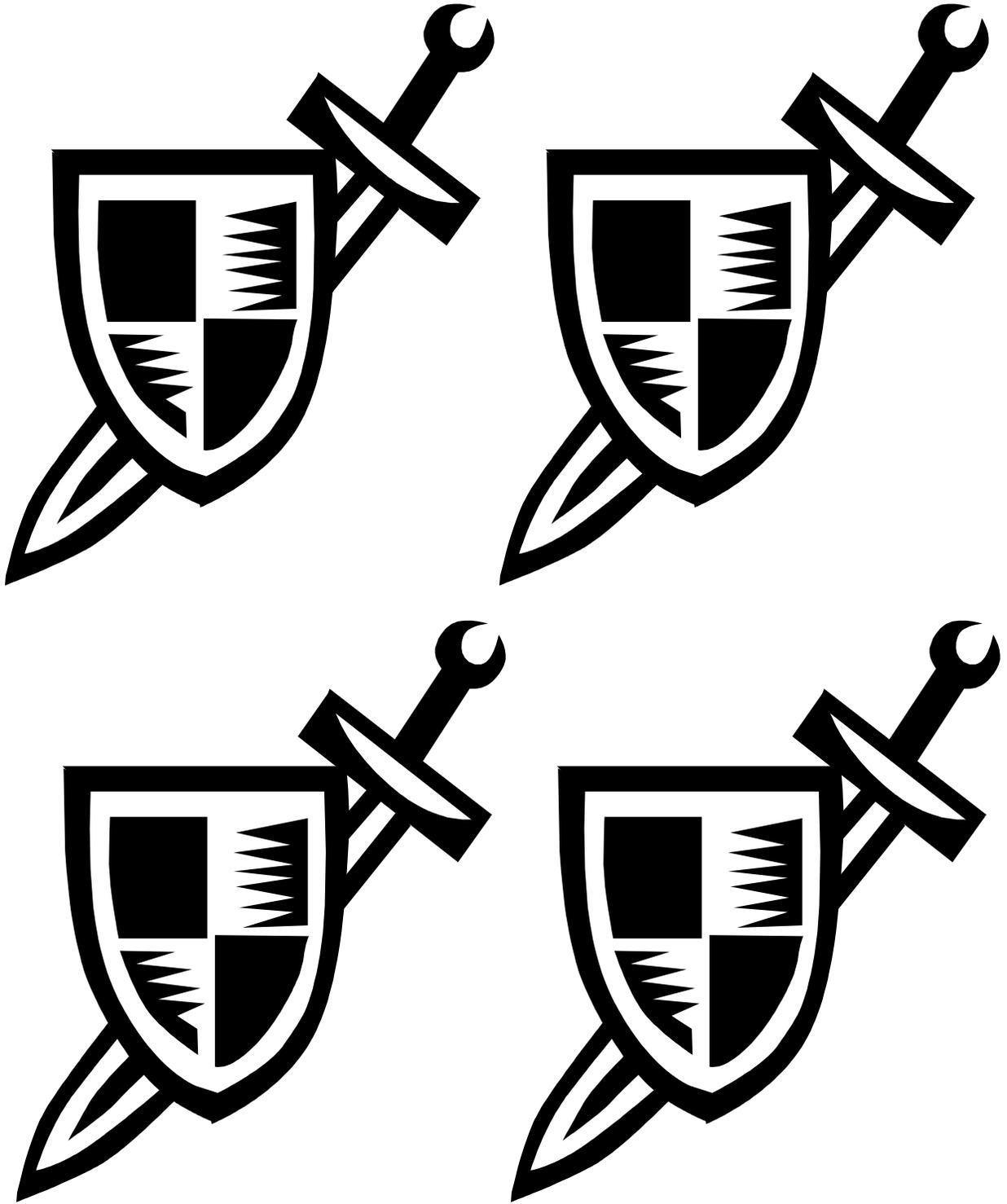
## *A Promise to Keep*

After the problem at Marathon, Darius promises that he will crush all of the Greeks. Unfortunately, Darius dies before he can keep the promise. His son Xerxes becomes king and pledges to uphold his father’s promise. He sends hundreds of thousands of Persian soldiers to attack Greece from the north. They continued their campaign as they marched towards Athens and Sparta. The Persians came to a place called Thermopylae, a narrow strip of land between the mountains and the sea. The Spartans waited there in a group of 300 to bravely face their foes. The Spartans fought bravely because they did not know fear. Many Persians met their death at the points of Spartan spears. However, the Persians were too powerful for the Spartans. They fell one by one until all of their spears were broken. They stood side by side fighting with swords, daggers, and finally their fists. They fought gallantly for the entire day but as the sun went down, there were no Spartans left standing. They had all sacrificed their lives. A promise was one step closer to being true.

## *A Marathon to Run*

Darius the Persian King was angered when the Ionians, with the help of the Athenians, fought back for their freedom. Darius sent his strongest fleet to destroy the Greeks. This was war! With 600 ships headed toward Athens, Athens needed some reinforcements. They decided to ask their neighbors to help them in their time of need. They would ask the Spartans, who were the most fearsome warriors. They sent a runner by the name of Pheidippides to Sparta to ask for help. It took Pheidippides 2 days and 2 nights to reach Sparta. Sparta offered Athens 2000 men but would not be able to send them until the next full moon. Pheidippides ran back to Athens to give them the news. The Athenians knew they could not wait, they had to get ready for battle. Because the Athenians were outnumbered by the Persians, the Greek general came up with a plan. Darius had arrived at the city of Marathon by this time. The Greek general ordered the soldiers to attack the Persians. Many Persians surprised by the Greeks ran back to their boats. By the end of the battle more Persians lay dead than Greeks. The Greeks had a victory and wanted to let Athens know. Again they sent Pheidippides to run to Athens to share the wonderful news. Pheidippides managed to reach the city and and proclaim the good news before he collapsed and died.

Appendix L, page 1  
Shield Template and Questions



**Short answer:**

**Name one way Athens and Sparta were alike.**

(Dress alike, city-state, marketplace, worship gods, homes of mud bricks)

**Name one way Athens and Sparta were different.**

(Sparta warriors always-Athens trained for 2 years, 7-14 went to school for mathematics-Sparta training to be warriors with rough beds, girls took care of home-Sparta girls trained to be strong and fit)

**Who was allowed to vote in the Assembly? (Citizens)**

**Tell me an example of how democracy works. (Vote to make changes)**

**Name one place where the Greeks and Persians fought during the war.**

(Marathon or Thermopylae)

**True/False Questions:**

Athens had the fiercest warriors. (False)

Girls in Athens grew up learning to take care of a home. (True)

Democracy is when the city-state is ruled by a king. (False)

Women were allowed to vote in Ancient Greece. (False)

Agora was the place where people met to discuss important matters. (True)

**Fill in the blank questions:**

In \_\_\_\_\_ girls were trained to be strong and fit. (Sparta)

\_\_\_\_\_ was a tiny country built around a central town. (city-state)

The largest Greek island is \_\_\_\_\_. (Crete)

\_\_\_\_\_ is the sea between Greece and Turkey. (Aegean Sea)

The tallest mountain on mainland Greece is called \_\_\_\_\_.  
(Mt Olympus)

Appendix M, page 1

Ancient Greece Quiz

Name: \_\_\_\_\_

**Use the words in the word box to fill in the blanks for the sentences below.**

Word Box			
Aegean Sea	Democracy	Crete	Marathon
Thermopylae	city-state	Sparta	Athens

1. \_\_\_\_\_ is the largest Greek island.
2. The city where the Greek army defeated the Persian army and saved Athens is \_\_\_\_\_.
3. The girls of \_\_\_\_\_ were trained to be strong and fit.
4. \_\_\_\_\_ was an important city-state in Greece.
5. The \_\_\_\_\_ \_\_\_\_\_ is between Greece and Turkey.
6. Today we live in a \_\_\_\_\_ where people decide how the government is run.
7. The place called \_\_\_\_\_ is a passage between mountains and the coast in Ancient Greece where the Greeks and Persians fought.
8. When a country was built around a central town it was called a \_\_\_\_\_.

Appendix M, page 2

**True/False**

Please put a T for each statement that is true and an F for each statement that is false. (1 pt each)

- \_\_\_\_\_ 1. The people of Athens and Sparta wore dresses and tunics.
- \_\_\_\_\_ 2. Everyone was allowed to vote in Ancient Greece.
- \_\_\_\_\_ 3. Mt. Olympus is the tallest mountain on mainland Greece.
- \_\_\_\_\_ 4. Girls in Athens learned to take care of a home.
- \_\_\_\_\_ 5. Athens had the fiercest warriors.
- \_\_\_\_\_ 6. The Greek army defeated the Persians at the city of Sparta.

**Answer the following questions using complete sentences.**

Name one way life in Athens and Sparta was alike. (3 pts.)

Name one way life in Athens and Sparta was different. (3 pts.)

Give one example of how a democracy works. (5 pts.)

**Bonus:** Give one vocabulary word that you learned and the definition (2 pts.)

Appendix M1, page 1  
Answer Key

Ancient Greece Quiz

Use the words in the word box to fill in the blanks for the sentences below.

Word Box			
Aegean Sea	Democracy	Crete	Marathon
Thermopylae	city-state	Sparta	Athens

1. Crete is the largest Greek island.
2. The city where the Greek army defeated the Persian army and saved Athens is Marathon.
3. The girls of Sparta were trained to be strong and fit.
4. Athens was an important city-state in Greece.
5. The Aegean Sea is between Greece and Turkey.
6. Today we live in a democracy where people decide how the government is run.
7. The place called Thermopylae is a passage between mountains and the coast in Ancient Greece where the Greeks and Persians fought.
8. When a country was built around a central town it was called a City-state.

Appendix M1, page 2

**True/False**

Please put a T for each statement that is true and an F for each statement that is false. (1 pt each)

\_\_\_**T**\_\_\_ 1. The people of Athens and Sparta wore dresses and tunics.

\_\_\_**F**\_\_\_ 2. Everyone was allowed to vote in Ancient Greece.

\_\_\_**T**\_\_\_ 3. Mt. Olympus is the tallest mountain on mainland Greece.

\_\_\_**T**\_\_\_ 4. Girls in Athens learned to take care of a home.

\_\_\_**F**\_\_\_ 5. Athens had the fiercest warriors.

\_\_\_**F**\_\_\_ 6. The Greek army defeated the Persians at the city of Sparta.

**Answer the following questions using complete sentences.**

**Name one way that life in Athens and Sparta was alike. (3 pts.)**

city-states had marketplace called agora  
dress alike homes had no plumbing, mud bricks, walls around courtyard  
men were citizens  
worship gods and goddesses

**Name one way life in Athens and Sparta was different. (3 pts.)**

girls learned to take care of a home/trained girls to be strong and fit  
boys had 2 years of training as soldier/dedicated their lives to being warriors  
7-14 boys went to school to learn/7-11 boys went to mountains and lived in camps, slept on rough beds

**Give one example of how a democracy works. (5 pts.)**

group of people deciding an issue  
taking a vote  
people deciding how the government is run

**Bonus: Give one vocabulary word that you learned and the definition (2 pts.)**

Accept any answers that are reasonable and have correct definition

Appendix N  
Socrates Obituary

Half of the city mourned today as the late philosopher Socrates died by his own hand. Socrates was an independent thinker, always asking his students to question the world around them. He inspired many people to think for themselves. He proposed that there was one good, knowledge and one evil, ignorance. He believed that the human race could progress only if people kept to the law and did as they should for everyone's benefit. Many Athenians thought it was dangerous for him to encourage people to question their religious beliefs. His sentence for his actions was to drink the poisonous hemlock which ended his life. He is survived by his famous pupil Plato who kept a record of his discussions.

**Appendix O**  
**Introductions for Plato and Aristotle**

Introductions for the guest speakers at our school today.

Principal:

It is our privilege today to have two guest speakers from Ancient Greece. After introductions, they will be visiting individual classrooms. Our first guest was considered one of the most elegant writers of all time. One of his accomplishments includes the book *The Republic*. He founded a school called the Academy and taught many students there, including Aristotle. He was the first to use the philosophy of love or knowledge. He has been quoted as saying “The direction in which education starts a man will determine his future life.” I would like to introduce Plato.

Our second guest joining us today is also a great thinker from Ancient Greece. He had the opportunity to teach Alexander the Great. He wrote on a broad range of topics such as astronomy, natural history, music, and politics in addition to philosophy. He has been credited with inventing the method of thinking called logic. He is always asking important questions such as, “What are the best ways for people to live so that they get along with each other?” He appreciates and admires his teacher Plato. I would like to introduce Aristotle.

**Appendix P**  
**Philosopher's Song**

The Philosopher's Song

(Sung to the Battle Hymn of the Republic)

Socrates taught Plato, not the clay, we mean the guy  
He taught people to question things and ask each other why.  
But the people didn't like it, and they sentenced him to die.  
He drank some hemlock tea.  
Question, question, Mr. Socrates!  
Question, question, Mr. Socrates!  
Question, question, Mr. Socrates!  
And don't serve tea to me!

Plato taught Aristotle all the good things that he knew!  
He opened the Academy to teach what's good and true.  
He taught about proper government and immortality!  
I wish he could teach me!  
Write on, write on, Mr. Plato!  
Write on, write on, Mr. Plato!  
Write on, write on, Mr. Plato!  
You helped preserve Socrates!

Aristotle was the teacher of Alexander the Great.  
He wrote the first encyclopedia when B.C. was the date.  
Plato was his teacher, he said, "get an education"  
'Cause you won't be supported by the next generation!  
Discover, discover, Aristotle!  
Discover, discover, Aristotle!  
Discover, discover, Aristotle!  
You seek knowledge about so many things!

Taken from a Second grade Core Knowledge Round Table.

## Appendix Q Timeline of Philosophers

Name: \_\_\_\_\_

Socrates

Write the names of the philosophers on the lines below the boxes to show who each philosopher taught. In the box above each philosopher create a symbol to represent them.

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## Socrates

“There is only one good, knowledge, and one evil, ignorance.”

I taught Plato.

I taught others the value of questioning common beliefs.

I was sentenced to die for allegedly corrupting the youth of Athens.

I was concerned about the proper conduct of life.

## Plato

Aristotle was one of my students.

I founded a school called the Academy.

I was considered one of the most elegant writers of all time and wrote a book called *The Republic*.

I was the first to use the term *philosophy* which means “love of knowledge”.

“The direction in which education starts a man will determine his future life.”

## **Aristotle**

Plato was my Teacher.

I taught Alexander the Great.

I wrote on astronomy, natural history, music, and politics in addition to philosophy.

“What are the best ways for people to live so that they get along with each other?”

I invented a method of thinking called logic.

**Appendix S, page 1**  
**Interview with Alexander the Great**

Interviewer will face audience like it is a TV. Today we will learn about the life of Alexander the Great. He was a great ruler in his time. Please enjoy the following interview, taped previously.

*Interviewer:* Please give us some background on your family.

*Alexander:* My father was King Philip, the ruler of Macedonia in the northern part of Greece. Even when I was small I knew that my father had defeated many Greek city-states including Athens. I enjoyed many times with my father.

*Interviewer:* Tell me about the best teacher that you had.

*Alexander:* I would have to say that I learned the most from my teacher Aristotle. He taught me about the world and how to be a good king.

*Interviewer:* There is a story about your horse Bucephalus and yourself as a small boy. Can you tell me how he came to be your horse.

*Alexander:* My father took me to a horse sale when I was about 12 years old. One horse was bucking furiously. Most men said that it would be impossible to ride and tame such a beast. I told my father the men did not know how to treat the horse and though doubtful, my father was willing to give me a chance to tame the horse. I went to the horse and turned its head toward the sun because I believed the horse was afraid of its own shadow. I whispered to the horse to get him to calm down and then leaped onto his back. No one expected me to survive the bucking but I held on until the horse was tired. It was then that my father told me that Macedonia is too small a place for you. You must seek a larger kingdom that is worthy of you.

*Interviewer:* What did you do with your father's advice?

*Alexander:* When I was twenty two and my father had died, I set out to conquer the world.

*Interviewer:* Some say you are part of a legend that includes something called the Gordian Knot. Can you please elaborate on this.

*Alexander:* Many years before my time, there was a king name Gordius who made a knot with many twists and turns that nobody could untie it. This was called "the Gordian Knot" which was tied to an oxcart. Legend had it that anyone who could undo the knot would have the world for his kingdom. When I heard of this legend, I ask to be taken to "The Gordian Knot". Again the people said that the man who can undo the knot will have the world as his kingdom. I looked at the knot but could find no beginning or end so I took my sword and sliced through the rope. It fell to the ground and I proclaimed to the people that "The world is my kingdom."

*Interviewer:* Describe how you lead the army under your control.

*Alexander:* I felt it was important to show my strength when city-states such as Thebes decided they did not want to be ruled by me. I moved quickly and burned Thebes to the ground and ordered that the citizens be sold as slaves. This set an example for other cities. My army can't be stopped. I was able to conquer many places to add to my empire. I led my armies into Egypt and built a city near the Nile River. I always pushed to control more. I attacked and conquered the main part of the Persian Empire.

## Appendix S, page 2

I would always ask myself, "What lies beyond?" I pushed my men hard and finally they refused to go on. They had been fighting for 8 years and had had enough so I gave the order to go home.

Final words from the interviewer

Interviewer: In just ten years Alexander had conquered the largest empire the world has ever known. But soon after ordering his troops home after eight years of fighting, Alexander fell ill and died at the age of 33. His empire fell apart soon after his death because rulers fight for control to rule and none were as strong as Alexander the Great. It would seem that Alexander was Great after all.

**Appendix T**  
**Comic Strip**

Directions: Please illustrate an event in the life of Alexander the Great. Put in words and pictures to retell the story.

**TITLE:**

--	--	--	--

By: \_\_\_\_\_

**Appendix T1  
Rubric for Comic Strip**

**Rubric for Democratic Society Worksheet**

Name: \_\_\_\_\_

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
Comic Strip has a title with correct capitalization	No Title	Title with three mistakes	Title with two mistakes	Title with one mistake	Title with correct capitals	____/5
Comic is in chronological order	The comic strip is not in the correct order	The comic strip begins with correct event	The comic strip has at least 2 that are in the correct order	The comic strip has 3 of 4 in order	The comic strip is in the correct order	____/5
Picture is good representation of the story	Unable to see representation of story	Picture is needs clarification	Picture is adequate representation	Picture is a good representation	Picture is excellent representation	____/5
There is expression of language in comic strip	There is no expression of language	There is only partial expression of language	There is a speaking part with no punctuation	There is speaking part with 1-2 mistakes in punctuation	There is a speaking part with correct punctuation	____/5
Comic tells a story	Comic does not tell a story		Comic needs clarification		Comic tells a story	____/5
<b>TOTAL POINTS</b>						<b>____/25</b>

\_\_\_\_ Grade

**Appendix U**  
**Mask - Comedy/Tragedy**



**Appendix V, page 1**  
**Representations of the Olympics**

Here is breakdown of what happened for the Olympics of today and yesterday

Olympics – Ancient Greece	Olympics – Today
No uniforms	Uniforms
Started with torch brought in	Starts with torch brought in
Only men competed	Men and women compete
Women could not watch	Lots of people watch
Between city states	Between countries
Have categories for music and poetry	No contest for music and poetry
Wreath of olive branches and jars of olive oil if won	Get medals for 1 <sup>st</sup> -3 <sup>rd</sup> place
Happened every four years	Happens every four years
Javelin, discus throw	Introduced the marathon
Chariot races	Done to please the people
Done to please the gods	Batons

Bring in two-three sets of the following

Medals

Olive branches

Poetry book

Music notes or copies of music

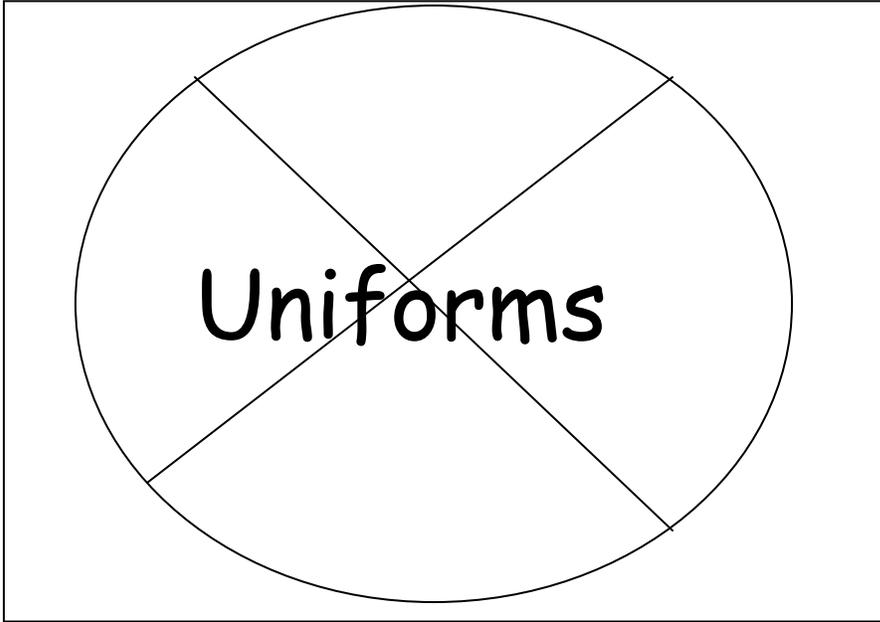
Torch

Batons

Frisbees – discus throw (Ancient Greece) or (shot put for today)

Make signs two-three of each card to place with the other items above.





Every four  
years

Marathon

# Men and Women

## Appendix W Culminating Activity

The students will need a place to perform. Each group should come to the stage and introduce themselves. They should tell at least two things about themselves. Possible people, places or events are listed below. It may not be an all inclusive list.

- Athens
  - Sparta
  - Marathon
  - Thermopylae
  - Socrates
  - Plato
  - Aristotle
  - Alexander the Great
  - Mt. Olympus
  - Comedy/tragedy
  - Mosaic
  - Democracy
  - Olympics – this should be last
- Once all the performers are done it will be time for the Olympics

### Olympics

There will need to be five groups of students for the following activities. The time for each should be determined by each individual teacher. Possible rotation and time listed.

	5 minutes				
Discus toss	Group 1	Group 5	Group 4	Group 3	Group 2
Javelin	Group 2	Group 1	Group 5	Group 4	Group 3
Long Jump	Group 3	Group 2	Group 1	Group 5	Group 4
Chariot Race	Group 4	Group 3	Group 2	Group 1	Group 5
Running Race	Group 5	Group 4	Group 3	Group 2	Group 1

Have the parents and other volunteers bring in the following for the feast:

- olives
- bread
- almonds
- grapes
- cheese
- vegetables
- crackers
- yogurt
- honey
- sparkling grape juice

You will need medals or ribbons to hand out to all of the participants.

### Ancient Greece Test

Use the word box to fill in the blanks for the sentences below.

Word Box			
Athens	Aegean Sea	Marathon	Olympics
city-state	Socrates	Plato	democracy
oracle	sacrifice	Thermopylae	Sparta

1. The \_\_\_\_\_ is between Greece and Turkey.
2. Girls in \_\_\_\_\_ learned to take care of a home.
3. A female priest who delivered a message from the gods was called \_\_\_\_\_ .
4. When a country was built around a central town it was called a \_\_\_\_\_ .
5. Another name for an offering is a \_\_\_\_\_ .
6. Today we live in a \_\_\_\_\_ where people decide how the government is run.
7. \_\_\_\_\_ had the fiercest warriors.
8. The city where the Greek army defeated the Persian army and saved Athens is \_\_\_\_\_ .
9. Aristotle was a student of \_\_\_\_\_ .

**True/False**

Please put a T for each statement that is true and an F for each statement that is false. (1 pt.)

- \_\_\_\_\_ 1. Everyone was allowed to vote in Ancient Greece.
- \_\_\_\_\_ 2. A soothsayer is a person who tells the future.
- \_\_\_\_\_ 3. Mt. Fuji is the tallest mountain on mainland Greece.
- \_\_\_\_\_ 4. The Olympic games for held in a giant sports complex called the Arena.
- \_\_\_\_\_ 5. The Parthenon was a magnificent temple built on an acropolis dedicated to Athena.
- \_\_\_\_\_ 6. Alexander the Great tamed a horse called Bucephalus.
- \_\_\_\_\_ 7. The Greek army defeated the Persians at the city of Sparta.
- \_\_\_\_\_ 8. Socrates said, "There is only one good, knowledge, and one evil, ignorance."
- \_\_\_\_\_ 9. People of Athens and Sparta worshipped gods and goddesses.

Put Plato, Aristotle and Socrates in chronological order on the lines below. (3 pts.)

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

For each thinker listed above, write one thing they are remembered for. (3 pts.)

Plato –

Aristotle –

Socrates –

**Appendix X, page 3**

List 3 characteristics of the Olympics. (3 pts.)

- 1.
- 2.
- 3.

List 3 characteristics of the Olympics of Ancient Greece. (3 pts.)

- 1.
- 2.
- 3.

Where would you like to grow up Sparta or Athens? Why? You must give at least 2 reasons. Use complete sentences. (10 pts.)

Who was Alexander the Great? Name at least one major event in his life. Use complete sentences. (10 pts.)

Bonus: Name two types of theater in Ancient Greece. Name two types of art in Ancient Greece. (4 pts.)

Appendix X1, page 1  
Test Key

**Ancient Greece Test**

Use the word box to fill in the blanks for the sentences below.

Word Box			
<b>Athens</b>	<b>Aegean Sea</b>	<b>Marathon</b>	<b>Olympics</b>
<b>city-state</b>	<b>Socrates</b>	<b>Plato</b>	<b>democracy</b>
<b>oracle</b>	<b>sacrifice</b>	<b>Thermopylae</b>	<b>Sparta</b>

1. The **Aegean Sea** is between Greece and Turkey.
2. Girls in **Athens** learned to take care of a home.
3. A female priest who delivered a message from the gods was called **oracle** .
4. When a country was built around a central town it was called a **city-state** .
5. Another name for an offering is a **sacrifice** .
6. Today we live in a **democracy** where people decide how the government is run.
7. **Sparta** had the fiercest warriors.
8. The city where the Greek army defeated the Persian army and saved Athens is **Marathon** .
9. Aristotle was a student of **Plato** .

**True/False**

Please put a T for each statement that is true and an F for each statement that is false. (1 pt.)

- F**   1. Everyone was allowed to vote in Ancient Greece.
- T**   2. A soothsayer is a person who tells the future.
- F**   3. Mt. Fuji is the tallest mountain on mainland Greece.
- F**   4. The Olympic games for held in a giant sports complex called the Arena.
- T**   5. The Parthenon was a magnificent temple built on an acropolis dedicated to Athena.
- T**   6. Alexander the Great tamed a horse called Bucephalus.
- F**   7. The Greek army defeated the Persians at the city of Sparta.
- T**   8. Socrates said, “There is only one good, knowledge, and one evil, ignorance.”
- T**   9. People of Athens and Sparta worshipped gods and goddesses.

Put Plato, Aristotle and Socrates in chronological order on the lines below. (3 pts.)

  **Socrates**   ,   **Plato**   ,   **Aristotle**  

For each thinker listed above, write one thing they are remembered for. (3 pts.)

Plato – taught Aristotle, wrote down much of what learned, founded school called Academy, first to use term philosophy, and said “The direction in which education starts a man will determine his future life.”

### Appendix X1, page 3

Aristotle – taught Alexander the Great, Plato was teacher, invented method of thinking called logic, wrote on many subjects, and said “What are the best ways for people to live so that they get along with each other?”

Socrates – taught Plato, taught students by questioning, sentenced to die for corrupting youth, concerned about proper conduct of life, and said “There is only one good, knowledge, and one evil, ignorance.”

List 3 characteristics of the Olympics today. (3 pts.)

- Uniforms
- Starts with torch brought in
- Men and women compete
- Lots of people watch
- Between countries
- No contest for music and poetry
- Get medals for 1<sup>st</sup>-3<sup>rd</sup> place
- Happens every four years
- Introduced the marathon
- Done to please the people
- Batons

List 3 characteristics of the Olympics of Ancient Greece. (3 pts.)

- No uniforms
- Started with torch brought in
- Only men competed
- Women could not watch
- Between city states
- Have categories for music and poetry
- Wreath of olive branches and jars of olive oil if won
- Happened every four years
- Javelin, discus throw
- Chariot races
- Done to please the gods

Where would you like to grow up Sparta or Athens? Why? You must give at least 2 reasons. Use complete sentences. (10 pts.)

Accept any answers that support either city based on information covered

Who was Alexander the Great? Name at least one major event in his life. Use complete sentences. (10 pts.)

**Appendix X1, page 4**

Father – King Philip who dies when Alexander was 22  
Teacher was Aristotle  
Set example of his rule by burning Thebes  
Army fought for 8 years before refused  
Died at 33 and empire fell soon after

Major events: army career, taming Bucephalus, Gordian Knot

Bonus: Name two types of theater in Ancient Greece. Name two types of art in Ancient Greece. (4 pts.)

Theater – comedy and tragedy  
Art – sculpture, mosaic, pottery, and architecture