Ancient Greece and Rome

Teacher Guide

Alexander the Great

Amphora

Julius Caesar

Caesar Augustus

Spartan soldier
Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.

You are free:
  to Share—to copy, distribute, and transmit the work
  to Remix—to adapt the work

Under the following conditions:
  Attribution—You must attribute the work in the following manner:
  This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.
  Noncommercial—You may not use this work for commercial purposes.
  Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:
  For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:
  https://creativecommons.org/licenses/by-nc-sa/4.0/

Copyright © 2018 Core Knowledge Foundation

www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™ and CKHG™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.
Ancient Greece and Rome

Table of Contents

Introduction ......................................................... 1
Ancient Greece and Rome Sample Pacing Guide ..................... 21
Chapter 1  The Ancient Greek City-States ......................... 25
Chapter 2  Athens .................................................. 37
Chapter 3  Sparta .................................................. 46
Chapter 4  The Olympic Games ................................... 52
Chapter 5  The Persian Wars ...................................... 59
Chapter 6  The Golden Age of Athens .............................. 65
Chapter 7  The Peloponnesian War ................................. 76
Chapter 8  Greek Philosophy and Socrates ......................... 80
Chapter 9  Plato and Aristotle ..................................... 90
Chapter 10 Alexander and the Hellenistic Period .................. 98
Chapter 11 The Roman Republic .................................. 106
Chapter 12 The Punic Wars ....................................... 113
Chapter 13 Julius Caesar: A Great Roman ......................... 118
Chapter 14 The Age of Augustus ................................ 129
Chapter 15 Rome and Christianity ................................ 139
Chapter 16 The Fall of the Roman Empire ......................... 148
Chapter 17 The Heritage of Greece and Rome ..................... 155
Teacher Resources ................................................... 159
The ancient civilizations of Greece and Rome have influenced Western society more profoundly than perhaps any other cultures in world history. The political institutions of these two great civilizations—including the early forms of democracy established in Athens and several other city-states of ancient Greece and the judicious power sharing articulated in the Roman republic—have been incorporated with great success into many subsequent societies.

The many remarkable rulers who led these two cultures or fought one or both of them—including Alexander the Great, Hannibal, Julius Caesar, and Caesar Augustus—are part of a shared world history that is echoed by Edgar Allan Poe in his poem “To Helen,” in which he invokes “the glory that was Greece/and the grandeur that was Rome.”
What Students Should Already Know

Students in Core Knowledge schools should be familiar with:

- The definitions of BC and AD, and of BCE and CE
- Geography of the Mediterranean region
  - Mediterranean Sea, Aegean Sea, and Adriatic Sea
  - Greece, Italy (peninsula), France, Spain
  - Strait of Gibraltar, Atlantic Ocean
  - North Africa, Asia Minor (peninsula), Turkey
  - Bosporus (strait), Black Sea, Istanbul (Constantinople)
  - Red Sea, Persian Gulf, Indian Ocean
- Mythology of ancient Greece
  - Gods and goddesses
  - Mount Olympus: home of the gods
  - Greek myths, such as Pandora’s Box, Theseus and the Minotaur, Daedalus and Icarus, Heracles
- Ancient Greek civilizations
  - Sparta
  - Athens as a city-state: the beginnings of democracy
  - Persian Wars: Marathon and Thermopylae
  - Olympic games
  - Great thinkers: Socrates, Plato, and Aristotle
  - Alexander the Great
- Ancient Roman civilizations
  - Background of the founding and growth of Rome
  - The legend of Romulus and Remus
  - Latin as the language of Rome
  - The worship of deities based on Greek religion
  - The republic: Senate, patricians, plebeians
  - The Punic Wars: Carthage, Hannibal
  - The Roman Empire
  - Julius Caesar (defeats Pompey and becomes dictator; “Veni, vidi, vici” (I came, I saw, I conquered); associated with Cleopatra of Egypt; assassinated in the Senate by Brutus)
  - Caesar Augustus
  - Life in the Roman Empire (the Forum; the Colosseum; roads, bridges, and aqueducts)
  - The eruption of Mount Vesuvius and the destruction of Pompeii

Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 800 BCE to 476 CE.

- **c. 800–700 BCE** The Greek epic poet Homer is said to have told the tales of the *Iliad* and the *Odyssey*.
- **776 BCE** The Olympic Games began as a festival honoring the god Zeus. In 776 BCE, a foot race was added, followed by other competitions in later years.
- **500 BCE** By 500 BCE, there were dozens of Greek city-states.
- **490 BCE** Athens (and Plataea) defeat a Persian force at the Battle of Marathon.
- **480–479 BCE** The Spartans joined the Athenians to defeat the Persians during the battles at Thermopylae, Salamis, and Plataea.
- **469–399 BCE** Socrates, found guilty of misleading the young men of Athens, was sentenced to death.
- **447–438 BCE** Under Pericles’s leadership, the Parthenon was built as part of the Acropolis on a hill in Athens to honor the goddess Athena.
- **431–404 BCE** Sparta and Athens battled one another for more than twenty-five years during the Peloponnesian War.
- **427–322 BCE** The writings of Plato and his student Aristotle are still read and studied today.
- **356–323 BCE** At the Battle of Issus, Alexander the Great defeated the Persians.
- **275 BCE** By 275 BCE, the city of Rome governed all of Italy.
What Students Need to Learn

As noted in the previous section, students in Core Knowledge schools have been introduced to the geography, history, and culture of ancient Greece and Rome in the earlier grades, but are reintroduced to many of these same ideas in Grade 6 to review and extend earlier learning.

ANCIENT GREECE

- The Greek polis (city-state) and patriotism
- Beginnings of democratic government: modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women).
  - The Assembly
  - Suffrage, majority vote
- The “classical” ideal of human life and works
  - The ideal of the well-rounded individual and worthy citizen
  - Pericles and the “Golden Age”
  - Art: Discus Thrower by Myron
  - Architecture: the Parthenon
  - Games: the Olympics
- Greek myths
  - Apollo and Daphne
  - Orpheus and Eurydice
  - Narcissus and Echo
- Greek wars: victory and hubris, defeat and shame
  - Persian Wars: Marathon, Thermopylae, Salamis
  - The Peloponnesian War: Sparta defeats Athens

What Students Should Already Know

- The persecution of Christians
- The decline and fall of Rome, including corrupt emperors, civil wars, and the sacking of Rome by the Visigoths in 410 CE
- Constantinople merges diverse influences and cultures as the seat of the empire
What Students Need to Learn CONTINUED

• Socrates and Plato
  - Socrates was Plato’s teacher; we know of him through Plato’s writings.
  - For Socrates, wisdom is knowing that you do not know.
  - The trial of Socrates
  - Art: *The Death of Socrates* by Jacques-Louis David

• Plato and Aristotle
  - Plato was Aristotle’s teacher.
  - They agreed that reason and philosophy should rule our lives, not emotion and rhetoric.
  - They disagreed about where true “reality” is: Plato said it is beyond physical things in ideas (cf. the “allegory of the cave”); Aristotle said reality is only in physical things.
  - Art: *The School of Athens* by Raphael

• Alexander the Great and the spread of Greek (“Hellenistic”) culture: the library at Alexandria

ANCIENT ROME

• The Roman Republic
  - Builds upon Greek and classical ideals
    » Art: *Apollo Belvedere* (Roman copy of original Greek statue)
    » Architecture: The Pantheon
    » Literature: retelling of myths by the Roman writer Ovid (70–19 BCE), including Pygmalion and Galatea myths
  - Class and status: patricians and plebeians, enslaved workers
  - Roman government: consuls, tribunes, and senators

• The Punic Wars: Rome vs. Carthage

• Julius Caesar

• Caesar Augustus
  - Pax Romana
  - Roman law and the administration of a vast, diverse empire
  - Virgil’s *Aeneid*: epic on the legendary origins of Rome

• Christianity under the Roman Empire
  - Jesus’s instruction to “Render unto Caesar the things which are Caesar’s, and unto God the things that are God’s” [Matthew 22:21]
  - Roman persecution of Christians
  - Constantine: first Christian Roman emperor
The most important ideas in Unit 2 are:

- Students should be able to locate major geographical features of the Mediterranean region and important locations in Ancient Greece and Rome.

- People living in the different ancient Greek city-states all spoke Greek and worshiped the same Greek gods and goddesses. However, different city-states had different forms of government, as well as their own traditions and legends.

- Athens, one of the largest city-states, is considered the birthplace of democracy.

- Athenian education, reserved only for males, focused on creating loyal citizens knowledgeable in many subjects, including art, music, sports, and rhetoric.

- Athenian citizens were expected to ably serve in the Assembly and military, as needed.

- In Sparta, another large city-state, the education system focused on physical fitness and military training for all males.

- The Spartan government was an oligarchy, with some elements of a monarchy, aristocracy, and very limited democracy.

- The Olympic Games started as a festival held every four years to honor the Greek god Zeus. Different athletic competitions were added and became the basis for the modern-day Olympic Games.

- While individual Greek city-states often warred with one another, the Persian Empire posed a greater threat. Athens, Sparta, and other city-states joined forces to drive the Persians out of Greece.

- Under Pericles’s leadership, Athenian democracy and power grew, ushering in the Golden Age of Athens. Culture flourished with the construction of the Parthenon and the growth of Greek drama and other arts.

- The Peloponnesian War between Athens and Sparta, involving their respective allies, ended the Golden Age in Athens.
The great Greek philosophers, Socrates, Plato, and Aristotle, attempted to use reason to discover truth and an ethical system of behavior.

Leading his combined Greek and Macedonian troops, Alexander the Great conquered the Persian Empire. After his death, Greek culture spread to many of the lands he conquered.

The city of Alexandria in Egypt exemplified Greek government, culture, and learning. A magnificent library there, with hundreds of thousands of scrolls, attracted scholars and important thinkers from the known world.

Roman society and its system of government relied on the Roman military continuing to conquer more lands to add riches and more citizens to the Republic.

The Roman Republic evolved from one dominated by the aristocratic patrician class to one in which plebeians also had power. Women had few rights, and slavery continued.

The Romans adopted and adapted Greek mythology and deities to their own culture.

By the end of the Punic Wars, the Romans had destroyed the city of Carthage, enslaving any survivors.

Julius Caesar was personally ambitious but also attempted to reform the Roman government.

The reign of Caesar Augustus marked the end of the republic and the beginning of the Roman Empire, ushering in the two-hundred-year Pax Romana.

The Roman Empire ended for military, economic, political, and social reasons.

The Eastern Roman Empire lasted until 1453 CE as the Byzantine Empire.

Greek and Roman political ideas, institutions, and works of literature have had a tremendous impact on European and American history and culture.

---

**WHAT TEACHERS NEED TO KNOW**

**Geography of the Mediterranean Region**

**Water**

**Mediterranean, Aegean, and Adriatic Seas**

The Mediterranean is the world’s largest inland sea. It takes its name from Latin and means “middle of the land.” It refers to the sea’s position amid Europe, North Africa, and the Middle East, as well as to its central place in the life of the early Romans.
For centuries, the Mediterranean served as a major route for commerce and cultural diffusion among Europe, North Africa, the Middle East, and elsewhere in Asia. In the 1300s CE, with the rise of the Ottoman Turks, and in the late 1400s CE with the opening of the sea route around Africa to Asia, the Mediterranean became less important. The construction of the Suez Canal, connecting the Indian Ocean and the Mediterranean, revived some of the commerce between Asia and the Mediterranean countries.

The Aegean and the Adriatic seas are arms of the Mediterranean. The Aegean separates modern-day Greece from Turkey. South of the Aegean, between Southeastern Italy and Western Greece, the Mediterranean is called the Ionian Sea. The area is dotted with islands, most of them settled by Greeks. The Aegean area was the site of early Greek civilization.

The Adriatic Sea separates Italy from the Balkan Peninsula (modern-day Slovenia, Croatia, Bosnia and Herzegovina, Serbia and Montenegro, and Albania). The Italian and Balkan coasts of the Adriatic are very different. The Italian coast has a few tiny islands and generally has shallow water. The historic port city of Venice, on Italy’s northeastern coast, is marshy with many lagoons. There are also many lagoons in the Italian Po River area. The Balkan coast, on the other hand, has many islands, and the water can be deep, particularly in some parts of Slovenia and Croatia.

Strait of Gibraltar and the Atlantic Ocean

The Strait of Gibraltar is a natural waterway that lies at the western end of the Mediterranean Sea and links it to the Atlantic Ocean. The strait is only 8.5 miles wide and has been of great strategic importance throughout history.

The European area that juts out into the Mediterranean at this point is today the British Crown Colony of Gibraltar. Approximately two miles square, this colony sits at the tip of Spain. Across from it is the North African nation of Morocco.

Bosporus and the Black Sea

Another important strategic passageway is the water link to the Black Sea at the eastern end of the Mediterranean. From west to east, the Aegean is linked by the Dardanelles, known in ancient Greece as the Hellespont, to the Sea of Marmara and then to the Bosporus, which opens into the Black Sea. The Dardanelles and the Bosporus are both straits. The Black Sea lies between Asia and Europe. Like the Mediterranean, the Black Sea is an inland sea and was an important waterway in ancient commerce. Today, the Rhine–Main–Danube Canal links the Black Sea to the North Sea. Pollution has become a problem for the Black Sea.

Red Sea, Persian Gulf, and Indian Ocean

Beginning in 1859, a French company dug the Suez Canal through a narrow strip of Egypt between the Mediterranean and the Red Sea. Opened in 1869, the canal enabled ship traffic to travel from the Mediterranean through the
Red Sea into the Persian Gulf and from there into the Indian Ocean. This new route cut four thousand miles off the old trip from Western Europe to India, which had required sailing around the southern tip of Africa.

**Land**

**Greece**

Greece is the most easterly of the four large European countries around the Mediterranean. The majority of Greece is situated on the Balkan Peninsula, which juts out into the Mediterranean Sea. Approximately one-fifth of Greece is made up of islands. Crete, which marks the southern end of the Aegean Sea, is the largest Greek island. About 75 percent of Greece—mainland and islands—is mountainous.

The terrain greatly affected how ancient Greece developed. Greece has no flooding rivers like the Nile, Tigris, and Euphrates. It also lacks fertile valleys or broad plains to farm. An area known as the Peloponnesus, on the mainland’s southern tip, has some fertile lowlands, while some of the larger islands have small fertile valleys. Some Greeks did indeed farm for a living, while others took to the sea to find their livelihood. However, the location of Greece in the Mediterranean, Aegean, and Ionian seas also led to the development of a large and profitable trading network for the Greeks.

**Crete**

Today, Crete is an agricultural center and popular tourist site. The main cash crops are grapes, olives, and oranges. By 1600 BCE, Crete was the seat of the Minoan civilization, named after its legendary king, Minos. The island was at the crossroads of a trading network that joined ancient Egypt in North Africa with Mesopotamia in the Middle East. In addition to its warm, sunny climate, one of the reasons that tourists visit Crete today is the palace at Knossos, the one-time capital of Minoan civilization. The palace is famed for its frescoes, watercolor murals painted on wet plaster. The paintings chronicle Minoan life, their religious practices and their clothes, hairstyles, and activities, and indicate the place that the sea held in the lives of the Minoans.

By around 1400 BCE, Minoan civilization had disappeared. An earthquake or a volcanic eruption on a nearby island might have destroyed it, or invaders might have conquered the island.

**Italy**

Italy lies on a peninsula that juts into the Mediterranean. A number of islands, the largest of which are Sicily and Sardinia, are also part of this country today. The Italian peninsula is shaped like a boot. A section of the Alps arcs across the north, while the Apennine Mountains run along the center of the peninsula like a spine. In the north, a broad fertile plain lies between these two mountain chains. The Po River flows across the plain and empties into the Adriatic Sea to
the east. To the west of the Apennines is a broad coastal plain. Rome was built in this area along the Tiber River.

Italy was easier to unite than Greece because the Apennine Mountains have a lower elevation than the mountains in Greece. They also run north and south along the boot and do not break the peninsula up into isolated valleys. The fertile coastal plain provided a geographic and economic base for the Romans as they moved out to seize control of the peninsula and the territory beyond it.

**France and Spain**

To the west of Italy are the lands of present-day France and Spain, two areas conquered by the Romans. More than half of France’s terrain consists of lowlands. The remainder consists of hills, plateaus, and mountains, the latter making up less than one-quarter of the terrain. Spain, in contrast, is primarily a plateau about 2,300 feet above sea level. The coastal areas have a Mediterranean climate. Spain’s southern coast has the highest temperatures in Europe during the winter months.

**North Africa, Asia Minor and Turkey, and Istanbul**

The modern-day countries of North Africa are Egypt, Libya, Tunisia, Algeria, and Morocco. The ancient city of Carthage, which was founded by Phoenician traders and which fought the Roman Republic in the three Punic Wars, was located in what is known today as Tunisia.

The Romans ruled vast parts of the area, and it was during Roman times that camels were introduced into North Africa from Central Asia. The use of camels enabled North Africans to traverse the Sahara and eventually build a trading network that linked West African kingdoms to Europe and Asia.

Asia Minor is a peninsula in Southwest Asia that forms most of the modern country of Turkey. Turkey is divided geographically between Europe and Asia, and the Asian portion is on this peninsula. The ancient city of Troy, described in Homer’s epic poems the *Iliad* and the *Odyssey*, was situated along the coast of Asia Minor. The Romans were among the ancient peoples who conquered Asia Minor.

When the Roman Empire in the west ended, Asia Minor became the seat of the Byzantine Empire. In the 1400s CE, the Ottoman Turks seized the area and made it the base of their own vast empire. Although the size and power of the Ottoman Empire eroded over time, it continued to exist until after World War I, when the modern state of Turkey was founded in 1923.

Modern Istanbul is the largest city in Turkey and sits astride the Bosporus in both European and Asian Turkey. The original city on this site was Byzantium, a Greek colony. In 324 CE, the Roman Emperor Constantine renamed Byzantium “Constantinople.” This city became the capital of the eastern half of the Roman Empire, a region that later became the Byzantine Empire. The Ottoman Turks seized the city in 1453 CE and made it the capital of their empire. After the establishment of modern Turkey, the capital moved to Ankara, and Constantinople was renamed Istanbul in 1930.
Student Component

*Ancient Greece and Rome* Student Reader—seventeen chapters

Teacher Components

*Ancient Greece and Rome* Teacher Guide—seventeen chapters. The guide includes lessons aligned to each chapter of the *Ancient Greece and Rome* Student Reader, with a daily Check For Understanding and Additional Activities, such as literature connections and vocabulary practice, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 159.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.

- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.

- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

*Ancient Greece and Rome* Timeline Image Cards—twenty-four individual images depicting significant events and individuals related to Ancient Greece and Rome. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. Invite a student to place each image on the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

Timeline

Some advance preparation will be necessary prior to starting the *Ancient Greece and Rome* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. For this unit, you should construct two parallel classroom Timelines over the course of the entire unit, one for Ancient Greece and one for Ancient Rome. To construct these parallel Timelines, place cards for Ancient Greece on top, and cards for Ancient Rome underneath. This will help ensure that students do not confuse people and events from these
two civilizations and will help illustrate the development of Ancient Greece and Rome relative to each other. The Timelines may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create eleven time indicators or reference points for each of the Timelines. Write each of the following dates on sentence strips or large index cards:

- 700s BCE
- 500s BCE
- 400s BCE
- 300s BCE
- 200s BCE
- 100s BCE
- 50s BCE
- 40s BCE
- 20s CE
- 300s CE
- 400s CE

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagrams:

**Ancient Greece**

<table>
<thead>
<tr>
<th>700s BCE</th>
<th>500s BCE</th>
<th>400s BCE</th>
<th>300s BCE</th>
<th>200s BCE</th>
<th>100s BCE</th>
<th>50s BCE</th>
<th>40s BCE</th>
<th>20s CE</th>
<th>300s CE</th>
<th>400s CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chapter  2 4 1 2 3 5 6 7 8 9 10 10

**Ancient Rome**

<table>
<thead>
<tr>
<th>700s BCE</th>
<th>500s BCE</th>
<th>400s BCE</th>
<th>300s BCE</th>
<th>200s BCE</th>
<th>100s BCE</th>
<th>50s BCE</th>
<th>40s BCE</th>
<th>20s CE</th>
<th>300s CE</th>
<th>400s CE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Chapter  11 11 12 12 13 13 14 15 15 16

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

**Note:** Several dates and chapters have multiple cards.
Ancient Greece

Chapter 2

Chapter 4

Chapter 1

Chapter 2

Chapter 3

Chapter 5

Chapter 6

Chapter 7

Chapter 8

Chapter 9

Chapter 10

Chapter 10

700s BCE

500s BCE

400s BCE

300s BCE

200s BCE

ANCIENT GREECE AND ROME
The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 2 Timelines are in chronological order, but the chapters that are referenced are not. The reason for this is that certain chapters cover hundreds of years of history within the context of a specific theme. Consequently, there are chapters that cover a time period that extends beyond the one covered in the next chapter. There is also chronological overlap between the chapters about Ancient Greece and the chapters about Ancient Rome. This overlap is also reflected in the Unit 2 Timelines.
Understanding References to Time in the Ancient Greece and Rome Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 4 mentions that the Olympic Games were canceled in 393 CE but were revived in the late 1800s.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What do BCE and CE mean?
9. What is a timeline?

Using the Teacher Guide

Pacing Guide

The Ancient Greece and Rome unit is one of nine history and geography units in the Grade 6 Core Knowledge Curriculum Series™. A total of thirty-five days has been allocated to the Ancient Greece and Rome unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.
Reading Aloud

Cognitive science suggests that even in the later elementary grades and into middle school, students’ listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Core Knowledge Curriculum Series™, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

Building Reading Endurance and Comprehension

The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG™ unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson’s Check for Understanding.
It will be especially important for the teacher to review all students’ written responses to any Independent Reading Lesson prior to the next day’s lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

**Big Questions**

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Big Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What different forms of government were adopted by various city-states?</td>
</tr>
<tr>
<td>2</td>
<td>In what ways was Athenian democracy limited?</td>
</tr>
<tr>
<td>3</td>
<td>Why were Spartan children, especially boys, treated so harshly?</td>
</tr>
<tr>
<td>4</td>
<td>What were the Olympic Games?</td>
</tr>
<tr>
<td>5</td>
<td>Why do you think the Spartans and the Athenians joined together to fight the Persians in the later battles of the Persian Wars?</td>
</tr>
<tr>
<td>6</td>
<td>What were some of the cultural achievements during the Golden Age of Athens?</td>
</tr>
<tr>
<td>7</td>
<td>What events brought about an end to the Golden Age of Athens?</td>
</tr>
<tr>
<td>8</td>
<td>How was Socrates different from earlier Greek philosophers?</td>
</tr>
<tr>
<td>9</td>
<td>What role did philosophers play in ancient Greece, and what were their long-term contributions?</td>
</tr>
<tr>
<td>10</td>
<td>How did the success of Alexander the Great as a great military leader contribute to the expansion and influence of Greek culture?</td>
</tr>
<tr>
<td>11</td>
<td>Why was the success of Rome and its lands dependent on the success of the Roman army?</td>
</tr>
<tr>
<td>12</td>
<td>What were the Punic Wars, and what was the end result?</td>
</tr>
<tr>
<td>13</td>
<td>How would you describe the character of Julius Caesar, and what brought about his fall from power?</td>
</tr>
<tr>
<td>14</td>
<td>Why might Augustus have wanted to glorify Rome?</td>
</tr>
<tr>
<td>15</td>
<td>Why was the growth of Christianity originally considered a threat to the Roman Empire?</td>
</tr>
</tbody>
</table>
16 What caused the decline and fall of the western Roman Empire?

17 How would you sum up the impact and influence of ancient Greece and Rome on the United States?

Note: You may want to suggest that students devote a separate section of their notebook to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first several lessons to remind you to continue this practice throughout the unit.

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Core Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>city-state, Asia Minor, tyranny, aristocracy, oligarchy, democracy, monarchy, assembly</td>
</tr>
<tr>
<td>2</td>
<td>citizen, ostracize, jury, corruption, rhetoric, logic, “epic poem”</td>
</tr>
<tr>
<td>3</td>
<td>barracks, “aristocratic council,” landlocked, phalanx</td>
</tr>
<tr>
<td>4</td>
<td>emblem, truce, immortalize, priestess, rite</td>
</tr>
<tr>
<td>5</td>
<td>pass, evacuate</td>
</tr>
<tr>
<td>6</td>
<td>league, ally, orator, dramatist, architect, statesman</td>
</tr>
<tr>
<td>7</td>
<td>“diplomatic relations,” plague, “rock quarry”</td>
</tr>
<tr>
<td>8</td>
<td>philosophy, phenomena, reason, soul, ethics, hypocrite, sophist</td>
</tr>
<tr>
<td>9</td>
<td>dialogue, idealistic, virtue, abstract, mean</td>
</tr>
<tr>
<td>10</td>
<td>prominence, assassinate, infantryman, Hellenistic, heir</td>
</tr>
<tr>
<td>11</td>
<td>“aristocratic republic,” patrician, plebian, tribune, province, governor, tribute</td>
</tr>
<tr>
<td>12</td>
<td>Phoenicians, Punic, trade route</td>
</tr>
<tr>
<td>13</td>
<td>Gallic Wars, civil war, conspirator, assassination</td>
</tr>
<tr>
<td>14</td>
<td>administrator, Trojans, propaganda, legion, spoils, treasury, Pax Romana</td>
</tr>
<tr>
<td>15</td>
<td>miracle, ritual, persecution, conversion, edict, baptize, pagan</td>
</tr>
<tr>
<td>16</td>
<td>economic, recession, inflation, plunder, prophet</td>
</tr>
<tr>
<td>17</td>
<td>classical, jurisprudence, heritage</td>
</tr>
</tbody>
</table>
The following activity pages can be found in Teacher Resources, pages 170–204. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1, 12—World Map (AP 1.1)
- Chapter 1—World Geography (AP 1.2)
- Chapters 1–4, 6–7, 10–14—Map of the Mediterranean Region (AP 1.3)
- Chapter 1—Geography of the Mediterranean Region (AP 1.4)
- Chapters 2–4, 6—Map of Ancient Greece, c. 500 BCE (AP 2.1)
- Chapter 2—American and Athenian Democracy (AP 2.2)
- Chapter 3—Notes on Sparta (AP 3.1)
- Chapter 3—Athens and Sparta (AP 3.2)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.1)
- Chapter 5—Map of the Persian Wars (AP 5.1)
- Chapter 5—Notes on the Persian Wars (AP 5.2)
- Chapter 6—The Golden Age of Athens: Who’s Who (AP 6.1)
- Chapter 8—The Death of Socrates (AP 8.1)
- Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.2)
- Chapter 10—Review: Ancient Greece (AP 10.1)
- Chapter 11—Life in Rome (AP 11.1)
- Chapter 11—The Roman Republic (AP 11.2)
- Chapter 13—Notes on Julius Caesar: A Great Roman (AP 13.1)
- Chapter 14—Domain Vocabulary: Chapters 11–14 (AP 14.1)
- Chapter 15—Questions About More Myths Retold by Ovid (AP 15.1)
- Chapter 15—The Pantheon (AP 15.2)
- Chapter 15—The Roman Empire (AP 15.3)
- Chapter 16—The Fall of Rome (AP 16.1)
- Chapter 17—The Heritage of Greece and Rome (AP 17.1)
Fiction and Nonfiction Excerpts

The following fiction and nonfiction excerpts can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts

- Chapter 1—Myths Retold by Ovid (FE 1)
- Chapter 2—Excerpts from Homer’s Iliad (FE 2)
- Chapter 2—“Odysseus and the Cyclops,” from Homer’s Odyssey (FE 3)
- Chapter 13—Excerpt from Julius Caesar by William Shakespeare (FE 4)
- Chapter 14—“The Wanderings of Aeneas,” from Virgil’s Aeneid (FE 5)
- Chapter 15—More Myths Retold by Ovid (FE 6)

Nonfiction Excerpts

- Chapter 2—Homer (NFE 1)

These excerpts may be used with the chapter(s) specified either for additional class work or at the end of the unit as review and/or culminating activities. Be sure to make sufficient copies for your students prior to conducting the activities.

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of most chapters in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Cross-Curricular Connections

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Visual Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction</strong></td>
<td></td>
</tr>
<tr>
<td>The Iliad and the Odyssey</td>
<td>Architecture</td>
</tr>
<tr>
<td>Julius Caesar</td>
<td>• The Parthenon</td>
</tr>
<tr>
<td>Apollo and Daphne</td>
<td>• The Pantheon</td>
</tr>
<tr>
<td>Orpheus and Eurydice</td>
<td></td>
</tr>
<tr>
<td>Narcissus and Echo</td>
<td><strong>Painting and Sculpture</strong></td>
</tr>
<tr>
<td>Pygmalion and Galatea</td>
<td>• The Discus Thrower</td>
</tr>
<tr>
<td>The Aeneid</td>
<td>• Apollo Belvedere</td>
</tr>
<tr>
<td></td>
<td>• The Death of Socrates</td>
</tr>
<tr>
<td></td>
<td>• The School of Athens</td>
</tr>
</tbody>
</table>

(Note: Neither of the above paintings, The Death of Socrates or The School of Athens, was created during the ancient Greek civilization, but they are included here because of their subjects.)


Use this link to download the CKHG Online Resources for this unit, where the specific link to purchase the Jim Weiss recordings may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)
# Ancient Greece and Rome Sample Pacing Guide

For schools using the Core Knowledge Sequence.

TG—Teacher Guide; SR—Student Reader; AP—Activity Page; FE—Fiction Excerpt; NFE—Nonfiction Excerpt

## Week 1

### Day 1

**Ancient Greece and Rome**

- “World Geography” (TG, Chapter 1, Additional Activities, AP 1.1, 1.2, 1.3, 1.4)

### Day 2

- “The Ancient Greek City-States” Core Lesson (TG & SR, Chapter 1)

### Day 3

- “Greek Myths” (TG, Chapter 1, Additional Activities, FE 1)

### Day 4

- “Athens” Core Lesson (TG & SR, Chapter 2)

### Day 5

- “Sparta” Core Lesson (TG & SR, Chapter 3)

## Week 2

### Day 6

- “The Works of Homer” (TG, Chapter 2, Additional Activities, NFE 1, FE 2)
- “The Works of Homer” Core Lesson (TG, Chapter 2, Additional Activities, FE 2)

### Day 7

- “The Works of Homer” Core Lesson (TG, Chapter 2, Additional Activities, FE 3)

### Day 8

- “The Olympic Games” Core Lesson (TG & SR, Chapter 4)
- “The Discus Thrower” and “Domain Vocabulary” Core Lesson (TG Chapter 4, Additional Activities, AP 4.1)

## Week 3

### Day 11

- “The Persian Wars” Core Lesson (TG & SR, Chapter 5)

### Day 12

- “The Golden Age of Athens” Core Lesson (TG & SR, Chapter 6)

### Day 13

- “The Ancient Greeks: Crucible of Civilization” Core Lesson (TG, Chapter 6, Additional Activities)

### Day 14

- “The Ancient Greeks: Crucible of Civilization” Core Lesson (TG, Chapter 6, Additional Activities)

### Day 15

- “The Parthenon” Core Lesson (TG, Chapter 6, Additional Activities, AP 6.1)

## Week 4

### Day 16

- “The Peloponnesian War” Core Lesson (TG & SR, Chapter 7)

### Day 17

- “Greek Philosophy and Socrates” Core Lesson (TG & SR, Chapter 8)

### Day 18

- “The Ancient Greeks: Crucible of Civilization—Empire of the Mind” Core Lesson (TG, Chapter 8, Additional Activities)

### Day 19

- “Plato and Aristotle” Core Lesson (TG & SR, Chapter 9)

### Day 20

- “Painting: The Death of Socrates” and “Raphael’s Fresco, The School of Athens” Core Lesson (TG, Chapters 8 and 9, Additional Activities, AP 8.1)
## ANCIENT GREECE AND ROME SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence.

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt; NFE–Nonfiction Excerpt

### Week 5

<table>
<thead>
<tr>
<th>Day 21</th>
<th>Day 22</th>
<th>Day 23</th>
<th>Day 24</th>
<th>Day 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
</tr>
</tbody>
</table>

### Week 6

<table>
<thead>
<tr>
<th>Day 26</th>
<th>Day 27</th>
<th>Day 28</th>
<th>Day 29</th>
<th>Day 30</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
</tr>
<tr>
<td>“Julius Caesar: A Great Roman” Core Lesson (TG &amp; SR, Chapter 13)</td>
<td>“William Shakespeare’s Julius Caesar” Core Lesson (TG, Chapter 13, Additional Activities, FE4)</td>
<td>“The Age of Augustus” Core Lesson (TG &amp; SR, Chapter 14)</td>
<td>“More Myths Retold by Ovid” Core Lesson (TG, Chapter 15, Additional Activities, FE6, AP 15.1)</td>
<td>“The Pantheon” Core Lesson (TG, Chapter 15, Additional Activities, AP 15.2)</td>
</tr>
</tbody>
</table>

### Week 7

<table>
<thead>
<tr>
<th>Day 31</th>
<th>Day 32</th>
<th>Day 33</th>
<th>Day 34</th>
<th>Day 35</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
<td><strong>Ancient Greece and Rome</strong></td>
</tr>
<tr>
<td>“Rome and Christianity” Core Lesson (TG &amp; SR, Chapter 15)</td>
<td>“The Fall of the Roman Empire” Core Lesson (TG &amp; SR, Chapter 16)</td>
<td>“The Heritage of Greece and Rome” Core Lesson (TG &amp; SR, Chapter 17)</td>
<td>“The Heritage of Greece and Rome” Core Lesson (TG, Chapter 17, Additional Activities, AP 17.1)</td>
<td>Unit Assessment</td>
</tr>
</tbody>
</table>
Ancient Greece and Rome Pacing Guide

‘s Class

(A total of thirty-five days has been allocated to the Ancient Greece and Rome unit in order to complete all Grade 6 history and geography units in the Core Knowledge Curriculum Series™.)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ancient Greece and Rome

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ancient Greece and Rome

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ancient Greece and Rome

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Ancient Greece and Rome

INTRODUCTION
(A total of thirty-five days has been allocated to the Ancient Greece and Rome unit in order to complete all Grade 6 history and geography units in the Core Knowledge Curriculum Series™.)

### Week 5
**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

### Week 6
**Day 26**

**Day 27**

**Day 28**

**Day 29**

**Day 30**

### Week 7
**Day 31**

**Day 32**

**Day 33**

**Day 34**

**Day 35**
CHAPTER 1

The Ancient Greek City-States

The Big Question: What different forms of government were adopted by various city-states?

Primary Focus Objectives

✓ Understand the social organization of Greek city-states that share a common language and religion. (RI.6.2)
✓ Identify tyranny, aristocracy, oligarchy, and democracy as early forms of Greek government. (RI.6.2)
✓ Understand the meaning of the following domain-specific vocabulary: city-state, Asia Minor, tyranny, aristocracy, oligarchy, democracy, monarchy, and assembly. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Ancient Greek City-States”:

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of the Student Reader, we strongly recommend that you first conduct the series of World Geography and Geography of the Mediterranean activities (AP 1.1, AP 1.2, AP 1.3, and AP 1.4) in Teacher Resources (pages 170–173) and described at the end of this chapter under Additional Activities. We suggest that you allocate one instructional day to the completion of these activities, as per the Sample Pacing Guide on page 21; Activity Page questions not completed in class may be completed for homework. Providing students with an understanding of maps as geographic tools will offer a good review of map skills introduced in earlier units and grades, as well as provide context for the ancient civilizations students will study in this unit.

Materials Needed

Activity Pages

• Display and individual student copies of World Map (AP 1.1)
• Individual student copies of World Geography (AP 1.2)
• Display and individual student copies of Map of the Mediterranean Region (AP 1.3)
• Individual student copies of Geography of the Mediterranean Region (AP 1.4)
• Chart for recording student responses (see page 30)
• Large index cards or sentence strips, each with one of the following dates: 753 BCE, 100 BCE, 44 BCE, 1 BCE, 1 CE, 100 CE, 300 CE, 476 CE

• Two colors of chalk or markers

**Core Vocabulary** *(Student Reader page numbers listed below)*

*city-state*, n. a city that is an independent political state with its own ruling government *(2)*

  *Example:* Athens was a powerful Greek city-state.
  *Variations:* city-states

*Asia Minor*, n. a peninsula in southwestern Asia; today most of this area is the country of Turkey *(2)*

  *Example:* Trade routes linked Asia Minor with other regions.

*tyranny*, n. a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship *(5)*

  *Example:* Many people suffered under the tyranny of the Greek city-state of Corinth.
  *Variations:* tyrannies

*aristocracy*, n. the upper or noble class whose members’ status is usually inherited *(5)*

  *Example:* Members of the aristocracy were often considered to be the most qualified to rule and make decisions in ancient Greece.
  *Variations:* aristocracies, aristocrat (n.), aristocratic (adj.)

*oligarchy*, n. a government controlled by a small group of people made up of aristocratic and wealthy nonaristocratic families. *(5)*

  *Example:* The oligarchy did not understand the concerns of the population.
  *Variations:* oligarchies, oligarch (n.)

*democracy*, n. in ancient Greece, a form of government in which the male citizens held ruling power and made decisions; in modern times, a form of government in which citizens choose their leaders by vote *(5)*

  *Example:* The U.S. government is a democracy because Americans vote to elect their leaders.
  *Variations:* democracies

*monarchy*, n. a government led by a king or a queen *(5)*

  *Example:* The British monarchy has changed over the years.
  *Variations:* monarchies, monarch (n.)

*assembly*, n. a group of people; in ancient Greece, the Assembly made laws *(7)*

  *Example:* The assembly held a debate about the proposed law.
  *Variations:* assemblies; assemble (v.)
Display Map of the Mediterranean Region (AP 1.3), and point out the locations of both Greece and Rome. Ask students to describe Rome’s location relative to Greece. (*Possible responses: Rome is west of Greece. Rome is across the sea from Greece.*)

Distribute copies of the *Ancient Greece and Rome* Student Reader, and suggest students take a minute to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to identify people, places, and events they notice as they browse. Students may mention soldiers, sculptures, Olympic Games, Punic Wars, Julius Caesar, and the Mediterranean Sea, for example.

Explain that the events in this unit span more than one thousand years. To help students situate the historical period that will be studied in this unit in time, review the concepts of BCE and CE.

**BCE and CE**

On the board or chart paper, draw a horizontal line as a timeline. Add a notch to the middle of the timeline. Label the notch “the birth of Jesus.” Explain that many historians refer to large spans of time in history based on the birth of Jesus. Ask whether any students know what letters are used to identify dates from before the birth of Jesus. Explain that dates that happened before the birth of Jesus are labeled BCE, meaning “before the common era.” In some sources, these dates are labeled BC (“before Christ”). Use colored chalk or marker to note the part of the timeline that represents BCE.

Using a second color, mark the part of the timeline that represents the years after the birth of Jesus. Explain that these dates are called the “common era”, or CE. Sometimes these dates are labeled AD, for *anno Domini* (“year of our Lord”).

Ask: Do we live in BCE or CE? (**CE**)

Explain that while CE years count up, or forward, BCE years count down, or backward. For example, the year 200 BCE happened before the year 100 BCE.

Choose eight volunteers. Give each volunteer one of the time indicator cards or sentence strips. Tell the volunteers to arrange themselves in chronological order. Encourage the rest of the class to coach the volunteers into the correct order, using the timeline on the board as a guide.

Explain to students that much of what they will be reading about ancient Greece and Rome in this Reader took place during the span of history referred to as BCE, i.e., before the birth of Jesus, though they will also read about some events in ancient Rome that took place after the birth of Jesus, i.e., during CE.
Introduce “The Ancient Greek City-States” 5 MIN

Have students turn to page 2 of their Student Readers. Point out the Core Vocabulary word *city-states* in the chapter title, and explain its meaning.

Call students’ attention to the Big Question. Tell students to look for information about the different forms of government mentioned in the chapter.

Guided Reading Supports for “The Ancient Greek City-States” 20 MIN

When you or a student reads aloud, *always* prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Great Civilization,” Pages 2–5

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the first three paragraphs of the section “A Great Civilization” on page 2.**

**CORE VOCABULARY**—Point out the vocabulary term *Asia Minor*, and explain its meaning.

**Note:** Students in Core Knowledge schools may recall learning about Asia Minor in the Grade 3 unit *Ancient Rome*.

**SUPPORT**—Guide students in locating the areas mentioned (Greece, Asia Minor, the Aegean Sea, the Black Sea, southern Italy, northern Africa, and Crete) on the display and their individual copies of AP 1.3, Map of the Mediterranean Region.

**SUPPORT**—Draw students’ attention to the image on pages 2–3, and invite a volunteer to read the caption aloud.

**Have students read the remainder of the section on pages 4–5 independently.**

**SUPPORT**—Using the pronunciation keys, say aloud the names of the Greek deities mentioned on page 4. Have students repeat their names with you.

**After students read the text, ask the following questions:**

**LITERAL**—What was a *polis*?

> *Polis* is the ancient Greek word for “city-state”: an independent city that has its own government and isn’t part of another country. An ancient Greek polis usually was a town surrounded by farmland.
LITERAL—What things did ancient Greek city-states have in common?

» They shared the Greek language, religion, and mythological stories.

LITERAL—How was each Greek city-state unique?

» Each city-state had its own traditions, legends, heroes, and local gods.

"Different Governments," Pages 5–7

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section.

CORE VOCABULARY—Point out the vocabulary terms tyranny, aristocracy, oligarchy, and democracy, and explain their meanings as they are encountered in the second paragraph.

Note: Students in Core Knowledge schools may recall the word aristocracy from the Grade 3 unit The Thirteen Colonies, the word democracy from the Grade 4 unit Medieval Europe, and the word monarchy from the Grade 5 unit England in the Golden Age.

Have students read the remaining paragraphs in this section with a partner, referring to the vocabulary box for the definitions of monarchy and assembly.

After students read the text, ask the following questions:

LITERAL—What words that we use today come from the word polis?

» politics, police officer

LITERAL—What type of government did most of the Greek city-states start out with?

» They were monarchies (ruled by kings).

LITERAL—For the ancient Greeks, what was an important difference between monarchy and tyranny?

» In a monarchy, rulers inherited their positions legally, but tyrants took power illegally.

LITERAL—How were the systems of aristocracy and oligarchy similar?

» They were both systems in which a few powerful people ruled. Usually, these were wealthy or noble people.
**EVALUATIVE**—Ancient Greece is often considered the birthplace of democracy. Why do you think this is the case?

» The ancient Greeks seem to have been the first ones to try using democracy.

**INFERENTIAL**—What were some of the pros (benefits) and cons (drawbacks) of the different systems of government that existed in ancient Greece?

**Note:** Record student responses in a chart, similar to the one shown, on the board or chart paper.

<table>
<thead>
<tr>
<th>System of Government</th>
<th>Pros (Benefits)</th>
<th>Cons (Drawbacks)</th>
</tr>
</thead>
<tbody>
<tr>
<td>monarchy</td>
<td>The ruler was seen as legal. People thought the monarch had the right to rule.</td>
<td>One person held all the power, meaning other male citizens didn’t have a say in laws or how the society was organized.</td>
</tr>
<tr>
<td>tyranny</td>
<td>In ancient Greece, some tyrants helped the poor. They could do this easily because they had the power to make decisions.</td>
<td>One person held all the power, meaning other people didn’t have a say in laws or how the society was organized. Many tyrants ruled in cruel and harsh ways.</td>
</tr>
<tr>
<td>aristocracy</td>
<td>More male citizens had power than in a monarchy or under tyranny. The upper class probably had more education, so might have been positioned to try to make good decisions for the whole society. Some aristocracies in ancient Greece shared power with an assembly of citizens.</td>
<td>They did not have to share power with all male citizens. Only noble families got to hold power.</td>
</tr>
<tr>
<td>oligarchy</td>
<td>More male citizens had power than in a monarchy or under tyranny. The upper class probably had more education, so might have been positioned to try to make good decisions for the whole society.</td>
<td>Only wealthy or noble people had power. Other male citizens didn’t have any power.</td>
</tr>
<tr>
<td>democracy</td>
<td>More male citizens had a say in how the society was run.</td>
<td>In ancient Greece, women were not permitted to participate in democracy.</td>
</tr>
</tbody>
</table>

**“Lack of Unity,” Page 7**

**Scaffold understanding as follows:**

**Invite a volunteer to read this section aloud.**

**SUPPORT**—Draw attention to the map on page 6. Remind students of the Core Vocabulary term *Asia Minor*, and have students locate it on the map. Reread the last paragraph on page 7, and have students find Athens and Sparta on the map.
CHAPTER 1 | THE ANCIENT GREEK CITY-STATES

After the volunteer reads the text, ask the following questions:

LITERAL—What did ancient Greeks see as an advantage to their city-state model?

» They thought it was better to live under a local government than under a far-away king. They liked the independence and individuality of their city-states.

LITERAL—Why was lack of unity also a disadvantage for the Greek city-states?

» They often fought with each other. It was also easy for foreigners to invade them, because they did not always stick together to defend against foreign invasions.

Timeline

• Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.

• Review and discuss the Big Question: “What different forms of government were adopted by various city-states?”

• Have a student post the image card to the Timeline under the date referencing the 500s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

Ask students to:

• Write a short answer to the Big Question: “What different forms of government were adopted by various city-states?”

» Key points students should cite include: Greek city-states adopted several forms of government—monarchy, tyranny, aristocracy, oligarchy, and democracy; monarchy was rule by a king or queen; tyranny was rule by a dictator; aristocracy was rule by the noble class; oligarchy was rule by a small group of nobles, as well as wealthy people; and democracy was rule by the male citizens.

Note: You may want to suggest that students devote a separate section of their notebook to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.
• Choose one of the Core Vocabulary words (*city-state*, *Asia Minor*, *tyranny*, *aristocracy*, *oligarchy*, *democracy*, *monarchy*, or *assembly*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

### Additional Activities

#### World Geography

**Materials Needed:** Display copy of the World Map (AP 1.1); sufficient copies of World Map (AP 1.1) and World Geography (AP 1.2)

**Background for Teachers:** Before beginning this activity, review “What Teachers Need to Know” on pages 6–9 of the Introduction. This activity is best introduced prior to teaching the Chapter 1 Core Lesson, so it can serve as introduction for students to the basics of world geography.

Display World Map (AP 1.1) for all students to see. Point first to the compass rose, and review each of the cardinal directions—north, south, east, and west—relative to the map. Point to the bar scale on the map. Ask students to identify its purpose. (*to determine distance*)

Identify the equator on the map. Remind students that the equator marks the boundary between the Northern and Southern hemispheres. Ask students to identify the continents that exist solely in the Northern Hemisphere. (*Europe, North America*)

Then point to the United States and the approximate location of the state in which your students live to identify their current location.

Next, point to each of the continents in the following order, asking students to verbally identify each continent: North America, South America, Antarctica, Australia, Asia, Africa, Europe. Point out the Mediterranean Sea. Tell students that during the next several weeks, as they learn about ancient Greece and Rome, they will focus primarily upon the areas surrounding the Mediterranean Sea.

Ask students to explain how the map shows the difference between land, such as the continents, and bodies of water, such as the Mediterranean Sea. Ask students to identify other large bodies of water shown on the map. (*Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean*)

Distribute copies of the World Map (AP 1.1) and World Geography (AP 1.2) to all students. Ask students to use the World Map to answer the questions on the World Geography activity page. Depending on students’ map skills, you may choose to do this as a whole class activity so you can scaffold and provide assistance, or you may choose to have students work with partners or small groups. If students work with partners or small groups, be sure to review the answers to the questions with the whole class.
Materials Needed: Display copy of Map of the Mediterranean Region (AP 1.3); sufficient copies of Map of the Mediterranean Region (AP 1.3) and Geography of the Mediterranean Region (AP 1.4); colored pencils or markers

Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 6–9 of the Introduction. This activity is best introduced prior to teaching the Chapter 1 Core Lesson, so it can serve as an introduction for students to the geography of the Mediterranean world.

Display Map of the Mediterranean Region (AP 1.3) for all students to see, and distribute copies of the activity page to students. Point out the compass rose and bar scale. Tell students to remember the location of these elements, as they will need them later in the activity.

Explain that AP 1.3 is a map of the modern world and that Athens and Sparta are modern cities, but that in ancient times they encompassed areas of different sizes. The modern city of Athens sits on the same location as the ancient city, or urban area, of Athens, but encompasses more territory. However, the ancient city-state of Athens claimed a greater area of land outside its urban area. The entire territory controlled by Athens was called Attica. Similarly, the urban areas of ancient Sparta and modern Sparta are both smallish in size, but the territory controlled by ancient Sparta was much larger. By 600 BCE, Sparta controlled about 40 percent of the Peloponnesus (the peninsula on which the city was located).

Point out the key on the map. Invite students to trace the rivers using a blue pencil on their Map of the Mediterranean Region activity pages. Also point out the symbol for mountains, and ask students to locate the Pyrenees and the Alps. Have students use a brown pencil to shade in these areas. Invite students to identify the countries these mountains separate. *(The Pyrenees separate Spain and France, and the Alps separate Italy from its neighbors to the north, including France and other northern countries on the continent of Europe.)*

Ask a volunteer to identify the location of the Mediterranean Sea, and direct students to shade this area blue on their activity pages. Point out the other bodies of water: the Adriatic Sea, the Aegean Sea, and the Black Sea. Point out the countries Italy, Greece, Turkey, and Egypt. Have students shade these areas, as well. Ask: On what landform is Turkey located? *(Asia Minor)* If you traveled from Italy to Greece, what body of water would you need to cross? *(Adriatic Sea)*

Point out the locations of Athens and Sparta. Ask a volunteer to identify the large island located to the south of the Greek mainland. *(Crete)*

Point out the location of Rome. Ask students to describe Rome’s location. *(It is in Italy, in the middle of the peninsula shaped like a boot; it is near the west coast of Italy.)* Tell students that during the next several weeks, they will learn about ancient Rome and the lands it controlled. Explain that Rome controlled much of the land shown on the map, including the modern countries of Spain and
France. It also had strong ties with Egypt and fought a series of wars with Carthage. Point out each of these locations as you mention them.

Next, distribute Geography of the Mediterranean Region (AP 1.4) to all students. Ask students to use the map to answer the questions on the activity page. Depending on your students’ map skills, you may choose to do this as a whole class activity so that you can scaffold and provide assistance, or you may choose to have students work with partners or small groups. If students work with partners or small groups, be sure to review the answers to the questions with the whole class. You may ask students to complete any unanswered questions on AP 1.4 as homework.

**Greek Myths (RL.6.1, RL.6.2, RL.6.3, RL.6.10)**

**Materials Needed:** Sufficient copies of Myths Retold by Ovid (FE 1)

**Background for Teachers** The excerpts students will read are versions of myths that were retold by the Roman writer Ovid, who lived from 43 BCE to 17 CE. However, it is clear these myths existed in ancient Greece before Ovid’s time.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

In many cases, Ovid used the Roman names for the Greek gods and goddesses. The most important of the Greek deities, with their Roman names in parentheses, are listed below:

- Zeus (Jupiter): the ruler of all gods; he was notorious for throwing his lightning bolt.
- Hera (Juno): the goddess of marriage, guardian of women, wife of Zeus
- Apollo (Apollo): the god of music and poetry
- Artemis (Diana): the goddess of hunting, sister of Apollo
- Poseidon (Neptune): the god of the seas and earthquakes. He carried a trident, a three-pronged staff, that he used to stir up the oceans.
- Aphrodite (Venus): the goddess of love, wife of Hephaestus. She was said to have been born from the foam of the sea.
- Eros (Cupid): the god of love. He is Aphrodite’s son. He is an archer who can shoot arrows into the hearts of gods and mortals, causing them to fall in love.
- Demeter (Ceres): the goddess of grain and the harvest
- Ares (Mars): the god of war
- Hermes (Mercury): the speedy messenger of the gods, who wore winged sandals
- Hephaestus (Vulcan): the disabled blacksmith of the gods
Athena (Minerva): the goddess of wisdom and war. She was said to have sprung, full-grown, from the head of Zeus. She was the patron goddess of Athens and the goddess to whom the Parthenon was dedicated.

Dionysus (Bacchus): the god of wine and theater

Hades (Pluto): the god of the Underworld

Ancient Greek city-states each had a particular patron deity. Each city-state set aside certain days every year for festivals to honor their patron deities. They also established shrines and temples to honor their gods. Some of the shrines were noted for their oracles, male and female priests through whom the deities spoke. A petitioner could ask a god a question about the future, and the god would answer through the oracle. The oracle at Delphi, a shrine to Apollo, was famous throughout Greece.

Some of the finest sculpture and architecture of the Greeks was created to serve and honor the deities. The Parthenon in Athens, for example, was built to honor Athena.

Explain to students that the ancient Greeks believed in a family of deities. These most powerful gods were believed to dwell in splendor on the craggy peaks of Mount Olympus in northern Greece (except for Hades—called Pluto by the Romans and Ovid—who lived in the Underworld). The gods were believed to have both great virtues and huge defects. They feasted, drank ambrosia, quarreled, fell in love, protected their mortal (human) allies, hatched plans against enemies, plotted revenge, and sometimes outwitted each other. Many delightful stories are told about these gods and goddesses.

Distribute copies of Myths Retold by Ovid (FE 1). Explain that Apollo was the god of music, poetry, and the sun. Apollo was one of the major gods, but there are also countless minor gods and demi-gods (half-god, half-human) who appear in Greek myths.

Call on volunteers to read aloud the story of Apollo and Daphne. Then ask the following questions, and have students record their responses.

1. Describe Daphne. What was she like? What did she most enjoy?
   » She was strong and fast. She loved to hunt, run, and be free.

2. Why did Apollo fall in love with Daphne?
   » Cupid shot Apollo with an arrow, which made him fall in love with Daphne.

3. What did Cupid do to Daphne?
   » He shot her with a lead-tipped arrow, making her resist love.

4. How did Daphne’s father help her?
   » He was also a god. He turned her into a tree.
5. What do you think the story shows about the gods?
   » Students may say that some gods like Cupid liked to play tricks or cause trouble. Gods had emotions like humans. Gods also took action against one another, such as the river god helping Daphne escape Apollo.

Introduce the story of Orpheus and Eurydice. Note the pronunciation of the characters' names: (/or*fee*us/) and (/yur*id*ah*see/). Note that this story refers to the Muses, who were goddesses who inspired writers, artists, and musicians. Explain that Orpheus plays a lyre (/lie*er/), which is a kind of hand-held harp. The story also involves Pluto, the god of the Underworld (or the god of the dead). The name of the three-headed dog who guards the entrance to the Underworld is Cerberus. Students who have read or seen *Harry Potter and the Sorcerer's Stone* may remember a three-headed dog who guards a trapdoor. This dog is based on Cerberus. The author of Harry Potter, J.K. Rowling, studied ancient Greek and Roman history and literature at college.

Call on volunteers to read the excerpt aloud. After students read, ask the following questions, and have students record their responses.

1. How did the natural world react to Orpheus's music?
   » Animals would calm; trees and rivers would listen.

2. How did Orpheus's music change after Eurydice died? How did it affect people?
   » His music became very sad, making people cry when they heard it.

3. What condition did Pluto give when he agreed to let Eurydice return to the world of the living?
   » Orpheus must not look back, even once, on the journey from the Underworld back to the world of the living.

4. Why was it difficult for Orpheus not to turn and look back?
   » The path to get out of the Underworld was steep and difficult. He could hear that Eurydice was struggling. He was worried and wanted to help her.

5. What do you think the lesson of this myth is?
   » There are many possible interpretations. Students may say that it can be difficult or impossible to follow rules, especially when emotions encourage you to break a rule.

6. What do you think the character of Orpheus and the strength of his musical talent tell us about the place of music in ancient Greek culture?
   » Students may say that music is seen as very powerful, or even sacred. Music has a strong impact on people. It can move those who are not usually very emotional.
CHAPTER 2

Athens

The Big Question: In what ways was Athenian democracy limited?

Primary Focus Objectives

✓ Understand aspects of Athenian democracy, such as the Assembly, ostracism, the Boule, public and private law, the jury system, and the strategoi. (RI.6.2)
✓ Describe rights of citizens, women, slaves, and metics. (RI.6.2)
✓ Recognize the importance of education to Athenians. (RI.6.3)
✓ Understand the meaning of the following domain-specific vocabulary: citizen, ostracize, jury, corruption, rhetoric, and logic; and of the phrase “epic poem.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Athens“:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

- Display and individual student copies of Map of the Mediterranean Region (AP 1.3)
- Display and individual student copies of Map of Ancient Greece, c. 500 BCE (AP 2.1)
- Sufficient copies of Homer (NFE 1), of Excerpts from Homer’s Iliad (FE 2), and of “Odysseus and the Cyclops” from Homer’s Odyssey (FE 3); internet access

Core Vocabulary (Student Reader page numbers listed below)

citizen, n. a person who is legally recognized as a member or subject of a country or state (8)
Example: Citizens have the right to vote.
Variations: citizens

ostracize, v. in ancient Athens, to send a person away from the city; today, ostracize means to shun or ignore a person (10)
Example: Athenians would ostracize people they considered dangerous.
Variations: ostracized
jury, n. a group of people who listen to information presented during a trial in a court and make decisions about whether someone is guilty or innocent (11)

*Example:* The jury listened to evidence for two weeks before making a decision about the suspect’s guilt.

*Variations:* juries, juror

corruption, n. illegal or dishonest behavior, often by people in a position of power (11)

*Example:* The journalist discovered evidence of corruption among the mayor’s employees.

*Variations:* corrupt (adj.)

rhetoric, n. the skill of using words effectively in speaking or writing (13)

*Example:* Politicians and public speakers use rhetoric to express their ideas and persuade their listeners.

logic, n. the study of ways of thinking and making well-reasoned arguments (13)

*Example:* If you want to persuade someone, you should use logic and provide evidence.

“epic poem,” (phrase) a long poem that tells the story of a hero’s adventures (13)

*Example:* Many characters and stories from Homer’s epic poems remain well known today.

*Variations:* epic poems

**THE CORE LESSON 35 MIN**

**Introduce “Athens”**

Remind students that Athens was an independent city-state. Display Map of the Mediterranean Region (AP 1.3). Ask students to locate Athens and describe its location. *(on the mainland)* Display the Map of Ancient Greece c. 500 BCE (AP 2.1). Ask students to look at the location of Athens, Pelepon, and Sparta. Then, have students examine the inset map. Note Athens’s proximity to the coast.

Call students’ attention to the Big Question. Tell students to look for examples of how democracy was limited in ancient Athens.

**Guided Reading Supports for “Athens”**

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
The legal system was also quite democratic. Athenian law was divided into two sections. There were public laws, which had to do with the city-state, and private laws, which governed dealings among private citizens. The Assembly also had the power to ostracize a person, which meant to banish someone from the city-state. This was done by voting. During ostracism votes, each citizen was allowed to scratch another citizen’s name on a piece of pottery called an ostrakon. If enough people had the name “Themistocles” scratched on it, then he would be put into exile for 10 years. However, he was allowed to keep his property, and at the end of ten years, he was allowed to return.

Athenians also had to get rid of a few tyrants. Over the years, more and more people won the right to participate in government. By 500 BCE, a recognizably democratic system was firmly established.

Athenian democracy developed gradually. Over many decades, monarchy gave way to aristocracy, aristocracy to oligarchy, and then oligarchy to democracy. The Big Question

In what ways was the development of democracy in Athens limited?

Athenian democracy

In what ways was Athenian democracy unique?

The American Revolution

Students in Core Knowledge schools may recall the word *citizen* from the Grade 4 unit *The American Revolution.*

Note: Students in Core Knowledge schools may recall the word *citizen* from the Grade 4 unit *The American Revolution.*

**Scaffold understanding as follows:**

**Invite a volunteer to read the first three paragraphs of the section on page 8.**

**SUPPORT**—Explain the word *decades* when it is encountered in the text, noting that a decade is a time period of ten years.

**CORE VOCABULARY**—Point out the vocabulary word *citizen,* and explain its meaning.

**Note:** Students in Core Knowledge schools may recall the word *citizen* from the Grade 4 unit *The American Revolution.*

**SUPPORT**—Note that every country has rules about who can be a citizen. Explain that students will soon read more about Athenian citizenship rules.

**SUPPORT**—Point out the word *Assembly,* now written with an uppercase ‘A’ to signify that it was an official governing body in ancient Greece.

**Read aloud the last two paragraphs of the section, on page 10.**

**CORE VOCABULARY**—Point out the vocabulary word *ostracize,* and explain its meaning.

**SUPPORT**—Note that today, when we use the word *ostracize,* we often think of unfair treatment of a person. Point out that in ancient Athens, ostracism was a kind of law-enforcement measure, meant to protect others from danger.

**SUPPORT**—Draw attention to the phrase “chosen by lot” in the last paragraph of the section. Explain that “choosing by lot” means making a choice by drawing or choosing an object, such as a slip of paper or a stick, from a group of those objects. Usually, one or more of the objects is different from the others, such as a slip of paper with an X or a name on it or a stick that is shorter than the others. You may want to point out the phrase’s association with the word *lottery.*

**After you read the text, ask the following questions:**

**LITERAL**—What forms of government existed in Athens before the development of democracy?

» Before democracy, Athens had government in the form of a monarchy, aristocracy, oligarchy, and tyranny.

**LITERAL**—Who participated in and what was the role of the Assembly in Athens?

» All male citizens had the right to participate in the Assembly. It made laws.

**CHALLENGE**—Does the description of the Assembly in Athens make you think of any modern-day American governmental groups that act in a similar way?

» The U.S. Congress, a state legislature, or a city council all function in a way similar to the Assembly in ancient Athens.
LITERAL—What happened to citizens who were ostracized?
» They had to leave Athens for ten years.

LITERAL—How was it decided that a citizen would be ostracized?
» The Assembly voted.

INFERENTIAL—What do you think about ostracism? Do you think it probably worked well to keep Athens safe? Do you think there might have been any problems with ostracism?
» Student answers may vary. Students may say that it was a fair system because it required a vote, and many people had to agree in order to ostracize someone. It may have helped keep Athens safe by removing dangerous people, or by discouraging bad behavior because people feared being ostracized. It’s possible that people were ostracized unfairly, perhaps because they were disliked, rather than dangerous.

LITERAL—What was the role of the Boule?
» It was a smaller group that decided what issues the Assembly should consider.

“The Legal System,” Pages 10–11

Scaffold understanding as follows:

Have students read this section independently. Encourage them to refer to the vocabulary box on page 11 as they read.

CORE VOCABULARY—Review the vocabulary terms jury and corruption, explaining their meanings.

SUPPORT—Explain that the United States uses juries too, but U.S. juries are much smaller—only twelve citizens—and they can be used for criminal (public law) trials or civil (private law) trials. Compare the size of U.S. juries (twelve) with the size of Athenian juries (up to 501). Ask students to cite one benefit or one drawback of each system. (Possible responses: It’s easier to bribe twelve people than it is to bribe five hundred people. With twelve people, there might be a tie vote, but with 501 people, there will always be a majority.)

After students read the text, ask the following questions:

LITERAL—What groups made decisions about penalties for breaking public laws?
» the Assembly or the Boule

LITERAL—Who made decisions about cases involving private laws?
» juries
LITERAL—Why were Athenian juries so large?

» Athenians thought this helped prevent corruption, because it would be harder to bribe a very large group.

LITERAL—Who were the strategoi?

» They were generals in charge of the army. They were elected by groups.

“Limits of Athenian Democracy,” Pages 11–13

Scaffold understanding as follows:

Have students read the section independently or with a partner.

SUPPORT—Discuss with students the modern meaning of the word democratic. Explain that the root word demos means “the people.” Note that in ancient times, putting power in the hands of people who were not royalty, nobles, or a wealthy elite was a very unusual idea. Ask students to keep this in mind as they read about democracy in ancient Athens.

SUPPORT—Review the second paragraph on page 12 about Athenian women. Tell students that limiting the rights and freedoms of women was not unusual. The period students are reading about in the text took place more than two thousand years ago, but it was only about one hundred years ago—in 1920—that women in the United States were guaranteed the right to vote.

After students read the text, ask the following questions:

LITERAL—Who could be a citizen in ancient Athens?

» Men over eighteen years old, who were not enslaved, and whose parents were both Athenians qualified as citizens.

LITERAL—What rights or roles did Athenian citizens have?

» They could vote in the Assembly and serve on juries.

LITERAL—How were women’s rights limited in ancient Athens?

» They could not be citizens, they could not own property, a male relative made decisions for them, and they could not go to public events or go to school.

LITERAL—Who were metics?

» They were foreigners in Athens who were artisans, craftsmen, or merchants. They were not citizens. However, a few metics were given honorary citizenship.
LITERAL—What was the role of enslaved people in ancient Athens?

» They were a big part of the population. Many Athenians had enslaved people run their households, farms, or businesses. They were not citizens.

LITERAL—Were citizens a minority or a majority of the population of Athens? Why?

» They were a minority. Most people did not have the right to be citizens.

“Athenian Education,” Pages 13–15

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section on page 13.

CORE VOCABULARY—Point out the vocabulary terms rhetoric, logic, and “epic poem,” and explain their meanings.

SUPPORT—Direct students’ attention to the phrase “took pains” in the first paragraph of the section. Explain that this phrase means to pay special attention to or to make a great effort.

Have students read the paragraphs on pages 14–15 independently.

After students read the text, ask the following questions:

EVALUATIVE—How did the Athenians see citizenship? What was the relationship between citizenship and education?

» They saw citizenship as an important responsibility. Education was important because it helped future citizens be prepared to do a good job for the whole city-state.

LITERAL—Why did Athenians consider rhetoric an important skill?

» It was important for citizens to be able to speak effectively, in order to debate and discuss ideas and opinions.

LITERAL—What were the goals of exercise for the Athenians?

» Athenians exercised to get physically fit and to relax their minds.

EVALUATIVE—What were the goals of Athenian education? What might these goals tell us about the values of the ancient Athenians?

» They wanted boys to learn to be loyal citizens who could debate and express themselves; appreciate art, music, and sports; participate in the army and the Assembly; enjoy life; and take responsibility for the city-state. The Athenians seemed to value having a range of skills and being able to contribute to society.
**Timeline**

- Show students the Chapter 2 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “In what ways was Athenian democracy limited?”
- Invite a student to post the image cards to the Timeline under the dates referencing the 700s BCE (Homer) and 500s BCE (Assembly). Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

**Check for Understanding 10 min**

Ask students to:

- Write a short answer to the Big Question: “In what ways was Athenian democracy limited?”
  - Key points students should cite include: citizenship was not open to all; women, enslaved people, foreigners, and those without two Athenian parents could not be citizens; women had very few rights; a large percentage of the population was enslaved.

**Note:** You may want to suggest that students devote a separate section of their notebook to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (citizen, ostracize, jury, corruption, rhetoric, or logic) or the phrase “epic poem,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

**Additional Activities**

**Athenian and American Democracy (RI.6.2) 45 min**

**Materials Needed:** Sufficient copies of Athenian and American Democracy (AP 2.2); student workstations or tablets with Internet access (one per group)

**Background for Teachers:** Lecture 15—Athenian Democracy from Yale University’s Open Yale Courses is a video available online. A transcript is also available. For discussion of American and Athenian ideas of democracy, see Chapters 5–7 in the transcript.
Use this link to download the CKHG Online Resources for this unit, where the specific link to the transcript and video may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of AP 2.2, Athenian and American Democracy. Have students work in small groups. Ask them to list any information they know or recall for each of the categories. Encourage them to use the Internet to find the information they do not know. For example, for each civilization: Who can be a citizen? How are laws made? Who are the law-makers? How does the legal system work? What are the rights and responsibilities of citizens? Of noncitizens? What other details might students add to compare and contrast democracy in ancient Athens and in the United States today?

As groups work, listen to student discussion. Ask questions to help students develop their thoughts, and provide clarification if necessary.

After students have discussed and recorded their ideas, invite volunteers to share answers with the class. Discuss each category, and ask students to describe the ways democracy in the two civilizations is similar and how it differs.


Materials Needed: Sufficient copies of Homer (NFE 1), Excerpts from Homer’s *Iliad* (FE 2), and “Odysseus and the Cyclops” from Homer’s *Odyssey* (FE 3); Internet access

Background for Teachers: Preview the video *Homer and the Gods* and decide whether it is appropriate to show your students. (Much of the Greek art shown in the video shows partially clothed people.) You may choose to show students all or part of the video’s 7:18 minutes.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the fiction excerpts, nonfiction excerpt, and video may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of Homer (NFE 1). Remind students about the Core Vocabulary term “epic poem.” Note that an epic is a long, complex story, often involving adventure and bravery. Write the words *Iliad* and *Odyssey* on the board and model pronunciation: (/ill*ee*ad/) and (/ah*duh*see/). Explain that the fifth paragraph of the text refers to a later time called the Golden Age of Athens. This was a period during the 400s BCE. Students will read about this period in Chapter 6.

Call on a volunteer to read the text aloud. Then ask the following questions:

1. Which epic tells the story of the Trojan War?
   
   » The *Iliad*

2. Which epic tells the story of a hero’s journey back home?
   
   » The *Odyssey*
3. What are some ideas that people have about Homer?
   » He was blind, he had a beard. He might have lived on one of the islands where the Ionian dialect of Greek was spoken. Homer might not have been a real person; it’s possible that a group of people created these epics.

4. What do scholars know about the Iliad and the Odyssey?
   » They were composed in the 700s (BCE), using Ionian Greek. They were very popular by the time of the Golden Age of Athens.

5. Why are these ancient stories still known today?
   » They have influenced many other civilizations.

For more about Homer and his works in historical context, show students the video Homer and the Gods. The video will also introduce students to the gods mentioned in the excerpts from the Iliad and the Odyssey.

The Iliad
Distribute copies of Excerpts from Homer’s Iliad (FE 2). Organize the class into small groups of four. Assign each group member one story in the fiction excerpt. Have group members read their assigned stories and then summarize what they read for their groups.

The Odyssey
Distribute copies of “Odysseus and the Cyclops” from Homer’s Odyssey (FE 3). Read the introduction. Explain that the Odyssey contains many stories about the adventures of Odysseus during his long voyage back home. Ask whether any students know the meaning of the word odyssey today. Explain that it means a long, often complicated, trip.

Invite a volunteer to read the introduction to the story. Explain the story of the Trojan Horse. The Greeks built a giant statue of a horse. It was hollow, so they hid soldiers inside. They presented the horse to the Trojans as a gift, as a way of sneaking Greek soldiers into the city.

Have students read the fiction excerpt independently or with a partner. After students have read the story, conduct a class round robin to summarize what students read. Ask a volunteer to state, in a single sentence, what happened first in the story. Then ask another volunteer to state what happened next. Continue until the excerpt has been completely summarized.

Discuss the character of Odysseus as a class. What words would students use to describe him? What details in the story support that description?

Explain that Homer’s stories can help us understand what the ancient Greeks valued. Ask students what lessons they think are contained in the story of Odysseus and the Cyclops. Ask what they think it shows about what the ancient Greeks might have valued or admired. (Lessons may include: respect for the gods, the importance of being able to use your wits. The story suggests that the Greeks admired boldness, bravery, curiosity, and intelligence. Odysseus is a trickster; the story suggests that the Greeks admired tricksters and being able to outwit your enemies.)
The Big Question: Why were Spartan children, especially boys, treated so harshly?

Primary Focus Objectives

✓ Understand the Spartan emphasis on military training, bravery, and warrior culture. (RI.6.3)
✓ Explain the Spartan system of government. (RI.6.2)
✓ Recognize some of the important differences between Athens and Sparta. (RI.6.3)
✓ Understand the meaning of the following domain-specific vocabulary: barracks, landlocked, and phalanx; and of the phrase “aristocratic council.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Sparta”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

- Display and individual student copies of Map of the Mediterranean Region (AP 1.3)
- Display and individual student copies of Map of Ancient Greece, c. 500 BCE (AP 2.1)
- Display and individual student copies of Notes on Sparta (AP 3.1)

Core Vocabulary (Student Reader page numbers listed below)

barracks, n. buildings where soldiers live (18)

Example: The soldiers returned to their barracks after a long day of training.

“aristocratic council,” (phrase) a group of people from the upper class or nobility who helped govern Sparta (21)

Example: The king discussed his idea with the aristocratic council.

landlocked, adj. cut off from the seacoast; surrounded by land (22)

Example: Switzerland is a landlocked European country located in the Alps.
**phalanx, n.** A group of soldiers who attack in close formation with their shields overlapping and spears pointed forward. *(22)*

*Example:* A phalanx blocked the enemy’s advance.

*Variations:* phalanxes

---

**THE CORE LESSON 35 MIN**

---

**Introduce “Sparta”**

5 MIN

Display Map of the Mediterranean Region (AP 1.3). Point out the location of Sparta.

Display Map of Ancient Greece, c. 500 BCE (AP 2.1). Ask students to describe Sparta’s location relative to Athens. *(southwest)* Note that the landmass Sparta is located on is called the Peloponnesus. Remind students that this is one area of Greece that has fertile farmland.

Call students’ attention to the Big Question. Tell students to watch for information that helps explain Spartans’ thinking about their children and what kind of education they should receive.

---

**Independent Reading of “Sparta”**

30 MIN

Distribute Notes on Sparta (AP 3.1), and direct students to read the entire chapter independently, completing Notes on Sparta (AP 3.1) as they read.

Tell students that if they finish reading the chapter before their classmates, they should copy the Big Question and write a response to it, as well as write a sentence using one of the Core Vocabulary words from the chapter.

**SUPPORT**—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly explain each word: warriors, food rations, foreign, helots, and phalanx. Have students repeat the pronunciation of each word.

**SUPPORT**—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

**Note:** Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

---

**Guided Reading Supports for “Sparta”**

30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Scaffold understanding as follows:

Invite a volunteer to read aloud the first four paragraphs of the section on page 16.

**SUPPORT**—Direct students’ attention to the image of the bronze statue of the Spartan soldier on page 17. Note that the statue dates from the 500s BCE. This piece of art helps show that soldiers were important to this civilization.

Have students read the remainder of the section, on pages 18–20, independently or with a partner. Encourage students to refer to the vocabulary box on page 18 as they read.

**CORE VOCABULARY**—Review the vocabulary term *barracks*, and explain its meaning.

After students read the text, ask the following questions:

**LITERAL**—What did Spartans consider to be the purpose of education?

» The purpose was to train future soldiers.

**LITERAL**—What qualities did Spartans want in their children?

» They wanted them to be tough and strong.

**LITERAL**—When did Spartan boys begin military training?

» They started when they were seven years old.

**LITERAL**—What skills did Spartan boys learn?

» They learned to be physically fit, to endure pain, to never accept defeat, to be clever, and to do what was necessary to survive.

**EVALUATIVE**—What was expected of Spartan women?

» They were seen as part of the overall Spartan military unit. They were expected to be physically fit and healthy, and to encourage their sons to be warriors.

**LITERAL**—What were two reasons that Spartans valued military skill so highly?

» They wanted to protect themselves from foreign enemies. They also wanted to be able to control the large population of enslaved people called helots who lived in Sparta and did much of the farm work.
**LITERAL**—Who were the helots?

» They were enslaved workers.

**LITERAL**—How did the Spartans treat the helots, generally speaking?

» Spartans treated helots very harshly.

---

**“Spartan Government,” Pages 20–21**

**Scaffold understanding as follows:**

**Invite volunteers to read the section aloud.**

**CORE VOCABULARY**—Point out the vocabulary term “aristocratic council,” and explain its meaning.

After the volunteers read the text, ask the following questions:

**LITERAL**—Who were the leaders of Sparta?

» Sparta had two kings, an aristocratic council, and an Assembly.

**EVALUATIVE**—How was Sparta’s Assembly different from the one in Athens?

» Sparta’s Assembly was less democratic. Spartans did not debate issues; they just voted. Athens encouraged debate and discussion in its Assembly. The Spartans voted by shouting, rather than by estimating the number of people with raised hands indicating approval. The loudest shouts won the vote.

---

**“Contrasting Lifestyles,” Pages 21–23**

**Scaffold understanding as follows:**

Have students read this section independently. Encourage them to refer to the vocabulary box on page 22 as they read.

**CORE VOCABULARY**—Review the meanings of the vocabulary terms landlocked and phalanx.

**SUPPORT**—Much of what we know about Sparta today comes from writings by the people of Athens. The Athenians were biased against the Spartans, because their culture and values were so different. Explain that the word biased means that you have a particular point of view. When Athenians wrote about Sparta, they may have chosen to focus on stories...
that made fun of the Spartans, or exaggerated certain ideas. Therefore, our understanding of Sparta may be inaccurate or incomplete in some ways.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How does the information about food and cooking help you understand the different cultures of Athens and Sparta?

» It shows their different values. Athenians thought it was important to enjoy life. Spartans were not as interested in enjoyment. They thought enjoyable things could make them soft and weak.

**LITERAL**—How was Sparta’s idea of military strength different from Athens’s?

» Athenians thought that they could be strong but also well-rounded and able to appreciate art and beauty. Spartans thought that focusing on the mind, beauty, art, or literature could take away from their goal to be tough soldiers.

**LITERAL**—How did Sparta’s location influence its culture and civilization?

» It was somewhat inland, which helped isolate it. Spartans did not like foreigners. Being farther away from the sea might have encouraged this feeling. Sparta only had a small navy. They concentrated on developing their army.

**INFERENTIAL**—What made the Spartan phalanx successful?

» The soldiers stayed close together. This made the group stronger than the individual soldiers were on their own. Spartan soldiers also frequently drilled and practiced how to use the phalanx. Their focus was always on being effective soldiers, whereas soldiers from other city-states were only part-time soldiers.

**Note:** If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

**Timeline**

- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why were Spartan children, especially boys, treated so harshly?”
- Ask a student to post the image card to the Timeline under the date referencing the 500s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.
Ask students to:

- Write a short answer to the Big Question: “Why were Spartan children, especially boys, treated so harshly?”
  
  » Key points students should cite include: Spartans valued a strong military above all else; they wanted to raise strong, tough warriors who could defend the city-state; they wanted boys to focus on learning to be a warrior who could withstand hardship and never accept defeat.

Note: You may want to suggest that students devote a separate section of their notebook to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (barracks, landlocked, or phalanx) or the phrase “aristocratic council,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students’ written responses to Notes on Sparta (AP 3.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

**Athens and Sparta: Compare and Contrast** (RI.6.1, RI.6.2) 30 MIN

Materials Needed: sufficient copies of Athens and Sparta (AP 3.2)

Have students work in groups to complete AP 3.2, Athens and Sparta. Instruct students to review information about both Athens and Sparta. They should note details about each civilization in the appropriate box. In the middle, students should note similarities between Athens and Sparta. (*Both had Assemblies, where citizens voted on issues. Both had elections. Both had a population of enslaved people, and limits on who could be a citizen. Both required military training for boys.*)
The Olympic Games

The Big Question: What were the Olympic Games?

Primary Focus Objectives

✓ Understand the importance of athletics and physical competition to ancient Greeks as evidenced by the Olympic Games. (RI.6.3)
✓ Describe the Olympic truce, events, prizes, and legacy. (RI.6.2)
✓ Identify features of the sculpture Discobolus (The Discus Thrower). (RI.6.7)
✓ Understand the meaning of the following domain-specific vocabulary: emblem, truce, immortalize, priestess, and rite. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Olympic Games“:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

AP 1.3
AP 2.1

• Display and individual student copies of Map of the Mediterranean Region (AP 1.3)
• Display and individual student copies of Map of Ancient Greece, c. 500 BCE (AP 2.1)
• Image of Discobolus (The Discus Thrower) by Myron (from Timeline or Internet)
• Individual student copies of Domain Vocabulary: Chapters 1–4 (AP 4.1)

Core Vocabulary (Student Reader page numbers listed below)

emblem, n. a symbol (24)

Example: The bald eagle is an emblem of the United States.
Variations: emblematic (adj.)

truce, n. an agreement to stop fighting (24)

Example: The armies agreed to a twenty-four-hour truce for the holiday.
immortalize, v. to honor a person or event by creating an artistic or literary work, causing the person or event to be remembered forever (26)

  Example: Paul Revere, a hero of the American Revolution, was immortalized in a famous poem.
  Variations: immortalized

priestess, n. a woman who has the training or authority to carry out certain religious ceremonies or rituals (27)

  Example: The priestess performed a ceremony at the temple.
  Variations: priestesses

rite, n. a ritual or ceremony (29)

  Example: The rite of communion is important in many churches.
  Variations: rites

### The Core Lesson 35 min

**Introduce “The Olympic Games”** 5 min

Display Map of the Mediterranean Region (AP 1.3), and have students locate Athens and Sparta. Then do the same with Map of Ancient Greece, c. 500 BCE (AP 2.1). Ask students to recall the main differences between Athens and Sparta. (Possible response: Sparta was more militaristic; Athens was more democratic and supportive of the arts.)

Have students locate the city-state of Olympia on AP 2.1. Explain that in this chapter, students will read about special events that were held in Olympia every four years. Call students’ attention to the Big Question. Tell students to look for details about the traditions and events of the Olympic Games in ancient Greece.

**Guided Reading Supports for “The Olympic Games”** 30 min

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

**“Sports Obsession,” Page 24**

Scaffold understanding as follows:

Read aloud the section “Sports Obsession” on page 24.

CORE VOCABULARY—Pause to explain the vocabulary terms emblem and truce when they are encountered in the text.
ANCIENT GREECE AND ROME

Chapter 4
The Olympic Games

Sports Illustrated Adam and Eve running in the 400-meter hurdles during the 1996 Olympic Games. Eagle Scout Adam Goebel and members of his scout troop live in the same house as the track team. Their parents work for the Atlanta Hawks. They practice together on a daily basis, and one of their kids is a track star.

The Olympic Games began as part of a religious festival in honor of Zeus, the king of the Greek gods. In 776 BCE, a footrace was added to the festival, which included processions and religious ceremonies. Later, additional events were added, and the Olympic Games became a regular occurrence. The Olympic Games were held every fourth year in Olympia, not far from Sparta. The games were officially announced by a sacred engraved disk—the emblem of the games. The messenger who brought the disk would inform everyone when the games would be held. The messenger would also explain the terms of the Olympic truce. The city-states agreed to stop fighting during the time it took for athletes to travel to Olympia, attend the games, and return home. This period of one to three months became known as the Olympic Games.

The Big Question
What were the Olympic Games?

Students in Core Knowledge schools may recall the word emblem from the Grade 5 unit Native Americans: Cultures and Conflicts.

SUPPORT—Point out the word feuded in the first paragraph. Explain that to feud is to continue a long-standing disagreement or conflict.

SUPPORT—Point out the idiom “lay their quarrels aside” at the end of the first paragraph, noting that it means to temporarily stop arguing about disagreements, even though a solution has not yet been found.

SUPPORT—Point out the word Rebekah from the Grade 5 unit Native Americans: Cultures and Conflicts.

After you read the text, ask the following questions:

LITERAL—How did the Olympic Games help promote peace?

» The city-states would stop fighting in order to participate in the competition. There was always a truce for the games.

INFERENTIAL—Why do you think the messenger carried a special disk?

» Possible response: the disk showed that the messenger had really been sent to prepare for the Olympic Games and was not trying to trick a rival city-state.

“In the Beginning,” Pages 26–27

Scaffold understanding as follows:

Invite volunteers to read the section on pages 26–27 aloud.

CORE VOCABULARY—Stop to explain the meaning of the vocabulary terms immortalize and priestess when they are encountered in the text.

After volunteers finish reading the text, ask the following questions:

LITERAL—How did the Olympic Games originally get started?

» They started as a religious festival in honor of Zeus.

LITERAL—What did winners receive as prizes?

» They were given a crown made of olive leaves, and they received honor.

LITERAL—Who were the spectators?

» They were free Greek males and unmarried priestesses.
“Early Athletic Events,” Pages 27–28

Scaffold understanding as follows:

Have students read this section independently.

**SUPPORT**—The word *pentathlon* comes from the Greek words *pente*, meaning “five”, and *athlon*, meaning “contest.” Ask students whether they know any other words that use the root word *pente*. (Examples include *pentagram*, meaning a five-sided figure; *Pentatonix*, the name of a singing group that has five singers; and the *Pentagon*, a government building that has five sides.)

After students read the text, ask the following questions:

**LITERAL**—What types of skills were the original Olympics competitions based on?

- They were based on physical skills that Greek men learned as part of their general physical fitness and military training.

**LITERAL**—What were some of the competitions in the early Olympic Games?

- They included throwing a javelin, throwing a discus, the long jump, racing, and wrestling.

**LITERAL**—What were the rules for the pankration?

- There was no biting and no sticking fingers in your opponent’s eyes. Everything else was allowed.

**INFERENTIAL**—For the long jump event, athletes carried weights. For the four-hundred-yard race, athletes carried shields and wore helmets and shin guards. Why might the Greeks have chosen to include these objects in the competitions?

- The events were originally based on skills needed for war. The athletes were showing that they could move quickly while carrying heavy equipment, which were skills that would help them as warriors.

“Down Through the Ages,” Pages 28–29

Scaffold understanding as follows:

Have students read the section with a partner. Encourage students to refer to the vocabulary box as they read.

**CORE VOCABULARY**—Review the meaning of the vocabulary term *rite*.

**SUPPORT**—Explain to students that there are now two sets of Olympic Games: the Summer Olympics and the Winter Olympics. For many years,
the Winter and Summer Olympics were held every four years, both in the same year. After the 1992 games, however, the International Olympic Committee decided to alternate the games, so that each round of the Winter Olympics or of the Summer Olympics is still four years apart, but one set of games occurs every two years. For example, the Winter Olympics were held in Sochi, Japan, in 2014, and the Summer Olympics were held in Rio de Janeiro, Brazil, in 2016.

After students read the text, ask the following questions:

LITERAL—For how many years did the ancient Olympic Games continue?
» They continued for more than one thousand years.

LITERAL—Why did they come to an end?
» The Christian emperor of Rome did not like the religious part of the games.

LITERAL—When did the modern Olympic Games begin?
» 1896

Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What were the Olympic Games?”
- Have a student post the image card to the Timeline under the date referencing the 700s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

Ask students to:

- Write a short answer to the Big Question: “What were the Olympic Games?”
  » Key points students should cite include: they began as a religious festival; they later included events based on the skills needed for warfare; they gave the city-states a way to stop fighting temporarily.
- Choose one of the Core Vocabulary words (emblem, truce, immortalize, priestess, or rite), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.
Additional Activities

**The Discus Thrower** (RI.6.7)  
15 MIN

**Materials Needed:** Image of *Discobolus (The Discus Thrower)* by Myron, either enlarged from the Chapter 4 Timeline Card or from the Internet.

**Background for Teachers:** There are many copies of the sculpture, *Discobolus*. Some are more anatomically revealing than others. The images chosen for the Timeline Image Card and in the link provided are classroom appropriate.

Use this link to download the CKHG Online Resources for this unit, where a specific link to *The Discus Thrower* may be found:

www.coreknowledge.org/ckhg-online-resources

Display an image of *Discobolus (The Discus Thrower)* by Myron. Explain that the original statue was made in bronze in about 450 BCE. The Internet photo shows a copy sculpted in marble by the Romans in later centuries.

Ask students to describe what they see. Students might describe the figure as an athlete, an ancient Greek, or a man.

Direct students’ attention to the discus. Ask them to describe it. Students might note that it is round and is about twice as big as the man’s hand. Ask whether the discus looks heavy or light. Ask students to explain their answers. Students may note that the discus seems heavy, because the man seems to be using his muscles to lift it up.

Point out that the statue shows a person who is just about to throw the discus. His arm is swung back and up as far as it can go, and he is just about to release the discus. Ask students whether the statue shows anything else about what the athlete does with his body to prepare to throw the discus. Students may note that his knees are bent and his body is twisted. His arms and legs are positioned to help him balance.

Ask students whether they think the athlete will throw the discus far, and why. Students may note the athlete’s taut muscles, showing that he is putting great strength into his throw. This will make the disc go very far.

Ask students to observe the athlete’s face and describe it. Ask: When you throw something heavy, does your face look like this? Students may note that the athlete’s face is calm and does not seem to show strain or effort. Students may say they twist their faces or show with their expressions when they lift something heavy. Note that the ancient Greeks made statues whose faces appear calm and thoughtful. This was part of their idea of beauty.

Ask students whether there are any details that help identify that this statue is copied from the original ancient Greek sculpture. Students might note that the statue is male, and only males could participate in the ancient Greek Olympics. The statue is also nude, which depicts how the ancient Greeks participated in sports.
**Olympic Games Day**

**Materials Needed:** athletic equipment, weights, bean bags, magnetic darts, art supplies (chenille sticks, construction paper, glue or tape)

Students will design and participate in a re-creation of the ancient Greek Olympic Games.

Have the class brainstorm to create events that are similar to the ancient Olympic events. Keep safety in mind. A plastic disc can be used to simulate a discus. A javelin can be simulated using a pool noodle, with beanbags inserted into the hollow inner tube to provide weight. Other possible events for throwing include tossing beanbags, throwing magnetic darts, or throwing a soccer ball. Your Olympic Games can also include a long jump, races, and arm wrestling. Have students carry light weights, or use cans or other objects as weights for the long jump and races. Consider having students make shields, leg armor, and helmets out of construction paper, poster board, or foam.

Have students create an olive wreath to crown the winner of each event. Students can cut out leaves from construction paper and attach them to chenille sticks to make the crowns.

Divide the class into groups. Each group will represent a city-state. Have the groups compete against each other in your Olympics.

You can start your Olympic Games by having a procession, with students marching in their groups to the area where your events will take place.

When events are completed, crown winners with the olive wreaths. Have another procession to return to the classroom, with winners at the head of the procession.

**Domain Vocabulary: Chapters 1–4 (RI.6.4, L.6.6)**

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.1)

Distribute AP 4.1, Domain Vocabulary: Chapters 1–4, and direct students to complete the crossword puzzle using the vocabulary terms they have learned so far in their reading about *Ancient Greece and Rome*.

This activity may be assigned for homework.
The Persian Wars

**The Big Question:** Why do you think the Spartans and the Athenians joined together to fight the Persians in the later battles of the Persian Wars?

**Primary Focus Objectives**

✓ Describe the Persian Wars and the battles of Sardis, Marathon, Thermopylae, and Salamis. *(RI.6.2)*

✓ Understand the achievements of Sparta and Athens during the wars. *(RI.6.3)*

✓ Understand the meaning of the following domain-specific vocabulary: *pass* and *evacuate*. *(RI.6.4)*

**What Teachers Need to Know**

For background information, download the CKHG Online Resource “The Persian Wars”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Materials Needed**

Activity Pages

- Display and individual student copies of Map of the Persian Wars (AP 5.1)
- Individual student copies of Notes on the Persian Wars (AP 5.2)

**Core Vocabulary** *(Student Reader page numbers listed below)*

**pass, n.** a place in the mountains that is lower than the surrounding peaks and that people use as a path through the mountains *(33)*

*Example*: The explorers looked for a pass to make it easier for them to get through the mountains.

*Variations*: passes

**evacuate, v.** to leave a place in an organized way, in order to get away from danger *(34)*

*Example*: We decided to evacuate the building when we smelled smoke.

*Variations*: evacuated, evacuation (n.)
THE CORE LESSON  35 MIN

Introduce “The Persian Wars”  5 MIN

Remind students that in the 500s BCE, Athens and Sparta were two of the most powerful Greek city-states. Ask students to locate Athens and Sparta on the display and individual student copies of Map of the Persian Wars (AP 5.1). Also ask students to share what they remember about the military abilities of each city-state. (Athens had a strong navy; Sparta had a strong army.)

Explain that in this chapter, students will read about how those military abilities were tested. Call students’ attention to the Big Question. Tell students to look for reasons that Sparta and Athens decided to work together.

Independent Reading of “The Persian Wars”  30 MIN

Distribute Map of the Persian Wars (AP 5.1) and Notes on the Persian Wars (AP 5.2). Direct students to read the entire chapter independently, referring to the Map of the Persian Wars (AP 5.1) and completing Notes on the Persian Wars (AP 5.2) as they read.

Note: This is the first instance in which students are not only being asked to read an entire chapter independently, but are also asked to refer to and use a map independently while reading.

Tell students that if they finish reading the chapter before their classmates, they should begin to copy and write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly explain each word: trireme, marathon, exhaustion, and evacuate. Have students repeat the pronunciation of each word.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read. This chapter may be particularly challenging for ELL students and others with weak vocabulary or language skills, as many idioms are used throughout the chapter.
Guided Reading Supports for “The Persian Wars”

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Beginning of the War,” Pages 30–31

Scaffold understanding as follows:

 Invite volunteers to read the section on page 30 aloud.

 SUPPORT—Display Map of the Persian Wars (AP 5.1). Have students locate the places named in this section: Asia Minor, the Aegean Sea, and the city-states of Athens, Miletus, and Sardis.

 SUPPORT—Have students examine the image on page 31 of the Greek sailors rowing the trireme. Remind students that many Greek city-states were near the coast or on islands. Greek civilization was influenced by its proximity to the sea. Ask a student to read the image caption. Note the word trireme and ask whether a volunteer can explain the name of the boat. (Tri- means three.)

 SUPPORT—Point out the word tyrant in the first paragraph, and help students make the connection to the Core Vocabulary word tyranny, which they learned in Chapter 1. Students in Core Knowledge schools may recall the word tyrant from the Grade 4 unit Dynasties of China.

After volunteers read the text, ask the following questions:

 LITERAL—What type of government did the Persians set up in the Greek city-states they conquered in Asia Minor?

 » They set up tyrannies. The Persian tyrants were harsh.

 LITERAL—Which city-state helped the people of Miletus?

 » Athens

 LITERAL—How did Athens’s victory at Sardis affect other Greek city-states in Asia Minor?

 » They revolted against the Persians after Athens won at Sardis.

 LITERAL—Was the revolt successful?

 » It was successful at first, but the Persians put down the revolt and took control again in Asia Minor.
“Marathon,” Page 32

Scaffold understanding as follows:

Read the section aloud to the class.

**SUPPORT**—Display Map of the Persian Wars (AP 5.1), and have students locate Marathon.

**SUPPORT**—Discuss the phrase “broke ranks.” Explain that this means to separate, rather than to stay unified. Note that armies are generally more successful when fighters stay together.

**SUPPORT**—Note that the text uses the phrase “according to legend” to introduce the story about the runner. Remind students that a legend may or may not be true. It is a famous story because it illustrates how important the victory was for the Greeks.

After you read the text, ask the following questions:

**LITERAL**—Why might it be surprising that the Athenians won at Marathon?

» They were badly outnumbered.

**LITERAL**—What effect did the victory have on Athenians?

» It gave them great confidence and made them feel very powerful.

“Thermopylae,” Pages 33–34

Scaffold understanding as follows:

Have students read this section independently.

**CORE VOCABULARY**—Point out the vocabulary word *pass*, and explain its meaning.

**Note:** Students in Core Knowledge schools may recall the word *pass* from the Grade 4 unit *World Mountains*.

**SUPPORT**—Display Map of the Persian Wars (AP 5.1), and have students locate Thermopylae. Note that the battle at Thermopylae took place ten years after the battle at Marathon.

After students read the text, ask the following questions:

**LITERAL**—What was Xerxes’s goal?

» He wanted to conquer all of Greece.

**LITERAL**—Which Greek king led the unified army of Greeks?

» King Leonidas of Sparta.
CHAPTER 5 | THE PERSIAN WARS

LITERAL—Why did the Greeks decide to attack the Persians at Thermopylae?

» They wanted to delay the Persian army. They thought that by fighting a battle at a narrow pass, there would not be enough room for the whole Persian army.

LITERAL—Why did Leonidas order most of the Greek soldiers to retreat?

» He learned that the Persians were using a path to go around the Greek army.

EVALUATIVE—Why might Leonidas have chosen a small group of Spartans to stay and fight the Persians?

» He was from Sparta. Sparta was known for its military might. Spartans valued never giving up or accepting defeat. Leonidas and his soldiers might have preferred dying in battle to retreating.

“Salamis,” Pages 34–35

Scaffold understanding as follows:

Invite volunteers to read this section aloud.

CORE VOCABULARY—Pause to explain the vocabulary word evacuate when it is encountered in the text.

SUPPORT—Display Map of the Persian Wars (AP 5.1), and have students locate Salamis and Plataea.

SUPPORT—Note that the term fleet means a group of ships sailing together with the same purpose and under the control of the same leader. The Greeks and the Persians each had a fleet of ships. Explain that lure means to trick someone by making them come to a place.

Note: Students in Core Knowledge schools may recall the word fleet from the Grade 5 unit The Age of Exploration.

SUPPORT—Explain that the phrase “drove the Persian army out of Greece forever” in the last sentence on page 35 means “forced the Persian army to leave Greece and not come back.”

After the volunteers read the text, ask the following questions:

LITERAL—What did the Persians do to Athens?

» They destroyed it by burning it to the ground.

LITERAL—What strategy did the Greeks use to defeat the Persians near Salamis?

» They lured their boats into a narrow area with shallow water. Then they rammed the Persian ships, sinking them.
EVALUATIVE—What advantage did the Persians have? What advantage did the Greeks have? Why was the Greeks’ advantage more valuable in this battle?

» The Persians had big ships. The Greeks knew the area better. The Greeks used their knowledge of the shallow, narrow waters to create a situation in which the Persians’ bigger ships were not an advantage.

LITERAL—What was the significance of the battle of Plataea?

» It was the final battle of the Persian Wars. The Spartan general Pausanias led the Greeks in driving the Persians out of Greece forever.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

• Show students the Chapter 5 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
• Review and discuss the Big Question: “Why do you think the Spartans and the Athenians joined together to fight the Persians in the later battles of the Persian Wars?”
• Have a student post the image card to the Timeline under the date referencing the 400s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

Check for Understanding 10 min

Ask students to:

• Write a short answer to the Big Question: “Why do you think the Spartans and the Athenians joined together to fight the Persians in the later battles of the Persian Wars?”

» Key points students should cite include: They were both Greek, sharing a common language, religion, and traditions; they united against a common enemy; they understood that the Persians wanted to conquer all of Greece; Spartans may have been inspired by the Athenians’ victory at Marathon; Athenians may have seen Sparta as an important ally, given Sparta’s military strength.

• Choose one of the Core Vocabulary words (pass or evacuate), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students’ written responses to Notes on the Persian Wars (AP 5.2) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.
CHAPTER 6

The Golden Age of Athens

The Big Question: What were some of the cultural achievements during the Golden Age of Athens?

Primary Focus Objectives

✓ Recognize the successes of Pericles, including the formation of the Delian League and the rebuilding of the Acropolis, including the Parthenon. (RI.6.3)
✓ Describe the architecture of the Parthenon. (RI.6.7)
✓ Identify contributions that Aristophanes, Aeschylus, Sophocles, Euripides, Herodotus, Thucydides, and Hippocrates made to Greek culture. (RI.6.2)
✓ Understand the meaning of the following domain-specific vocabulary: league, ally, orator, dramatist, architect, and statesman. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Golden Age of Athens”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

- Display and individual student copies of Map of the Mediterranean Region (AP 1.3)
- Display copy of Map of Ancient Greece, c. 500 BCE (AP 2.1)
- Individual student copies of The Golden Age of Athens: Who’s Who (AP 6.1)
- Chapter 6 Timeline Image Card of the Parthenon or Internet access
- Internet access
Core Vocabulary (Student Reader page numbers listed below)

league, n. a group that works together to achieve common goals (38)
Example: The city-states formed a league to be better able to defend against enemies.

ally, n. a nation that promises to help another nation in wartime (38)
Example: Canada is an important ally of the United States.
Variations: allies

orator, n. a skilled public speaker (39)
Example: A strong orator can convince an audience to accept an idea.
Variations: orators

dramatist, n. a person who writes plays (40)
Example: Sophocles was a dramatist whose works are still read today.
Variations: dramatists

architect, n. a person who designs buildings (40)
Example: The architect drew plans for a magnificent new building.
Variations: architects

statesman, n. a political leader (46)
Example: The ambassador was a dignified statesman.
Variations: statesmen

THE CORE LESSON 35 MIN

Introduce “The Golden Age of Athens” 5 MIN

Review with students what they have already learned about the culture and civilization of ancient Athens. Remind students that democracy, education, art, and literature were valued by Athenians. Athens was also a strong military power. Ancient Athenians believed it was important for citizens to be well rounded, having skills in many different areas.

Call students’ attention to the Big Question. Tell students to look for details that show what is meant by Athens’s “Golden Age.”

Guided Reading Supports for “The Golden Age of Athens” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
“Rise of the Athenian Empire,” Pages 36–38

Scaffold understanding as follows:

Have students read this section independently. Encourage them to refer to the vocabulary box on page 38 as they read.

CORE VOCABULARY—Point out the vocabulary terms league and ally, and explain their meanings.

Note: Students in Core Knowledge schools may recall the word ally from the Grade 4 unit The American Revolution, or the Grade 5 unit Westward Expansion Before the Civil War.

SUPPORT—Ask students to examine the image of the Battle of Marathon at the beginning of the chapter. Note that Athens’s military might was an important element of its success.

SUPPORT—Display Map of the Mediterranean Region (AP 1.3), and show students the approximate location of Delos, one of the small islands between Athens and Crete.

After students read the text, ask the following questions:

LITERAL—Why did Greeks want to form a league of city-states?

» They worried that the Persians would attack again. They wanted to join together for defense against attack.

EVALUATIVE—Why was Athens the main leader of the Delian League?

» Sparta did not join the league. Athens and Sparta were the strongest city-states. Because Sparta was not part of the league, Athens was the strongest member.

LITERAL—What rules did Athens make for the other city-states in the Delian League?

» Athens decided how much each city-state had to contribute to the league. Eventually, Athens made the other city-states swear an oath of loyalty and would not let them leave the league.

LITERAL—Why was the Delian League important for Athens’s Golden Age?

» It helped fund the Golden Age. City-states in the league sent money and resources to Athens.
Activity Page

AP 2.1

“Pericles,” Pages 38–40

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section, on pages 38–39.

**CORE VOCABULARY**—Pause to explain the vocabulary word *orator* when it is encountered in the text.

**SUPPORT**—Remind students of the vocabulary word *rhetoric*. Remind them that Athenians taught and valued the art of rhetoric. Pericles was skilled in rhetoric, which helped him succeed.

Invite volunteers to read the rest of the section aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary words *dramatist* and *architect* when they are encountered in the text.

**SUPPORT**—Display Map of Ancient Greece, c. 500 BCE (AP 2.1). Note that Athens is very close to the coast but that Piraeus is directly on the coast. Connecting Athens to Piraeus and protecting it with walls was a major project, but realistic and practical.

After students read the text, ask the following questions:

**LITERAL**—What was Pericles’s role in Athens?

» He was one of the *strategoi* (generals). He was elected again and again and had great power. The Assembly usually agreed to his proposals.

**INFERENTIAL**—Do you think Pericles was a typical Athenian citizen? Why or why not?

» Students may say that he was typical because he was skilled in rhetoric and he was an active citizen. They may also note that he was known as a very hard worker, and did not like parties and social events. The Athenians typically believed in enjoying life and events like feasts.

**LITERAL**—Why did Pericles want to build walls from Piraeus to Athens?

» They helped protect the city and would allow the navy to get supplies to Athens if an enemy attacked.

**LITERAL**—How did Pericles help strengthen Athenian democracy?

» Pericles made it more likely that poor citizens could participate, by paying citizens to do government work. This means that poor citizens could afford to leave their regular work to participate as members of juries and other democratic organizations.
The ancient Greeks used three different styles of columns for their buildings. These three styles, or orders, were called Doric, Ionic, and Corinthian. Indeed, the Greeks were so fond of columns that they eventually developed three styles of architecture, each of which was based on a distinctive kind of column. The ancient Greeks believed that the style of a building could influence the mood of those who used it. They wanted buildings to set a certain tone: majestic, serene, or festive. For example, the Parthenon, which is now widely considered to be one of the finest examples of Doric architecture ever built, was the most important temple on the mainland of Greece. It was built between 447 and 432 BCE, the period known as the Golden Age of Athens. The Parthenon was the spiritual center of ancient Athens. It was named after Athena, the goddess of wisdom, its patron goddess.

The image above shows the Parthenon as it is today. The structure was built on a hill so that it could be seen from miles away. The Parthenon was the spiritual center of ancient Athens. It is 2,500 years old. Thousands of tourists travel to Athens each year to see it. The image above shows the Parthenon as it is today. The structure was built on a hill so that it could be seen from miles away. The Parthenon was the spiritual center of ancient Athens. It is 2,500 years old. Thousands of tourists travel to Athens each year to see it.

The Parthenon is a row of columns. It is decorated with sculpture: carvings and statues. Art, architecture, religion, and public life were important to Athenians. Athens had been destroyed by the Persians. By rebuilding, Athens would be truly victorious. Athens wanted to be a powerful city-state. Constructing temples and new buildings could show that it was glorious and powerful.

**Scaffold understanding as follows:**

**Have students read the section independently.**

**SUPPORT**—Remind students that Greek city-states typically had a particular patron god or goddess. A patron god or goddess was considered to be particularly special to its city-state; the patron deity was believed to protect the city-state and to play a role in the fate of the city-state. By honoring its patron deity, people could please the deity and bring good fortune to the city-state. Athens was named for Athena, the goddess of wisdom, its patron goddess.

**SUPPORT**—Explain that the word *capital* comes from the Latin word for “head.” The capital of a column is the top part, or “head” of the column. Direct students’ attention to the image of the columns on page 43 and point out the capitals.

After students read the text, ask the following questions:

**LITERAL**—What did Pericles want to accomplish with the Parthenon?

- He wanted a temple to honor Athena and a symbol of Athens’s wealth and power.

**LITERAL**—What is a colonnade?

- It is a row of columns.

**LITERAL**—Which type of columns are found at the Parthenon?

- Doric

**LITERAL**—What kind of art decorates the Parthenon?

- It is decorated with sculpture: carvings and statues.

**INFERENTIAL**—What might be some reasons that Pericles wanted to rebuild the Acropolis?

- Art, architecture, religion, and public life were important to Athenians. Athens had been destroyed by the Persians. By rebuilding, Athens would be truly victorious. Athens wanted to be a powerful city-state. Constructing temples and new buildings could show that it was glorious and powerful.
Scaffold understanding as follows:

Read the section “Greek Drama” aloud to the class.

Have students read the section “The Big Four” with a partner. Encourage them to refer to the vocabulary box on page 46 as they read.

CORE VOCABULARY—Point out the vocabulary word statesman, and explain its meaning. Point out the two parts of the compound word: states + man.

SUPPORT—Very little is known about Euripides, although it is thought that he was influenced by his study of philosophy. The comic playwright Aristophanes made many jokes about Euripides in his plays, suggesting that Euripides was very well known and probably very respected.

After students read the text, ask the following questions:

LITERAL—How many spectators could the Theater of Dionysus hold?
» It could hold fifteen thousand people.

LITERAL—What elements defined Greek comedies and tragedies?
» Comedies were funny and had happy endings. Tragedies were serious and had sad endings.

LITERAL—What experience did Aeschylus have that likely shaped the plays he wrote?
» He had fought in the Persian Wars. He wrote about the wars, and he wrote about murder and revenge.

LITERAL—Which dramatist was a rival of Aeschylus?
» Sophocles

LITERAL—How was Aristophanes different from the other Big Four dramatists?
» The others wrote tragedies; Aristophanes wrote comedies.
learn about everyday life in ancient Athens. They can learn about religion, the Olympic Games, and everyday life by examining the pictures that decorate the pottery.

**LITERAL**—What part of Greek history did Herodotus record?

» He wrote down the events of the Persian Wars.

**LITERAL**—How did Hippocrates help develop the study of medicine?

» He understood that people’s health could be affected by the weather, the water quality, and by where they live.

**EVALUATIVE**—Why is the Golden Age of Athens considered such an important period in history?

» It was a time of many developments, in many areas. Athenians made advances in the arts, science, history, and democracy. They left plays, artwork, and ideas that still influence people today.
columns (Doric, Ionic, and Corinthian); theater, including the works of Aeschylus, Sophocles, and Euripides; pottery; the study of history (Herodotus and Thucydides), medicine (Hippocrates), and science.

- Choose one of the Core Vocabulary words (league, ally, orator, dramatist, architect, or statesman), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

The Ancient Greeks: Crucible of Civilization (RI.6.7) 90 MIN

Materials Needed: Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the Crucible of Civilization video may be found:

www.coreknowledge.org/ckhg-online-resources

Discuss the word crucible with students. Explain that it means a place or situation in which elements or forces are concentrated, causing change or development. The video’s title, Crucible of Civilization, refers to many important changes and developments that occurred in ancient Greece. These changes and developments influenced civilizations that came after ancient Greece.

Day 1: Show 30 minutes of the video. Then, pause it and ask the following questions:

1. What details about Greek civilization and history stand out in the video?
   » Answers may vary. Students might note that the video emphasizes that the Persians were the strongest power at the time. The video explains that Athenians had voted to fight the Persians. It tells about the leader Themistocles.

2. Who were the Hoplites?
   » They were Athenian soldiers who had strong armor.

3. How did the Oracle at Delphi influence the Greeks?
   » It was very influential. People asked questions about what they should do. The Athenians consulted the oracle about the Persians. It gave a prophecy about how to defeat the Persians.

4. What details does the video give about why the Persians retreated and went back to Persia?
   » There was a lack of food, and they couldn’t guarantee the safety of their king. They wanted to leave and return to safety.
Day 2: Show the remaining part of the video. Then, discuss the video with students. Ask:

1. What was ancient Athens like at this time?
   » It was very diverse and prosperous, with a very good quality of life.

2. What happened to Themistocles? Why?
   » Athenians ostracized him. He was seen as wanting too much praise. He did not focus on serving the people; he thought they owed him something.

3. What do we learn about Pericles?
   » He came from a noble background. He wanted a new phase for Athens; he organized the building of the Parthenon.

4. Who was Aspasia?
   » She was Pericles’s companion; she was very intelligent and strong. Pericles treated her as an equal.

5. Was theater popular in ancient Greece?
   » There were theaters all over Greece. Theater was an important part of ancient Greek culture.

---

**The Parthenon (RI.6.7) 30 MIN**

**Materials Needed:** Chapter 6 Timeline Image Card of the Parthenon; Internet access

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where specific links to background, images, and a video about the Parthenon may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Display the Timeline Image Card showing the Parthenon. Have students examine the image. Ask:

1. What is the building made of?
   » stone (You can explain that the materials are limestone and marble.)

2. How many columns go across the front (the shorter side) of the building?
   » eight

3. What is the word for a row of columns?
   » colonnade
4. What else do you notice about the building?
   » Student answers may include: It’s long; It’s falling apart; It looks like it had a triangular roof.

Display the image of the frieze showing Poseidon, Apollo, and Artemis. Ask:
1. What do you see?
   » Possible response: I see two men sitting and part of a woman’s body.
2. What details do you notice?
   » Possible response: The figures are all wearing robes. The two men appear to be looking at each other or talking to each other. The woman is looking away from the men.
3. What messages do you think the sculptor wanted to convey about the gods?
   » Possible response: The gods were like people.

Show the video. Ask students to look and listen for details about why art historians continue to admire and study the Parthenon. Have students make brief notes as they watch, to use for discussion after the video. After students watch the video, ask:
1. What are some special features of the Parthenon?
   » Students may recall that it uses Doric columns and Ionic elements, optical illusions, or that the architects used mathematical formulas in their design.
2. What did the Parthenon look like in ancient times?
   » It was brightly colored.
3. What are some changes that happened to the Parthenon throughout history?
   » It was used as a church, a mosque, and as a storage place for gunpowder.
4. Where are most of the sculptures today?
   » in London, at the British Museum
5. Do you think the sculptures should be returned to Greece, now that there is a museum there that can take care of them?
   » Students might say that if the British saved sculptures that had fallen, they should be allowed to keep them. Others might say that the sculptures belong back in Greece, where they were made.
Challenge Activity

Encourage students to explore their city or region, looking for buildings that use Greek-style columns. Have them look closely to determine what type of column each building uses. Ask students to take photos and bring them to class for discussion.

The Golden Age of Athens: Who’s Who (RI.6.2) 15 MIN


Distribute AP 6.1. Students will match each individual with an accomplishment. You may choose to assign this activity for homework.
Primary Focus Objectives

✓ Understand the origins of the Peloponnesian War, the military strategies employed by the Athenians, and the consequences of the conflict for the Greeks. (RI.6.2)

✓ Describe the strategy behind Alcibiades’s attack on Sicily to win the war and its consequences. (RI.6.3)

✓ Understand the meaning of the following domain-specific vocabulary: plague; and of the phrases “diplomatic relations” and “rock quarry.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Peloponnesian War”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

• Display and individual student copies of Map of the Mediterranean Region (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

“diplomatic relations,” (phrase) formal contact or communication between countries, including an exchange of representatives called diplomats (50)

Example: The two countries established diplomatic relations and began to work together.

plague, n. a highly contagious, usually fatal, disease that affects large numbers of people (51)

Example: Very few people in the village survived the plague.

Variations: plagues
“rock quarry,” (phrase) a place where stones are taken from the earth (52)

Example: The houses were built of stones taken from a nearby rock quarry.

Variations: rock quarries

THE CORE LESSON 35 MIN

Introduce “The Peloponnesian War” 5 MIN

Activity Page

Display Map of the Mediterranean Region (AP 1.3). Have students locate Athens and Sparta. Point out the area known as the Peloponnesus. *(the peninsula forming the southern part of mainland Greece, where Sparta is located)*

Call students’ attention to the Big Question. Tell students to look for information about events that led to the conflict that eventually ended the Golden Age of Athens.

Guided Reading Supports for “The Peloponnesian War” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Athens versus Sparta,” Pages 48–50

Scaffold understanding as follows:

Invite volunteers to read this section aloud.

CORE VOCABULARY—Pause to explain the vocabulary term “diplomatic relations” when it is encountered in the text.

After volunteers read the text, ask the following questions:

LITERAL—What was Athens doing that concerned other Greek city-states?
  » It was trying to expand its empire.

INFERENTIAL—How might other city-states have reacted to Athens’s desire to expand its empire and become even more powerful?
  » Some city-states wanted Athens as an ally, because it was powerful. Other city-states feared or resented Athens.

LITERAL—What were some of the other city-states who allied with Sparta, against Athens?
  » Corinth and Thebes allied with Sparta.
Scaffold understanding as follows:

Have students read the section on pages 50–51 with a partner or independently.

After students read the text, ask the following questions:

LITERAL—Why did Pericles want to avoid fighting on land with Sparta?

» Sparta’s army was much stronger than Athens’s.

LITERAL—What was Pericles’s plan?

» He had all Athenians come into the city, to stay protected behind its walls. He planned to use the strong Athenian navy to supply Athens and attack the coastal city-states of the Peloponnese.

LITERAL—Why did the Spartan army eventually leave?

» They ran out of food. They had burned everything, including crops, in the land around Athens, so they could not resupply. The Spartans needed to go home to their own crops.

Scaffold understanding as follows:

Read aloud the first five paragraphs of the section, on pages 51–52.

CORE VOCABULARY—Stop to explain the vocabulary terms *plague* and “rock quarry” when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the word *plague* from the Grade 4 unit *Medieval Europe*.

Have students read the remainder of the section independently.

After students read the text, ask the following questions:

LITERAL—How did the plague impact Athens at this point in the war?

» It killed many people, causing Athenians to become discouraged. They began to question their ideas. The plague killed Pericles, leaving Athens without a strong leader.

EVALUATIVE—What factors led to the decision to invade Sicily?

» People in Athens were tired of the difficult situation, after three years of siege and plague. This may have made them ready to try a new strategy.
LITERAL—What happened to the Athenians who fought in Sicily?

» They were defeated. Many were killed; others were enslaved and forced to work in rock quarries.

INFERENTIAL—Do you think the Spartans were right not to trust Alcibiades?

» Students may say that they were right, because Alcibiades had shown that he was not loyal or trustworthy.

LITERAL—How was Sparta able to finally defeat Athens?

» Sparta strengthened its navy and became allies with Persia.

EVALUATIVE—What type of government did Sparta try to set up in Athens?

» It tried to set up an oligarchy.

Timeline

- Show students the Chapter 7 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What events brought about an end to the Golden Age of Athens?”
- Post the image card to the Timeline under the date referencing the 400s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What events brought about an end to the Golden Age of Athens?”
  
  » Key points students should cite include: failure of diplomatic relations with Sparta; plague; defeat in Sicily; a weakened navy; alliance of Sparta and Persia; Athens’s desire to expand its empire, which led to war.

- Choose the Core Vocabulary word (plague) or one of the phrases (“diplomatic relations” or “rock quarry”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.
Greek Philosophy and Socrates

The Big Question: How was Socrates different from earlier Greek philosophers?

Primary Focus Objectives

✓ Recognize mythology and early Greek philosophy as ways of explaining natural phenomena. (RI.6.4)
✓ Explain the beliefs of Socrates and his role in Athenian society, his use of dialogue (the Socratic method), and his trial. (RI.6.4)
✓ Recognize the painting The Death of Socrates by Jacques-Louis David. (RI.6.7)
✓ Understand the meaning of the following domain-specific vocabulary: philosophy, phenomena, reason, soul, ethics, hypocrite, and sophist. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Greek Philosophy and Socrates”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

AP 8.1

• Internet access or Chapter 8 Timeline Image Card
• Individual student copies of The Death of Socrates (AP 8.1)
• Internet access

Core Vocabulary (Student Reader page numbers listed below)

philosophy, n. the study of ideas about knowledge, life, and truth; literally, love of wisdom (54)

Example: The college requires students to learn about Eastern and Western philosophy.

Variations: philosophies, philosopher (n.)
phenomena, n. observable events; in nature, occurrences such as sun, rain, storms, and earthquakes (56)
   Example: Thunder and lightning are natural phenomena.
   Variations: phenomenon (singular)

reason, n. the ability of the mind to think and understand (56)
   Example: I try to make decisions based on reason.
   Variations: reason (v.)

soul, n. the nonphysical part of a person; in many religions, the soul is believed to live even after the body dies (57)
   Example: At the funeral, we said a prayer for his soul.
   Variations: souls

ethics, n. rules based on ideas about right and wrong (58)
   Example: This behavior is forbidden by the code of ethics.
   Variations: ethical (adj.)

hypocrite, n. a person whose behavior does not match his or her beliefs (59)
   Example: I have no respect for that hypocrite.
   Variations: hypocrites

sophist, n. a philosopher; in ancient Greece, a teacher of philosophy and rhetoric (60)
   Example: Sophists traveled from town to town to speak and teach.
   Variations: sophists

THE CORE LESSON 35 MIN

Introduce “Greek Philosophy and Socrates” 5 MIN

Ask volunteers to summarize what they recall about Athens’s approach to education. (Students should recall that Athenians believed that education should serve to produce well-rounded citizens, who were able to appreciate art and literature, debate ideas, and express themselves well.)

Point out the Core Vocabulary word philosophy in the chapter title, and review its meaning. Explain that the word philosophy comes from the Greek word parts philo-, meaning “love,” and soph-, meaning “wisdom.” Call students’ attention to the Big Question. Tell students to look for details about the ideas of earlier philosophers and compare them with details about Socrates.

Guided Reading Supports for “Greek Philosophy and Socrates” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
“Philosophy and Adversity,” Pages 54–56

Scaffold understanding as follows:

Read aloud the opening paragraph on page 54.

**SUPPORT**—Note the word *adversity* in the section title. Explain that adversity means hardship and suffering. Note the phrase “times of difficulty” in the first sentence as a context clue to help students understand the meaning of *adversity*.

Invite a volunteer to read the next paragraph on page 56.

After the volunteer reads text, ask the following questions:

**INFERENTIAL**—What do you know about philosophy? What do you think philosophy is?

» Students may say that philosophy is about deep or complicated ideas, or that philosophy is an approach to life.

**EVALUATIVE**—What connection does the text make between the Peloponnesian War and the blossoming of philosophy in Athens?

» The war was very hard on Athenians. It might have caused them to question life. While going through difficult times, Athens produced many philosophers who thought about the big questions of life.

“Early Greek Philosophy,” Pages 56–58

Scaffold understanding as follows:

Read aloud the first paragraph of the section, on page 56.

**SUPPORT**—Remind students that Zeus was king of the gods, and the god of thunder.

Have students read the remainder of the section, on pages 56–58, with a partner. Encourage them to refer to the vocabulary boxes on pages 56 and 57 as they read.

**CORE VOCABULARY**—Review the meanings of the vocabulary terms *phenomena, reason, and soul*.

After volunteers read the text, ask the following questions:

**LITERAL**—What role did myths, or stories, play in Greek culture?

» They helped the Greeks understand the world.
In the 500s BCE, the Greeks began to take a new approach to understanding the world. They wanted to use reason to think things through and figure things out. They were no longer satisfied with the stories of the gods and goddesses. Instead, they were trying to understand the world around them.

**EVALUATIVE**—How did the Greeks’ view of myths change by the 500s BCE?

» Some people no longer accepted the answers given by the myths. They did not believe that natural phenomena were caused by gods and goddesses.

**LITERAL**—What new approach did Greeks begin to take in order to try to understand the world?

» They began to use reason, to try to think things through and figure things out.

**LITERAL**—What idea did Heraclitus illustrate using the example of a flowing river?

» The world is always changing. Nothing ever stays exactly the same.

**EVALUATIVE**—How were the ideas of Thales and Anaximenes similar?

» They were both interested in where everything originally comes from. They both believed that something in nature was the origin of everything (water or air).

**EVALUATIVE**—What were the early philosophers trying to do?

» They were trying to understand the world around them. They were asking difficult questions and trying to think about answers.

**Socrates**

Socrates was one of the most famous Greek philosophers. He was born in Athens in 470 BCE and died in 399 BCE. Socrates was a teacher and a philosopher who was known for his questioning of traditional beliefs.

Some of Socrates’s most famous students were Plato and Aristotle. Plato was one of Socrates’s closest friends and wrote about his ideas in his book *The Republic*. Aristotle was a student of Plato and wrote about Socrates’s ideas in his book *The Nicomachean Ethics*.

Socrates was known for his questioning of traditional beliefs. He was interested in how people should behave. The earlier philosophers had focused more on where everything came from. They were asking difficult questions and trying to think about answers. Socrates wanted them to realize that they were not just accepting answers from the myths.

During his discussions, Socrates tried to get his students to think about difficult questions. He wanted them to realize that they were not just accepting answers from the myths.

**EVALUATIVE**—How did the Greeks’ view of myths change by the 500s BCE?

» Some people no longer accepted the answers given by the myths. They did not believe that natural phenomena were caused by gods and goddesses.

**LITERAL**—What new approach did Greeks begin to take in order to try to understand the world?

» They began to use reason, to try to think things through and figure things out.

**LITERAL**—What idea did Heraclitus illustrate using the example of a flowing river?

» The world is always changing. Nothing ever stays exactly the same.

**EVALUATIVE**—How were the ideas of Thales and Anaximenes similar?

» They were both interested in where everything originally comes from. They both believed that something in nature was the origin of everything (water or air).

**EVALUATIVE**—What were the early philosophers trying to do?

» They were trying to understand the world around them. They were asking difficult questions and trying to think about answers.
LITERAL—How did Socrates share his ideas?

» He went to the marketplace and talked to people. He would ask them questions, and he would talk about their answers. He would point out that what people said often did not match up with how they lived their lives.

LITERAL—What was one of Socrates’s main goals?

» He tried to get people to think more deeply. He wanted people to reflect on their own lives and to think about morals and ethics.

Scaffold understanding as follows:

Have students read the section independently or with a partner. Encourage students to refer to the vocabulary box on page 60 as they read.

CORE VOCABULARY—Point out the vocabulary word *sophist*, and explain its meaning. Point out the root *soph* (wisdom), which *sophist* shares with the word *philosophy*. The suffix –*ist* means “a person who practices or believes in” something. So, a sophist is a person who practices or believes in wisdom.

After students read the text, ask the following questions:

EVALUATIVE—Why does Socrates ask questions throughout his discussion?

» He wants his listeners to come to realizations. He wants to make them think and use reason.

LITERAL—What is the Socratic method?

» It’s a way of teaching. The teacher asks many questions, trying to help the student think and come to an understanding, rather than just telling the student information.

LITERAL—How was Socrates different than the sophists?

» He did not want to be paid for teaching his ideas. He also did not claim to be wise.

LITERAL—What were some of Socrates’s key beliefs?

» He believed that he only knew one thing: that he knew nothing. He believed that it was very important never to do wrong. He believed that if people understood what was right, they would choose to do right.
LITERAL—Why did some people dislike Socrates?

» His ideas were not always popular. He pointed out people’s faults.

“The Death of Socrates,” Pages 62–63

Scaffold understanding as follows:

Invite volunteers to read the section on pages 62–63 aloud.

SUPPORT—Explain that hemlock is a poisonous plant.

SUPPORT—Draw attention to the painting and caption on page 62. Explain that the painting was made about two thousand years after Socrates’s death. Therefore, it shows not the actual scene of Socrates’s death, but how the artist imagined the scene. Have students identify Socrates in the painting. (*the man on the bed, wearing the white toga*)

After volunteers read the text, ask the following questions:

LITERAL—Why did Socrates refuse to try to escape?

» He did not want to break the law. He said people must follow the law, or persuade society to change the law.

LITERAL—What did Plato want readers to remember about Socrates?

» He wanted people to remember Socrates as an example of reason and self-control, who was very wise and just.

Timeline

- Show students the Chapter 8 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How was Socrates different from earlier Greek philosophers?”
- Post the image card to the Timeline under the date referencing the 300s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.
Ask students to:

- Write a short answer to the Big Question: “How was Socrates different from earlier Greek philosophers?”
  
  » Key points students should cite include: He was interested in ideas about right and wrong, rather than where everything came from; he did not write down his ideas, but went to public places to discuss and ask questions; he did not want to be paid to discuss philosophy or teach; he did not claim to be wise.

- Choose one of the Core Vocabulary words (philosophy, phenomena, reason, soul, ethics, hypocrite, or sophist), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Painting: The Death of Socrates (RI.6.7) 15 min

Materials Needed: Internet access, Chapter 8 Timeline Image Card, or Student Readers

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the image of The Death of Socrates may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If Internet access is unavailable, display the Chapter 8 Timeline Card, or have students refer to the image of The Death of Socrates in the Student Reader on page 62.

Display the image of the painting The Death of Socrates. Remind students that the painting was made in the 1700s, about two thousand years after Socrates died. Give students a few moments to study the painting. If you are using the online image, you may wish to zoom in on certain elements during the class discussion.

Ask:

1. How do you think the artist got ideas about what to put in the painting?
   » from Plato’s writing; maybe from other writing or other artwork; from his imagination

2. What do you see in the painting?
   » A man is sitting and talking, surrounded by other men.
3. **Which of the figures is Socrates? How do you know?**

   » The man at the center is Socrates. He is talking; he looks like he is discussing an important idea. He is being given a cup. Socrates died by drinking poison.

4. **What emotions do you see represented in the painting? What details help show these emotions?**

   » Many of the people are sad. They are looking down or have their eyes covered. The person handing Socrates the cup looks very upset, possibly ashamed. The man in front of Socrates seems to want to comfort him. Socrates looks calm, not upset.

5. **What is the image of Socrates conveyed by the painting?**

   » He is not sad or scared. He seems interested in discussing his ideas. He looks strong.

---

**Plato: The Death of Socrates (RI.6.2)**

**Materials Needed:** Sufficient copies of *The Death of Socrates* (AP 8.1)

Have students read the excerpt from Plato independently. Then, have students work independently or with a partner to answer the questions. Call on volunteers to share answers and discuss answers as a class.

**The Ancient Greeks: Crucible of Civilization—Empire of the Mind (RI.6.7)**

**Materials Needed:** Internet access

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the *Crucible of Civilization* video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Day 1: Show the first 28:10 of the video. Ask students to listen for and note details about the development of science and philosophy during this period, about Socrates, and about changes that occurred in Athens when Pericles died.

After viewing the first part of the video, lead a class discussion using the following questions:

1. **What is the image of Athens given in the first part of the video?**

   » The video emphasizes Athens’s wealth and power. It stresses the trading network that Athens had developed, which generated much of its wealth.
2. How did the Greeks become interested in the idea of science?
   » Ideas about astronomy that had been developed by ancient civilizations, such as the Babylonians, began to reach into Greek civilization.

3. What areas of study did Greeks work to develop at this time?
   » math, logic, philosophy, science, navigation, measurement

4. What new ideas about the world began to take hold?
   » The world is orderly; it can be understood by using the mind.

5. What new technologies did this new kind of study lead to?
   » steam engines, water pumps, suspension bridges

6. How is Socrates described in the video? What made him different from other Athenians?
   » He refused to make assumptions; he asked questions; he spoke up for what he believed, even when everyone else had different beliefs.

7. How was Socrates similar to the Greeks who were interested in science? How was he different?
   » He wanted to understand the world around him. As a philosopher, Socrates focused on trying to understand people’s behavior, rather than trying to observe and understand natural phenomena.

8. Why do you think Pericles’s death had such a big impact on Athens?
   » He had been a strong leader and had been in power for a long time. After he died, many different people were trying to get power. They would appeal to the emotions and prejudices of people, in order to gain support, rather than trying to lead the people.

Day 2: Show the remainder of the video. Ask students to listen for details about the war with Sparta and its impact, and about the trial of Socrates.

After the video, lead the class in a discussion:

1. Why did the Athenians decide to send ships to Sicily?
   » Possible responses: to win glory, conquer Sicily, distract—if not defeat—Sparta, to break the stalemate.

2. What did the invasion of Sicily show about the Athenian military?
   » Possible response: It lacked discipline and strong leadership.
3. How did the invasion of Sicily change Athens’s fortunes?
   » It crippled Athens’s military, which gave the Spartans—with Persian support—the upper hand. The Spartans were able to blockade Athens, which caused Athenians to starve. Bankrupt and starving, the Athenians surrendered.

4. What were Sparta’s terms for Athens’s surrender? Do you think the terms were fair? Why or why not?
   » The Spartans made Athens tear down its walls and destroy its navy. Students may think this is unfair because it was so harsh or fair because of the prolonged war the two city-states had fought. Students should be able to explain and defend their opinions.

5. Whom did Athenians blame for their misfortunes? Why?
   » They blamed Socrates, because he had publicly questioned and attacked Athenian culture and had developed a following among young Athenians.

6. How were Athenian trials different from modern trials?
   » There were no lawyers and no trained judges in Athenian trials. Speeches were timed by a water clock.

7. How would you describe Socrates during and after his trial? Explain.
   » Possible response: Socrates faced his trial and death sentence calmly and bravely. He accepted his fate and calmed his followers, who were more upset about the outcome of events than Socrates was.

**Domain Vocabulary: Chapters 5–8 (RI.6.4, L.6.6)**

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 5–8 (AP 8.2)

Distribute AP 8.2, Domain Vocabulary: Chapters 5–8, and direct students to match definitions to the vocabulary terms they have learned in their reading about *Ancient Greece and Rome*.

This activity may be assigned for homework.
Plato and Aristotle

The Big Question: What role did philosophers play in ancient Greece, and what were their long-term contributions?

Primary Focus Objectives

✓ Explain Plato’s philosophy, and the ways his views differed from those of Socrates. (RI.6.2)
✓ Summarize Aristotle’s philosophy, his scientific investigations, and the golden mean. (RI.6.3)
✓ Identify Raphael’s The School of Athens, including the figures of Plato and Aristotle. (RI.6.7)
✓ Understand the meaning of the following domain-specific vocabulary: dialogue, idealistic, virtue, abstract, and mean. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Plato and Aristotle“:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

• Internet access

Core Vocabulary (Student Reader page numbers listed below)

dialogue, n. a piece of writing organized as a conversation between two or more characters (64)
   Example: Most of the play is a dialogue between the two main characters.
   Variations: dialogues

idealistic, adj. believing in high standards or the possibility of perfection (66)
   Example: They are very idealistic and want to make the world better.

virtue, n. a high moral standard (67)
   Example: The parents tried to model the virtue of honesty for their children.
   Variations: virtues
**abstract, adj.** relating to ideas, rather than concrete objects, actions, or people (68)

*Example:* It can be difficult to define abstract concepts, such as beauty or justice.

**mean, n.** a place between two extremes; the middle (70)

*Example:* We try to aim for the mean, in between spending too much money and not spending at all.

---

**THE CORE LESSON 35 MIN**

**Introduce “Plato and Aristotle”**  
5 MIN

Review Chapter 8 and its introduction to Greek philosophy. Discuss Socrates’s approach of asking leading questions to try to get people to think through ideas. Ask students what this method of teaching is called. (*the Socratic method*)

Remind students that Socrates did not write anything. Ask students to recall who wrote down Socrates’s ideas. (*his student, Plato*)

Tell students that they will learn more about Plato in today’s chapter, as well as about another important Greek philosopher, named Aristotle.

Call students’ attention to the Big Question. Tell students to watch for information about how philosophers affected ancient Greek society and why their ideas are still important today.

**Guided Reading Supports for “Plato and Aristotle”**  
30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

**“Plato,” Pages 64–65**

Scaffold understanding as follows:

**Invite volunteers to read the text on page 64 aloud.**

**CORE VOCABULARY**—Stop to point out the vocabulary word *dialogue,* and explain its meaning.

**SUPPORT**—Draw attention to the image on page 65. Have students describe the scene. (*An older man is in conversation with a group of younger men.*) Ask students which figure is most likely Plato. (*The older man in the red robes.*) Why? (*He is leading the discussion the way a teacher might.*)
After the volunteers read the text, ask the following questions:

**LITERAL**—What did Plato do in the years following Socrates’s death?

» He left Athens and traveled.

**LITERAL**—What was the Academy?

» It was a school in Athens, started by Plato. It lasted for more than nine hundred years.

---

**“The Dialogues,” Pages 66–68**

Scaffold understanding as follows:

Have students read this section independently. Encourage them to refer to the vocabulary boxes on pages 66 and 67 as they read.

**CORE VOCABULARY**—Point out the vocabulary terms *idealistic* and *virtue*, and explain their meanings.

**Note:** Students in Core Knowledge schools may recall the word *virtue* from the Grade 4 unit *Dynasties of China*.

After students read the text, ask the following questions:

**LITERAL**—How did Plato’s Socratic dialogues change over time?

» Plato started by trying to write down conversations that Socrates really had. Later, Plato wrote what he imagined Socrates might have said.

**LITERAL**—How was Plato different from Socrates?

» He used more traditional teaching methods, teaching students in a school. He was more interested in thinking about what perfect goodness was, and less interested in trying to get people to see whether they were living good lives.

**LITERAL**—What ideas did Plato have about philosophers?

» He thought philosophers were the only ones who really understood truth and justice. He believed philosophers should be in charge of society.

**LITERAL**—How did Plato think philosophical education could help people and society?

» He thought philosophy could help people learn to be good, to control themselves, be less selfish, and care about doing good and acting morally.
EVALUATIVE—Why did Plato oppose the idea of democracy?

» He thought it gave too much power to people who didn’t understand justice. It allowed people who had not developed their virtue to be in charge and make decisions, including bad decisions.

“Aristotle,” Page 68

Scaffold understanding as follows:

Read this section aloud.

CORE VOCABULARY—Point out the vocabulary word abstract, and explain its meaning.

SUPPORT—Call students’ attention to the famous painting, The School of Athens, on page 69, particularly to the inset of the central figures of Plato and Aristotle. Note that the painting was created more than a thousand years after Plato and Aristotle lived, an indication of the enduring influence of their ideas and teachings.

Note: Students in Core Knowledge schools may recall learning about The School of Athens in the Grade 5 unit The Renaissance.

After reading the text, ask the following questions:

LITERAL—How did Aristotle’s father influence him?

» As a doctor, Aristotle’s father taught him to carefully observe people and the physical world around him.

EVALUATIVE—How was Plato’s influence different from Aristotle’s father’s influence?

» Plato emphasized abstract ideals and virtues. Aristotle’s father emphasized observing the specific details and information about the real world.

“A Keen Observer,” Pages 69–70

Scaffold understanding as follows:

Invite volunteers to read this section aloud.

SUPPORT—Pause at the end of the first paragraph to be certain that students understand the meaning of the word dissect, meaning to cut apart in order to examine something more closely. Explain that this approach is one that Aristotle likely learned from his father. Point out that students of all levels, from high school through advanced studies in college, continue today to use this approach in science classes.
**CORE VOCABULARY**—Point out the vocabulary word *mean*, and explain its meaning. Students are likely familiar with the word *mean* as in unkind or cruel. Make sure students understand that *mean* is a multiple-meaning word and that they apply the correct definition in the context of Aristotle’s philosophy.

**After students read the text, ask the following questions:**

**LITERAL**—In addition to observation, what other ways did Aristotle add to his knowledge of the real world?

» He collected insects, animals, and plants, often dissecting them to learn more about them.

**LITERAL**—How did spending so much time observing things influence the way Aristotle thought?

» It led him to see that there are different ways to explain the same thing.

**INFERENTIAL**—Why does the text suggest that Aristotle’s philosophical approach was the beginning of a path leading to modern science?

» He gathered facts, thought about them analytically, and used them to develop new ideas, or theories, much in the same way that modern scientists research and develop an understanding of unfamiliar things.

**LITERAL**—What did Aristotle think was the key to being virtuous? What was the *golden mean*?

» Living moderately, avoiding extremes; he said there was a right time and a right way to feel every emotion.

**LITERAL**—What did Aristotle think was the main purpose of government?

» to care for citizens and make a good life possible for them.

---

**Scaffold understanding as follows:**

**Ask students to independently read the section on pages 70–71.**

**After students read the text, ask the following question:**

**EVALUATIVE**—In what way was Aristotle a man of his time?

» In spite of his deep philosophical reflection and interest in reason, virtue, and “the good life,” Aristotle still held many of the beliefs and values of the majority of people living during this time. He thought men were superior to women, and aristocrats were superior to ordinary people. He also believed in slavery.
Timeline

- Show students the Chapter 9 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What role did philosophers play in ancient Greece, and what were their long-term contributions?”
- Post the image card to the Timeline under the date referencing the 300s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline. You may want to draw a diagram such as the following on the board or chart paper to illustrate the teacher-student relationship of the three major philosophers:

```
Socrates
↓
Plato
↓
Aristotle
```

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: “What role did philosophers play in ancient Greece, and what were their long-term contributions?”
  
  » Key points students should cite include: Philosophers taught people to use reason and observation to understand their lives, society, and the world; Plato’s dialogues show people how to use reason to discover truth; his book The Republic describes his ideal state; Aristotle used basic ideas of scientific research; he developed the idea of the golden mean.

- Choose one of the Core Vocabulary words (dialogue, idealistic, virtue, abstract, or mean), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Raphael’s Fresco, The School of Athens (RI.6.7) 30 min

Materials Needed: Internet access; image of The School of Athens (online or in the Student Reader on page 69)
Background for Teachers: Preview the painting and explanation to familiarize yourself with its structure and the figures represented. Use this link to download the CKHG Online Resources for this unit, where the specific link to the image of the painting may be found:

www.coreknowledge.org/ckhg-online-resources

Note: If Internet access is not available, have students refer to the image of The School of Athens in the Student Reader, on page 69.

Display the painting The School of Athens, reminding students that this painting was included as an illustration in the Reader.

Ask students to observe the painting by Raphael, noting that Raphael was an Italian who made this painting in the early 1500s. The painting is a large fresco, a painting done on a wall. As you talk about the painting, zoom in, if you can. Ask:

1. Who are the two central figures who are walking and talking together? What do you notice about them?
   - Plato (long white beard) and, on Plato’s left, his pupil Aristotle. Each man carries a large book. (If you are able to zoom in, point out that each carries a copy of his own work; the titles are easily readable in this large fresco that takes up a whole wall.) Plato and Aristotle may be discussing their different philosophical points of view.

2. Now describe what else you see in the painting. What is happening?
   - Student responses may vary, but may include that different groups of people seem to be talking to each other, deeply engaged in conversation, sometimes looking at books or other objects, sometimes writing, etc.

Remind students that Raphael painted this fresco in the 1500s, during the Italian Renaissance, thousands of years after Plato and Aristotle lived. Then tell students that many of the other individuals depicted in the fresco are also other great Greek thinkers who lived at many different times in Greek history.

Point out and describe several other important figures in the fresco:

- Pythagoras is at the center of the group in the left foreground (with a large book open on his lap). Explain that Pythagoras was a Greek philosopher and mathematician. He described an important rule in geometry known as the Pythagorean theorem, which students will learn when they study geometry, if they have not yet done so.

- Another important mathematician is Euclid, who is at the center of the group in the right foreground (bent over, drawing on a slate).
• Ptolemy (crown on head, back to the viewer) and Zoroaster, another philosopher, are in the group at the far right in the foreground, both holding globes.

3. Why do you think Raphael included all of these different, famous Greek philosophers, mathematicians, and thinkers from different historical periods in a single painting?

   » Possible responses: He wanted to show their importance. He wanted to show he respected them. He wanted to recognize the lasting impact of their ideas.
CHAPTER 10

Alexander and the Hellenistic Period

The Big Question: How did the success of Alexander the Great as a great military leader contribute to the expansion and influence of Greek culture?

Primary Focus Objectives

✓ Summarize the accomplishments and victories of Alexander the Great. (RI.6.3)
✓ Explain the significance of the Hellenistic Period and of the library at Alexandria. (RI.6.2)
✓ Understand the meaning of the following domain-specific vocabulary: prominence, assassinate, infantryman, Hellenistic, and heir. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Alexander and the Hellenistic Period”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

- Display copy of Map of the Mediterranean Region (AP 1.3)
- Individual student copies of Review: Ancient Greece (AP 10.1)

Core Vocabulary (Student Reader page numbers listed below)

prominence, n. importance; fame (72)

Example: She rose to prominence in local politics before being elected governor.

Variations: prominent (adj.)
**assassinate, v.** to kill someone; often a ruler or member of the government (72)

*Example:* The spies discovered a plot to assassinate the king.

*Variations:* assassinated, assassination (n.), assassin (n.)

**infantryman, n.** a soldier who travels and fights on foot (74)

*Example:* He served as an infantryman in World War II.

*Variations:* infantrymen, infantry

**Hellenistic, adj.** relating to Greek culture or language (79)

*Example:* The Hellenistic Period lasted for more than three hundred years.

**heir, n.** a person who will legally receive the property of someone who dies; the person who will become king or queen after the current king or queen dies or steps down (79)

*Example:* Because I have no brothers or sisters, I am my parents’ only heir.

*Variations:* heirs

---

**THE CORE LESSON 35 MIN**

**Introduce “Alexander and the Hellenistic Period” 5 MIN**

Ask students to recall what they learned about Plato and Aristotle, referring to the classroom Timeline.

Remind students that Aristotle was originally from an area known as Macedonia. Display Map of the Mediterranean Region (AP 1.3), and point out the location of Macedonia. Note that Macedonia was a Greek-speaking area, but was not a city-state like Athens or Sparta. Rather it was a monarchy, governed by a king.

Tell students that in today’s chapter, they are going to read about a king, Alexander, who ruled Macedonia and became so famous that he was called Alexander the Great.

Call students’ attention to the Big Question. Tell students to look for details about how Alexander helped spread Greek culture and influence.

**Guided Reading Supports for “Alexander and the Hellenistic Period” 30 MIN**

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Ancient Greece and Rome

Chapter 10
Alexander and the Hellenistic Period

Section: "Brave and Daring General," Pages 72–74

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section on page 72.

**CORE VOCABULARY**—Stop to explain the vocabulary words *prominence* and *assassinate* when they are encountered in the text.

Ask students to read the remainder of the section, on page 74, independently, referring to the vocabulary box on that page as they read.

After students have read the text, ask the following questions:

**LITERAL**—Why did Alexander become known as Alexander the Great?

- He conquered more land and ruled over more people than anyone else ever had; he also became very wealthy.

**LITERAL**—How did Alexander surprise everyone?

- When Alexander became king, after his father’s assassination, he was very young, so most people thought he would not last very long as king. But he defeated enemies who wanted to get rid of him, even though he was very young.

**INFERENTIAL**—Why were Alexander’s troops so loyal to him?

- He would fight in the worst part of a battle, putting himself in the same danger as his troops.

**LITERAL**—Whom did Alexander decide to attack after his father’s death? Why was this plan so daring?

- Alexander decided to attack the Persian Empire, which was still very large; Alexander only had a small army and no navy.

Section: "Alexander and the Persian Empire," Pages 74–76

Have volunteers read the section aloud.

**SUPPORT**—Direct students’ attention to the images on page 75 representing the Battle of Issus. Invite volunteers to read the captions aloud. Note that the painting was made in the 1500s CE in Europe, while the mosaic from the Roman town of Pompeii dates from about 100 BCE. Students in Core Knowledge schools may recall Pompeii from their Grade 3 study of ancient Rome. These art works from different time periods demonstrate the significance of the Battle of Issus.
had used two hundred of these trained elephants in the battle. But they knew that this enemy army was far stronger than they were. They had won one battle, but they had not yet faced the largest part of the enemy army. They wanted to fight anymore. They were tired of years and years of war, and they were trying to conquer the western part of India. After winning one especially difficult battle, Alexander's army decided they had had enough. They did not stop. He led his army farther east toward India. By 326 BCE, he and his army were trying to conquer the western part of India. After winning one especially difficult battle, Alexander's army decided they had had enough. They did not stop. He led his army farther east toward India. By 326 BCE, he and his army

In ancient times, one of the weapons used in war was the attack elephant. Elephants were used in battle to charge against the enemy and trample soldiers. The Indian army that Alexander and his men had successfully faced

Alexander wanted all of the Persian Empire and thought he could conquer it because he had never lost a battle. Alexander was brave and strong, but although Alexander had already created an immense empire, he did not want to fight anymore. They were tired of fighting, and they knew the Indian army was very strong.

After the volunteers read the text, ask the following questions:

**LITERAL**—Who was Darius?

» Darius was the Persian king. Alexander defeated him at Issus.

**LITERAL**—Why didn’t Alexander accept Darius’s offer of peace?

» Darius offered peace if Alexander would let him keep half the Persian empire. Alexander wanted all of the Persian Empire and thought he could conquer it because he had never lost a battle.

**EVALUATIVE**—How was the second part of the war against Persia different from the first part?

» When Alexander fought against Darius, the Persian army fled. This let Alexander take over land from Asia Minor to Egypt. Later, Alexander fought against the Persian nobles and had to capture one fortress at a time.

**Support**—Call attention to the image and caption at the top of page 76. Then ask students to examine the map on page 77, identifying Macedonia and the rest of Alexander’s empire including Asia Minor, Egypt, Persia, and Babylon, as well as the various cities named “Alexandria.”

**After volunteers read the text, ask the following questions:**

**LITERAL**—Who was Darius?

» Darius was the Persian king. Alexander defeated him at Issus.

**LITERAL**—Why didn’t Alexander accept Darius’s offer of peace?

» Darius offered peace if Alexander would let him keep half the Persian empire. Alexander wanted all of the Persian Empire and thought he could conquer it because he had never lost a battle.

**EVALUATIVE**—How was the second part of the war against Persia different from the first part?

» When Alexander fought against Darius, the Persian army fled. This let Alexander take over land from Asia Minor to Egypt. Later, Alexander fought against the Persian nobles and had to capture one fortress at a time.

**“Conqueror of the World” and “Tales About Alexander,” Pages 76–79**

**Scaffold understanding as follows:**

Have students read the section “The Conqueror of the World” independently.

Invite volunteers to read the section “Tales About Alexander” on page 78–79 aloud.

**Support**—Note the phrase “tall tales” in the first paragraph of the section “Tales About Alexander.” Explain that a tall tale is a story that includes exaggerated or unbelievable events told as though they were true. Note the example given in the paragraph about Alexander, that the waves parted before him so he could cross the sea. Explain that the parting of the waves means the water moved aside to clear a path for Alexander to walk across the sea bed. You may wish to compare this story with the biblical story of Moses leading the Israelites across the Red Sea.

**After the volunteers read the text, ask the following questions:**

**LITERAL**—How did Alexander’s army change as it began fighting in India?

» The army did not want to fight anymore. They were tired of fighting, and they knew the Indian army was very strong.
When King Ptolemy (/tahl*uh*mee/) ruled Alexandria, he began a library—center of learning and Greek culture for nearly a thousand years. Philosophers could work and deepen their knowledge. It was an important place to carry on conversations. Alexandria also contained important schools where students could study Greek. The city was a major center where Hellenistic culture flourished. As a result, their ideas and knowledge spread throughout the Mediterranean world. People from all over the region came to Alexandria to learn about Greek culture wherever they went.

This led to much confusion and disorder, but the generals also spread Greek culture by starting new cities and colonies. Educational institutions and public buildings, like those in Athens and other Greek cities, were established throughout his empire. He had planned to build new cities and expand the boundaries of his kingdom.

One of the major cities of the Hellenistic Period was Alexandria, Egypt. It is west of the Nile River. Alexandria was an important center of learning and Greek culture for nearly a thousand years. During the Hellenistic Period, kings made coins that looked like Greek coins. They put the names of their kings on the coins, and these names became familiar throughout the region. Educators imitated the Greek style of education. Philosophers pored over the works of Plato and Aristotle. Artists copied Greek statues, and architects built public buildings, theaters, and gymnasiums, like those in Athens and other Greek cities."
SUPPORT—Discuss the meaning of the phrase “a great flowering of Greek culture” in describing the Hellenistic Period when it is encountered in the last paragraph.

After students read the text, ask the following questions:

LITERAL—What aspects of Greek culture did Alexander and the generals who came after him spread to other parts of the world?

» the education system, philosophy, public buildings, art, architecture

INFERENTIAL—Why do you think this spreading of Greek culture helped learning and science flourish?

» Students may say that other civilizations admired the Greeks’ ideas or that the Greeks’ ideas about science inspired others to continue with similar work.

LITERAL—Although it was in Egypt, who ran the government in Alexandria?

» Greeks

LITERAL—What were some elements of Greek culture present in Alexandria?

» The city was designed like a Greek city, including gymnasiums and schools that taught philosophy.

LITERAL—Why was the library in Alexandria so important?

» It had a huge collection of written works, more than any other library at that time. Many people from all over the region came to the library at Alexandria to learn.

Timeline

• Show students the Chapter 10 Timeline Image Cards. Read and discuss each caption, making particular note of any dates.

• Review and discuss the Big Question: “How did the success of Alexander the Great as a great military leader contribute to the expansion and influence of Greek culture?”

• Have students post the image cards to the Timeline under the dates referencing the 300s and 200s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.
Ask students to:

- Write a short answer to the Big Question: “How did the success of Alexander the Great as a great military leader contribute to the expansion and influence of Greek culture?”
  
  » Key points students should cite include: by defeating Darius and the Persians, Alexander gained great power; he continued on to conquer a vast territory; he and his generals brought Greek ideas and culture to this wide area.

- Choose one of the Core Vocabulary words (prominence, assassinate, infantryman, Hellenistic, or heir), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

**Video: In the Footsteps of Alexander** (RI.6.7) 45 min

**Materials Needed:** Internet access

**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the *In the Footsteps of Alexander* video may be found:

www.coreknowledge.org/ckhg-online-resources

Show the first twelve minutes of the video. Ask students to note details about the geography and climate, and about Alexander’s family and childhood.

1. What do you notice about the geography and climate?
   
   » There are mountains, wide plains, the sea, and dry rocky soil.

2. What do we learn about Alexander’s family that might help explain why he was so ambitious?
   
   » His father, Philip, was a brilliant military leader, but also somewhat wild. His mother was very intelligent, manipulative, and had some strong religious ideas.

3. What does the legend about Alexander and the horse seek to illustrate about Alexander?
   
   » It is meant to show his bravery and determination from a young age. It also shows that his father may have pushed him to be ambitious.
Show minutes 33–45, then ask:

1. How does the video help you understand Darius of Persia?
   » He was extremely powerful.

2. How does the video describe the confrontation with Darius at Issus?
   » It was a dramatic moment. Alexander convinced people to attack. It was an astonishing victory that happened very quickly. For the peoples of the region, the world changed after this battle.

3. What do we learn about Alexander through the story of the conquest of Tyre?
   » He was determined and would not give up. He had his army go to great lengths to succeed. He was not very merciful. There is some debate about how merciful he might have been.

4. What made Alexandria such an important city at this period?
   » It had great wealth and was famous as a center of learning. It became similar to what Athens had been.

**Materials Needed:** Sufficient copies of Review: Ancient Greece (AP 10.1)

Distribute the activity page Review: Ancient Greece (AP 10.1). Have students work in pairs or trios to discuss and answer the questions, complete the sentences, and fill in the crossword puzzle. Encourage students to refer to their Student Readers as needed. If students do not have sufficient time to finish AP 10.1 in class, they may finish it for homework.
CHAPTER 11

The Roman Republic

The Big Question: Why was the success of Rome and its lands dependent on the success of the Roman army?

Primary Focus Objectives

✓ Explain the origins of Rome, the republic, the importance of the army, and social divisions. (RI.6.2)
✓ Recognize Roman methods of conquering and building an empire. (RI.6.3)
✓ Understand the meaning of the following domain-specific vocabulary: patrician, plebian, tribune, province, governor, and tribute; and of the phrase “aristocratic republic.” (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Roman Republic”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

- Display copy of Map of the Mediterranean Region (AP 1.3)
- Individual student copies of Life in Rome (AP 11.1)
- Individual student copies of The Roman Republic (AP 11.2)

Core Vocabulary (Student Reader page numbers listed below)

“aristocratic republic,” (phrase) a government in which people from the upper class or nobility serve as representatives (84)

Example: In an aristocratic republic, a group of nobles rule.

Variations: aristocratic republics

patrician, n. a member of ancient Rome’s highest social class; a wealthy landowner in ancient Rome (85)

Example: In ancient Rome, patricians enjoyed many privileges.

Variations: patricians
plebeian, n. a common person without power in ancient Rome (85)
Example: In the early days of the Republic, a plebeian had very few rights.
Variations: plebeians

tribune, n. in ancient Rome, an elected plebeian representative (85)
Example: Plebeians chose tribunes and pushed for better treatment.
Variations: tribunes

province, n. an area or region; when an area was conquered by Rome, it became a province under Roman control (87)
Example: Roman troops were stationed in the provinces.
Variations: provinces

governor, n. the leader of the government in a province (87)
Example: The governor made sure his province stayed loyal to Rome.
Variations: governors

tribute, n. payment of money or goods by a people or their ruler to another country or ruler, in exchange for protection (88)
Example: Defeated peoples paid tribute to their conquerors.
Variations: tributes

Introduce “The Roman Republic” 5 MIN

Display Map of the Mediterranean Region (AP 1.3), and review the regions that were included in the study of Ancient Greece. Briefly review the ancient Greece class timeline that you have built using the Timeline cards. Note that the lessons in this unit so far have focused on ancient Greek civilization. Starting with Chapter 11, students will learn about another ancient civilization that was located in the Mediterranean region, the ancient Roman civilization. Note the location of Rome on the map and its location near Greece. Explain that the Romans were influenced by Greek civilization.

Call students’ attention to the Big Question. Tell students to look for information about how the Roman army helped Rome grow and succeed.

Guided Reading Supports for “The Roman Republic” 30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
Scaffold understanding as follows:

Invite a volunteer to read aloud the first paragraph in the section on page 82.

**SUPPORT**—Remind students that a legend is a story that has been handed down over time from one person to another that may or may not be true.

**Note:** Students in Core Knowledge schools may recall the legend of Romulus and Remus from the Grade 3 unit *Ancient Rome*.

Read aloud the next three paragraphs of the section, on pages 84–85.

**CORE VOCABULARY**—Pause to explain the vocabulary term “aristocratic republic” when it is encountered in the text. Explain that the word *aristocratic* is related to the word *aristocracy*, the upper or noble class whose members’ status is usually inherited.

**Note:** Students in Core Knowledge schools may recall the word *republic* from the Grade 5 unit *England in the Golden Age*.

Have students read the remainder of the section on pages 85–86 with a partner. Encourage students to refer to the vocabulary box on page 85 as they read.

**CORE VOCABULARY**—Review the vocabulary terms *patrician*, *plebeian*, and *tribune*, and explain their meanings.

**Note:** Students in Core Knowledge schools may recall learning about patricians and plebeians in the Grade 3 unit *Ancient Rome*.

**SUPPORT**—Draw attention to the diagram “Government Under the Roman Republic,” on page 86. Ask students to describe what ideas are illustrated by the graphic. (*The plebeians outnumbered the patricians; the plebeians eventually gained more power, represented by a consul and senators, as well as by tribunes and in citizens’ assemblies.*)

After students read text, ask the following questions:

**LITERAL**—According to the legend of Rome’s creation, who founded the city?

» Romulus and Remus, twins who were raised by a mother wolf.

**LITERAL**—What do historians know about how Rome started?

» It started as a group of farming villages, on hills near the Tiber River.
EVALUATIVE— What was Rome like compared to Athens in the 400s BCE?

» Rome was an agricultural area, made up of villages that were not united. Athens was a wealthy, powerful city with a democratic system of government, a strong navy, complex architecture, and a tradition of well-rounded education.

LITERAL—Who were the main elected officials initially in Rome’s aristocratic republic?

» They were aristocrats elected to an assembly (Senate) and consuls elected by the assembly.

LITERAL—What were the main differences between patricians and plebeians?

» Patricians were nobles who had power and rights. They were educated and could be members of the Senate. Plebeians were commoners with few rights and almost no power.

LITERAL—How did the plebeians manage to change their situation?

» They joined together, against the patricians. When they disagreed with the patricians, they left the city. They elected leaders. Over time, they got better treatment.

EVALUATIVE—How was Rome’s aristocratic republic different from Athens’s democracy?

» In Rome, all male citizens did not vote on all issues.

— The Roman Republic Grows,” Pages 86–87

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

SUPPORT—Draw attention to the map on page 87. Have students locate Rome and explain which detail in the text is illustrated by the map. (By about 275 BCE, the city of Rome governed all of Italy.)

After the volunteers read the text, ask the following questions:

LITERAL—How did the Roman army become such an important part of Roman society?

» In its earliest days, Rome was attacked by enemies who surrounded it. The Roman army eventually conquered these enemies, protecting Rome but also expanding Rome’s territory.
ancient Greece and Rome

EVALUATIVE—In what ways was Rome similar to the Greek city-states you studied?

» The Greeks also defended their cities against enemies and developed strong armies. Like Sparta, Rome valued bravery. Like Athens, Rome expanded into an empire.

“How Romans Governed,” Pages 87–88

Scaffold understanding as follows:

Have students read the text on pages 87–88 independently. Encourage students to refer to the vocabulary boxes as they read.

CORE VOCABULARY—Review the meanings of the vocabulary terms province, governor, and tribute.

Note: Students in Core Knowledge schools may recall the terms province and governor from the Grade 3 unit Ancient Rome and the word tribute from the Grade 5 unit Early Russia.

After students read the text, ask the following questions:

LITERAL—What benefits did Roman soldiers receive?

» They could bring home valuable items that they took from the people they conquered, and they received land in return for their army service.

LITERAL—How did the Romans organize and govern the areas they conquered?

» Conquered territories became provinces of Rome, under the control of a governor, and also controlled by Roman soldiers.

EVALUATIVE—How was Rome’s approach to the people it conquered different than what usually happened in the ancient world?

» Rome did not try to crush the people it conquered. It made them Roman citizens, and they had to serve in the Roman army. They could be rewarded if they did a good job.

LITERAL—Why did Rome treat conquered people in this way?

» There were not enough Romans to control all the conquered peoples by force. By making the conquered people loyal citizens, Rome made the republic stronger.
“The Republic Faces the Future,” Pages 88–89

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

After volunteers read the text, ask the following questions:

**LITERAL—How did the Roman Senate change over time?**

» It included wealthy plebeians, and it was the main government of the republic.

**LITERAL—How did the army’s success make Rome wealthy?**

» The army brought back stolen riches from the lands it conquered.

**LITERAL—What conflict began to develop between the Roman government and the army?**

» Both held power. The government saw that the army could be used against it.

Timeline

- Show students the Chapter 11 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why was the success of Rome and its lands dependent on the success of the Roman army?”
- Invite a student to post the image cards to the Ancient Rome Timeline, positioning the card of the early Roman settlements under the date referencing the 400s BCE and the card of the Roman army under the date for the 200s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

**Check for Understanding 10 min**

Ask students to:

- Write a short answer to the Big Question: “Why was the success of Rome and its lands dependent on the success of the Roman army?”

  » Key points students should cite include: the army’s success protected Rome from enemies and expanded its territory; it brought great wealth to the Roman republic.
• Choose one of the Core Vocabulary words (patrician, plebeian, tribune, province, governor, or tribute) or the phrase “aristocratic republic,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

**Life in Rome (RI.6.2)**

Materials Needed: sufficient copies of Life in Rome (AP 11.1)

Distribute Life in Rome (AP 11.1). Invite volunteers to read the text on the first page of AP 11.1 aloud. Then have students work in partners to complete the graphic organizer on the second page.

**The Roman Republic (RI.6.2)**

Materials Needed: sufficient copies of The Roman Republic (AP 11.2)

Distribute The Roman Republic (AP 11.2). Have students work with a partner to complete the diagram by choosing the letter that best fills each blank. Encourage students to refer to their Student Readers as needed. If students do not have sufficient time to complete AP 11.2 during class, they may finish it for homework.
The Punic Wars

The Big Question: What were the Punic Wars, and what was the end result?

Primary Focus Objectives

✓ Know that the Punic Wars were a series of conflicts between Rome and Carthage. (RI.6.2)
✓ Summarize the events of each of the three Punic Wars. (RI.6.2)
✓ Identify Hannibal and Scipio Africanus. (RI.6.1)
✓ Understand the meaning of the following domain-specific vocabulary: Phoenicians, Punic, and trade route. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Punic Wars”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

• Display copies of Map of the World (AP 1.1) and Map of the Mediterranean Region (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

Phoenicians, n. an ancient Mediterranean trading civilization (90)

Example: The Phoenicians were skilled sailors and shipbuilders.
Variation: Phoenician

Punic, adj. Carthaginian; the Roman word punicus is Latin for Phoenician, and the Carthaginians were descendants of the Phoenicians (90)

Example: The Punic Wars between Rome and Carthage lasted for more than a century.

trade route, n. a road or waterway traveled by merchants or traders to buy or sell goods (96)

Example: Trade routes connected merchants to buyers and sellers in other regions.
Variations: trade routes
Introduce “The Punic Wars”  
5 MIN

Review with students how Rome’s army conquered a vast amount of territory, bringing wealth to the republic.

Display AP 1.1 and AP 1.3, and point out the location of Carthage in North Africa (in what is today Tunisia) and its location relative to the Italian peninsula, Rome, and Sicily.

Explain that people from the city of Carthage were called Carthaginians. Note the chapter title and the word *punic*. Explain that *punic* is Latin for “Phoenician” and the Carthaginians were descendants of the Phoenicians.

Call students’ attention to the Big Question. Tell students to look for details about the conflicts known as the Punic Wars, and how the final result affected Rome.

Guided Reading Supports for “The Punic Wars”  
30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Carthaginians,” Pages 90–92

Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary terms *Phoenicians* and *Punic* when they are encountered in the text.

SUPPORT—Direct students to the map on page 91. Have them locate Rome, Carthage, and Sicily. Ask them to compare the distance between Sicily, and Rome and between Sicily and Carthage. (*Sicily is about the same distance from each city.*) Ask students to describe the territory controlled by Rome and by Carthage at the end of the First Punic War. (*Rome controlled the Italian Peninsula, and the islands of Sicily, Corsica, and Sardinia. Carthage controlled North Africa, the Balearic Islands, and a small coastal area of southern Spain.*) Note that Spain was not yet a country at this time.

After reading the text, ask the following questions:

LITERAL—How did the conflict between Carthage and Sicily begin?

» Carthage wanted to conquer Sicily.
The First Punic War lasted from 264 BCE to 241 BCE. The Romans won. Rome may have stopped Carthage from expanding eastward, but it did not make the Carthaginians stop. Rome was a large and powerful city-state, but Carthage was a city-state that was controlled by its king. When Rome wanted to conquer Carthage, the Carthaginians would fight back. The Carthaginians would fight back with their own army and navy. The Carthaginians would fight back with their own weapons and with their own strategies.

Hannibal became a general at the age of twenty-six. He began to lead Carthage's armies in the First Punic War. In fact, he had led Carthage's troops during the Second Punic War. Hannibal was a very smart and brave general. He knew how to lead an army and how to fight in battle. He knew how to use his army to win battles. He knew how to use his army to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.

Hannibal was a very smart and brave general. He knew how to lead an army and how to fight in battle. He knew how to use his army to win battles. He knew how to use his army to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.

Hannibal and Scipio
Hannibal was a very smart and brave general. He knew how to lead an army and how to fight in battle. He knew how to use his army to win battles. He knew how to use his army to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.

Hannibal wanted to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.

Hannibal and Scipio
Hannibal was a very smart and brave general. He knew how to lead an army and how to fight in battle. He knew how to use his army to win battles. He knew how to use his army to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.

Hannibal and Scipio
Hannibal was a very smart and brave general. He knew how to lead an army and how to fight in battle. He knew how to use his army to win battles. He knew how to use his army to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.

Hannibal and Scipio
Hannibal was a very smart and brave general. He knew how to lead an army and how to fight in battle. He knew how to use his army to win battles. He knew how to use his army to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.

Hannibal and Scipio
Hannibal was a very smart and brave general. He knew how to lead an army and how to fight in battle. He knew how to use his army to win battles. He knew how to use his army to conquer Rome completely. When Scipio attacked North Africa, Hannibal decided to help Rome. He wanted to help Rome so that he could win some victories.
ANCIENT GREECE AND ROME

**LITERAL**—What led Hannibal to give up fighting in Italy?

» He was losing ground. Then the Roman general Scipio attacked Carthage. Hannibal took his army back to Carthage to try to help defend it.

**LITERAL**—What happened to Hannibal after losing the battle of Zama?

» Hannibal refused to surrender. The Roman army chased him for several years trying to capture him. When the Roman army finally caught up with Hannibal, he poisoned himself and died rather than allowing himself to be captured by the Romans.

Show students the Chapter 12 Timeline Image Card about Hannibal’s invasion in the Second Punic War. Read and discuss the caption, making particular note of any dates. Post the card to the Ancient Rome Timeline under the date referencing the 200s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of the image card.

“The Third Punic War” and “Romans and Greeks,” Pages 96–97

**Scaffold understanding as follows:**

Have student read both sections “The Third Punic War” and “Romans and Greeks” independently. Remind them to refer to both the vocabulary box and map as they read.

**SUPPORT**—Display AP 1.3 and ask students to refer to the map on page 77 of the Student Reader. Point out the location of Carthage relative to Alexandria and the Hellenistic kingdoms that existed in the territory conquered by Alexander the Great.

After students finish reading the text, ask the following questions:

**LITERAL**—What caused Romans to want to destroy Carthage, even after winning the Second Punic War?

» Carthage had caused trouble for Rome for a long time. Carthage still had power in trading in the Mediterranean region.

**EVALUATIVE**—What issues led to the outbreak of the Third Punic War?

» Rome found an excuse to attack Carthage. Rome wanted to force Carthaginians to move inland, away from the trading routes.

**LITERAL**—What happened to Carthage and the Carthaginians?

» Carthage was destroyed. The vast majority of the people were killed. The rest were enslaved.
**LITERAL**—How did Greek culture come to heavily influence Roman civilization?

» Rome conquered Greece and the Hellenistic kingdoms where Greek culture had spread. By taking over these areas, Rome also took Greek culture into its own civilization.

**Timeline**

- Show students the final Chapter 12 Timeline Image Card, showing the region at the end of the Third Punic War. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What were the Punic Wars, and what was the end result?”
- Post the image card to the Timeline under the date referencing the 100s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

**Check for Understanding 10 min**

Ask students to:

- Write a short answer to the Big Question: “What were the Punic Wars, and what was the end result?”
  
  » Key points students should cite include: conflict between Rome and Carthage; both of these powers wanted to expand their territory and conquer each other; the First Punic War began as a conflict over Sicily; in the Second Punic War, Hannibal crossed overland to attack Rome, but failed; in the Third Punic War, Carthage was already weakened, but many Romans wanted to destroy it; Rome did ultimately destroy Carthage and go on to be the dominant power, expanding its territory into Greek lands.

- Choose one of the Core Vocabulary terms (*Phoenicians*, *Punic*, or *trade route*), and write a sentence using the word.
The Big Question: How would you describe the character of Julius Caesar, and what brought about his fall from power?

Primary Focus Objectives

✓ Describe Julius Caesar’s rise to power, his conquests during the Gallic Wars, and his alliance with Pompey and Crassus. (RI.6.2)

✓ Identify changes in the Roman army. (RI.6.3)

✓ Summarize Caesar’s dictatorship and the reasons for his assassination. (RI.6.3)

✓ Understand the meaning of the following domain-specific vocabulary: Gallic Wars, civil war, conspirator, and assassination. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Julius Caesar: A Great Roman”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

- Individual student copies of Map of the Mediterranean Region (AP 1.3)
- Individual student copies of Notes on Julius Caesar: A Great Roman (AP 13.1)
- Individual student copies of Excerpt from Julius Caesar by William Shakespeare (FE 4) and Internet access

Core Vocabulary (Student Reader page numbers listed below)

Gallic Wars, n. wars between Rome and the people of Gaul, which today is the country of France (101)

Example: Caesar expanded Rome's territory through the Gallic Wars.
civil war, n. a war between people who live in the same country (102)
Example: Divisions in society increased, leading to civil war.
Variations: civil wars

conspirator, n. a person who plans or participates with others in a crime (106)
Example: The conspirators worked together to form a plot.
Variations: conspirators

assassination, n. the murder of a public figure, such as a government official (106)
Example: The assassination of the president shocked the country.
Variations: assassinations, assassin (n.), assassinate (v.)

THE CORE LESSON 35 MIN

Introduce “Julius Caesar: A Great Roman” 5 MIN

Review with students what they have learned about the strength of Rome’s army and the expansion of Roman territory, spreading from the Italian peninsula and across the Mediterranean region. Remind students about the structure of Roman society, including the consuls and Senate, and the organization of conquered lands into provinces. Ask students to recall the potential for a power struggle between the government and the army that they read about in Chapter 11.

Call students’ attention to the Big Question. Tell students to look for details about Julius Caesar and information about how he fell from power.

Independent Reading of “Julius Caesar: A Great Roman” 30 MIN

Ask students to take out Map of the Mediterranean Region (AP 1.3) and Notes on Julius Caesar: A Great Roman (AP 13.1). Direct students to read the entire chapter independently, referring to Map of the Mediterranean Region (AP 1.3) and completing Notes on Julius Caesar: A Great Roman (AP 13.1) as they read.

Tell students that if they finish reading the chapter before their classmates, they should begin to copy and write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: ambitious, ruthless, professional, betrayal, conspirator, and assassination. Have students repeat the pronunciation of each word.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.
**Note:** Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read. This chapter may be particularly challenging for ELL students and others with weak vocabulary or language skills, as many idioms are used throughout the chapter.

**Guided Reading Supports for “Julius Caesar: A Great Roman”**

30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

**“Hail to the Conqueror!,” Pages 98–100**

Scaffold understanding as follows:

Read this section aloud to the class.

**SUPPORT**—Remind students that in the early days of Roman conquest, Rome’s strategy had been to make conquered people feel a part of and loyal to Rome, because Rome could not control all the territory just by force. Review what students learned in Chapter 11 about the early Roman army, which was composed of farmers who were required to join and fight.

After you read the text, ask the following questions:

**LITERAL**—What was Julius Caesar’s background?

» He was a patrician, but not wealthy. He was ambitious and knew he could gain wealth, honor, and power in the army.

**LITERAL**—How was the loyalty of Roman soldiers different than it had been in the past?

» They were now less loyal to Rome than they were to particular generals, who they thought could lead them to victory and make them wealthy.

**“The Rise to Power,” Pages 100–102**

Scaffold understanding as follows:

Have students read this section independently. Encourage them to refer to the vocabulary box on page 101 as they read.

**Note:** Students in Core Knowledge schools may recall learning about Julius Caesar in the Grade 3 unit *Ancient Rome*. 
CORE VOCABULARY—Point out the vocabulary term *Gallic Wars*, and explain its meaning.

SUPPORT—Display Map of the Mediterranean Region (AP 1.3). Use the map to explain the expansion of Roman power as a result of the Punic and Gallic wars. Rome now controlled an area from the southern coast of the Mediterranean Sea (Carthage, Alexandria) to northern Europe (Gaul and Britain).

After students read the text, ask the following questions:

LITERAL—What were some of Caesar’s characteristics?
» He was intelligent, had a sense of humor, could be charming and courteous, but was also ambitious and ruthless. He was sometimes proud and arrogant. He wanted power.

LITERAL—Who were Pompey and Crassus?
» They were powerful leaders. Caesar made an alliance with them. But later, this alliance broke down.

LITERAL—What government position did Caesar win?
» He was elected consul.

LITERAL—What areas did Caesar conquer for Rome?
» He conquered Gaul (which today is France). He also invaded Britain, although he did not conquer it.

LITERAL—What led Caesar to consider taking his army into Rome?
» He wanted to be elected consul again, but knew that Pompey wanted to have him arrested, unless he was protected by his army.

“Dictator for Life,” Pages 102–104

Scaffold understanding as follows:

Have students read this section independently

CORE VOCABULARY—Point out the vocabulary term *civil war*, and explain its meaning.

Note: Students in Core Knowledge schools may recall the term *civil war* from the Grade 5 unit *England in the Golden Age*.

SUPPORT—Display Map of the Mediterranean Region (AP 1.3). Have students locate the places mentioned in the section: Italy, Greece, Egypt, North Africa, and Spain.
Ancient Greece and Rome

Page 105

Ancient Greece and Rome

Page 102

Out of Touch,” Pages 104–106

After students read the text, ask the following questions:

LITERAL—What do the phrases “the die is cast” and “crossing the Rubicon” mean?

» “The die is cast” means taking decisive action. “Crossing the Rubicon” means going past the point of no return.

LITERAL—Why was it significant when Caesar crossed the Rubicon River?

» He was marching toward Rome with his army. This signaled that he was going to fight for power.

EVALUATIVE—How did Caesar’s actions start a civil war?

» Some Romans sided with Pompey, some sided with Caesar. Powerful people worked together in alliances, and soldiers were loyal to their generals. When powerful people fought each other, people helped the side they were loyal to.

LITERAL—How were Caesar’s ideas about being a dictator different from the traditional Roman idea of a dictator?

» Romans thought a dictator was the right kind of leader in an emergency but that this should be temporary. Caesar did not want to give up being a dictator. He wanted to rule for a long time.

EVALUATIVE—How did Caesar act like a king?

» He had his face put on coins and had a month (July) named after himself.

LITERAL—What were some of Caesar’s ideas for improving life in Rome?

» He planned to give more people citizenship. He wanted to stop corruption and improve the court system, and he wanted to help people not go into debt.

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

After volunteers read the text, ask the following questions:

LITERAL—What are some reasons that Caesar had trouble as a dictator?

» He didn’t trust people, and many people were upset about the civil wars. Caesar was arrogant and offended people around him.
LITERAL—What health issues affected Caesar?

» He had dizzy spells, convulsions, and blackouts. It was said that he had epilepsy.

LITERAL—What details show that Caesar was out of touch about how people felt about him and the way he ruled?

» He thought no one would try to murder him because that would only bring chaos. He became dictator for life, not understanding that some people hated him and did not want him as lifelong dictator or king.

“The Betrayal,” Pages 106–107

Scaffold understanding as follows:

Invite volunteers to read this section aloud.

CORE VOCABULARY—Pause to explain the meanings of the vocabulary terms conspirator and assassination when they are encountered in the text.

SUPPORT—Draw attention to the image of Caesar’s assassination on page 107. Have students identify Caesar in the image. (He is the one wearing a wreath, falling to the ground.)

After volunteers read the text, ask the following questions:

LITERAL—What happened to Julius Caesar?

» He was assassinated by a group of senators led by Brutus and Cassius.

EVALUATIVE—What led senators to murder Caesar?

» Many were upset about the civil wars and the way Caesar acted like a king. Caesar was arrogant and had made many enemies. He had great power, but he was in poor health. Some may have felt the only way to replace him was to murder him.

EVALUATIVE—How did Caesar destroy the Roman republic?

» He caused civil wars and took all the power for himself. He led Rome as if it were a monarchy, not a republic.

LITERAL—How is Julius Caesar remembered?

» He is remembered as a great general who increased Rome’s power and as a leader who paved the way for the Roman Empire.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.
Timeline

- Show students the Chapter 13 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How would you describe the character of Julius Caesar, and what brought about his fall from power?”
- Post the image cards to the Timeline under the dates referencing the 50s BCE and the 40s BCE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: “How would you describe the character of Julius Caesar, and what brought about his fall from power?”
  
  » Key points students should cite include: Caesar was ambitious and intelligent, but arrogant and power hungry; he started a civil war, then took more and more power, acting like a king; many people were angry with him; when he had himself made dictator for life, he was assassinated.

- Choose one of the Core Vocabulary terms (Gallic Wars, civil war, conspirator, or assassination), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: Be sure to check students’ written responses to Notes on Julius Caesar: A Great Roman (AP 13.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

Additional Activities

William Shakespeare’s Julius Caesar (RL.6.2, RL.6.10) 45 min

Materials Needed: sufficient copies of Excerpt from Julius Caesar by William Shakespeare (FE 4) and Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the fiction excerpt and a YouTube video of a scene from Julius Caesar may be found:

www.coreknowledge.org/ckhg-online-resources

The English writer William Shakespeare (1564–1616) lived during the reign of Queen Elizabeth I. He wrote both plays and poetry. His work often explores the complexity of human emotions. Shakespeare’s plays include comedies,
tragedies, and histories. *Julius Caesar* is a tragedy, produced in 1599–1600. In the play, Shakespeare develops characters based on Caesar and his enemy Cassius, who fears Caesar's ambition. He also includes Caesar's friends Brutus, who reluctantly decides to join the assassination plot, and Marc Antony, who later gives Caesar's funeral oration. Marc Antony makes skillful use of rhetoric to criticize Brutus for betraying Caesar. Shakespeare paints both Caesar and Brutus as tragic figures, whose character flaws seal their fates.

**Introduce the Excerpt**

Remind students that Shakespeare uses real historical figures and events as characters, but that the play is fiction. Shakespeare uses his imagination to explore the emotions and motivations of characters, and to make points about human nature. The play gives us some ideas about how to understand Caesar and the assassination plot. But students should keep in mind that Shakespeare invented elements of the story, because his main job was to create a good story.

**Scaffold Reading as Follows:**

Read the first four paragraphs of the text aloud to students (“It was mid-February. . . . ‘Let him pass.’“). Pause to explain the following words when you encounter them in the text:

- **fertility, n.** the ability to produce offspring
- **retinue, n.** followers; a group of people who travel with an important person

Ask students about the following elements:

1. Ask students to describe the context of the opening scene.
   - Caesar has recently defeated Pompey. Some Romans support Caesar. Others had supported Pompey. They worried about losing freedom under Caesar.

2. Ask students about the soothsayer. Why might Shakespeare have included this character?
   - The soothsayer brings in the idea of fate. It seems that it was Caesar's fate to be assassinated.

Remind students of the idea of fate in the Greek myths. Explain that Shakespeare was influenced by Greek playwrights, as well as writers from other civilizations.

Invite volunteers to read the next six paragraphs (“When Caesar’s procession . . . grown so great?“). Pause to explain the following word when you encounter it in the text:

- **agitated, adj.** troubled or nervous
Ask students:

1. Describe the characters of Cassius and Brutus.
   » They are nobles; they worry about Caesar’s power. They worry that the people want Caesar to become a king.

2. What details do we learn about Brutus?
   » He is good friends with Caesar. He is known as an honorable man.

3. How do you think Cassius feels about Caesar? Are his feelings similar to Brutus’s feelings? How do you know?
   » Cassius resents Caesar and feels jealous. He compares himself and Brutus to Caesar, saying Caesar is like a giant and they are just little men.

Have students read the next thirteen paragraphs independently (“Cassius’s heated words. . . ‘but not gone’”). List the following terms and definitions on the board or chart paper for students to reference as they read:

- **fain, adv.** happily; eagerly
- **verge, n.** the point beyond which something happens
- **relent, v.** to give in

After students read, ask:

1. What details in this part of the text suggest the idea of fate?
   » strange signs (fire, lions, an owl out during the day); Calpurnia’s dream; the soothsayer

2. How do the conspirators convince Caesar to go to the Senate?
   » They trick him. They lure him with the idea of a crown, and they say he will be mocked if he stays home because of his wife’s dream.

Invite volunteers to read the next six paragraphs (“The senators stood . . . had threatened their freedom”). Pause to explain the following terms when they are encountered in the text:

- **bid, v.** to tell someone to do something
- **banished, adj.** sent away; exiled
- **spurn, v.** to reject
- **“bide his time,” (idiom)** to wait
- **valiant, adj.** brave
After volunteers read, ask:

1. **Why do you think Shakespeare includes the scene with Metellus Cimber?**
   - It illustrates how Caesar will not listen to the senators. They want him to allow Metellus’s brother to return from exile, but Caesar will not listen to them. This shows how Caesar was acting like a tyrant, not sharing power with the senators.

2. **What are Brutus’s concerns after Caesar dies?**
   - He wants to restore order, and he wants to get the public to support the assassins. He doesn’t want the public to sympathize with Caesar.

3. **In his speech, how does Brutus explain his decision to help assassinate Caesar?**
   - He says that he loves Rome and wanted Romans to be free. Caesar was too ambitious and was making citizens into slaves.

Read the next six paragraphs aloud (“Now Mark Antony. . . . And, sure, he is an honorable man”). Pause to explain the following word when you encounter it in the text:

*bier, n.* a wooden frame used to carry a coffin to its burial place

Then ask:

1. **What words does Marc Antony repeat several times?**
   - He repeats, “Brutus says he was ambitious”; “Brutus is an honorable man.”

2. **What is the effect of this repetition?**
   - We understand that Marc Antony is attacking Brutus. He is showing that Brutus is not honorable.

Have students read the remaining paragraphs independently. List the following terms and definitions on the board or chart paper for students to reference as they read:

“the time was ripe,” (idiom) it was the right moment

*envy, n.* jealousy

Ask:

1. **How does Marc Antony persuade the public to want to get revenge on Caesar’s assassins?**
   - In addition to his speech, he brings people to look at Caesar. He shows his wounds and face.
2. Who are the leaders of the new civil war?
   » Brutus and Cassius lead one side. Antony and Octavius lead the other side.

3. How does Antony feel about Brutus at the end of the play?
   » He says he was noble, and acted for the common good. He admires him, even though they had been enemies.

4. What are some elements that make this story tragic, in addition to Caesar’s death?
   » Brutus is a tragic figure, because he murders his friend. He does it for the good of Rome. But Rome falls into another civil war after the murder. Brutus becomes a murderer, but he does not achieve his goal of bringing order and freedom to Rome.

Again, remind students that Shakespeare’s play is fiction. Some of what he wrote did not happen in real life. But the play does express important ideas about why some senators decided to assassinate Caesar, and about the civil war that followed. It also reminds us of ideas about fate and human nature that are also found in Greek and Roman mythology.

If you have time, show students the YouTube video, in which actor Damian Lewis performs Antony’s “Friends, Romans, countrymen” speech from *Julius Caesar*.
The Big Question: Why might Augustus have wanted to glorify Rome?

Primary Focus Objectives

✓ Describe the sweeping changes made by Caesar Augustus to the army, buildings, arts, and law. (RI.6.2)
✓ Describe how Augustus restored Roman pride in empire and brought about the Pax Romana. (RI.6.3)
✓ Understand the meaning of the following domain-specific vocabulary: administrator, Trojans, propaganda, legion, spoils, treasury, and Pax Romana. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Age of Augustus”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

• Display copy of Map of the Mediterranean Region (AP 1.3)

Core Vocabulary (Student Reader page numbers listed below)

administrator, n. a person responsible for carrying out the day-to-day workings of an organization or government (110)

Example: A good administrator makes sure that everything runs smoothly.

Variations: administrators

Trojans, n. people from the ancient city of Troy in Asia Minor (112)

Example: Trojans were the Greeks’ enemies in Homer’s epic poems.

Variations: Trojan
propaganda, n. false or exaggerated information that is spread to encourage belief in a certain person or idea (113)

Example: Roman propaganda painted glorious images of Rome’s past.

legion, n. a group or unit of about three thousand to six thousand soldiers in the Roman army (114)

Example: Each Roman soldier belonged to a legion.

Variations: legions

spoils, n. property or valuables taken by the winner in a conflict (115)

Example: Soldiers in the Roman army grew rich from the spoils they collected after their conquests.

treasury, n. a place where the money and other riches of a government are kept (115)

Example: The city’s treasury was full of gold.

Variations: treasuries

Pax Romana, n. literally, Roman peace; a period of about two hundred years without major conflicts in the Roman Empire (115)

Example: Although there was fighting during the Pax Romana, it was a time of greater stability and less war.

THE CORE LESSON  35 MIN

Introduce “The Age of Augustus”  5 MIN

Review the form of government that Rome had used: a republic, with consuls and senators, in addition to leaders like Caesar. Ask students to recall how Rome had expanded, thanks to the strength of its army. Remind students that Rome had experienced a difficult civil war under Caesar. If students read the excerpt from Shakespeare’s Julius Caesar, ask them to recall the situation at the end of Shakespeare’s play, when Octavius (Octavian) and Antony defeat Brutus and Cassius in another civil war.

Call students’ attention to the Big Question. Explain that the word glorify means to make something seem better or more important than it really is. Tell students to look for information about how Augustus helped build Rome and increase its glory or importance.

Guided Reading Supports for “The Age of Augustus”  30 MIN

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.
**Scaffold understanding as follows:**

**Invite volunteers to read aloud the first two paragraphs of the section on page 108.**

**SUPPORT**—Note that at this time in Roman history, the word *Caesar* (taken from Julius Caesar’s family name) came to be used as a title for the Roman emperors. It came to mean a powerful ruler.

**Have students read the remainder of the section on pages 108–111 independently or with a partner, reminding them to refer to the vocabulary box if needed.**

**Note:** Students in Core Knowledge schools may recall the word *administrator* from the Grade 4 unit *Medieval Europe.*

**SUPPORT**—Point out the amount of building that occurred under Augustus’s rule. Introduce the saying, “Rome wasn’t built in a day.” Today, we use this to mean that big, important, complex plans take time and effort. The phrase originated in France in the Middle Ages and was used in English at least by the 1500s. A variant of this adage is, “Rome wasn’t built in a day, but they were laying bricks every hour.” These sayings illustrate Rome’s glorious reputation, particularly in terms of architecture, but also more broadly in terms of the overall civilization and the reach of the Roman Empire.

**After students finish reading the text, ask the following questions:**

**LITERAL**—How did Octavian become the sole ruler of Rome?

» He defeated several rivals, including Brutus, Cassius, Antony, and Cleopatra.

**LITERAL**—What new role did Octavian gain? What was his new name?

» He became emperor. He was called Caesar Augustus.

**INFERENTIAL**—What are some reasons that might have led Romans to make Octavian emperor?

» He was in a strong position after defeating powerful rivals. After many civil wars and years of fighting and power struggles, Romans might have been open to a new, strong type of leadership that could bring stability.

**LITERAL**—How was Augustus different from Julius Caesar?

» He was not interested in his looks; he was not a strong soldier, but he was a good administrator.
**LITERAL**—What projects did Augustus undertake to restore and rebuild Rome?

» He had many buildings, temples, and monuments built, using marble and copying the Greeks.

**LITERAL**—How did Augustus's building program help impact how Romans felt about Rome?

» It promoted an image of Rome as the capital of an empire that stood for order, strength, honor, and permanence. It helped Romans build their sense of identity by encouraging their traditional religions. It helped build enthusiasm for Rome, after many years of war.

**EVALUATIVE**—How was Augustus’s building program similar to what Pericles did in Athens in the 400s BCE?

» After a time of war, each leader sponsored big projects that were meant to show and increase the glory of the civilization.

**SUPPORT**—Point to the Timeline Image Card of the Parthenon on the Ancient Greece Timeline during the 400s BCE and read the caption. Remind students that Pericles was the leader of Athens during the Golden Age of Athens.

**“Virgil” and “The Aeneid,” Pages 111–113**

Scaffold understanding as follows:

**Invite volunteers to read aloud the section “Virgil” on page 111.**

**SUPPORT**—Explain that the phrase “patron of the arts” refers to someone who gives money or other support to artists.

**Invite volunteers to read aloud the section “The Aeneid” on pages 112–113.**

**CORE VOCABULARY**—Pause to explain the vocabulary term *Trojans* when it is encountered in the text. Also display the copy of Map of the Mediterranean Region (AP 1.3), and point out the city of Troy in Asia Minor.

**SUPPORT**—Remind students of the Core Vocabulary term “epic poem.” Ask them to recall the titles and characteristics of Homer’s epic poems. (*The titles are the Iliad and the Odyssey. They are long, complex adventure stories, with heroes, gods, and goddesses as characters.*) Explain that the *Aeneid* shares these characteristics.

**CORE VOCABULARY**—Pause to explain the vocabulary term *propaganda* when it is encountered in the text.
beautiful queen of Carthage named Dido fell in love with Aeneas (/ee*nee*as/) during the Trojan War and who journeyed across the Mediterranean and founded Rome. The Aeneid (/ee*nee*ihd/) tells the story of Aeneas, a great warrior who survived the defeat of the Trojans and continued on. Aeneas refused to allow anything to stand between him and his destiny that the poet had foreseen. The poet worked on it. Even though it wasn't a poem about him, Augustus knew that the Aeneid, Virgil died before he completed the work, would serve the same purpose: it explains the founding of Rome, this time by a war hero—Aeneas—instead of by a pair of abandoned twins.

After volunteers read the text, ask the following questions:

**LITERAL**—What did leaders like Augustus and Maecenas think about the arts?

- They encouraged and supported the arts. They wanted artists to produce glorious works for Rome.

**LITERAL**—What culture influenced Roman writers and artists at this time?

- ancient Greek culture

**LITERAL**—Who was Virgil?

- He was a Roman poet. He wrote an epic poem called the Aeneid.

**LITERAL**—What is the Aeneid?

- It is an epic poem that explains how the warrior Aeneas journeyed across the Mediterranean and founded Rome.

**EVALUATIVE**—How is the Aeneid similar to Homer's Odyssey?

- Both main characters are heroes returning from the Trojan War. They have many adventures along the way to their destination. Both epics are named for their main characters.

**SUPPORT**—Point to the Timeline Image Card of Homer on the Ancient Greece timeline during the 700s BCE, and read the caption.

**LITERAL**—Why was the Aeneid a successful piece of propaganda?

- It was a great literary work that gave Rome a story to be proud of. It helped Romans feel that Rome was worth sacrifices and had a special glory.

**“Law and Order,” Pages 113–117**

Scaffold understanding as follows:

Have students read the section independently. Encourage them to refer to the vocabulary boxes as they read, as well as to the map on page 116.

**Note:** Students in Core Knowledge schools may recall learning about the Pax Romana in the Grade 3 unit Ancient Rome.

**SUPPORT**—Remind students that Rome had rid itself of kings early in its history and had a long tradition of giving power to both senators and rulers.
The Roman Empire

After students read the text, ask the following questions:

**LITERAL**—How did Augustus avoid the mistakes of Julius Caesar?

» He included the Senate in the responsibilities of ruling. He was careful about how he ruled. He was modest and not arrogant. He called himself *princeps*, or “first citizen.”

**LITERAL**—What new title did the Senate give him?

» *Imperator*, or “he who commands”

**LITERAL**—How did Augustus approach governing and the law?

» He was a strong ruler, but he showed respect for the law. He had certain responsibilities, and other leaders had different responsibilities.

**LITERAL**—What changes did Augustus make to the Roman army?

» He divided the army into two parts. The first part was further divided into legions of citizens, and each legion was commanded by a senator who had to report to more powerful senators, who in turn reported to Augustus. He made sure that no senator would have control of an army strong enough to attack Rome. The second part of the army was divided into sections smaller than legions, and the sections were made up of men who were not citizens and who were commanded by noblemen. He let non-citizens gain citizenship and have good careers. He created a treasury for the army, to make the army depend on Rome for its supplies.

**LITERAL**—What was an important result of Augustus’s efforts to create order and stability?

» He helped bring a time of peace to the empire.

Timeline

- Show students the Chapter 14 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why might Augustus have wanted to glorify Rome?”
- Post the image card to the Timeline under the date referencing the 20s CE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.
Ask students to:

• Write a short answer to the Big Question: “Why might Augustus have wanted to glorify Rome?”
  
  » Key points students should cite include: after a time of war, he wanted to lead a new, positive era; he wanted Romans to feel confidence and feel proud of Rome; by building up Romans’ sense of glory, he made them more united, helping make the empire more stable.

• Choose one of the Core Vocabulary terms (administrator, Trojans, propaganda, legion, spoils, treasury, or Pax Romana), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

CHALLENGE—“The Wanderings of Aeneas” from Virgil’s Aeneid (RL.6.2, RL.6.10) 45 min

Materials Needed: Sufficient copies of “The Wanderings of Aeneas” from Virgil’s Aeneid (FE 5)

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

The Romans worshipped a group of gods similar to the Greek deities. Most Greek gods and goddesses had an equivalent in the Roman pantheon, usually with a different name. Major Roman deities, and their Greek parallels, include:

Jupiter (Zeus)—king of the gods
Juno (Hera)—queen of the gods
Venus (Aphrodite)—goddess of love
Mercury (Hermes)—the messenger of the gods
Minerva (Athena)—the goddess of wisdom
Apollo (Apollo)—god of music, poetry, and the sun
Neptune (Poseidon)—god of the sea
Pluto—god of the dead and the Underworld; an earlier Greek name for this god was Hades, which later became the name of the Underworld itself.
Mythical creatures and monsters also appear in Greek and Roman stories. Students encountered Cerberus, a three-headed dog who guards the entrance to the Underworld, in the Greek story of Orpheus and Eurydice. Greeks and Romans both spoke of the river Styx as the border between the world of the living and the Underworld, or the land of the dead.

Distribute “The Wanderings of Aeneas” from Virgil’s *Aeneid* (FE 5). Invite a volunteer to read aloud the introduction to the excerpt.

Read aloud the first paragraph of the excerpt. Help students identify each of the following characters:

- Aeneas—a Trojan prince
- Anchises—Aeneas’s father
- Iulus—Aeneas’s son
- Creusa—Aeneas’s wife

Ask students to summarize what happened in the first paragraph. (*Aeneas, his family, and other Trojans fled the city of Troy. Aeneas lost his wife.*)

Read aloud the next paragraph, and then ask:

1. What were the harpies?
   - They were birds with women’s faces and hooked hands.

2. How did one of the harpies curse Aeneas and his crew?
   - She said that the Trojans would be tossed about until they reached Italy, and they would get so hungry they would eat their plates.

Invite volunteers to read aloud the next five paragraphs (“[The Trojans] sailed away . . . with Aeneas’s sword.”) Remind students that Polyphemus was the Cyclops who trapped Odysseus and his men in a cave and that Carthage was the city-state that fought Rome in the Punic Wars. Then ask:

1. What happened in Sicily?
   - Aeneas and his crew picked up a Greek man who had been left behind by Odysseus.

2. What happened after Anchises died?
   - The goddess Juno sent a storm that drove Aeneas’s ships south.

3. Why did Aeneas burst into tears?
   - He saw temple walls that told the story of his hometown, Troy, and of his friends.

4. Who was Dido?
   - She was a beautiful queen who founded the city of Carthage.
5. What happened between Dido and Aeneas?
   » They fell in love. Aeneas forgot about his journey, until the god
     Mercury reminded him. Then he left, and Dido was so miserable she
     stabbed herself.

Read aloud the last two paragraphs of the story. Then ask:

1. What task did the Cumaean Sybil give Aeneas?
   » She told him to travel to the Underworld to learn his fate.

2. What happened to Aeneas in the Underworld?
   » He met Dido and his father, and he saw the souls of his descendants.

3. How did Aeneas know that he had arrived in the right place and his
   wanderings were over?
   » They “ate their plates” as the harpy had predicted they would.

After reading the entire story, discuss it as a class, using the following questions
   to guide the conversation:

• What kind of person was Aeneas? How do you know?
  » Possible responses: He was devoted because he tried to save his family
    from the fall of Troy and was heartbroken at his father’s death. He was
    brave because he traveled into the unknown and into the Underworld.
    He was dedicated or focused because, except for his time with Dido,
    he did not lose sight of his mission.

• How is Aeneas’s story similar to Odysseus’s?
  » Possible responses: Both Aeneas and Odysseus traveled around the
    Mediterranean, sometimes landing in the same places (such as Sicily).
    The gods interfered in the journeys of both men. Both men had tasks
    or challenges to complete. Both encountered monsters.

• In what ways is Aeneas similar to Odysseus?
  » Possible responses: Both are warriors, veterans of the Trojan War;
    both are brave.

Propaganda and Fake News (RI.6.7)

Materials Needed: Internet access, either with display capabilities for a whole
   class activity or at student workstations, for a small-group activity

Background for Teachers: Use this link to download the CKHG Online
   Resources for this unit, where specific links to a fake news video game and to
   tips for detecting fake news may be found:

www.coreknowledge.org/ckhg-online-resources
This activity can be conducted as a whole-class activity or as a small-group activity, depending on available resources. You may wish to start the activity with the whole class and work through examples from the game as a large group before having students break into small groups to practice and play the game on their own.

Explain to students that propaganda is basically a kind of advertising. It is generally intended to provoke an emotion and a reaction. Some governments throughout history have created and distributed propaganda as a way to control or influence people. Sometimes propaganda is simply an effort to make people feel good about their society and to encourage them to support their country. Sometimes propaganda is really used to trick people and mislead them about what is actually happening in their country.

Talk to students about the rise of “fake news” in today’s society. Ask students to think about why some people might publish fake news stories.

Display and review the tips for detecting fake news.

Have students play the game, either as a whole class or in small groups.

Then, bring students together to talk about how to recognize fake news. Ask them whether fake news is dangerous, and should be illegal, or whether it should be protected as free speech.

**Domain Vocabulary: Chapters 11–14 (RI.6.4, L.6.6) 30 min**

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 11–14 (AP 14.1)

Distribute AP 14.1, Domain Vocabulary: Chapters 11–14, and direct students to complete the sentences using the vocabulary terms they have learned in their reading about Rome.

This activity may be assigned for homework.
Rome and Christianity

The Big Question: Why was the growth of Christianity originally considered a threat to the Roman Empire?

Primary Focus Objectives

✓ Identify architectural features of the Pantheon in Rome. (RI.6.7)
✓ Describe the rise of Christianity in the Roman Empire between 1 CE and 200 CE. (RI.6.2)
✓ Recognize Constantine as the first Christian emperor of Rome. (RI.6.1)
✓ Explain how the Roman persecution of Christians led to Constantine’s signing of the Edict of Milan. (RI.6.3)
✓ Understand the meaning of the following domain-specific vocabulary: miracle, ritual, persecution, conversion, edict, baptize, and pagan. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “Rome and Christianity”:

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 15 of the Student Reader, we suggest that you have students participate in the Additional Activities “More Myths Retold by Ovid” and “The Pantheon” described at the end of this chapter. Understanding the religious beliefs and practices of the Romans prior to Christianity will provide the historical context necessary to understanding Chapter 15. We suggest that you allocate two instructional days to the completion of these activities, as per the Sample Pacing Guide on page 22.

Materials Needed

Activity Pages

- Individual student copies of More Myths Retold by Ovid (FE 6)
- Individual student copies of Questions About More Myths Retold by Ovid (AP 15.1)
- Internet access
- Individual student copies of The Pantheon (AP 15.2)
- Display and individual student copies of The Roman Empire (AP 15.3)
Core Vocabulary (Student Reader page numbers listed below)

**miracle, n.** an extraordinary event or action that is considered an act of God (120)

*Example:* The people prayed for a miracle.
*Variations:* miracles

**ritual, n.** an act or series of actions done in the same way in a certain situation, such as a religious ceremony (122)

*Example:* The priestess led the ritual in the temple.
*Variations:* rituals

**persecution, n.** cruel and unfair treatment of a group of people (123)

*Example:* Religious minorities suffered persecution under the Romans.
*Variations:* persecute (v.)

**conversion, n.** a change in one’s religious beliefs (124)

*Example:* Constantine’s conversion to Christianity was a turning point in history.
*Variations:* convert (v.)

**edict, n.** an official order given by a ruler (124)

*Example:* The king issued an edict banning the festival.
*Variations:* edicts

**baptize, v.** to perform a ceremony that brings a person into the Christian Church (124)

*Example:* The minister went to the church to baptize the baby.
*Variations:* baptized

**pagan, adj.** related to the worship of many gods or goddesses (125)

*Example:* Early Christians did not want to participate in pagan rituals.

---

**THE CORE LESSON 35 MIN**

**Introduce “Rome and Christianity”**

Review with students how Rome continued to expand under Augustus and the emperors who came after him. Remind students that Augustus had temples rebuilt and encouraged Romans to practice their religion. This was part of how Augustus tried to build a strong sense of Roman identity.

Call students’ attention to the Big Question. Tell students to watch for information about why the new religion of Christianity was seen as threat by Romans until the early 300s CE.
Guided Reading Supports for “Rome and Christianity”  

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“New Religion,” Pages 118–120

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on page 118 aloud.

**SUPPORT**—Display The Roman Empire (AP 15.3), and use the map to illustrate the size and diversity of the Roman Empire. It spanned parts of three continents (Europe, Asia, Africa), which means it included people with very different cultures and belief systems. Because of the empire’s size, it would take a year for someone to travel from one end of the empire to the other.

Invite volunteers to read the remainder of the section aloud.

**CORE VOCABULARY**—Pause to explain the meaning of the vocabulary word *miracle*.

**SUPPORT**—Display The Roman Empire (AP 15.3), and locate the places named in the text: Antioch, Damascus, Palestine. Explain that Antioch is located in present-day Turkey, in between the Mediterranean and the border with Syria. Damascus is located in present-day Syria, in the southwestern part of the country, near the border with Lebanon. Palestine includes the area that is today the country of Israel.

After the volunteers read the text, ask the following questions:

**EVALUATIVE**—Why was it fairly easy for people to travel within the Roman Empire between 27 BCE and 180 CE?

» This was the time of the Pax Romana, when there was less fighting. It was safer for people to travel when they didn’t have to worry so much about being attacked or caught up in war.

**LITERAL**—What kinds of people were found in the many of the cities of the Roman Empire?

» Roman cities included Roman soldiers, and people from all over, including merchants, teachers, philosophers, and preachers.
LITERAL—About when did stories about a new religion that followed a man named Jesus Christ begin to reach some cities of the Roman Empire?

» about 40 CE

LITERAL—Why did most people in the Roman Empire probably pay little attention to these stories?

» They were used to hearing stories about new religions, miracles, and prophecies.

"Rome Feels Threatened," Pages 120–124

Scaffold understanding as follows:

Have students read the section independently. Encourage students to refer to the vocabulary boxes as they read.

CORE VOCABULARY—Point out the vocabulary terms ritual and persecution, and review their meanings.

Note: Students in Core Knowledge schools may recall the word ritual from the Grade 5 units England in the Golden Age and Feudal Japan, and the word persecution from the Grade 3 unit Ancient Rome.

SUPPORT—Remind students about Rome's history of trying to make people loyal and unified. Ask students to recall what they read about the way the Roman Republic had not crushed the people it conquered, or required tribute. This was a strategy to maintain control and stability. Remind students that they also read about Augustus's efforts to build loyalty and unity, including by promoting Roman religious practices.
After students read text, ask the following questions:

**LITERAL**—What were some difficulties the Roman Empire faced in the 100s and 200s BCE?

» It was so large that communication was difficult. There were some issues of cruelty and corruption, and some threats of attack.

**LITERAL**—What were some ways Romans showed loyalty to the empire?

» They paid taxes and participated in the Roman religion honoring the traditional gods and goddesses.

**LITERAL**—Why were Christians persecuted under the Roman Empire?

» They refused to make offerings to Roman gods and goddesses. This was not allowed and was seen as sign of disloyalty. Many Romans feared that if the Christians refused to worship Rome’s gods, the gods would abandon them.

**“A Christian Roman Empire,” Pages 124–125**

Scaffold understanding as follows:

Invite volunteers to read the section on pages 124–125 aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary terms conversion, edict, baptize, and pagan when they are encountered in the text.

After volunteers read the text, ask the following questions:

**LITERAL**—Who was Constantine? What happened to him at the Battle of Milvian Bridge?

» Constantine was an emperor. He had a vision in which he believed the Christian God promised him victory in battle. He converted to Christianity.

**LITERAL**—What did the Edict of Milan do?

» It made Christianity legal in the Roman Empire. It meant that Christians would no longer be persecuted. More and more people became Christians.

**EVALUATIVE**—What led Constantine to encourage Christianity?

» Rome was in a difficult period, and Christianity was growing. He saw it as a way to strengthen the empire.

**INFERENTIAL**—After Constantine’s conversion, was Christianity still a threat to the Roman Empire? Why or why not?

» It was not a threat anymore. It may have even helped the empire stay together.
Timeline

- Show students the Chapter 15 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why was the growth of Christianity originally considered a threat to the Roman Empire?”
- Have a student post the image cards to the Timeline under the date referencing the 300s CE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

Check for Understanding 10 min

Ask students to:

- Write a short answer to the Big Question: “Why was the growth of Christianity originally considered a threat to the Roman Empire?”
  - Key points students should cite include: stability, loyalty, and unity were important, helping the Romans control people; Romans required displays of loyalty to Rome and Roman gods; Christianity grew more and more popular, and Christians would not bow to pressure to show loyalty to the Roman religion of gods and goddesses.

- Choose one of the Core Vocabulary words (miracle, ritual, persecution, conversion, edict, baptize, or pagan), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

More Myths Retold by Ovid (RL.6.2, RL.6.10) 45 min

Materials Needed: Sufficient copies of “More Myths Retold by Ovid” (FE 6) and Questions About More Myths Retold by Ovid (AP 15.1)

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

www.coreknowledge.org/ckhg-online-resources

Ovid was a Roman writer who lived from 43 BCE–17 CE. Among his most famous works are the *Metamorphoses*, a series of several books containing mythical stories written as poems. Many of the stories are taken from earlier Greek mythology. Although Ovid was Roman, and wrote in Latin, his versions of the Greek myths, as well as many Roman myths, are very well known.
Remind students that the Greek myths they read during their study of ancient Greece were based on Ovid’s versions. Ask students to first retell the story of Apollo and Daphne, and then that of Orpheus and Eurydice.

Remind students that people who lived during the periods in history of the ancient Greek and Roman civilizations worshipped many gods and goddesses. Major Greek deities, and their Roman parallels, include:

- **Zeus (Jupiter):** the ruler of all gods; he was notorious for throwing his lightning bolt.
- **Hera (Juno):** the goddess of marriage, guardian of women, wife of Zeus
- **Apollo (Apollo):** the god of music and poetry
- **Artemis (Diana):** the goddess of hunting, sister of Apollo
- **Poseidon (Neptune):** the god of the seas and earthquakes. He carried a trident, a three-pronged staff that he used to stir up the oceans.
- **Aphrodite (Venus):** the goddess of love, wife of Hephaestus. She was said to have been born from the foam of the sea.
- **Eros (Cupid):** the god of love. He is Aphrodite’s son. He is an archer who can shoot arrows into the hearts of gods and mortals, causing them to fall in love.
- **Demeter (Ceres):** the goddess of grain and the harvest
- **Ares (Mars):** the god of war
- **Hermes (Mercury):** the speedy messenger of the gods, who wore winged sandals
- **Hephaestus (Vulcan):** the crippled blacksmith of the gods
- **Athena (Minerva):** the goddess of wisdom and war. She was said to have sprung, full-grown, from the head of Zeus. She was the patron goddess of Athens and the goddess to whom the Parthenon was dedicated.
- **Dionysus (Bacchus):** the god of wine and theater
- **Hades (Pluto):** the god of the Underworld

People in ancient Greece and Rome often used myths to explain different natural occurrences for which they did not have a scientific explanation, as well as particular customs or practices unique to their culture. For example, one myth explained that the sun traveled across the sky because Apollo pulled it with his chariot. Another said that Zeus created thunder with his thunderbolt.

Tell students that today they will read two additional myths retold by Ovid. Explain that in the first myth, they will read about a nymph named Echo. Nymphs are creatures who are not gods but are part of the gods’ world. Nymphs are usually associated with natural features, such as water or trees. Students will also read about Narcissus, who is the son of a river god and a nymph.
Invite volunteers to read “Echo and Narcissus” aloud. Distribute Questions About More Myths Retold by Ovid (AP 15.1). Have students work with a partner to answer and discuss the questions about Echo and Narcissus. Then invite partners to share their answers with the whole class.

Have students read “Pygmalion and Galatea” independently. Then have students work with their partners to answer and discuss the AP 15.1 questions about Pygmalion and Galatea.

After reviewing students’ answers to AP 15.1, conduct a whole-class discussion. Ask students to think about how Pygmalion and Narcissus are similar. How are they different? What makes their stories different in the end? (They both fall in love with a beautiful image that cannot give love back. Narcissus is obsessed with himself. Pygmalion is obsessed with his art and with his idea of the perfect woman. No gods help Narcissus [or Echo]. Venus helps Pygmalion, allowing him to find love with a real person, instead of loving an image.)

Virtual Field Trip: The Pantheon in Rome (RI.6.7)  
45 min

Materials Needed: The Pantheon (AP 15.2); Internet access

Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to images of the Pantheon and Parthenon and to a virtual tour of the Pantheon may be found:

www.coreknowledge.org/ckhg-online-resources

Romans built temples to honor their gods. The Pantheon was built by the ancient Romans to honor all of their gods, in one magnificent temple. The word pantheon means “all the gods.”

Its impressive scale is linked to the spiritual realm. It is meant to show greatness of the Roman gods, as well as the glory of Rome. The top of the dome reaches 142 feet in the air; the diameter of the dome is 142 feet across. Imagine how it would feel walking up into the Pantheon. (The original street level was much lower, and there were steps leading up to the façade.) The ancient Romans were some of the first to build such vast interior spaces. Until modern times, the Pantheon dome was the largest ever built. The oculus at the top of the dome was revolutionary in architecture. The Pantheon was probably one of the first buildings from classical times to focus on the interior, rather than on the exterior (which is relatively plain).

Display the image of the front of the Pantheon. Note its architectural features: the pillars (columns), the portico (porch or covered walkway), and the pediment (the triangular gable above the colonnade/pillars).

Display the 360° view of the Pantheon and use it to explore the building’s interior. Be sure to note the building’s dome—a unique feature of Roman architecture—as well as the pillars, the ceiling panels, and the oculus at the top of the dome.
As you explore the Pantheon, ask:

1. **What are some of the geometric shapes you see?**
   - rectangles, squares, triangles, circle, arch

2. **Why do you think the builders added an oculus to the design?**
   - Answers may vary; the oculus is an important source of light.

3. **Note the niches and alcoves in the walls. What do you think they were used for?**
   - They were used to display statues.

4. **This Pantheon was built on the site of the first Pantheon, which burned in a fire in 80 CE. That first Pantheon was dedicated to Romulus. Why do you think that is?**
   - According to legend, Romulus founded the city of Rome.

5. **The pediment of the Pantheon has drill holes in it. Historians think the holes were used to display an emblem, probably some representation of Jupiter. Who was Jupiter? Why would the emblem be given such a prominent display?**
   - Jupiter was the king of the gods. The Greeks called him Zeus.

Display the image of the Parthenon. Have students compare the architecture of the two buildings. *Students should note that both buildings follow a similar architectural style, including the use of columns. The Pantheon is different, however, because of its dome.*

Distribute AP 15.2, and have students identify the architectural elements of the Pantheon. You may wish to assign the activity page as homework.
CHAPTER 16

The Fall of the Roman Empire

The Big Question: What caused the decline and fall of the western Roman Empire?

Primary Focus Objectives

✓ Understand the economic recession, joblessness, and the divide between rich and poor in the empire. (RI.6.2)

✓ Recognize the Germanic tribes, the rise of Islam, and the role of Christians at the end of the empire. (RI.6.2)

✓ Understand the meaning of the following domain-specific vocabulary: economic, recession, inflation, plunder, and prophet. (RI.6.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “The Fall of the Roman Empire”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages

• Individual student copies of The Roman Empire (AP 15.3)

• Individual student copies of Causes of the Fall of Rome (AP 16.1)

Core Vocabulary (Student Reader page numbers listed below)

economic, adj. relating to the management of money and resources to produce, buy, and sell goods and services (128)

Example: Economic problems led to political upheaval.

Variations: economy (n.)
recession, n. a time of reduced economic activity, when there is little buying or selling (128)
   Example: Many people suffered during the recession.
   Variations: recessions

inflation, n. a rise in prices and a fall in the purchasing value of money (128)
   Example: Inflation made it hard for the poor to afford food.
   Variations: inflated (adj.)

plunder, v. to take something by force (131)
   Example: The soldiers looked for a rich town to plunder.
   Variations: plunders, plundered

prophet, n. someone chosen by God to bring a message to people (132)
   Example: The people were excited by the message of the new prophet.
   Variations: prophets

THE CORE LESSON  35 MIN

Introduce “The Fall of the Roman Empire”  5 MIN

Ask students to recall what struggles Rome was facing as Christianity developed and spread. Remind them that the vast size and diversity of the empire made it difficult to manage. Civilizations outside of the Roman Empire wanted to conquer it.

Call students’ attention to the Big Question. Tell students to look for information about how Rome changed and became weak, and how the empire finally came to an end.

Independent Reading of “The Fall of the Roman Empire”  30 MIN

Ask students to take out individual student copies of The Roman Empire (AP 15.3) and Causes of the Fall of Rome (AP 16.1). Direct students to read the entire chapter independently, referring to The Roman Empire (AP 15.3) and completing Causes of the Fall of Rome (AP 16.1) as they read.

Tell students that if they finish reading the chapter before their classmates, they should copy and write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

SUPPORT—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly explain each word: prosperity, economic, recession, and inflation. Have students repeat the pronunciation of each word.

SUPPORT—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.
Note: Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read. This chapter may be particularly challenging for ELL students and others with weak vocabulary or language skills, as many idioms are used throughout the chapter.

**Guided Reading Supports for “The Fall of the Roman Empire”**

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Strengths and Weaknesses,” Pages 126–127

**Scaffold understanding as follows:**

**Invite volunteers to read the section aloud.**

After the volunteers read the text, ask the following questions:

**LITERAL—What contributions did Rome make to the lands it ruled?**

» It helped bring law and order; it built roads; it established rights for citizens and a system of justice; it brought prosperity.

**LITERAL—What problems arose in the 200s BCE?**

» The empire stopped growing. This limited the wealth of the empire.

### “Money Troubles,” Page 128

**Scaffold understanding as follows:**

Read the section aloud.

**CORE VOCABULARY**—Stop to explain the vocabulary terms *economic*, *recession*, and *inflation* when they are encountered in the text.
there was a significant
Some of these were
By the year 200 CE,
The empire began to show signs of weakness.

Recessions are often accompanied by periods
complicated.
and bread, but these were short-term
Roman leaders tried giving away money
go to make more money, but this did not
was that more money was needed. He took gold from the pagan temples
Emperor Constantine (274–337 CE) thought that the problem with high prices
that some goods became completely unavailable.

People have to pay more and more for the things
is available but not worth much, so prices rise.

Other emperors poisoned their enemies and neglected the affairs of the
ruling. For example, Nero, who reigned from 54 to 68 CE, was probably
and did not do their jobs properly.

Government also suffered serious problems. Powerful generals and the army
no longer conquering new territories. In fact, it was struggling to hold on to
men had gained wealth, land, and social position. However, the army was
improve their future. The Roman army had been one place where many
such as senators, were five times richer than they had been in the Age of
Additionally, the gap between the rich and the poor widened. Aristocrats,
was unlikely that Nero caused the fire.) At last, the army forced him to commit
whom he cruelly put to death. (Today, most historians have concluded that it
of setting fire to the city of Rome—a crime that he blamed on Christians,
were killed. One was executed; the other was murdered. He was accused
insane. He had his mother stabbed to death and his first and second wives

Scaffold understanding as follows:

Have students read the section independently. After students read the
text, ask the following questions:

LITERAL—What changes had occurred for the rich and the poor?
» The rich had become much richer. But there were fewer opportunities
for people in general. There was a bigger difference between the rich
and the poor than there had been previously.

LITERAL—What were some of the other issues that weakened Rome at
this time?
» Other issues included power struggles, corruption, bad leaders,
constant change of leaders, and conflict with the growing Christian
religion (until the Edict of Milan).
ANCIENT GREECE AND ROME

As Julius Caesar fought wars in Europe to bring the peoples of the North under Roman control, Caesar and a few other Romans went as far as Britain and established bases there. The peoples of northern Europe, however, were not like the familiar peoples of the Mediterranean. The Romans referred to northern Europeans as barbarians. Unlike the peoples of the Mediterranean, some of the peoples of Europe did not settle in one place. They moved from place to place in search of adequate sources of food, and at times because of conflicts with others. They did not build large cities like the ones in other parts of the Roman Empire, and they offered fewer opportunities for trade with Rome.

Goths and Vandals

One significant group of northern people included Germanic tribes, such as the Goths and the Vandals. For several centuries, these tribes bothered the Romans by attacking Roman soldiers and trying to invade the empire. Most of these attacks were small and not well organized. Such attacks were not really a threat to the empire when it was strong, but now the empire had its own problems and was not as strong as it had been. The attacks were small and not well organized, but as Rome got weaker, the attacks were more successful.

Many of the so-called barbarians were fierce fighters. The Romans admired this. In places where they were able to, they included these warriors in the army legions that patrolled the borders of the empire. After a time, the Roman army that patrolled the northern borders of the empire was mostly made up of warriors from Germanic tribes. They fought off the attacks of other Germanic tribes. At least they were supposed to.

In 410 CE, the Visigothic king Alaric and his army invaded the empire and attacked the city of Rome. They overcame Rome's defenses and plundered it. The Roman leaders in the eastern part of the empire were shocked that this had happened.


Scaffold understanding as follows:

Read the section aloud.

CORE VOCABULARY—Pause to explain the vocabulary word prophet when it is encountered in the text.

Note: Students may recall the word prophet and the rise of Islam from the Grade 4 unit Medieval Islamic Empires.
After you read the text, ask the following questions:

**LITERAL**—What was the new name of the eastern part of the Roman Empire?

» the Byzantine Empire

**LITERAL**—What was the capital of the Byzantine Empire?

» Constantinople

**LITERAL**—Who was Muhammad?

» Muhammad was a man from Arabia who had visions. He was considered a holy prophet. He started a new religion, Islam.

**LITERAL**—How did the development of this new religion affect Arab peoples?

» Many Arabs became Muslims. This brought the Arab peoples together.

**LITERAL**—What are some of the areas that the new Arab armies conquered?

» They conquered Antioch, Alexandria, and parts of Spain.

"The Grandeur That Was Rome," Pages 134–135

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

After the volunteers read the text, ask the following questions:

**LITERAL**—How did the Roman Empire continue to influence Christianity?

» The Christian Church used ideas, language, and clothing inherited from Rome.
LITERAL—How did the influence of the Roman Empire continue on in Europe?

» Europe admired the Roman Empire. Charlemagne named his empire the Holy Roman Empire, to link it to the glory of the Roman Empire. European laws, education, and art, were influenced by Rome’s traditions.

Note: If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Timeline

- Show students the Chapter 16 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What caused the decline and fall of the western Roman Empire?”
- Post the image card to the Timeline under the date referencing the 400s CE. Refer to the illustration in the Unit 2 Introduction for guidance on the placement of each image card to the Timeline.

CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “What caused the decline and fall of the western Roman Empire?”
  » Key points students should cite include: economic problems, power struggles, corruption, bad leaders, attacks by the Goths and Vandals.

- Choose one of the Core Vocabulary words (economic, recession, inflation, plunder, or prophet), and write a sentence using the word.

Note: Be sure to check students’ written responses to Causes of the Fall of Rome (AP 16.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.
The Big Question: How would you sum up the impact and influence of ancient Greece and Rome on the United States?

Primary Focus Objectives
✓ Understand how Greek and Roman contributions have had lasting effects in our culture. (RI.6.2)
✓ Understand the meaning of the following domain-specific vocabulary: classical, jurisprudence, and heritage. (RI.6.4)

What Teachers Need to Know
For background information, download the CKHG Online Resource “The Heritage of Greece and Rome”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed
Activity Pages
• Individual student copies of Domain Vocabulary: Chapters 11–14 (AP 14.1)
• Individual student copies of The Heritage of Greece and Rome (AP 17.1)

Core Vocabulary (Student Reader page numbers listed below)
classical, adj. belonging to, or in the style of, ancient Greece or Rome (136)
Example: The Parthenon is a great achievement of classical architecture.

jurisprudence, n. a country’s system of laws and justice (139)
Example: The rights of the accused are an important principle of American jurisprudence.
heritage, n. something that is inherited by one person or group from an older person or group (141)

Example: The United States is influenced by its European heritage.

The Core Lesson 35 min

Introduce “The Heritage of Greece and Rome” 5 min

Ask students to think back to what they have read about ancient Greece and Rome. Ask them to recall the forms of government, the architecture, literature, and ideas that were important in these civilizations. Explain that both ancient Greece and ancient Rome influenced many later civilizations, especially Western civilization. Explain that the phrase “Western civilization” refers to the cultures of all European countries and countries influenced by Europe. The United States is part of Western civilization.

Point out the Core Vocabulary word heritage in the chapter title, and explain its meaning. Have students use the definition to restate the title of chapter. (Possible response: What Has Been Inherited from Greece and Rome.)

Call students’ attention to the Big Question. Tell students to look for information about how ideas from ancient Greece and Rome shape the United States today.

Guided Reading Supports for “The Heritage of Greece and Rome” 30 min

When you or a student reads aloud, always prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


Scaffold understanding as follows:

Have students read the section independently. Encourage students to refer to the vocabulary box on page 136 as they read.

CORE VOCABULARY—Point out the vocabulary word classical, and review its meaning.

After students read the text, ask the following questions:

LITERAL—Where can we see influence from ancient Greek and Roman architecture in the United States today?

» Many public buildings use this style of architecture.
EVALUATIVE—How did the history of Greece and Rome influence the type of government created in the United States?

» The idea of democracy is very important, but founders of the United States wanted to avoid the disunity found in ancient Greece. They wanted to avoid having too much power in the central government, but took a lot of ideas from the Roman Republic.

LITERAL—What are some other ways the Romans have influenced our culture today?

» We use a Roman calendar to divide a year’s time into months, a Roman concept of time during the day, and many abbreviations and words from Latin.
LITERAL—What are some subjects that were greatly influenced by ancient Greece and Rome?

» Engineering, architecture, law, government, history, philosophy, literature, medicine, and science have all been influenced by ancient Greece and Rome.

CHECK for UNDERSTANDING 10 min

Ask students to:

• Write a short answer to the Big Question: “How would you sum up the impact and influence of ancient Greece and Rome on the United States?”

» Key points students should cite include: architecture, government, culture, calendar, and language.

• Choose one of the Core Vocabulary words (classical, jurisprudence, or heritage), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Note: This chapter is shorter than most of the chapters in this unit. If instructional time remains, select one of the following activities:

• Ask students to refer to the classroom Timelines. Invite students to compare the two Timelines and events, discussing what was happening in each civilization at a comparable point in time. For example, what was happening in Greece when Rome was only a loose community of farmers living near the Tiber River? (In 400 BCE, the Peloponnesian War had ended and a year later, Socrates was sentenced to death.)

• Ask students to start Domain Vocabulary: Chapters 11–14 (AP 14.1); unfinished work may be completed for homework.

Additional Activities

The Heritage of Greece and Rome (RI.6.2) 45 min

Materials Needed: sufficient copies of The Heritage of Greece and Rome (AP 17.1)

Distribute The Heritage of Greece and Rome (AP 17.1). Have students independently complete the activity page using the information in Chapter 17. Review student responses with the entire class.
Teacher Resources

**Unit Assessment: Ancient Greece and Rome**

- Performance Task: Ancient Greece and Rome
  - Performance Task Scoring Rubric
  - Performance Task Activity: Ancient Greece and Rome
  - Ancient Greece and Rome Performance Task Notes Table

**Activity Pages**

- Chapter 1—World Map (AP 1.1)
- Chapter 1—World Geography (AP 1.2)
- Chapter 1—Map of the Mediterranean Region (AP 1.3)
- Chapter 1—Geography of the Mediterranean Region (AP 1.4)
- Chapter 2—Map of Ancient Greece, c. 500 BCE (AP 2.1)
- Chapter 2—American and Athenian Democracy (AP 2.2)
- Chapter 3—Notes on Sparta (AP 3.1)
- Chapter 3—Athens and Sparta (AP 3.2)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.1)
- Chapter 5—Map of the Persian Wars (AP 5.1)
- Chapter 5—Notes on the Persian Wars (AP 5.2)
- Chapter 6—The Golden Age of Athens: Who's Who (AP 6.1)
- Chapter 8—The Death of Socrates (AP 8.1)
- Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.2)
- Chapter 10—Review: Ancient Greece (AP 10.1)
- Chapter 11—Life in Rome (AP 11.1)
- Chapter 11—The Roman Republic (AP 11.2)
- Chapter 13—Notes on Julius Caesar: A Great Roman (AP 13.1)
- Chapter 14—Domain Vocabulary: Chapters 11–14 (AP 14.1)
• Chapter 15—Questions About More Myths Retold by Ovid (AP 15.1) 200
• Chapter 15—The Pantheon (AP 15.2) 201
• Chapter 15—The Roman Empire (AP 15.3) 202
• Chapter 16—Causes of the Fall of Rome (AP 16.1) 203
• Chapter 17—The Heritage of Greece and Rome (AP 17.1) 204

**Answer Key: Ancient Greece and Rome — Unit Assessment and Activity Pages**

The following fiction and nonfiction excerpts can be downloaded at:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Fiction Excerpts**

• Chapter 1—Myths Retold by Ovid (FE 1)
• Chapter 1—Excerpts from Homer’s *Iliad* (FE 2)
• Chapter 1—“Odysseus and the Cyclops,” from Homer’s *Odyssey* (FE 3)
• Chapter 13—Excerpt from *Julius Caesar* by William Shakespeare (FE 4)
• Chapter 14—“The Wanderings of Aeneas,” from Virgil’s *Aeneid* (FE 5)
• Chapter 14—More Myths Retold by Ovid (FE 6)

**Nonfiction Excerpts**

• Chapter 2— Homer (NFE 1)
Unit Assessment: Ancient Greece and Rome

A. Circle the letter of the best answer.

1. What was the ancient Greek word for city-state?
   a) agora
   b) acropolis
   c) ostrakon
   d) polis

2. Who was the Greeks' chief god?
   a) Hera
   b) Zeus
   c) Poseidon
   d) Athena

3. What was the name of the group that voted to determine government policy in ancient Athens?
   a) Assembly
   b) Agora
   c) Senate
   d) Symposium

4. Who could be a citizen of Athens?
   a) anyone who was born in Athens
   b) any male adult
   c) any male or female adult who had at least one Athenian parent
   d) any male adult who was not enslaved and who had two Athenian parents

5. The Greek epic poems the Iliad and the Odyssey were said to have been written by
   a) Homer.
   b) Plato.
   c) Symposium.
   d) Aristides.

6. What city-state was the main rival of Athens?
   a) Carthage
   b) Olympia
   c) Sparta
   d) Peloponnesus
7. What was most important to Spartans?
   a) military ability
   b) artistic ability
   c) debating skills
   d) shipbuilding

8. How did the Olympic Games begin?
   a) as a way to avoid military service
   b) as a funeral service for a king
   c) as punishment for captured enemies
   d) as a religious festival to honor Zeus

9. Why was the Delian League established by Greek city-states?
   a) to battle the Peloponnesian League led by the Spartans
   b) to prepare for the growing conflicts of the Peloponnesian War
   c) to establish a community education program for Athenian youth
   d) to defend themselves against any future Persian invasions

10. What was an important Greek building, a temple to honor Athena, called?
    a) Acropolis
    b) Lyceum
    c) Colosseum
    d) Parthenon

11. Who won the Peloponnesian War?
    a) Peloponnesus
    b) Athens
    c) Sparta
    d) Rome

12. What is the Socratic method?
    a) a question-and-answer system of learning
    b) a way of electing members of the Assembly
    c) a military strategy
    d) another term for the jury system

13. For Plato, one of the goals of philosophy was to find
    a) the explanations for natural phenomena, such as lightning.
    b) the culprits responsible for the unjust death of Socrates.
    c) secrets of the future in the stars.
    d) the perfect forms of life in the ideal state.
14. What areas did Alexander the Great conquer?
   a) Western Europe
   b) Asia all the way to China
   c) Greece, Persian Empire, the Middle East
   d) all of Africa above the equator

15. What was Rome’s chief governing body?
   a) Assembly
   b) Senate
   c) Acropolis
   d) Supreme Court

16. Which of the following did Hannibal not do during the Second Punic War?
   a) raid Saguntum
   b) attack Rome by land
   c) trek across the Alps
   d) sail across the Mediterranean Sea to Italy

17. For what is Julius Caesar remembered?
   a) being a great general
   b) craving power no matter what the cost
   c) starting a civil war in Rome
   d) all of the above

18. Why is Caesar Augustus considered one of Rome’s greatest leaders?
   a) He enlarged the Roman Empire by conquering Gaul.
   b) He established peace that lasted for a long time.
   c) He made Christianity a legal religion.
   d) all of the above

19. What was the Pax Romana?
   a) the long period of peace in the Roman Empire
   b) the words placed on public buildings in ancient Rome
   c) the motto of the Delian League
   d) the highest rank in the Roman army

20. Who were Sophocles, Euripides, and Aeschylus?
   a) the most famous Spartan generals in the Peloponnesian War
   b) the major Athenian dramatists
   c) the Roman consuls appointed by Julius Caesar
   d) the heroes at the battle of Thermopylae
21. Which of the following was most important to Aristotle?
   a) truth
   b) wealth
   c) warfare
   d) equality

22. What did the Edict of Milan do?
   a) made Julius Caesar a god
   b) ended the Punic Wars
   c) made Latin the official language of the Roman Empire
   d) made Christianity a legal religion in the Roman Empire

23. Allah and the Koran are a part of what religion?
   a) Greek Orthodoxy
   b) Christianity
   c) Islam
   d) Judaism

24. What did the eastern part of the Roman Empire become?
   a) the Byzantine Empire
   b) Phoenicia
   c) Ostrogothia
   d) the Visigoth Empire

25. What are the White House, Capitol, and Jefferson Memorial based on?
   a) Roman and Spanish architecture
   b) Byzantine architecture
   c) Greek and Turkish architecture
   d) Greek and Roman architecture
B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Hellenistic</td>
<td>a) banish, send away</td>
</tr>
<tr>
<td>27. Pax Romana</td>
<td>b) a skilled public speaker</td>
</tr>
<tr>
<td>28. patrician</td>
<td>c) a commoner in ancient Rome</td>
</tr>
<tr>
<td>29. sophist</td>
<td>d) a long period of peace and stability</td>
</tr>
<tr>
<td>30. classical</td>
<td>e) the ability to think clearly and understand</td>
</tr>
<tr>
<td>31. ostracize</td>
<td>f) a type of philosopher in ancient Greece</td>
</tr>
<tr>
<td>32. pagan</td>
<td>g) an upper-class person in ancient Rome</td>
</tr>
<tr>
<td>33. orator</td>
<td>h) in the style of ancient Greece or Rome</td>
</tr>
<tr>
<td>34. plebeian</td>
<td>i) civilization that adopted the culture of ancient Greece</td>
</tr>
<tr>
<td>35. reason</td>
<td>j) related to the worship of gods and goddesses</td>
</tr>
</tbody>
</table>
Performance Task: Ancient Greece and Rome

Teacher Directions: Ancient Greece and Rome were both civilizations that produced remarkable achievements in art, architecture, and literature; new ways of thinking; and new ways of governing.

Ask students to pick a particular subject or an idea and write an essay explaining how it was developed and enriched by ancient Greece and/or Rome. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five specific examples of the influence of ancient Greece and/or Rome.

<table>
<thead>
<tr>
<th>TOPIC/AREA/IDEA</th>
<th>Elements from ancient Greece or Rome that remain influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>Different systems of government in ancient Greece, particular democracy; Rome’s republic; institutions such as the Assembly, the Senate, juries; concepts such as citizenship, citizens’ rights, voting</td>
</tr>
<tr>
<td>Literature</td>
<td>The continued influence of myths; the influence of epic poems on adventure stories, the concept of heroism</td>
</tr>
<tr>
<td>Philosophy</td>
<td>The Socratic method; the goal of explaining things with reason; ways of thinking about good and bad</td>
</tr>
<tr>
<td>Architecture</td>
<td>Columns, arches, domes, decorative sculpture and statues; a style that is used today to symbolize elegance, sophistication, or a serious, public purpose</td>
</tr>
<tr>
<td>Language</td>
<td>The influence of both Greek and Latin on English (as well as on other languages); the use of Latin phrases and abbreviations</td>
</tr>
</tbody>
</table>
## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their essay using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

<table>
<thead>
<tr>
<th>Above Average</th>
<th>Response is accurate, detailed, persuasive, and includes five specific examples. The references clearly show the influences and impact of ancient Greece and/or Rome. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Response is mostly accurate, somewhat detailed, and includes four specific examples. The references show the influences and impact of ancient Greece and/or Rome. The writing is focused and demonstrates control of conventions; some minor errors may be present.</td>
</tr>
<tr>
<td>Adequate</td>
<td>Response is mostly accurate and includes three specific examples but lacks detail. The essay helps show influences and impact of ancient Greece and/or Rome, but references few details from the text. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.</td>
</tr>
<tr>
<td>Inadequate</td>
<td>Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of ancient Greece and Rome. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.</td>
</tr>
</tbody>
</table>
Performance Task Activity: Ancient Greece and Rome

How did ancient Greece and/or Rome influence a particular subject or idea? Give three to five specific examples.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in Ancient Greece and Rome.
**Ancient Greece and Rome Performance Task Notes Table**

Use the table below to help organize your thoughts as you refer to *Ancient Greece and Rome*. You do not need to complete the entire table to prepare your essay, but you should try to have three to five specific examples related to a particular subject or an idea impacted by the civilizations of ancient Greece and/or Rome.

<table>
<thead>
<tr>
<th>TOPIC/AREA/IDEA</th>
<th>Elements from ancient Greece or Rome that remain influential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td></td>
</tr>
<tr>
<td>Literature</td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>The Socratic method</td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td></td>
</tr>
</tbody>
</table>
Activity Page 1.2

World Geography

1. What are the main continents that the equator passes through?

2. Which body of water separates the Americas from Europe and Africa?

3. Which continents border the Mediterranean Sea?

4. What are the largest bodies of water that border Europe?

5. Which body of water separates Europe and Africa?
Activity Page 1.4  
Use with Chapter 1

Geography of the Mediterranean Region

1. Which continents border the Mediterranean Sea?

2. Which two natural water passageways link the Mediterranean Sea and the Black Sea to the east and the Atlantic Ocean to the west?

3. Which European country is on a peninsula that is shaped like a boot?

4. What mountains separate France and Italy?

5. If you traveled from Europe to Africa across the Mediterranean Sea, in what direction would you be traveling?

6. Using the map scale, estimate the distance between Rome and Carthage.

7. Ships sailing east of Greece would be in the ________________ Sea.

8. The island of __________________________ is located in the Mediterranean Sea near Greece.

9. Using the map scale, measure the distance between Athens and Sparta.

Map of Ancient Greece, c. 500 BCE
Complete the chart, comparing democracy in ancient Athens with U.S. democracy.

<table>
<thead>
<tr>
<th>Ancient Athens</th>
<th>United States of America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>Citizenship</td>
</tr>
<tr>
<td>Lawmakers</td>
<td>Lawmakers</td>
</tr>
<tr>
<td>Legal System</td>
<td>Legal System</td>
</tr>
<tr>
<td>Rights and Responsibilities</td>
<td>Rights and Responsibilities</td>
</tr>
<tr>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>
Notes on Sparta

Complete the outline using information from Chapter 3.

Military Culture

1. Spartans raised their children to be __________.  
   List three details about education in Sparta.
   a) ____________________________________________
   b) ____________________________________________
   c) ____________________________________________

2. The Spartan state was organized as a __________.  
   List three details about the lives in women in Sparta.
   a) ____________________________________________
   b) ____________________________________________
   c) ____________________________________________

3. The helots were ____________ people.  
   List three details about the lives of helots in Sparta.
   a) ____________________________________________
   b) ____________________________________________
   c) ____________________________________________
Notes on Sparta

Spartan Government

1. Sparta was led by _________________________________.

2. List two ways Sparta’s Assembly was different from Athens’s Assembly.
   a) _________________________________.
   b) _________________________________.

Contrasting Lifestyles

1. List two ways the culture of Sparta was different from the culture of Athens.
   a) _________________________________.
   b) _________________________________.

2. How was the geography of Sparta different from the geography of Athens?
   _________________________________.
   _________________________________.

3. How did the militaries of Sparta and Athens differ?
   _________________________________.
   _________________________________.
Athens and Sparta

Fill in the diagram with details about Athens and Sparta. Facts that are true about both groups should go in the middle of the diagram.
Use the words and phrases in the word bank to complete the crossword puzzle.

<table>
<thead>
<tr>
<th>across</th>
<th>5. a symbol</th>
<th>8. a person who is legally recognized as a member or subject of a country or state</th>
<th>12. illegal or dishonest behavior, often by people in a position of power</th>
<th>15. the skill of using words effectively</th>
<th>17. cut off from the sea</th>
<th>18. the study of ways of thinking and making well-reasoned arguments</th>
<th>19. a small, independent political state</th>
<th>20. the upper or noble class whose members' status is usually inherited</th>
<th>22. a group of soldiers who attack in close formation with their shields overlapping and spears pointed forward</th>
</tr>
</thead>
<tbody>
<tr>
<td>down</td>
<td>1. to honor a person or event by creating an artistic or literary work, causing the person or event to be remembered forever</td>
<td>2. a ritual or ceremony</td>
<td>3. a long poem that tells an adventure story</td>
<td>4. the southwestern part of Asia; today most of this peninsula is known as Turkey</td>
<td>6. a government led by a king or queen</td>
<td>7. a woman who has the training or authority to carry out certain religious ceremonies or rituals</td>
<td>9. a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship</td>
<td>10. a group that listens to information and makes decisions based on the law</td>
<td>11. buildings where soldiers live</td>
</tr>
</tbody>
</table>

*No space between the two words is included in the crossword puzzle. **The hyphen is included in the crossword puzzle.
Activity Page 4.1 (Continued)  
Use with Chapter 4  
Domain Vocabulary: Chapters 1–4
Activity Page 5.1

Map of the Persian Wars

Persian Wars, 499–479 BCE

Key

- Greek states
- Persian empire

Name ___________________________  Date ___________________

Use with Chapter 5
Use the information in Chapter 5 to explain what happened in each time and place.

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>546 BCE</td>
<td>Asia Minor</td>
<td></td>
</tr>
<tr>
<td>499 BCE</td>
<td>Miletus</td>
<td></td>
</tr>
<tr>
<td>498 BCE</td>
<td>Asia Minor</td>
<td></td>
</tr>
<tr>
<td>490 BCE</td>
<td>Marathon</td>
<td></td>
</tr>
<tr>
<td>480 BCE</td>
<td>Thermopylae</td>
<td></td>
</tr>
<tr>
<td>480 BCE</td>
<td>Salamis</td>
<td></td>
</tr>
<tr>
<td>479 BCE</td>
<td>Plataea</td>
<td></td>
</tr>
</tbody>
</table>
**The Golden Age of Athens: Who’s Who**

**Match each person with an achievement.**

<table>
<thead>
<tr>
<th>Person</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aeschylus</td>
<td>a) A historian who wrote about the Peloponnesian War</td>
</tr>
<tr>
<td>2. Aristophanes</td>
<td>b) Dramatist who wrote tragedies, including the <em>Oresteia</em></td>
</tr>
<tr>
<td>3. Euripides</td>
<td>c) Called “the father of history”; he wrote a history of the Persian Wars.</td>
</tr>
<tr>
<td>4. Herodotus</td>
<td>d) Comic playwright; he made fun of leaders and public figures.</td>
</tr>
<tr>
<td>5. Hippocrates</td>
<td>e) Dramatist who wrote tragedies; he was popular with audiences.</td>
</tr>
<tr>
<td>6. Pericles</td>
<td>f) Called “the father of medicine”; he recognized that environmental factors influence people’s health.</td>
</tr>
<tr>
<td>7. Sophocles</td>
<td>g) The leader of Athens; he encouraged rebuilding, made political reforms, and supported the arts.</td>
</tr>
<tr>
<td>8. Thucydides</td>
<td>h) Tragic playwright; author of <em>Oedipus the King</em></td>
</tr>
</tbody>
</table>
**The Death of Socrates**

Read this excerpt from *Phaedo* by Plato, which details the last hours in the life of Socrates. Then answer the questions that follow.

Socrates said, “You, my good friend, who are experienced in these matters, shall give me directions how I am to proceed.”

The man answered: “You have only to walk around until your legs are tired, and then lie down, and the hemlock will act.” At the same time he handed the cup to Socrates, who accepted it in the easiest and gentlest manner, without the least fear in his eyes.

Socrates paused before drinking. “I pray to the gods,” he said, “to ease my journey from this to that other world. May this prayer be granted to me.” Then, holding the cup to his lips, he cheerfully drank the poison.

Until now, most of us had been able to control our sorrow. But now, when we saw that he had emptied the cup, we could no longer control ourselves. My own tears were flowing so fast that I covered my face and wept over myself. I was not weeping over him, but instead at my own calamity in having lost such a great friend. And I was not the only one. Crito, when he found himself unable to restrain his tears, had gotten up and moved away, and I followed. At that moment, Apollodorus, who had been weeping all the time, broke out a loud cry that frightened all of us.

Only Socrates remained calm. “What is this strange outcry?” he said. “I sent away the women mainly in order that they might not offend in this way, for a man should die in peace. Be quiet, and have patience.” When we heard that, we were ashamed and wiped away our tears. Socrates walked about as he had been told, until his legs began to fail, and then he lay on his back, according to the directions, and the man who gave him the poison now and then looked at his feet and legs. After a while he pressed Socrates’s foot hard and asked him if he could feel. Socrates said no; and then his leg, and so upward and upward, and showed us that he was cold and stiff.

And he felt them himself and said, “When the poison reaches the heart, that will be the end.” He was beginning to grow cold about the groin, when he uncovered his face, for he had covered himself up, and said (they were his last words): “Crito, I owe a chicken to Asclepius. Will you remember to pay the debt?”

“The debt shall be paid,” said Crito. “Is there anything else?” There was no answer to this question, but in a minute or two a movement was heard, and the attendants uncovered Socrates. Crito closed his eyes and mouth. Such was the end of our friend, a man who was the wisest and most just and best.
The Death of Socrates

1. What is unusual about Plato’s description of Socrates drinking the poison?

2. How does Socrates react when his friends cry out at his rapidly approaching death? What does this suggest?

3. In what ways did the hemlock affect Socrates?

4. What does Socrates’s final request suggest about his character?

5. Based on this account, how do you think Plato felt about the death of Socrates?
For each word, write the letter of the definition.

1. diplomatic relations  a) a group that works together to achieve common goals
2. sophist  b) a highly contagious, usually fatal, disease that affects large numbers of people
3. architect  c) a nation that promises to help another nation in wartime
4. ethics  d) a person who designs buildings
5. plague  e) a person who writes plays
6. hypocrite  f) a person whose behavior does not match his or her beliefs
7. pass  g) a place in the mountains that is lower than the surrounding peaks and that people use as a path through the mountains
8. dramatist  h) a place where stones are taken from the earth
9. league  i) a political leader
10. orator  j) a skilled public speaker
11. philosophy  k) a type of philosopher; a teacher of philosophy and rhetoric
12. evacuate  l) formal contact or communication between countries
13. reason  m) observable events; in nature, occurrences such as sun, rain, storms, and earthquakes
14. rock quarry  n) rules based on ideas about right and wrong
15. soul  o) the ability of the mind to think and understand
16. phenomena  p) the nonphysical part of a person; in many religions, this part is believed to live even after the body dies
17. statesman  q) the study of ideas about knowledge, life, and truth; literally, love of wisdom
18. ally  r) to leave a place in an organized way, in order to get away from danger
Activity Page 10.1  Use with Chapter 10

Review: Ancient Greece

Part I: Write your answers on a separate sheet of paper.

1. What types of government existed in the ancient Greek city-states?
2. What were the two most powerful Greek city-states?
3. What is the word for the stories ancient Greeks told to explain the world and human nature, with gods and goddesses as main characters?
4. Who were some of the major Greek gods and goddesses?
5. What were some ways that citizens participated in Athens’s democracy?
6. What were some ways that Athenian democracy was limited?
7. What were the major elements of Athenian education?
8. What ideas and values dominated Sparta’s civilization?
9. How did the Olympic Games create times of peace?
10. What kinds of skills were emphasized by the events of the early Olympic Games?
11. Why was the Battle of Marathon a significant event for ancient Greece?
12. Why are Spartans remembered for their heroism at Thermopylae?
13. How did the Greeks defeat the Persians at Salamis?
14. Which city-state led the Delian League?
15. Why is Pericles remembered as a great leader of Athens?
16. Who were the most important dramatists of Athens’s Golden Age?
17. What is Hippocrates remembered for?
18. What was Athens’s strategy during the Peloponnesian War?
19. How did Athens change as the Peloponnesian War dragged on?
20. Which side was finally victorious in the Peloponnesian War?
21. How did Socrates teach?
22. How did Socrates’s ideas get passed down?
Review: Ancient Greece

23. What main idea or approach did the Greek philosophers introduce to the task of trying to understand the world?

24. What form did Plato use to write down his ideas?

25. What were some of Plato’s most important ideas?

26. How was Aristotle’s approach to philosophy different?

27. What idea did Aristotle say was important to leading a virtuous life?

28. Based on what you have learned about Alexander, including legends and stories, how would you describe him?

29. Why did Alexander come to be known as Alexander the Great?

30. What elements of Greek culture did Alexander and his successors bring to the areas he conquered?

Part II. For each word, write the letter of the definition.

1. heir
   - a) a political leader
2. tyranny
   - b) government by a small group of powerful people
3. rite
   - c) importance; fame
4. aristocracy
   - d) the upper or noble class whose members’ status is usually inherited
5. prominence
   - e) a person who receives property or a title when someone dies
6. statesman
   - f) an agreement to stop fighting
7. emblem
   - g) a ceremony or ritual
8. oligarchy
   - h) the spirit; the nonphysical part of a person
9. soul
   - i) an image or design that represents something
10. truce
    - j) a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship
Review: Ancient Greece

Part III. Use a word from the word bank to complete the sentences.

<table>
<thead>
<tr>
<th>Asia Minor</th>
<th>Assembly</th>
<th>Hellenistic</th>
<th>epic poem</th>
<th>diplomatic relations</th>
</tr>
</thead>
<tbody>
<tr>
<td>aristocratic council</td>
<td>rock quarries</td>
<td>citizens</td>
<td>priestesses</td>
<td>city-states</td>
</tr>
<tr>
<td>truce</td>
<td>corruption</td>
<td>dramatist</td>
<td>evacuate</td>
<td>landlocked</td>
</tr>
<tr>
<td>hypocrates</td>
<td>idealistic</td>
<td>orator</td>
<td>juries</td>
<td>rites</td>
</tr>
<tr>
<td>plague</td>
<td>virtue</td>
<td>mean</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Homer’s *Iliad* is an ________________ filled with tales of heroes.

2. In ancient Greece, ________________ could vote in the ________________.

3. One reason that Athens had huge ________________ was to try to prevent bribery and ________________.

4. Greeks set up colonies in part of ________________.

5. Athenians would vote to ________________ people who were considered dangerous to the polis.

6. The Spartans earned glory for defending the ________________ at Thermopylae, although they could not hold off the Persians. Although the Persians burned and destroyed Athens, the people had had enough time to ________________.

7. Sparta’s government included two kings and an ________________ of elders.

8. The Olympic Games included ________________ honoring Zeus.

9. Sparta and Athens, two powerful Greek ________________, were rivals. They did not have good ________________. They fought for many years during the Peloponnesian War.

10. Whereas Athens was close to the coast, Sparta was ________________. This may be one reason its navy was less strong.
Review: Ancient Greece

11. Pericles was a gifted ________________ who led Athens during its Golden Age. He died during the ________________ that devastated Athens.

12. Although women did not have many rights in ancient Greece, Spartan women could own property and ________________ could watch the Olympic Games.

13. Socrates did not want to condemn people as ________________. But he wanted to make them see that their beliefs and actions did not always match up.

14. Sophocles was a famous ________________ from the Golden Age of Athens.

15. Athenians captured at Sicily were enslaved and forced to work in ________________.

16. Plato was more ________________ than Socrates and was interested in ________________ ideas.

17. Many Greek philosophers thought about what makes people good and how they can develop ________________.

18. Aristotle encouraged people to aim for the ________________, in between extremes of any kind.

19. During the ________________ Age, the Mediterranean world was influenced by Greek culture and language.
Activity Page 10.1 (Continued) Use with Chapter 10

Review: Ancient Greece

Part IV. Use the terms in the word bank and the clues given to fill in the puzzle.

ally architect dialogue ethics immortalize infantryman
rhetoric assassinate barracks league phalanx phenomena
philosophy sophist

Across
1. events that can be observed; especially events in nature, such as storms
7. a piece of writing organized as a conversation
10. a foot-soldier
11. a system of beliefs about right and wrong
12. to kill a ruler or other public figure
13. a nation that promises to help another nation in wartime
14. the skill of using words effectively

Down
2. someone who designs new buildings
3. a type of philosopher in ancient Greece
4. a type of military formation where the fighters stay very close to each other with their shields overlapping and spears pointed forward
5. a group that works together to achieve common goals
6. the study of ideas about knowledge, life, and truth; the word means love of wisdom
8. to create an artistic work honoring a person or event, causing future generations to remember
9. housing for soldiers
Review: Ancient Greece

1. (Across) Greek philosopher known for his work in politics and metaphysics. (8)
2. (Down) The Greek city-state that was the birthplace of democracy. (10)
3. (Across) The ancient Greek religious practice of worshiping multiple gods. (11)
4. (Down) The ancient Greek art form that depicted idealized human forms. (9)
5. (Across) The ancient Greek architectural style that featured columns and a pediment. (6)
6. (Down) The ancient Greek law code that set the foundation for Western law. (9)
7. (Across) The ancient Greek musical form that was considered the best in its time. (5)
8. (Down) The ancient Greek invention that enabled communication over long distances. (8)
9. (Across) The ancient Greek god of war and the arts. (9)
10. (Down) The ancient Greek festival that honored the god Dionysus. (8)
11. (Across) The ancient Greek poet who wrote the Iliad and the Odyssey. (11)
12. (Down) The ancient Greek construction method that used columns to support the roof. (6)
13. (Across) The ancient Greek inventor of the isodomic sail. (9)
14. (Down) The ancient Greek poet who wrote about the Trojan War. (8)
Life in Rome

Rome was one of the largest cities of its time. What was it like to live in this ancient city?

For one, the city was very crowded and busy. At the center of Rome was a street called the Via Sacra. The Via Sacra led to the Forum, the center of Roman life. During the republic, the northern corner of the Forum was used for government business. The rest of the Forum was used for shops and markets. The Forum was busiest in the middle of the day. Businesspeople made deals. Courts held trials. Government officials met and debated.

Most Romans were plebeians. Many plebeians lived together in different rooms or apartments in buildings in an area east of the Forum. These buildings did not have plumbing or running water. They were hot in summer and cold in winter. They filled with smoke from cooking fires. The plebeian parts of the city were known for their narrow streets. These narrow passages made it easier for fire to spread. They also made it easier for thieves to steal from passersby.

The patricians of Rome were a small part of the population, but they had a lot of living space. They lived in large, private homes. These homes had several rooms arranged around a courtyard.

For clothing, Roman men of all ranks wore a tunic. This is a kind of long shirt without sleeves. A man’s tunic went down to about the knees and was worn with a belt. Over the tunic, male citizens often wore togas. Different colors, stripes, and decorations on clothing helped show a man’s rank or position.

Most women did not wear togas. They wore longer tunics, sometimes with sleeves. Women’s clothing varied less than men’s. So women of high rank used jewelry and hairstyles to set them apart from other women.

In the early days of the republic, Rome did not have public education. Each family was responsible for teaching its own children. Patrician families hired tutors to teach their children. Plebeian children learned from their parents. Often, they only learned to do the job their parents did.

Roman women could not participate in government, but they were allowed to go out and about in the city. They visited temples, shopped in the Forum, attended games, and met with their friends in public. Their main job, though, was to raise their children.

One thing that all Romans shared in common was language. Patricians and plebeians all spoke Latin, the language of Rome.

Another thing common to all Romans was religion. Romans worshipped many different gods, and each household had its favorite. The Roman government also dedicated the Roman state to the worship of many gods. Jupiter, for example, was the protector of all of Rome. As Rome grew and expanded, new gods and practices were sometimes added from conquered lands.
Fill in the diagram with details about patricians and plebians. Facts that are true about both groups should go in the middle of the diagram.
The Roman Republic

Complete the diagram with information about the government of the Roman Republic. Use words from the word choice box to complete each sentence. Place the letter that appears next to each word in the proper blank in the diagram. Words may be used more than once.

1. The ________ elected two ________s to serve as consuls.
2. The consuls elected a ________ in times of war.
3. The Senate was made up of Rome’s ________s.
4. When the Senate would not represent them, ________ elected their own ________.
5. The Senate appointed governors to rule Roman ________ and collect ________.
6. The ________ gained the right to participate in the assembly and help make laws.
7. The assembly had the task of electing two ________s for Rome.

Word choice:

A. dictator  B. plebeians  C. patrician  D. assembly
E. consul  F. tribunes  G. tributes  H. provinces
Use the information in Chapter 13 to answer the following questions.

Hail to the Conqueror!
1. Why was the military important to Julius Caesar?

2. List three facts about the Roman army during Julius Caesar’s time.
   - 
   - 
   - 

The Rise to Power
1. Caesar made political allies in Rome by _____________ and _____________.

2. In 59 BCE, Caesar _________________.

3. Caesar conquered ________________ and then decided _________________.

4. Caesar’s enemies told him _________________.

Dictator for Life
1. How did Caesar become dictator of Rome?
   First, _________________.
   Then, _________________.
   Next, _________________.
   Finally, _________________.

   In 44 BCE, Caesar became dictator.
Notes on Julius Caesar: A Great Roman

2. How did Caesar change the role of dictators in Rome?

3. List three other changes Caesar made as dictator.
   - 
   - 
   - 

Out of Touch
1. List four details about Caesar as dictator.
   - 
   - 
   - 
   - 

The Betrayal
1. In March, 44 BCE, Caesar ________________________________.

2. How is Julius Caesar remembered today?

   ________________________________
   ________________________________
Complete the sentences using the terms from the word bank.

<table>
<thead>
<tr>
<th>Punic</th>
<th>Phoenicians</th>
<th>Trojans</th>
<th>provinces</th>
<th>conspirators</th>
</tr>
</thead>
<tbody>
<tr>
<td>tribunes</td>
<td>civil war</td>
<td>trade routes</td>
<td>plebeians</td>
<td>patricians</td>
</tr>
<tr>
<td>aristocratic republic</td>
<td>tribute</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. In its early days, Rome got rid of its monarchy, replacing it with an _____________.
2. In early Roman society, the wealthy ________________ had many privileges.
   The ________________ had very little power. Later, they forced changes that gave them rights. They elected ________________ to lead and represent them.
3. Rome organized the lands it conquered into ________________, controlled by a governor and soldiers.
4. Instead of forcing conquered peoples to pay ________________, Rome tried to incorporate them and win their loyalty by making them citizens.
5. The ________________ were an ancient civilization who settled the area that became Carthage.
6. The Romans and Carthaginians fought for generations during the ________________ Wars.
7. It was important for people to be near ________________, in order to buy and sell goods.
8. By crossing the Rubicon and marching on Rome, Julius Caesar set off a _________________.
9. The ________________ who killed Julius Caesar were senators who felt he wanted too much power.
10. Both Homer and Virgil wrote stories about a hero returning from fighting the _________________.

For each word, write the letter of the definition.

1. Pax Romana
   a) a place where the money and riches of a government are kept
2. Gallic Wars
   b) a time of less conflict, and greater order and stability
3. administrator
   c) a group or unit of about three thousand to six thousand soldiers in the Roman army
4. assassination
   d) one way that Julius Caesar expanded Rome's territory
5. treasury
   e) a person who does the everyday work of running an organization
6. propaganda
   f) false or exaggerated information that is spread in order to encourage an idea or belief
7. legion
   g) the murder of a public figure, such as a government official
Questions About More Myths Retold by Ovid

Answer the following questions about the myths of Echo and Narcissus, and Pygmalion and Galatea.

Echo and Narcissus

1. Describe Narcissus.

2. Why is Echo not able to talk?

3. What natural phenomena does this myth try to explain?

4. The word narcissistic means self-absorbed. Narcissists are obsessed with themselves and can’t think about others. How is Narcissus narcissistic?

Pygmalion and Galatea

1. What is Pygmalion’s job?

2. Why do you think Pygmalion loved his statue so much?

3. Why does Venus decide to help?
The Pantheon

Label the diagram of the Pantheon using words from the word bank. Not all words will be used.

arch  pediment
ceiling panel  pillar
colosseum  portico
dome  statue
oculus  treasury

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
The Roman Empire

[Map of the Roman Empire with labeled geographical locations and major rivers and bodies of water.]
Causes of the Fall of Rome

As you read each section, note reasons why Rome was weakened and eventually collapsed.

Strengths and Weaknesses

Money Troubles

Gap Between Rich and Poor

The Germanic Tribes

Goths and Vandals

The Rise of Islam
The Heritage of Greece and Rome

Describe one way we owe a debt of gratitude to the ancient Greeks or Romans for each of the following:

1. The Greek and Roman languages

2. The Roman structure of government

3. The Athenian legal system

4. The Greek and Roman interest in architecture

5. Greek and Roman poets and storytellers

6. What gifts from the Greeks and the Romans do you especially value?

BONUS:
What is an English word that is derived from Greek or Latin?

BONUS:
What architectural elements used today are inspired by the ancient Greeks or Romans?
Answer Key: Ancient Greece and Rome

Unit Assessment (pages 161–165)


B. 26. i 27. d 28. g 29. f 30. h 31. a 32. j 33. b 34. c 35. e

Activity Pages

World Geography (AP 1.2) (page 171)
1. Africa, South America
2. Atlantic Ocean
3. Europe, Asia, and Africa
4. Atlantic Ocean, Mediterranean Sea
5. Mediterranean Sea

Geography of the Mediterranean Region (AP 1.4) (page 173)
1. Europe, Africa, Asia
2. Strait of Gibraltar (west); Dardanelles (east)
3. Italy
4. Alps
5. south
6. between 350 and 400 miles (563 to 644 km)
7. Aegean
8. Crete
9. about 150 miles (240 km)

Athenian and American Democracy (AP 2.2) (page 175)

<table>
<thead>
<tr>
<th>Ancient Athens</th>
<th>United States of America</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship</td>
<td>Citizenship</td>
</tr>
<tr>
<td>had to be male, 18 yrs or older, not enslaved, son of two Athenian parents women, children, enslaved people, and foreigners could not be citizens</td>
<td>anyone born in U.S. anyone who goes through process of naturalization</td>
</tr>
<tr>
<td>Lawmakers</td>
<td>Lawmakers</td>
</tr>
<tr>
<td>Assembly of citizens strategoi (board of generals)</td>
<td>representatives elected by citizens</td>
</tr>
</tbody>
</table>

Legal System
up to 501 jurors on a jury public and private laws

Rights and Responsibilities
voting
jury service

Other
Women did not have rights.
Citizens could vote to ostracize people who were dangerous.

Notes on Sparta (AP 3.1) (pages 176–177)

Military Culture
1. warriors
   a., b., c.: Students’ answers should reflect the military emphasis of Spartan education and the desire for boys to be tough.

2. military unit
   a., b., c.: Students’ answers should show understanding that Spartan women had more rights than Athenian women and that Spartan women supported the military state.

3. enslaved
   a., b., c.: Students’ answers should show understanding of the role of helots in Sparta and the threat posed by their numbers.

Spartan Government
1. two kings, an aristocratic council, and an Assembly

2. Students should list two of the following:
   • Sparta’s Assembly was less democratic.
   • Spartans did not debate issues, they just voted. Athens encouraged debate and discussion in its Assembly.
   • The Spartans voted by shouting, rather than by counting hands or items. The loudest shouts won the vote.
Contrasting Lifestyles

1. Students should list two of the following:
   • Athenians thought it was important to enjoy life. Spartans were not as interested in enjoyment. They thought enjoyable things could make them soft and weak.
   • Athenians prized rhetoric and public speaking. Spartans were laconic—they did not like long speeches.
   • Athenians valued art and beauty. Spartans preferred to produce soldiers, not artists.

2. Sparta was an inland city, and Athens was located near the sea.

3. Sparta had the best army in Greece, but little or no navy. Athens had an army but its greatest strength was its navy.

Athens and Sparta (AP 3.2) (page 178)

**Athens:** Debate and discussion in Assembly; valued rhetoric and skilled orators; large juries; ostracism; well-rounded education; strong navy

**Sparta:** Emphasis on military culture, bravery, toughness; preferred brief explanations and expression; education centered on training to survive, not accept defeat; women could own property, had large population of helots who were treated harshly

**Both:** Assemblies, where citizens voted on issues. Elections. A population of enslaved people, limits on who could be a citizen. Required military training for boys.

Domain Vocabulary: Chapters 1–4 (AP 4.1) (pages 179–180)

**Across**

5. emblem
8. citizen
12. corruption
15. rhetoric
17. landlocked
18. logic
19. city-state
20. aristocracy
22. phalanx

**Down**

1. immortalize
2. rite
3. epic poem
4. Asia Minor
6. monarchy
7. priestess
9. tyranny
10. jury
11. barracks
14. truce
15. ostracize
16. oligarchy
21. aristocratic council
23. assembly

Notes on the Persian Wars (AP 5.2) (page 182)

<table>
<thead>
<tr>
<th>When</th>
<th>Where</th>
<th>What Happened</th>
</tr>
</thead>
<tbody>
<tr>
<td>546 BCE</td>
<td>Asia Minor</td>
<td>Greek city-states on the coast came under control of Persian tyrants.</td>
</tr>
<tr>
<td>499 BCE</td>
<td>Miletus</td>
<td>Miletus rebelled against Persian rule. Athens agreed to help.</td>
</tr>
<tr>
<td>498 BCE</td>
<td>Asia Minor</td>
<td>Athenians conquered Sardis. Other Greek city-states rebelled against Persia.</td>
</tr>
<tr>
<td>490 BCE</td>
<td>Marathon</td>
<td>The Persians crossed the Aegean. They fought Athens at Marathon. The outnumbered Athenians won. A messenger ran twenty-six miles to deliver news of the victory.</td>
</tr>
<tr>
<td>480 BCE</td>
<td>Thermopylae</td>
<td>Three hundred Spartans died defending the pass against Persian invaders.</td>
</tr>
<tr>
<td>480 BCE</td>
<td>Salamis</td>
<td>After burning Athens, the Persians fought the Athenian navy. The Athenians won.</td>
</tr>
<tr>
<td>479 BCE</td>
<td>Plataea</td>
<td>The Spartan army won against the Persians. The Persians left Greece forever.</td>
</tr>
</tbody>
</table>
The Golden Age of Athens: Who’s Who (AP 6.1) (page 183)

1. b 2. d 3. e 4. c 5. f 6. g 7. h 8. a

The Death of Socrates (AP 8.1) (pages 184–185)

1. Socrates accepts his fate calmly and is described as being cheerful as he drinks the poison.
2. When his friends bemoan his fate, Socrates tells them that a man should die in peace. He urges his friends to be quiet and have patience. His actions seem to suggest that he is resigned to his fate and is not frightened.
3. Socrates’s legs began to fail, then he lost feeling in his feet and legs, and his body became cold and stiff. He predicted that when the poison reached his heart he would die, which he eventually did.
4. Socrates’s last request is for his friend Crito to remember that Socrates owes a chicken to Asclepius, and he asks Crito to repay the debt. This thoughtfulness, in the face of his immediate death, suggests his essential virtue.
5. Plato was probably sad because he loved Socrates and respected him. This is shown by his calling him “the wisest and most just and best.”

Domain Vocabulary: Chapters 5–8 (AP 8.2) (page 186)


Part 1

1. monarchy, tyranny, aristocracy, oligarchy, democracy
2. Athens, Sparta
3. myths

4. Zeus, Hera, Aphrodite, Apollo, Athena, Hades
5. voting in the Assembly, members of juries
6. Only males having two parents from Athens could be citizens; other males, women, immigrants, and enslaved people could not be citizens.
7. reading and writing, logic, rhetoric, physical education
8. military culture, bravery, toughness
9. A truce was declared among participating city-states.
10. skills soldiers would need
11. Athens defeated the strong Persian army.
12. They stayed and fought to hold off the much bigger Persian force. They could not succeed, but managed to delay the Persians, allowing Athens to evacuate.
13. They used their knowledge of the area. They lured the Persians into waters where the size of the Persians’ big ships was a disadvantage. The Greeks were able to use their smaller boats to ram and destroy the Persian ships.
14. Athens
15. He was a skilled orator; he expanded Athens’s power; he had Athens rebuilt, including projects like the Parthenon, to increase Athenians’ pride and confidence
16. Aeschylus, Euripides, Sophocles, Aristophanes
17. Developing the field of medicine
18. Athenians all took refuge behind city walls, refusing to meet the Spartans in a land battle; they used their strong navy to supply the city and to attack city-states near the coast.
19. People lost interest in education and philosophy; they became discouraged and thought that there was no point in trying to develop virtue; corruption and violence increased.
20. Sparta
21. He asked questions to try to lead his listeners to draw logical conclusions.
22. Plato wrote dialogues with Socrates as a character.
23. using reason
24. dialogues
25. Philosophy (not democracy) was the key to a good society; democracy gives power to people who don’t know enough to make good decisions; education would lead people to choose to be
good (control themselves, act for others, be less selfish); the importance of abstract ideas and values

26. He observed things carefully and tried to create theories based on what he observed; he said there is more than one way to understand or explain things.

27. to avoid extremes; to aim for moderation or the mean

28. brave, ambitious, admired

29. He conquered a vast area, taking control of all of the lands known by the people in that region.

30. Greek language, art, architecture, literature, philosophy, science

Part II

1. e 2. j 3. g 4. d 5. c 6. a 7. i 8. b 9. h 10. f

Part III

1. epic poem 10. landlocked
2. citizens; Assembly 11. orator; plague
3. juries; corruption 12. priestesses
4. Asia Minor 13. hypocrites
5. ostracize 14. dramatist
6. pass; evacuate 15. rock quarries
7. aristocratic council 16. idealistic; abstract
8. rites 17. virtue
9. city-states; diplomatic relations 18. mean
19. Hellenistic

Part IV

Across


Down


Notes on Julius Caesar: A Great Roman (AP 13.1) (pages 196–197)

Hail to the Conqueror!

1. Because his family was not wealthy, the military was his path to advancement.

2. Answers may include: it was a professional army, not manned by ordinary citizens; soldiers were more interested in getting rich and gaining status; soldiers were more loyal to their generals than to Rome.

The Rise to Power

1. Possible responses: spending money, entertaining, making alliances.

2. was elected consul

3. Gaul; he wanted to be consul again.

4. he had to return to Rome for the election without his army.

Dictator for Life

1. First, Caesar crossed the Rubicon. Then, a civil war started. Next, Caesar defeated Pompey. Finally, Caesar fought in North Africa and Spain.

2. He made it long-term instead of temporary.

3. Possible responses: He put his face on coins. He had a month named for himself. He had plans to make more people Roman citizens, stop corruption, improve the court system, and help people avoid debt.
Out of Touch
1. Possible responses: He distrusted people and wanted complete control. He became sick. He was an excellent general but a bad dictator. People thought he was becoming a king.

The Betrayal
1. was assassinated by members of the Senate.
2. Possible responses: He is remembered as a great general who increased the power of Rome. He is remembered as the link between the Roman Republic and the Roman Empire.

Domain Vocabulary: Chapters 11–14 (AP 14.1) (pages 198–199)
1. aristocratic republic
2. patricians, plebeians, tribunes
3. provinces
4. tribute
5. Phoenicians
6. Punic
7. trade routes
8. civil war
9. conspirators
10. Trojans

Questions About More Myths Retold by Ovid (AP 15.1) (page 200)

Echo and Narcissus
1. beautiful, vain, self-centered
2. Juno punished her. Echo helped Jupiter, Juno’s husband, escape to be with the nymphs. This made Juno angry and jealous.
3. The story tries to explain why echoes sometimes occur.
4. He is not able to recognize or accept love. He wastes away because he is obsessed with his own beautiful image.

Pygmalion and Galatea
1. He is a sculptor.
2. She is more beautiful than a living women. Also, Pygmalion loved his art. He did not want to get married because he preferred his art.
3. She is moved by Pygmalion’s strong love. She is the goddess of love, so she may want to encourage this kind of love.

The Pantheon (AP 15.2) (page 201)
1. oculus
2. ceiling panel
3. pillar
4. portico
5. pediment
6. dome

Causes of the Fall of Rome (AP 16.1) (page 203)

Strengths and Weaknesses
Rome had created law and order, built roads and cities, improved the quality of food and water, created good government, and provided peace and prosperity for centuries. But then the empire stopped growing. This meant the army was not bringing back more wealth from new conquests; the empire was not adding new sources of tax money.

Money Troubles
economic recession—fewer jobs; fewer things to buy; inflation; poverty

Gap Between Rich and Poor
Fewer opportunities for people. Generals vied for power; soldiers were loyal to certain generals, not to the whole empire. Corruption. Bad leadership; many changes of leadership (instability). People began to question if there was any justice. The growth of Christianity challenged the empire, until Constantine accepted Christianity.

The Germanic Tribes
Rome tried to expand into northern Europe, but the Germanic tribes lived differently from the peoples in other areas Rome had conquered. They did not have large cities and did not provide much opportunity to trade.

Goths and Vandals
Attacks by Goths and Vandals became more of a threat as the empire weakened. Alaric invaded and plundered Rome. Odoacer overthrew the last Roman emperor in the western part of the empire.
The Rise of Islam

Islam helped unify Arabs. They stopped fighting one another and joined together to conquer lands, including areas of the Byzantine Empire. The Arab armies eventually conquered Constantinople, after one thousand years.

The Heritage of Greece and Rome (AP 17.1) (page 204)

1. Many of the words that we use every day are derived from either Greek or Roman roots. Often words that identify new ideas or devices come from Greek or Latin roots.

2. Our republic was inspired by Rome's, and our Senate is modeled partly on the Roman Senate.

3. The Athenian legal system was quite democratic. Athens had a system of law courts in which a jury could decide a case.

4. The ancient Greeks and Romans have given us columns, domes, and arches to decorate our public buildings and monuments.

5. Greeks and Romans have preserved for us heroic and noble stories of their past in the writing of authors such as Homer and Virgil.

6. Possible answers: philosophy, democracy, myths, architecture, vocabulary, drama.

BONUS: See list on p. 139 of the Ancient Greece and Rome Student Reader.

BONUS: Possible answers: columns, domes, porticos, pediments.
What is the Core Knowledge Sequence?
The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.

For which grade levels is this book intended?
In general, the content and presentation are appropriate for readers in the upper-elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 6 and is part of a series of Core Knowledge HISTORY AND GEOGRAPHY units of study.

For a complete listing of resources in the Core Knowledge HISTORY AND GEOGRAPHY series, visit www.coreknowledge.org
Core Knowledge History and Geography

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the Core Knowledge Sequence (content and skill guidelines for Grades K–8).

Core Knowledge History and Geography™ units at this level include:

- World Deserts
- Ancient Greece and Rome
- The Enlightenment, The French Revolution, and Romanticism
- The Industrial Revolution: Changes and Challenges
- Independence for Latin America
- The Making of America: Immigration, Industrialization, and Reform

www.coreknowledge.org

Core Knowledge Curriculum Series™
Series Editor-in-Chief
E. D. Hirsch, Jr.