



Ancient Greece and Rome

Spartan soldier

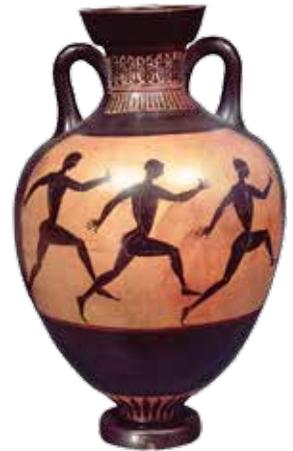


Teacher Guide

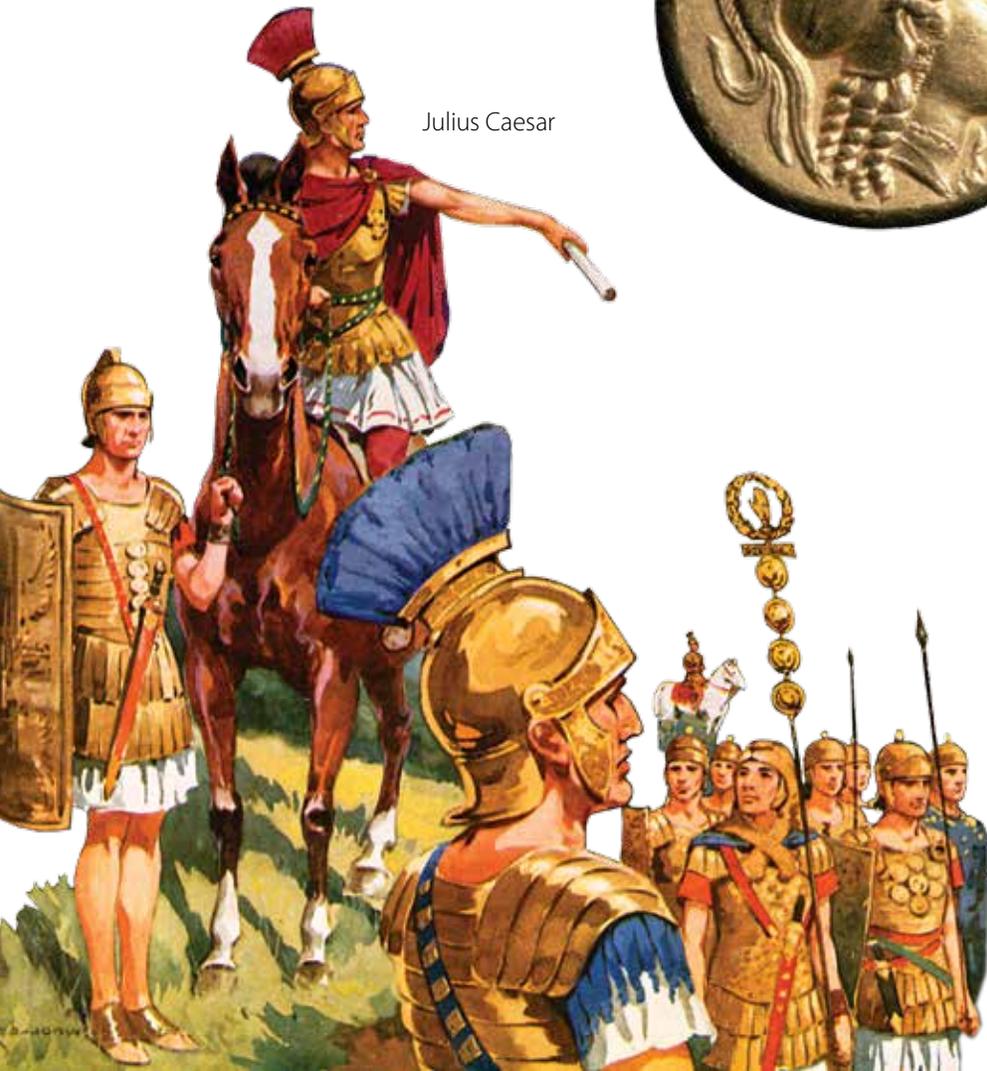
Alexander the Great



Amphora



Julius Caesar



Caesar Augustus



Ancient Greece and Rome

Teacher Guide



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Ancient Greece and Rome

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Ancient Greece and Rome
Teacher Guide

Core Knowledge History and Geography™ 6

Introduction

ABOUT THIS UNIT

The Big Idea

The civilizations of both ancient Greece and ancient Rome were rich and complex. Their cultural and political traditions continue to influence Western society today.

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
 - Bosphorus (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 <i>Iliad</i> and the <i>Odyssey</i> .
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.
500 BCE	Athens is considered the birthplace of the democratic form of government.
500 BCE	The city-state of Sparta emphasized highly disciplined military training.
400s BCE	Rome consisted of a few thousand farmers living beside the Tiber River.
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.

264–241 BCE	In the First Punic War, Rome prevented Carthage from taking over Sicily.
218–201 BCE	In the Second Punic War, Hannibal and his army crossed the Alps into Italy but were defeated by the Romans.
149–146 BCE	In the Third Punic War, the Roman army destroyed the city of Carthage and enslaved all survivors.
100 BCE	Greek culture spread during the Hellenistic Period after Alexander’s death, as evidenced by the library in Alexandria.
58–51 BCE	Julius Caesar led the Roman armies in conquering Gaul, the area we now know as France.
49 BCE	After Caesar crossed the Rubicon, civil war broke out, with Caesar fighting his former ally Pompey.
44 BCE	Julius Caesar was assassinated.
27 CE	Octavian, who became known as Caesar Augustus, was the first Roman emperor.
64 CE–310 CE	Christians were killed by wild animals or were forced to fight for their lives.
312–313 CE	Roman emperor Constantine converted to Christianity and declared Christianity a legal religion in Rome.
410 CE	The Visigoths attacked and plundered Rome.
476 CE	The fall of Rome

What Students Should Already Know CONTINUED

- 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

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 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

What Students Need to Learn CONTINUED

- The “decline and fall” of the Roman Empire
 - Causes debated by historians for many hundreds of years (outer forces, such as shrinking trade, attacks and invasions, vs. inner forces, such as disease, jobless masses, taxes, corruption and violence, rival religions and ethnic groups, weak emperors)
 - Rome’s “decline and fall” perceived as an “object lesson” for later generations and societies

AT A GLANCE

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 Bosphorus 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

	700s BCE	500s BCE	400s BCE	300s BCE	200s BCE	100s BCE	50s BCE	40s BCE	20s CE	300s CE	400s CE
	• •	• • •	• • •	• • •	•						
Chapter	2 4	1 2 3	5 6 7	8 9 10	10						

Ancient Rome

	700s BCE	500s BCE	400s BCE	300s BCE	200s BCE	100s BCE	50s BCE	40s BCE	20s CE	300s CE	400s CE
			•		• • •	•	•	• •	•	• •	•
Chapter			11		11 12 12	12	13	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.

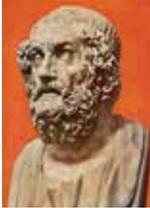
Note: Several dates and chapters have multiple cards.

Ancient Greece

700s BCE



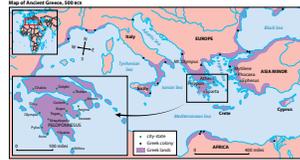
700s BCE



Chapter 2

Chapter 4

500s BCE



Chapter 1

500s BCE



Chapter 2

500s BCE



Chapter 3

400s BCE



Chapter 5

400s BCE



Chapter 6

400s BCE



Chapter 7

300s BCE



Chapter 8

300s BCE



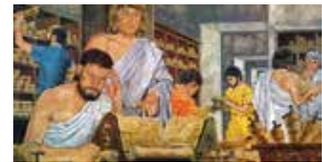
Chapter 9

300s BCE



Chapter 10

200s BCE



Chapter 10

Ancient Rome

400s BCE



Chapter 11

200s BCE



Chapter 11

200s BCE



Chapter 12

200s BCE



Chapter 12

50s BCE



Chapter 13

40s BCE



Chapter 13

40s BCE



Chapter 13

100s BCE



Chapter 12

20s CE



Chapter 14

300s CE



Chapter 15

300s CE



Chapter 15

400s CE



Chapter 16

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

Independent
Reading



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:

Chapter	Big Questions
---------	---------------

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

-
- 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:

Chapter	Core Vocabulary
1	city-state, Asia Minor, tyranny, aristocracy, oligarchy, democracy, monarchy, assembly
2	citizen, ostracize, jury, corruption, rhetoric, logic, “epic poem”
3	barracks, “aristocratic council,” landlocked, phalanx
4	emblem, truce, immortalize, priestess, rite
5	pass, evacuate
6	league, ally, orator, dramatist, architect, statesman
7	“diplomatic relations,” plague, “rock quarry”
8	philosophy, phenomena, reason, soul, ethics, hypocrite, sophist
9	dialogue, idealistic, virtue, abstract, mean
10	prominence, assassinate, infantryman, Hellenistic, heir
11	“aristocratic republic,” patrician, plebian, tribune, province, governor, tribute
12	Phoenicians, Punic, trade route
13	Gallic Wars, civil war, conspirator, assassination
14	administrator, Trojans, propaganda, legion, spoils, treasury, Pax Romana
15	miracle, ritual, persecution, conversion, edict, baptize, pagan
16	economic, recession, inflation, plunder, prophet
17	classical, jurisprudence, heritage

Activity Pages

Activity Pages



AP 1.1
AP 1.2
AP 1.3
AP 1.4
AP 2.1
AP 2.2
AP 3.1
AP 3.2
AP 4.1
AP 5.1
AP 5.2
AP 6.1
AP 8.1
AP 8.2
AP 10.1
AP 11.1
AP 11.2
AP 13.1
AP 14.1
AP 15.1
AP 15.2
AP 15.3
AP 16.1
AP 17.1

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

Language Arts

Fiction

- *The Iliad* and the *Odyssey*
- *Julius Caesar*
- *Apollo and Daphne*
- *Orpheus and Eurydice*
- *Narcissus and Echo*
- *Pygmalion and Galatea*
- *The Aeneid*

Visual Arts

Architecture

- The Parthenon
- The Pantheon

Painting and Sculpture

- *The Discus Thrower*
- *Apollo Belvedere*
- *The Death of Socrates*
- *The School of Athens*

(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.)

- Bernard, Charlotte. *Caesar and Rome*. New York: Henry Holt, 1995.
- Deckker, Zilah. *Ancient Rome: Archaeology Unlocks the Secrets of Rome's Past*. National Geographic Investigates Ancient Rome. National Geographic, 2007.
- Ford, Michael. *You Wouldn't Want to Be a Greek Athlete!* London: Franklin Watts, 2014.
- James, Simon. *Ancient Rome*. DK Eyewitness Books. London: Dorling Kindersley, 2015.
- Johnson, Terri. *A Child's Geography: Explore the Classical World*. Gresham: Knowledge Quest, Inc., 2013.
- Macaulay, David. *City: A Story of Roman Planning and Construction*. Boston: HMH Books for Young Readers, 1983.
- MacDonald, Fiona. *You Wouldn't Want to Be a Slave in Ancient Greece!* London: Franklin Watts, 2013.
- Malam, John. *You Wouldn't Want to Be a Roman Gladiator! Gory Things You'd Rather Not Know*. London: Franklin Watts, 2012.
- McGee, Marni. *Ancient Greece: Archaeology Unlocks the Secrets of Ancient Greece*. National Geographic Investigates Ancient Greece. National Geographic, 2006.
- Pearson, Anne. *Ancient Greece*. DK Eyewitness Books. London: Dorling Kindersley, 2014.
- Time-Life, eds. *What Life Was Like at the Dawn of Democracy: Classical Athens, 525 B.C.–322 B.C.* Alexandria, VA: Time-Life, 1997.
- Weiss, Jim. *Courage and a Clear Mind: True Adventures of the Ancient Greeks*. Charles City: The Well-Trained Mind Press, 2016. (Audio Recording)
- Greek Myths* (Weiss). Charles City: The Well-Trained Mind Press, 2015. (Audio Recording)
- William Shakespeare's Julius Caesar & The Story of Rome* (Weiss). Charles City: The Well-Trained Mind Press, 2015. (Audio Recording)

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

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

Day 2

Day 3

Day 4

Day 5

Ancient Greece and Rome

"World Geography" (TG, Chapter 1, Additional Activities, AP 1.1, 1.2, 1.3, 1.4)	"The Ancient Greek City-States" Core Lesson (TG & SR, Chapter 1)	"Greek Myths" (TG, Chapter 1, Additional Activities, FE 1)	"Athens" Core Lesson (TG & SR, Chapter 2)	 "Sparta" Core Lesson (TG & SR, Chapter 3)
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Ancient Greece and Rome

"The Works of Homer" (TG, Chapter 2, Additional Activities, NFE 1, FE 2)	"The Works of Homer" (TG, Chapter 2, Additional Activities, FE 2)	"The Works of Homer" (TG, Chapter 2, Additional Activities, FE 3)	"The Olympic Games" Core Lesson (TG & SR, Chapter 4)	<i>The Discus Thrower</i> and "Domain Vocabulary" (TG Chapter 4, Additional Activities, AP 4.1)
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Ancient Greece and Rome

 "The Persian Wars" Core Lesson (TG & SR, Chapter 5)	"The Golden Age of Athens" Core Lesson (TG & SR, Chapter 6)	"The Ancient Greeks: Crucible of Civilization" (TG, Chapter 6, Additional Activities)	"The Ancient Greeks: Crucible of Civilization" (TG, Chapter 6, Additional Activities)	"The Parthenon" and "The Golden Age of Athens: Who's Who?" (TG, Chapter 6, Additional Activities, AP 6.1)
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Ancient Greece and Rome

"The Peloponnesian War" Core Lesson (TG & SR, Chapter 7)	"Greek Philosophy and Socrates" Core Lesson (TG & SR, Chapter 8)	"The Ancient Greeks: Crucible of Civilization— <i>Empire of the Mind</i> " (TG, Chapter 8, Additional Activities)	"Plato and Aristotle" Core Lesson (TG & SR, Chapter 9)	"Painting: <i>The Death of Socrates</i> " and "Raphael's Fresco, The School of Athens" (TG, Chapters 8 and 9, Additional Activities, AP 8.1)
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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

Day 21

Day 22

Day 23

Day 24

Day 25

Ancient Greece and Rome

"Alexander and the Hellenistic Period" Core Lesson (TG & SR, Chapter 10)	"Review: Ancient Greece" (TG, Chapter 10, Additional Activities, AP 10.1)	"The Roman Republic" Core Lesson (TG & SR, Chapter 11)	"Life in Rome" and "The Roman Republic" (TG, Chapter 11, Additional Activities, AP 11.1, 11.2)	"The Punic Wars" Core Lesson (TG & SR, Chapter 12)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Ancient Greece and Rome

 "Julius Caesar: A Great Roman" Core Lesson (TG & SR, Chapter 13)	"William Shakespeare's Julius Caesar" (TG, Chapter 13, Additional Activities, FE4)	"The Age of Augustus" Core Lesson (TG & SR, Chapter 14)	"More Myths Retold by Ovid" (TG, Chapter 15, Additional Activities, FE6, AP 15.1)	"The Pantheon" (TG, Chapter 15, Additional Activities, AP 15.2)
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Ancient Greece and Rome

"Rome and Christianity" Core Lesson (TG & SR, Chapter 15)	 "The Fall of the Roman Empire" Core Lesson (TG & SR, Chapter 16)	"The Heritage of Greece and Rome" Core Lesson (TG & SR, Chapter 17)	"The Heritage of Greece and Rome" (TG, Chapter 17, Additional Activities, AP 17.1)	Unit Assessment
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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™*.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Ancient Greece and Rome

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Ancient Greece and Rome

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Ancient Greece and Rome

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Ancient Greece and Rome

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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™.)

Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

Ancient Greece and Rome

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

Ancient Greece and Rome

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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

Ancient Greece and Rome

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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



AP 1.1
AP 1.2
AP 1.3
AP 1.4

- 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.)

Introduce *Ancient Greece and Rome Student Reader*

10 MIN

Activity Page



AP 1.3

 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.

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.

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.

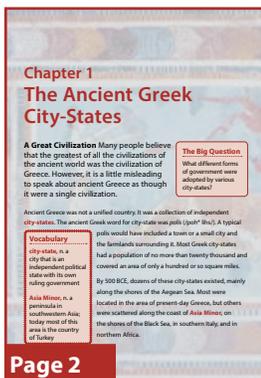
Have students read the remainder of the section on pages 4–5 independently.

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.



Activity Page



AP 1.3



Page 3

The Greek city-states had a number of things in common. First, the people of the city-states all spoke Greek, though dialects varied from city-state to city-state. (A dialect is a regional variety of a language.) The Greeks referred to non-Greek speakers as "barbarians." The word comes from another Greek word—*barbaros*—meaning "to babble." When these people spoke, the Greeks could hear only meaningless syllables that sounded to them like bar-bar-oo.

The Greek city-states were unified by religion. The citizens of the various city-states worshiped the same set of Greek gods. Zeus (*Zeos*) was the chief god, but he shared power with other gods, including his wife Hera (*Hera*), the son god Apollo (*Apollon*), the sea god Poseidon (*Poseidon*), and the love goddess Aphrodite (*Aphrodite*). The Greeks believed that these gods lived on Mount Olympus but came down from time to time to influence



called a throne, can be found on the Parthenon in Athens. The statue of Athena on the left is the goddess of the hunt.

Page 4

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

human affairs. They told marvelous stories, or myths, about the adventures and misadventures of their gods. They built temples to honor their gods.

Greek city-states also came together for athletic competitions like the Olympic Games, which you will read about in Chapter 4. But each Greek city-state was also unique. Each had its own traditions, legends, and local heroes. Almost all city-states worshiped a handful of local gods along with the central gods.

Different Governments

Each city-state also had its own distinctive form of government. In fact, the Greeks were so interested in government that many of the words we use today to talk about these subjects today can be traced back to ancient Greek words. Our words *politics* and *police officer* are both derived from the word *polis*. *Politics* is the art of governing a polis, or state, and a *police officer* is a person who helps preserve order in the state.

In the beginning, most Greek city-states were ruled by kings. However, by 500 BCE, most city-states had adopted other forms of government, including *tyranny*, *aristocracy* (*aristokratia*), and *democracy*.

Tyranny was a system in which one man was the dictator—someone who held all the power. For Greeks, *tyranny* was different from *monarchy*.

Monarchy was a system in which one man was the king or a queen.

Vocabulary

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

aristocracy, *n.* the upper or noble class whose members usually inherited

oligarchy, *n.* a government controlled by a small group of people made up of aristocrats and wealthy non-aristocratic families

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

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

Page 5

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?

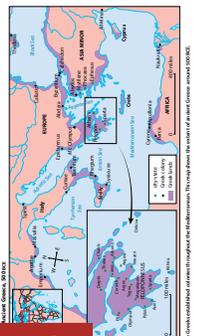
- » They were monarchies (ruled by kings).

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.



Page 6

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.

System of Government	Pros (Benefits)	Cons (Drawbacks)
monarchy	The ruler was seen as legal. People thought the monarch had the right to rule.	One person held all the power, meaning other male citizens didn't have a say in laws or how the society was organized.
tyranny	In ancient Greece, some tyrants helped the poor. They could do this easily because they had the power to make decisions.	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.
aristocracy	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.	They did not have to share power with all male citizens. Only noble families got to hold power.
oligarchy	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.	Only wealthy or noble people had power. Other male citizens didn't have any power.
democracy	More male citizens had a say in how the society was run.	In ancient Greece, women were not permitted to participate in democracy.

"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.

popular because they opposed the rich and helped the poor. However, few Greeks wanted to live under tyrants all the time.

Antiquity was a system in which a few noble, or upper-class, families held power. The word oligarchy actually means rule of the few. Sometimes these "best" families shared power with an assembly made up of citizens, but not always.

An oligarchy was similar to aristocracy. Again, the power was held by only a few people. In fact, oligarchy means rule of the few. But in this case, the few were not only noble families but also wealthy men. (Other oligarchies were comprised of aristocratic and wealthy nonaristocratic families.)

Finally, there was democracy. In a democracy, power was shared by a large number of male citizens. Citizens took part in debates, decided government policy, and elected officials. The Greeks seem to have been the first people to experiment with this kind of government. The experiment eventually caught on, and democracy became the pattern of government in a number of Greek city-states.

Lack of Unity

The Greeks were proud of the independence and individuality of their city-states. They thought it was better to live under local government than under the power of a king who lived far away. However, there were also disadvantages to the city-state model. The Greek city-states were frequently getting into disagreements and wars. This lack of unity made it easier for foreign enemies to invade Greece. In times of crisis, the city-states might join together to fight a common enemy, but this was the exception, not the rule. In general, the alliances among city-states tended to be short-lived, while the rivalries among them tended to be long-lasting.

One of the greatest rivalries was between Athens and Sparta, two of the states. In the next two chapters, you will read about the differences between them.

Vocabulary

assembly, in a group of people; in ancient Greece, the assembly made laws.

Page 7

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.



CHECK FOR UNDERSTANDING 10 MIN

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

20 MIN

Activity Pages



AP 1.1
AP 1.2

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.



Activity Pages



AP 1.3

AP 1.4

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)

45 MIN

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 *strategoí*. (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



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)
- 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"

5 MIN

Activity Pages



AP 1.3
AP 2.1



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.

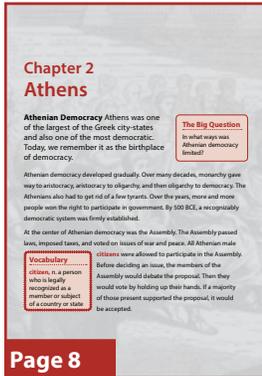
Call students' attention to the Big Question. Tell students to look for examples of how democracy was limited in ancient Athens.

Guided Reading Supports for "Athens"

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.

"Athenian Democracy," Pages 8–10



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

laws through which people could work out their disagreements. If someone broke a public law, he would have to pay a fine or face the penalty that had been decided upon by the Assembly or by the Boule. If someone had a disagreement with a neighbor, he could take his neighbor to a law court near the marketplace and have a jury decide his case.

Athenian juries were larger than ours are today. In some cases, as many as 501 citizens sat on a single jury! The idea behind these giant juries was to reduce the risk of bribery and corruption. It is easier to bribe a dozen jurors than it is to pay off several hundred. Because the juries were so big, nearly all citizens served on juries at some point in their lives. Jury members voted by placing tokens, called *hubs*, in a jar. Solid hubs stood for “not guilty” and hollow hubs meant “guilty.”

The fourth element of Athenian democracy was a board of ten generals known as the *strategoi* (strat-uh-GY-oh). These generals directed the army. They were elected each year by a tribe, or group, to the Assembly. There were ten groups in all.

Limits of Athenian Democracy

It is important to understand that Athens was not completely democratic by modern standards. You read earlier that all Athenian citizens were allowed to participate in the Assembly. However, not everyone in the polis was a citizen. To qualify as a citizen, a person had to be

- male
- at least eighteen years of age

Page 11 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 *strategoí*?

- » 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.

Women, children, enslaved people, and foreigners living in Athens were not citizens. Therefore, they could not vote in the Assembly or serve on juries.

Although Athenian women played an important role in religious affairs, they had almost no political rights. They could not own property. They were always under the control of a male relative, such as a husband, father, brother, or even an adult son. This ancient Greek stone carving shows a woman mourning her home.

This male relative decided whom the woman would marry. If her husband died, she could be remarried without her consent. Sometimes, if a husband knew he was dying, he would decide before his death whom his wife should marry next. Women could not participate in debates in the Assembly. They could not attend certain public events. Girls might receive some education at home, but they were not sent to school. Instead of participating in public politics, women were expected to bear children and tend to their families. The family was very important in ancient Athens, and Athenian women were expected to uphold it.

As a busy trading city, Athens opened its doors to many foreigners. These foreign residents, known as metics (*metoi* “this”), played an important role in the Athenian economy. Many metics were artisans, craftsmen, or merchants. Although some metics were presented with honorary citizenship, most never became citizens.

Enslaved people had it even worse. They made up as much as a quarter or a third of the population. In rich Athenian homes, hundreds of enslaved workers performed many tasks, such as cooking, cleaning, and weaving. A smaller household might have had only a few enslaved workers, but they did not depend on slave labor. Enslaved



Page 12

workers cleaned, shopped, cooked, carried water, washed clothing, and helped raise children. Some enslaved workers were educated, so they could help teach the children in a family. Others were accomplished musicians who provided entertainment. But even the most talented enslaved person lacked any political rights. Although Athenian enslaved workers could sometimes buy their freedom, they could not purchase Athenian citizenship.

Because of these requirements, only about forty thousand of the nearly three hundred thousand people living in Athens and the surrounding countryside qualified as citizens. So Athenian democracy definitely had its limits. Still, we should not forget what the Athenians achieved. In 500 BCE, you could not find another place where so many of the people were involved in political affairs. Later societies would carry democratic ideas even further, but it was the Athenians who took the all-important first steps.

Athenian Education

Because the Athenians believed that every citizen should play a role in the government of the city-state, they took pains to prepare young men to become good citizens. They believed a good education would benefit the polis as well as the individual.

A citizen needed to be able to take part in debates in the Assembly and law courts. He also needed to know how to argue, how to defend his own opinions, and how to criticize the ideas of others.

This is why the Athenians taught their sons rhetoric. Along with rhetoric, Athenian schools taught logic, reading, writing, arithmetic, and music. Boys learned to play a stringed instrument called the lyre.

Some boys even learned to play the flute, an instrument attributed to the ancient god Apollo.

Vocabulary
metics, n. the skill of using words effectively in speaking or writing
logic, n. the study of ways of thinking and making well-reasoned arguments
“soph” prefix, a Greek prefix that tells the story of a hero’s achievement



Page 13

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

Activity Page



AP 2.2

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.

The Works of Homer (RI.6.1, RI.6.2, RL.6.1, RL.6.2, RL.6.10)

145 MIN

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.*)

CHAPTER 3

Sparta

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



AP 1.3
AP 2.1
AP 3.1

- 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)
- 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

Activity Page



AP 1.3
AP 2.1



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

Activity Page



AP 3.1

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.

“Military Culture,” Pages 16–20

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.

Chapter 3 Sparta

Military Culture In the city-state of Sparta, less than one hundred miles southwest of Athens, there was a very different idea about the purpose of education. Spartans raised their children to be warriors. They had no interest in developing “well-rounded individuals,” or individuals of any sort.

The Big Question
Why were Spartan children, especially boys, raised so harshly?

The Spartan educational system emphasized military training, almost from the cradle to the grave. For example, the Athenians required two years of military training, but the Spartans required twenty-three!

When a Spartan woman gave birth to a baby boy, the child was inspected by a government committee. If the baby was healthy and looked as if he might grow into a strong warrior, he was allowed to live. However, if the baby seemed weak or unhealthy, he was often left outdoors to die.

The Spartans made sure children grew up to be tough. Spartan children who cried were not picked up or comforted. The Spartans believed that soothing children in this way made them soft. A similar objection was raised against sandals—wearing shoes meant that boys would have soft feet. Soldiers needed tough feet. Therefore, Spartan boys had to go barefoot, even in the dead of winter.

Page 16



Page 17

In Sparta, men were the best-trained soldiers of their time. This is a bronze statue of a Spartan soldier from the 500s BCE.

At the age of seven, Spartan boys were sent away from their families to begin military training. They lived in barracks with other boys their age and were taught to obey without question. Even the slightest questioning of authority brought a severe whipping.

Vocabulary
barracks, n.
a building where soldiers live

In Sparta, little time was spent teaching reading, writing, and poetry. Instead, physical fitness was king. Spartan boys were taught to endure great pain and never accept defeat. When the boys became teenagers, their food rations were cut so that they would have to learn to find food for themselves—this included stealing.

Young men could marry at age twenty, but they had to continue sleeping in the barracks until they turned thirty. They had to work away from their wives, and they were punished if they got caught. Even after they moved in with their wives, they had to eat with their army unit rather than with their wives and children. Military service continued until the men turned sixty.

The entire Spartan state was organized as a military unit, and everyone had a role to play. Spartan women did not fight, but they had more political rights than Athenian women. They could own land, and they were encouraged to take part in footraces and other sports so that they would be healthy mothers. Once they became mothers, they were expected to help raise their sons to be warriors.



This bronze statue of a Spartan woman comes from the 500s BCE. Spartan women were encouraged to run to keep fit.

Page 18

On hearing that her son had died in battle, one Spartan woman refused to weep. Instead, she announced her loss proudly: “I love him so that he might die for Sparta, and that is what has happened, as I wished.”

Why did the Spartans place so much emphasis on military skill and bravery? It was partly to protect themselves against foreign enemies. When someone suggested that Sparta build a wall around the city, the legendary Spartan leader Lycurgus (the “lawgiver”) supposedly replied that a “wall of men” would protect the city more effectively than any wall of bricks.

But there was another reason too. The Spartans ruled over large numbers of enslaved people called helots. The first helots were captured in war. Like slaves in feudal Europe centuries later, helots were tied to the land, forced to work on state-owned farms. They were assigned to individual Spartans, but could not be bought and sold by these masters. Whatever they grew or produced on the land, they owed their masters a portion of it.

The life of a helot in Sparta, in most cases, was much worse than the life of an enslaved person in Athens. In fact, Spartans made fun of the Athenians for coddling their enslaved workers. The Spartans said that in Athens, you could hardly tell the enslaved workers from the citizens. That was not a problem in Sparta. Although the helots outnumbered Spartan citizens by perhaps twenty to one, the Spartans had a reputation for treating them harshly. There are many historical accounts that say the helots were beaten regularly and could be put to death for complaining. However, there are some accounts that describe the Spartans as being a little more reasonable at times. They may even have allowed some helots the right to own property and fight alongside Spartans in battle.

Despite the harsh rules, (or perhaps because of them), the helots sometimes rose in revolt. That was another reason the Spartans forced all male citizens to be warriors.

Page 19

and inhuman by today’s standards. But Spartans saw these methods. Spartan citizens were

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.

patient, disciplined, and tough. They valued equality between Spartan citizens. They were taught to care more about the well-being of the state than about their own personal well-being. And they were matchless fighters, willing to defend their polis to the death.

Spartan Government

The government of Sparta is generally called an oligarchy, but it also contained elements of monarchy, aristocracy, and very limited democracy. The Spartans had not one but two kings. These two men were supposed to prevent each other from becoming corrupt tyrants. They were also in charge of the all-important army. In addition to the kings, Sparta also had



Page 20 ...soldiers were more than a match for other armies.

an aristocratic council of elders and an Assembly. Spartan Assembly, though, was far less democratic than the one in Athens. Citizens were not allowed to debate an issue, only to approve or disapprove a proposal, and they showed their approval or disapproval not with a show of hands but by shouting for or against a measure.

Spartan elections were handled in the same way. Citizens were called together in an open field and asked to shout for the candidate they preferred. Judges determined which candidate got the loudest shouts. (The Athenians found all this shouting very humorous.)

Although the Spartans accepted a few democratic ideas, they were generally doubtful about Athenian-style democracy. They believed that their way of life was better than the Athenian way of life.

Contrasting Lifestyles

Athenians enjoyed going to symposiums, or banquets, with good food and wine. The Spartans were less extravagant and believed in keeping life simple. Athenian writers wrote that Spartan cooks were told not to make the food too tasty. Apparently, they succeeded. After eating dinner in Sparta, one visitor said, “Now I know why they aren’t afraid to die in battle!” The only “fun” activity the Spartans allowed was dancing, and this was only tolerated because the elders thought dancing improved a soldier’s footwork. However, it is important to note that a lot of what we know about Sparta comes from the Athenians, and they were more than a little biased!

The Athenians trained their citizens to be skilled in rhetoric and public speaking. Spartans, on the other hand, were famous for avoiding long speeches. You may know the English word *laconic*. This word means concise, yet not know it that in ancient Greece, *laconic* and the word itself comes from *Laconia*, the

Vocabulary
“aristocratic council,” a group of people from the upper class or nobility who helped govern Sparta

Page 21 21

“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

name of the territory where Sparta was located. The Spartans were famous for their brief replies. Once a Greek from a hostile city-state told a Spartan, “If we defeat you, we will destroy your city.” The Spartan spoke only one word in reply: “If that’s all you want.”

Athen was a culturally rich city that eventually produced some of the greatest art and literature of all time. A great Athenian statesman once explained that Athenians care no conflict between strength and beauty: “Our love of what is beautiful does not lead to extravagance; our love of the things of the mind does not make us soft.” By contrast, the Spartans worried that too much attention to the “things of the mind” might make them soft. They chose to produce soldiers, not artists.

Athen was located only four miles from the sea, but Sparta was an inland city. This inland location may have encouraged the Spartans to isolate themselves from the rest of the world. Whatever the reason, that is what they tried to do. While Athen welcomed foreigners, Sparta tried to keep them away so that they could preserve their traditional ways and highly ordered society. The Spartans even avoided using silver and gold coins, because these had a tendency to attract foreign merchants, instead they used iron bars, which nobody but a Spartan could possibly mint.

Location also helped determine the military differences between these two city-states. The landlocked Spartans generally had a small navy, or none at all, but their army was the best in Greece. The Spartan army often fought using military formation known as the phalanx. The phalanx formation was made up of many soldiers in a tight, dense group, armed with spears and shields. They moved together as one. The success of this army on constant

Vocabulary
landlocked, cut off from the sea because surrounded by land
phalanx, a group of soldiers who attack in close formation with their shields always overlapping and spears pointed forward

Page 22

drilling, discipline, courage, patriotism, and the idea of equality. The phalanx in many ways defined Spartan society.

Athens tried to excel in both land and sea warfare, but the Athenian navy was especially strong.

Sparta and Athens were so different that each city-state was suspicious of the other, and it was hard for the two to get along. The rivalry between these two city-states would play an important role in Greek history. In the next few chapters, you will read about a couple of occasions when Athens and Sparta managed to cooperate and also about a fateful war in which they confronted one another on the battlefield.



Page 23

23

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.



CHECK FOR UNDERSTANDING 10 MIN

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

Activity Page



AP 3.2

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

Activity Pages



AP 1.3
AP 2.1



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.

Chapter 4 The Olympic Games

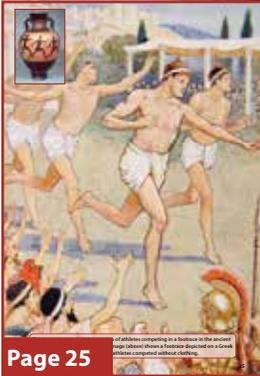
Sports Obsession Athens and Sparta were not the only Greek city-states that had trouble getting along. Many city-states fought and feuded with each other. However, the Greeks did manage to lay their quarrels aside for a few things, and one of those things was sports.

The Big Question
What were the Olympic Games?

One of the most famous athletic competitions was held in the city of Olympia, not far from Sparta. The Olympic Games were held every fourth year. Several months before the games began, a sacred engraved disk—the **ambaxer** of the games—was carried to all the Greek city-states that were expected to compete. The messenger who brought the disk

Vocabulary 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 again—a period of one to three months.

Page 24



Page 25

Note: 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—Call students’ attention to the illustration and caption on page 25.

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?

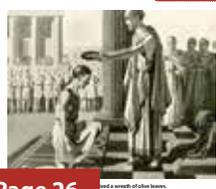
- » They were free Greek males and unmarried priestesses.

In the Beginning

The Olympic Games began as part of a religious festival in honor of Zeus, the king of the Greek gods. The festival originally included processions and religious ceremonies. In 776 BCE, a footrace was added. Competitors ran the length of the stadium, about two hundred yards. Later, additional events were added, and the Olympic Games became a regular occurrence.

The official prize for winning an athletic event at the Olympics was a wreath of olive leaves, which was placed on the head of the victor. But the real prize was honor. A victorious athlete would almost certainly become a hero in his native city-state. He might even be immortalized in songs or sculptures.

Vocabulary immortalize, to honor a person or event by creating an artistic or literary work, causing the person or event to be remembered forever



Page 26

“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.

Competitors in the early Olympics generally dressed as the Athenians did in their gymnasiums, which is to say they wore no clothing at all—not even shoes! The Greeks did not mind a little nudity, and the runners didn't want to be slowed down by clothing. The spectators sat on sloping hillides near the stadium, watching and cheering for their favorite athletes. But only five Greek males and unmarried prostitutes were allowed to watch. Other women and enslaved people who were caught watching could be put to death.

Greek citizens came to the games from all parts of the known world. Like modern sports fans, they came to marvel at athletic excellence and experience the thrill of victory. They cheered for the athletes of their own city-state and for skillful athletes from other city-states.

Early Athletic Events

Most of the original athletic contests were based on physical skills that the ancient Greeks needed for survival. Because there were many wars, it was important that Greek men learn to throw the javelin (a kind of spear), run quickly, wrestle well, and ride a horse.

At least two of the early Olympic events involved throwing the javelin. In one competition, athletes threw the javelin for distance or another they threw for accuracy. In this last event, it appears that competitors had to throw the javelin at a target while galloping past it on a horse. This required strength, balance, and coordination.

Another event was the discus throw. The discus was shaped like a Frisbee and was made of stone, iron, lead, or bronze. Each discus weighed about fourteen pounds. Athletes competed to see who could throw the discus the farthest. It was held in his hand, swung it back

Page 27

27

The long jump was meant to see who could jump the farthest. Unlike today's long jump, the ancient Greek athletic event involved carrying weights while jumping. The weights were made of stone or metal. They were shaped like dumbbells and weighed four to eight pounds each.

The pentathlon was an athletic competition that consisted of five different events: discus, javelin, long jump, wrestling, and a two hundred-yard footrace.

The pankration (pronounced "pan-kra-tion") was a kind of wrestling event that had only two rules. Biting your opponent and sticking your fingers into your opponent's eyes were not allowed. Competitors were allowed to twist arms, throw punches, and generally beat up on their opponents.

Many different kinds of footraces were held. In addition to the two hundred-yard race, there was a four hundred-yard race, and another competition in which competitors had to run four hundred yards while wearing helmets and shin guards and carrying a shield.

Down Through the Ages

For centuries, even through much of the Middle Ages, the Olympics were held in Greece. Finally, in 1896 CE, after more



The Discobolus, or The Discus Thrower, is a famous Greek sculpture by a sculptor known as Myron (480–460 BCE).



Page 28

“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,

than a thousand years of competition, the Roman emperor Theodosius I (r. 379–395) canceled the games. He was a Christian and did not like the religious rites in honor of Zeus that were still a part of the Olympics.

Vocabulary
rite, n. a ritual or ceremony

It was not until the late 1800s that the games resumed. The first of the modern Olympic Games were held in 1896, in a new stadium built in Athens. Ever since, the Olympics have been held every four years, except during World War I and World War II. People from all over the world participate. The modern games include many more events than the ancient games, and they do not include any religious rites. But the ancient Greek love of physical fitness, skill, and courage lives on in today's Olympics.



Just as they did thousands of years ago, every four years athletes compete against each other in the Olympic Games.

Page 29

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.



CHECK FOR UNDERSTANDING 10 MIN

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.

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)

30 MIN

Activity Page



AP 4.1

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

Materials Needed

Activity Pages



AP 5.1

AP 5.2

- 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.)

Introduce “The Persian Wars”

5 MIN

Activity Page



AP 5.1

 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

Activity Pages



AP 5.1

AP 5.2

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.

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

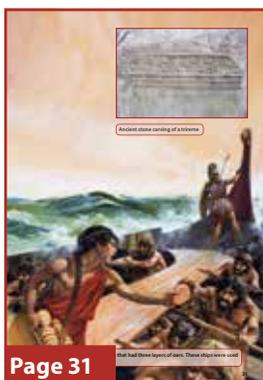
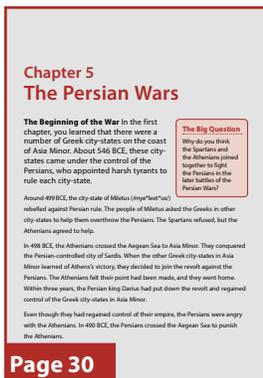
Scaffold understanding as follows:

Invite volunteers to read the section on page 30 aloud.

Activity Page



AP 5.1



 **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 *trieme* 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.

Activity Page



AP 5.1

Marathon

The Athenians and met the Persians on the plain at Marathon, about twenty-six miles from Athens. The Athenians were badly outnumbered, but they decided to attack. The Greek charge was a success. The Persians broke ranks and fled to their ships, and the Greeks cut them down as they ran. By the end of the battle, more than six thousand Persians were dead, while only 192 Greeks had fallen.

According to legend, the Greeks ordered a messenger to run to Athens and deliver news of the victory. The messenger ran the twenty-six miles to Athens, gasped out his victory announcement, “Rejoice, we conquer!”, and died of exhaustion. Today, we use the word marathon to refer to a 26.2-mile footrace.

Marathon was an extremely important battle. Because the Athenians won, they were filled with self-confidence. They began to think that they were the most powerful of all the Greeks.



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 **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

Thermopylae

The Persians were not yet done with the Athenians, however. In 480 BCE, another Persian army was sent to defeat the Greeks. With an army of more than one hundred thousand men, as well as six hundred to seven hundred ships, the Persian king Xerxes (*Xerxes*) (485–465 BCE) was determined to conquer all of Greece.

Athens and Sparta put aside their disagreements and united against the Persians. They were joined by a few other city-states. The Greeks had between two hundred and three hundred ships and an army of ten thousand men. The army was led by King Leonidas (*Leonidas*) (*leo* “lion”/“king” of Sparta). The Greeks realized that the longer they could put off a major battle, the better their chances would be. The Greeks decided to delay the Persian army by engaging them at a place called Thermopylae (*ther* “hot”/“fire”) about seventy-five miles northwest of Athens. Thermopylae was a narrow pass between high cliffs and the sea. Because of the narrowness of the pass, the

Vocabulary

pass, n. a route in the mountains that is lower than the surrounding peaks and that people use as a path through the mountains.



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Activity Page



AP 5.1

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.

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



AP 1.3
AP 2.1
AP 6.1

- 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.

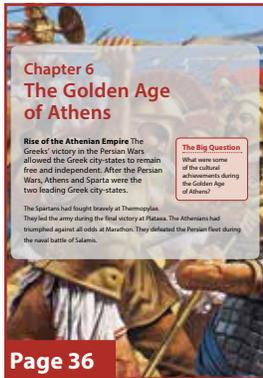
Call students’ attention to the Big Question. Tell students to look for details that show what is meant by Athens’s “Golden Age.”

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.

Activity Page



AP 1.3

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?

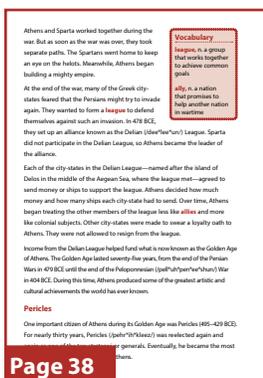
- » Sparta did not join the league. Athens and Sparta were the strongest city-states. Because Sparta was not part of the league, Athens was the strongest member.

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.



“Pericles,” Pages 38–40

One key to Pericles's success was his skill as an orator or public speaker. One biographer said that his words were “like thunder and lightning.” When Pericles proposed a measure, the assembly usually went along with him. Even though Pericles was technically only one citizen among many, he soon emerged as the leader of the Athenian city-state.

Pericles was well known for his hard work and dedication. It was said that he was never seen walking on any road besides the one that led to government buildings. He did not believe in wasting time at parties and social events. He was rumored to have attended only one party during his lifetime and then to be late.

Under Pericles, the Athenian empire grew stronger. Pericles led armies in victorious campaigns. He helped keep the other members of the Delian League in line. He supervised the establishment of a number of Athenian colonies. He also convinced the Assembly to build bigger and stronger walls to protect Athens from attack. Walls stretched from Athens to the nearby harbor of Piraeus (Pee-rah-us). Without these walls, an attacking army could surround the city and cut off its food supplies. With the walls, it would be possible for the Athenian navy to bring in food supplies from overseas, even while the enemy attacked. This Athens reached its greatest height of accomplishment under the leadership of Pericles.



Page 39

Activity Page



AP 2.1

Pericles also strengthened Athenian democracy. Before Pericles, poor Athenians were often unable to participate in government. As citizens, they had the right to sit on juries. However, because government work (including being part of a jury) did not pay, poor citizens often could not afford to leave his paying job to accept an unpaid government position. Pericles convinced the Athenians to pay citizens for government work. This opened the Athenian democracy to a wider range of citizens.

Pericles is also remembered as a supporter of the arts. He supported dramatists, painters, sculptors, and architects. In 448 BCE, Pericles suggested that Athens rebuild the temples and public buildings in the Acropolis, a complex of buildings on a bluff overlooking the city. The temples and buildings on the Acropolis had been destroyed during the Persian War. Rebuilding it would be expensive, but Pericles had a plan. He said the Athenians could take some of the money they were getting from their allies in the Delian League and spend it on this important architectural project.

This idea was controversial. Many of the members of the Delian League complained that it was unfair to use their money to beautify Athens. Even some Athenians questioned the strategy. Pericles used Athenian military power to make the other Greek city-states accept his plan. He used his oratorical skills to convince the Athenians that his plan was acceptable. Pericles said that as long as Athens was protecting its allies, it could use the excess money in any way it saw fit.

The Parthenon

The most famous of all the buildings built under Pericles's leadership was the Parthenon (Parr-then-on). The Parthenon is a temple to Athena, one of the goddesses, for whom the city of Athens

Page 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 *stratego*i (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.

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.

“The Parthenon,” Pages 40–43

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.

was named. Built between 447 and 432 BCE, the Parthenon is considered the greatest of all Greek buildings and one of the treasures of human culture. It was badly damaged by an explosion in the late 1600s, when it was being used to store gunpowder during a war. However, the Parthenon still stands. It is 2,500 years old. Thousands of tourists travel to Athens each year to see it.



The image above shows the Parthenon on the Acropolis. The museum was built on a hillside. The Parthenon was the spiritual center of ancient Athens. Heron.

Page 41



Below is a view. Here is a reconstruction of the Parthenon in Nashville, Tennessee. You can see it in this image. We agreed the modern building of downtown Nashville.

Pericles recruited two leading architects to design and build the Parthenon. He wanted them to build a temple that would honor Athena but would also serve as a symbol of the wealth, power, and prosperity of Athens. They did not let him down. The two designed a rectangular building larger than any other temple on the mainland of Greece. It was roughly 230 feet long, 100 feet wide, and 65 feet high. More than twenty thousand tons of marble were used in the construction process.

The architects placed a colonnade, or row of columns, on each of the four sides of the building. Many Greek architects before them had used this same technique. 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. These three styles, or orders, were called Doric, Ionic, and Corinthian.

The Doric (dohr’ee) column was the oldest and simplest of the three. It featured a large, round column with a capital, or top, shaped like a simple capital. The Corinthian (koh’ree’ee) column was tall and slender with spiral scrolls.

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Greek Columns

Doric Ionic Corinthian

The ancient Greeks used three different styles of columns for their buildings.

column was the most ornate. The capital on top of a Corinthian column looks like a basket with layers of leaves in it.

The architects used Doric columns for the Parthenon, which is now widely considered to be one of the finest examples of Doric architecture ever built. The carvings on the sides of the temple were done by an artist named Phidias (fih’dias), the most famous sculptor of ancient Greece. He worked with his students and builders from all over Greece to create them. The carvings depicted religious ceremonies and mythological battles between gods and mortals.

Inside the temple the ceiling was high enough to hold a forty-foot-tall statue of Athena. This statue, also made by Phidias, was covered with ivory and gold. The ivory was used for the skin of the goddess and the gold for her clothing. The statue cost even more than the building that housed it. Unfortunately, it was destroyed in ancient times, though a small copy has survived.

Greek Drama

pre-outdoor theaters for dramatic performances. The main theater of Athens was the Theater of Dionysus (dyo’nis’ee’ee).

Page 43

“Greek Drama” and “The Big Four,” Pages 43–46

located below the Acropolis, not far from the Parthenon. In this semicircular, open-air theater (from thousand Athenians gathered.

Like the Olympics, Greek drama began as part of a religious festival. In this case it was a festival in honor of the Greek god of wine, Dionysus. At first a chorus of men danced around the altar of Dionysus, singing in honor of the god. Gradually, performances became more complex. At first a single actor was introduced in addition to the chorus, then additional actors were included, to allow for conversation and discussion among actors. Eventually, Greek drama began to look a lot like what we think of as a play.

Just as Greek athletes were given prizes for athletic excellence at the Olympics, so Athenian playwrights were given prizes for excellence in the



Page 44

Here a whisper on stage could be heard from every seat to the play of ancient Greece. Here you can

Theater of Dionysus. Each year several dramatists would present plays, and a panel of judges would give prizes for the best plays.

The performances were paid for by wealthy men like Pericles. The actors were Athenian citizens. It seems that many Athenian citizens served their city not only in government but also on the stage. According to one estimate, as many as three thousand citizens performed in the festival each year.

The Athenian dramatists invented two kinds of drama that are still important today: comedy and tragedy. Comedies were funny plays with happy endings. They often addressed contemporary issues. The most famous comic playwright was Aristophanes (ar'is'ta'f'ah'n'es). Tragedies, on the other hand, were serious plays with sad endings. They were usually based on well-known Greek myths. The most famous tragic playwrights were Aeschylus (as'ki'l'u's), Sophocles (s'af'ah'n'es), and Euripides (yoo'r'ip'ah'd'es).

The Big Four

Aeschylus, who was born around 525 BCE, was the oldest of the four major Athenian dramatists. He was old enough to have fought against the Persians. When the Persian Wars were over, he became the leading dramatist of his day. In 472 BCE, Aeschylus wrote a play about the Persian Wars. This play was sponsored by Pericles himself. Later, Aeschylus wrote a famous three-part play called the Oresteia (as'es'tee'ah'), about murders and revenge. According to legend, one scene completely terrified the audience in the Theater of Dionysus. Aeschylus wrote more than eighty plays in total. Unfortunately, only seven of these plays have survived.

Sophocles was thirty years younger than Aeschylus. When Aeschylus and the Athenian navy defeated the Persians at Salamis, Sophocles was only a teenager. However, because of his height, good looks, and dramatic skills, he became a leading role in a dramatic performance celebrating the Athenian victory. He began writing plays. He and Aeschylus became

Page 45

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.

“Other Cultural Achievements,” Pages 46–47

dramatic trials. They competed for top honors during the festival of Dionysus. Sophocles also played a role in public affairs. Sophocles's most famous play is called *Oedipus the King*.

The last of the great tragic playwrights was Euripides. He was born around 485 BCE. Euripides produced eighty or ninety plays. Although he won fewer prizes than Aeschylus and Sophocles, he was popular with Athenian audiences. He is widely admired today for his analysis of human nature.

The great master of Athenian comedy was Aristophanes, who lived from 445 to around 380 BCE. In his plays, Aristophanes made fun of statesmen like Pericles, dramatists like Euripides, and philosophers like Socrates (suh-KRAH-say), whom you will meet in Chapter 8.

Athenian drama was an astonishing achievement. The plays are so powerful and so well written that they are still admired and performed today.

Other Cultural Achievements

In addition to architecture and drama, many other arts also flourished during the Golden Age of Athens.

Athenian craftsmen produced distinctive pottery including bowls, vases, and coins. Much of this pottery was decorated with pictures. The pictures showed episodes from mythology, religious rites, Olympic competitions, and everyday scenes. These decorated jars and vases were used to hold oils, foods, and beverages. They were sold all around the Greek world and beyond. Today, they are even more valuable than they were in the Golden Age. Museums have them, and scholars use them to study Athens.

Page 46



Mural bust of Sophocles

Vocabulary
statesman, n. a political leader

This age also gave the world two of its first historians. Herodotus (her-uh-TOE-us) is often called the father of history. He wrote down the history of the Persian Wars, including the last stand at Thermopylae. Thucydides (thuh-KYD-ids) told the story of the Peloponnesian War, which you will read about in the next chapter.

There were also advances in science and medicine. The famous doctor, Hippocrates (hip-uh-KRAH-tay-tes), is considered the father of medicine. Hippocrates, who was born around 460 BCE, was one of the first to recognize that weather, drinking water, and location can influence people's health. He is clearly remembered for the Hippocratic Oath (hip-uh-KRAH-tik) oath, a pledge that doctors have been making for almost 2,500 years. When new doctors receive the Hippocratic oath, they agree to use their medical skills only for the good of the patient: "I do solemnly swear . . . that into whatsoever house I shall enter, it shall be for the good of the sick."

Pericles was very proud of Athenian culture. He described the city as "an education for Greece," and not only for Greece, but for all time. When one considers all the achievements of this era—beautiful temples and theaters, satyr plays, comedies and heartwarming tragedies, athletic games and sports, groundbreaking historical writings, and important medical advances—it is hard not to agree. The Golden Age of Athens was truly one of the greatest periods in the history of human culture.

Page 47



Athenian amphora had lids, such as the one here. This one from the 5th BCE and shows a wedding scene.

Scaffold understanding as follows:

Have students read the section independently.

After students read the text, ask the following questions:

LITERAL—What can scholars learn by examining the pottery produced 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.

Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What were some of the cultural achievements during the Golden Age of Athens?”
- 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: “What were some of the cultural achievements during the Golden Age of Athens?”
 - » Key points students should cite include: architecture, especially the building of the Parthenon and the development of three styles of

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

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

Activity Page



AP 6.1

Materials Needed: Sufficient copies of The Golden Age of Athens: Who's Who (AP 6.1)

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

The Peloponnesian War

The Big Question: What events brought about an end to the Golden Age of Athens?

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



AP 1.3

- 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



AP 1.3



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

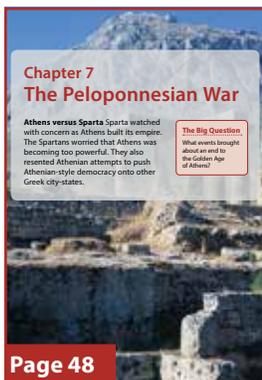
Call students’ attention to the Big Question. Tell students to look for information about events that led to the conflict that eventually ended the Golden Age of Athens.

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.



“Beginning of the War,” Pages 50–51

Sparta and several of its allies, including the city-states of Corinth and Thebes, came together to form the Peloponnesian League. This league was named for the Peloponnese (pəˈlɒpəˈniːz), a mountainous peninsula that forms the southern part of Greece. Sparta and several of its allies were located on the Peloponnese.

During the 450s BCE, diplomatic relations between Athens and the Peloponnesian League worsened. In 431 BCE, the Peloponnesian War broke out. This devastating war continued for more than twenty-five years and eventually put an end to the Athenian empire.

Beginning of the War

When the war began, Pericles was still the leader of Athens. He knew that the Spartan army was stronger than the Athenian army. He also knew that Athens had a stronger navy and was far wealthier. Pericles believed that if the Athenians could avoid a major land battle, they had a good chance of winning.

Pericles developed a plan. He decided that the Spartans probably wanted a quick victory and not a slow, lengthy war. So Athens would refuse to meet the Spartan army in a land battle in which the Athenians would probably be defeated. While the Spartans were trying to make them fight, the Athenians would stay behind the walls they had built. Meanwhile, the Athenians would use their way of bringing supplies to Athens and to attack towns along the coast of the Peloponnese.

Pericles convinced the citizens of Athens to follow his plan. All the farmers who lived in the area around Athens were told to leave their farms and take their most valuable belongings. The

Page 50

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.

Historian Thucydides reported that many of them brought not only their furniture but also their doors and their window shutters!

When the Spartans marched on Athens, they found a deserted countryside. They burned the fences and the crops in the fields. They did this to lure the Athenians into battle. A battle the Spartans believed they could win.

The Athenians could see the smoke from the fires. They begged Pericles to let them fight. But the cautious Pericles thought fighting would be too dangerous. The crops would grow back, Pericles told the Athenians, but “dead men will not.” Pericles had decided on a waiting game. He figured the longer the Spartans had to wait for the Athenians to come out and fight, the fewer supplies they would have.

During the first year of the war, this strategy succeeded. Because they had burned the fields, the Spartans could not find any food. Finally, the Spartan army gave up and left. By the time they made it home, the Athenian navy had attacked several of the coastal cities of the Peloponnese.

The War Continues

The second year of the war began with another Spartan land attack. Once again, the Athenian people retreated behind their walls. This time, however, they did not turn out to meet for the Athenians to fight through the city.

Page 51



Pericles believed a major battle would be too dangerous for the Spartans to win.

Pericles had decided on a waiting game. He figured the longer the Spartans had to wait for the Athenians to come out and fight, the fewer supplies they would have.

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“The War Continues,” Pages 51–53

The plague lasted for three years. It was so terrible that the people of Athens became deeply discouraged. They wondered whether the gods had turned against them. Life and property became cheap. People no longer felt that honesty, truth, and justice had any meaning since they thought they might die the next day. Worst of all, Pericles died in the plague and was replaced by men who were not as wise as he had been.

The war dragged on for years with no victory for either side. As long as the Athenian army would not fight the Spartan army, the Spartans could not win. As long as the Athenian navy only made random raids on the Peloponnesian cities, the Athenians could not win. Something had to be done.

About 415 BCE, an Athenian named Alcibiades (alˈkɪbiˈeɪdɪz) proposed that the Athenians conquer the island of Sicily, now a part of Italy but then inhabited by Greeks. This island was on the other side of the Peloponnese. If it was conquered, then Athens could renew its supplies, attack Sparta from both sides, and defeat their archrivals. Some Athenian citizens liked the idea. It was bold and daring. A few were not so sure. They didn’t feel they had the military strength to conquer Sicily and carry on a war with Sparta and its allies at the same time. They also distrusted Alcibiades. He was a very charming young man, but he drank and gambled. He also showed a lack of respect for many of the traditions and ideals of the Athenians.

Still, enough Athenian citizens liked the idea that the decision was made to invade Sicily and capture the main city of Syracuse. The invasion was a disaster. The invading Athenian army met strong resistance. They held out for as long as they could, but finally tried to escape in a panic. The army was divided, many were killed, and still others were taken captive and enslaved in the rock quarries in Sicily. They lived out the rest of their lives in misery far away from their democracy in Athens.

Page 52

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.

to flee to Sparta instead. Then, he told the Spartans of Athens' plan. He was willing to be a traitor in order to save his own life. The Spartans took the information but did not trust him. Alcibiades realized that the Spartans might kill him, so he fled once more. This time he went to Persia. But even there it was clear that he was not a man who could be trusted.



This is a Greek marble sculpture of Alcibiades.

The Sicilian disaster tilted the balance of power in favor of Sparta. The Athenian army and navy had been seriously weakened by the losses in Sicily. Now, the Spartans began to build a navy of their own. They also enlisted the Persians in Athens. In 405 BCE, the Spartans scored a major naval victory. This enabled them to cut off grain supplies to Athens. Athens held out as long as it could, but in 404 BCE, the city surrendered. The Spartans and their allies had won the Peloponnesian War.

The Spartans made the Athenians tear down the walls that had protected their city. They prohibited Athens from having a navy, and they set up the government they wanted Athens to have. The city state would now be ruled by a group of thirty nobles—members of the upper class. There would be no more democracy.

However, the nobles were so corrupt and cruel that within a year, the Athenians rebelled against them. In 403 BCE, democracy was restored. The kings of Sparta decided that as long as Athens was peaceful, they would let democracy. But the Athenian empire and the

Page 53

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.*)

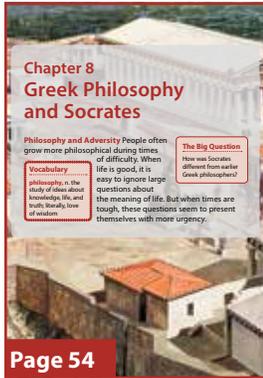
Point out the Core Vocabulary word *philosophy* in the chapter title, and review its meaning. Explain that the word *philosophy* comes from the Greek word parts *philo-*, meaning “love,” and *soph-*, meaning “wisdom.” Call students’ attention to the Big Question. Tell students to look for details about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

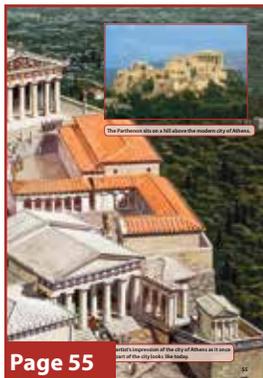
After the volunteer reads text, ask the following questions:

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.

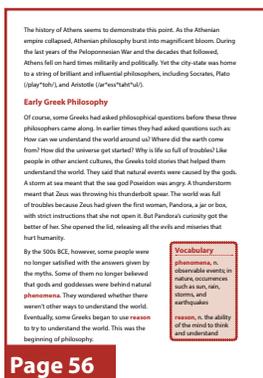
Have students read the remainder of the section, on pages 56–58, with a partner. Encourage them to refer to the vocabulary boxes on pages 56 and 57 as they read.

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.



A philosopher is a person who uses reason to try to acquire wisdom about life or the universe. Many of the early Greek philosophers tried to figure out where the world came from. How it began, and what it was made of. Some of their ideas have stood the test of time and are still considered important. Other ideas seem strange to us today. But at least the early philosophers were trying to figure things out by using their brains.

The early philosopher Heraclitus (Her-ak'lees/ku) held that everything in life is always changing. It is impossible, Heraclitus said, to step in the same river twice, because the river itself is always flowing and never at rest. This is an idea that still makes sense to us today. But Heraclitus also seems to have thought that too long, it was important to keep one's soul from becoming too wet. At death, a dry soul would rise all the way to the sun and help bring about light, day and summer. But a wet soul would only rise as far as the moon, where it would help bring about winter, night, and rain. These ideas make less sense to us.

Another early philosopher, Thales (Thay'lees) taught that everything in the universe comes from water. The philosopher Anaximenes (an-ak'sen-ah'nees) believed that everything comes from air. Air is alive with movement, he reasoned, and so air must be the origin of all life. Empedocles (em'ped-ah'klees) had a slightly more complicated theory. He proposed that everything comes from the combination or separation of four elements: earth, air, fire, and water.

Some of these theories or ideas came to be called the world in the time before Heraclitus.

Vocabulary
soul, n. the metaphysical part of a person's being; in many religions, the soul is believed to live even after the body dies.



Page 57

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," Pages 58–59

philosophers began to test their ideas. Still, these early philosophers were important because they were attempting to answer difficult questions. They were teaching themselves and their listeners how to reason, instead of just accepting the old myths.

Socrates

One of the most famous of all the Greek philosophers and teachers was an Athenian named Socrates, who lived from 469 BCE to 399 BCE. Socrates grew up during the Golden Age of Athens but lived to see that Golden Age crumble during the Peloponnesian War, in which he fought. Most of what we know about the philosophical ideas of Socrates comes from the writings of one of his students, named Plato. Socrates himself never wrote anything, but because he was immortalized in the writings of Plato, when we think of Greek philosophy, we always think of Socrates.

Socrates was different from earlier Greek philosophers in several ways. First of all, he was more interested in questions about how human beings should behave than about where the world came from or what it might be made of. Socrates was one of the first philosophers to study ethics.

Socrates also had some unusual methods of philosophy. Instead of just sitting in his room and writing about philosophical questions, he went to the Athenian marketplace, called the agora, and talked with other Athenians. In this way, Socrates made philosophy personal.

During his discussions, Socrates tried to get his students to think for themselves.

Vocabulary
ethics, n. rules based on ideas about right and wrong.



Page 58

Scaffold understanding as follows:

Invite volunteers to read this section aloud.

CORE VOCABULARY—Stop to explain the vocabulary terms *ethics* and *hypocrite* when they are encountered in the text.

After volunteers read the text, ask the following questions:

LITERAL—How were Socrates's ideas recorded?

- » His student, Plato, wrote about Socrates's ideas.

LITERAL—How was Socrates different from the earlier Greek philosophers?

- » He was interested in how people should behave. The earlier philosophers had focused more on where everything came from.



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.

“The Socratic Method,” Pages 59–61

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?

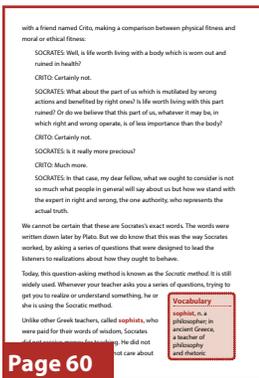
- » It’s a way of teaching. The teacher asks many questions, trying to help the student think and come to an understanding, rather than just telling the student information.

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.

The Death of Socrates

Plato wrote a series of works about the last days of Socrates. One of these works describes the trial in which Socrates defended himself but was eventually convicted by a vote of 280 to 225 and sentenced to death.

Plato also wrote down conversations that Socrates had with his friends, while he was in prison awaiting death. When someone suggested that there were important people who would help Socrates escape from prison, the philosopher refused to leave himself and rejected their help. He argued, "One must obey the commands of one's city and country or perishable due to the nature of justice." Socrates refused to break the law, even when it condemned him. The citizens of Athens had condemned him to death, and he would face death because it was the right thing to do. He would not put himself above the law.



This painting is called *The Death of Socrates*. It was painted by Jacques-Louis David, a French artist in the 1780s.

Page 62

Socrates was executed by being made to drink hemlock, a kind of poison. Plato described Socrates continuing to talk with his friends after he drank the hemlock before gradually drifting into death. In making the death of Socrates must have been much more gruesome. Plato chose not to focus on his death but rather on the fact that Socrates was an example of reason and self-control right up to the bitter end. He wanted Socrates to be remembered as Plato himself remembered him, as "a man of whom we may say that of all whom we met at that time he was the wisest and most just and best."

Today, Socrates is remembered for the Socratic method and for his commitment to seeking truth. He expanded the role of the philosopher to include the important task of examining how people live their lives. It wasn't enough for Socrates to think about what goodness meant ideally. He wanted people to choose goodness and to right every day. That's why his contributions to philosophy are still important to us all these centuries later.

Page 63

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.



CHECK FOR UNDERSTANDING 10 MIN

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)

30 MIN

Activity Page



AP 8.1

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)

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

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)

30 MIN

Activity Page



AP 8.2

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.*)

Chapter 9
Plato and Aristotle

Plato Like Socrates, Plato was born in Athens and spent his life as a philosopher searching for truth. Plato was not only a brilliant thinker but also a brilliant writer. He wrote down many of his ideas, and his dialogues are still widely read today.

Vocabulary *dialogue*, a piece of writing organized as a conversation between two or more characters

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

Plato was about twenty-four when the Peloponnesian War ended. When Socrates was executed, Plato fled Athens with other students of Socrates. Because their teacher had been executed, they felt that they were not welcome in Athens.

Plato traveled from place to place for a number of years. He even visited Italy and Sicily. Eventually, he returned to Athens. In 387 BCE, he started a school called the Academy. This school lasted more than one hundred years, until the Roman emperor Justinian, who reigned from 527–565 CE, closed it because it did not teach Christianity.

Page 64



Page 65

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

The Dialogues

In some of his early dialogues, Plato tried to write down conversations that Socrates had actually had with others. He wanted to let people know what Socrates had said. In his later dialogues, Plato still used the dialogue form but used it to treat new subjects. These dialogues were not necessarily based on things Socrates had actually said. Rather, Plato tried to imagine what his beloved teacher Socrates might have said about various subjects.

By writing dialogues, Plato allowed his readers to imagine that they were part of a great philosophical conversation. He encouraged them to think about their own opinions and ideas, and he showed them that they could use reason to discover truth.

Although Plato wrote Socratic dialogues, his way of searching for truth and trying to understand goodness differed from the methods used by Socrates. Plato was more idealistic than his teacher. He spent more time trying to understand what the ideal, or perfect example, of goodness was and less time trying to help people recognize whether they were actually living it. Plato was also more traditional in his teaching methods. He didn't confront people in the street or marketplace. Like many other philosophers, he had regular students whom he taught. However, before people could study with Plato, they had to have mastered mathematics.

Plato felt that philosophers should play the central role in society because they alone understood the meaning of truth and justice. He did not believe in democracy. He thought it gave power to people who did not understand justice—people who did wicked things, such as execute Socrates.

Plato wanted society to be like a school, in which citizens spent their lives trying to be good people. Just as in Sparta they trained to be good soldiers, in Plato's ideal state, citizens were trained to be good philosophers and dedicated to justice.

Vocabulary
idealistic, adj.
 believing in high standards or the possibility of perfection

Page 66

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.

How, citizens could develop virtue within themselves and choose goodness. Plato believed that the right kind of education would teach citizens to control themselves, to act for the good of others, and to be less selfish. His long dialogue, *The Republic*, describes his ideal state.

During the lifetime of Socrates, philosophers were involved in the life of the polis. They tried to educate citizens and get them involved. By the time

Vocabulary
virtue, n., a high moral standard

to use reason to find answers.

Page 67

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

Plato was teaching and writing, things had changed. The role of the philosopher was still to train citizens, but it was also important for a philosopher to use his knowledge to point out those society was not always what it should be. Philosophers taught in schools rather than conversing in the marketplace or debating in the Assembly. They tried to identify what was wrong with society and made suggestions for how it could be better. However, they were not directly involved in the everyday life of the polis as earlier philosophers had been. When the great philosopher Aristotle came along, he made even more changes to what philosophers did and how they worked.

Aristotle

Just as Socrates found a great student in Plato, so Plato found a great student in Aristotle. Aristotle was born around 384 BCE in Macedonia, a country north of Greece. There, his father had been a doctor in the court of the king, Amyntas III. When Aristotle came to Athens, he studied with Plato and stayed at Plato's school for twenty years before starting his own school, called the Lyceum (Lyceum = "gymnasium").

Aristotle was greatly influenced both by his father and by Plato. His father had influenced him because, in ancient times, knowledge and skills were passed from father to son. Aristotle's father was a doctor. As a doctor, he had to take careful note of a patient's symptoms, or signs of illness, to understand what was making a patient sick. He taught Aristotle to observe people and the world around him carefully.

Plato taught Aristotle how important abstract ideas and knowledge are. Aristotle and Plato disagreed and argued with each other from time to time. Aristotle admired Plato greatly, but he once said, "Plato is dear to me, but dearer still is truth."

Vocabulary
abstract: relating to ideas, rather than concrete objects, actions, or people.

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



Plato and Aristotle are the central figures in this painting, called *The School of Athens*. It was painted by the Renaissance artist Raphael.

A Keen Observer

Aristotle also added to the knowledge of his day by collecting and examining insects, animals, and plants. He loved to study animals, he dissected more than fifty different types of animals in order to learn about them.

From his years of careful observation, Aristotle realized that there is always more than one way to explain things. For example, an animal could be understood by what it looked like, what it was made of, how it moved, and what it could do. All these different explanations were important and necessary.

Aristotle didn't know it, but by collecting facts, analyzing them, and coming up with theories about his observations, he was developing the basics of

Page 69

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.

scientific research. It's true that Aristotle didn't go as far as later philosophers did in testing out his ideas. Some of his ideas turned out to be wrong. However, he helped more philosophy down the path that would eventually lead to modern science.

Like other philosophers, Aristotle also wrote about what it meant to lead a good and just life. He believed that the purpose of life was to exercise one's abilities and virtues reasonably. In his book *Nicomachean Ethics* (niko-see-mak-ee-uh-eth-ics), he said, "Virtue, therefore, is a kind of moderation or mean as it aims at the mean or moderate amount." Aristotle meant that people should avoid extremes of all kinds, but as they should eat neither too much nor too little, so they should avoid both evil deeds on the one hand and self-righteousness on the other. Aristotle believed that a truly virtuous man is neither cowardly nor foolishly brave. Aristotle wrote, "It is possible to feel fear, confidence, desire, anger, pity—but to feel these emotions at the right times, on the right occasions, and toward the right people in the right ways is the best course." This idea of living moderately is sometimes called "the golden mean."

Aristotle also examined politics, or the life of the state. He was interested in determining the best kinds of governments. He wanted to identify which types of governments were for the citizens and not just the rulers. So he inspected dozens of city-states. In his book, *The Politics*, Aristotle wrote that the purpose of the state was to make "the good life" possible for its citizens. The state should create a society in which people could live nobly, honorably and well.

A Man of His Time

Aristotle was a man of his time, however, and he did not believe that all people were equal. He viewed men above women. He believed that men were naturally better than women. He also believed in slavery.

Page 70

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

"A Man of His Time," Pages 70–71

Slavery. He felt that an enslaved person was the property of the slave owner just as a tool was his property.

Aristotle's influence lasted for centuries. During the European Middle Ages, he was so important that he was referred to simply as "the Philosopher."

The great Athenian philosophers, Socrates, Plato, and Aristotle, taught each other to use reason to examine their lives, society, and the world around them. Much of what we know and think about today is based on the principles of reason and observation that began with these philosophers of ancient Greece.

Page 71

Scaffold understanding as follows:

Ask students to independently read the section on pages 70–71.

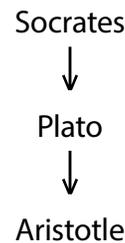
After students read the text, ask the following question:

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:



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.

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



AP 1.3
AP 10.1

- 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

Activity Page



AP 1.3



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.

“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.

Chapter 10
Alexander and the
Hellenistic Period

Brave and Daring General During Alexander's lifetime, a king named Alexander rose to great prominence. Some say he was the greatest general who ever lived. He certainly accomplished a great deal during his brief lifetime and changed the Mediterranean world forever.

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?

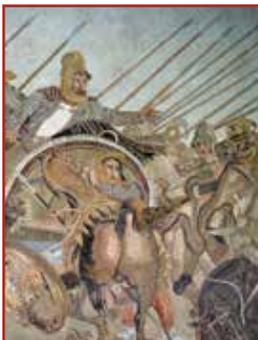
Vocabulary *prominence*, n. importance; fame

assassinate, v. to kill someone often a ruler or member of the government

Alexander conquered more land than anyone else before him had ever done. He also collected more wealth than anyone before him. And he ruled more people than any previous king. For these reasons, we call him Alexander the Great.

Alexander had been one of Aristotle's students. His father was Philip II, the king of Macedonia. When Alexander was about twenty years old, his father was assassinated, and Alexander became king. Because he was so young, most people thought that Alexander would be easily removed from the throne by his father's enemies. But Alexander surprised everyone. He crushed those who began to increase the size of his empire.

Page 72



Page 73

“Alexander and the Persian Empire,” Pages 74–76

Scaffold understanding as follows:

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.

Alexander was strong, handsome, and extremely intelligent. He was also a fearless fighter who never hesitated to put himself in the worst part of the battle. This made his troops very loyal to him. It also made his enemies afraid of him because they were never sure where his daring and courage would lead him.

As a young man, Alexander helped his father conquer Greece. (This was not hard to do because the Greek city-states were discouraged.) After his father's death, Alexander decided to attack Greece's old enemies, the Persians. In 334 BCE, the Persian Empire was still very large. It extended all the way to the shores of the Mediterranean Sea and included present-day Iran, Afghanistan, Turkey, the Middle East, and Egypt.

At the time, Alexander just had a small army of about thirty thousand infantrymen and another five thousand men on horseback. He had no navy. But Alexander didn't care. His plan was to gain a couple of quick and easy victories so that he would have supplies on hand. Then, people would want to follow him because he was brave and strong.

Vocabulary *infantryman*, n. a soldier who fights and fights on foot

Alexander and the Persian Empire

Alexander and his army attacked Asia Minor and conquered it. He faced the Persian king Darius III in a battle and was so brave that the king and the Persian army broke ranks and fled. This enabled Alexander to march north, seizing towns along the coast of the Mediterranean Sea. He conquered the Middle East, including the city of Jerusalem. He took over everything between Asia Minor and Egypt.

The Persian king asked Alexander for peace. He promised Alexander that he would not attack his army if Alexander let him keep the other half of his empire. Because Alexander had never lost a battle, he saw no reason to accept the offer.

Page 74



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.

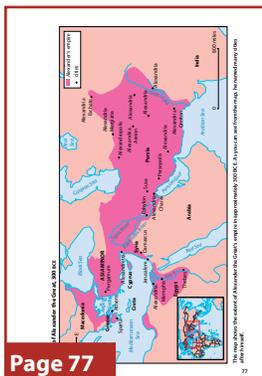
Invite volunteers to read the section “Tales About Alexander” on page 78–79 aloud.

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.



know that the Indian army had five thousand more elephants that they would have to defeat. Eventually, soldiers would learn how to subdue or take down a charging elephant. But at this point in time, Alexander's men simply wanted to go home.

Having conquered what was then virtually all of the known world, Alexander returned to Babylon, a major city in Mesopotamia (present-day Iraq) and the center of his new empire. He was strong and capable, so the people of his empire probably expected that he would rule them for many years to come.

In 324 BCE, Alexander began to make plans for new projects, including establishing new cities. Unfortunately, it was not to be. In 323 BCE, Alexander caught a fever. Not long after, he died. He was only thirty-three years old.

Alexander was among the most brilliant and bravest military leaders the world has ever known. He never lost a battle and never gave up. Because of Alexander, the people who lived around the Mediterranean Sea came into contact with Greek culture. As a result, their ideas and knowledge changed forever.

Tales About Alexander

Whenever history produces a larger-than-life character, tales about that person spring up. Alexander the Great was no exception. Tall tales were repeated about him throughout the centuries. It was said that once when he wanted to cross the sea, the waves parted before him, showing the respect that even nature had for this extraordinary man.

Another tale concerned the Gordian knot. According to legend, Gordias, a king in Asia Minor, had tied a large complicated knot in a rope connected to a wagon he had dedicated to the god Zeus. It was said that the knot could only be undone by the man who was destined to rule Asia. Anyone who attempted to untie the knot and failed would be put to death. When

Page 78

LITERAL—What was one advantage that made the Indian army so strong?

- » It had a huge number of trained elephants it could use in battle.

EVALUATIVE—What are some reasons that Alexander is considered such an important and successful leader?

- » He conquered a huge area, he never lost a battle, and he was a daring and brilliant military leader.

LITERAL—In the tall tale about the sea, what is the reason given to explain why the waves parted?

- » It showed that even nature respected Alexander.

EVALUATIVE—What was unusual about the Gordian knot?

- » It could not be untied by anyone, except the person destined to rule over Asia.

“The Hellenistic Period” and “Alexandria,” Pages 79–81

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “The Hellenistic Period” on page 79.

CORE VOCABULARY—Pause to explain the vocabulary terms *Hellenistic* and *heir* when they are encountered in the text.

Note: Students in Core Knowledge schools may recall the word *heir* from the Grade 5 units *The Reformation* and *England in the Golden Age*.

Invite volunteers to read aloud the final two paragraphs in the section, on pages 79–80.

SUPPORT—Point out the phrase “pored over” in the final paragraph of the section. Explain that the phrase means to read closely and with great interest. Note the different spellings and meanings of the words *pour* and *pore*.

Have students read the section “Alexandria” with a partner.

SUPPORT—Have students locate Alexandria, Egypt, on the map of Alexander’s Empire, on page 77. Ask students to describe the city’s location. (Possible answers: *It is on the Mediterranean coast; It is in northern Egypt; It is west of the Nile River.*)

SUPPORT—Explain to students that the library at Alexandria was founded in the 100s BCE and existed for a long period. Fires and wars eventually destroyed the library and its holdings.

Alexander the Great saw the knot, he took out his sword, and with a single blow, cut it apart. Thus, Alexander the Great proved he was worthy to rule all of Asia. Today, the phrase “cutting the Gordian knot” is used when someone finds an unusual solution to a difficult problem.

The Hellenistic Period

Alexander the Great had a short life, but his accomplishments had a long-lasting impact. In the years after his death, Greek, or Hellenic, culture spread to many of the lands he had conquered. Because Greek culture was so important to so many people during these years, the period from the death of Alexander in 323 BCE to 30 BCE is often known as the Hellenistic Period.

When Alexander died so unexpectedly, he left neither an heir nor directions as to how his empire was to be governed. On his deathbed, he was asked to name his successor. But the weakened Alexander only muttered that the kingdom should be given “to the strongest.” He didn’t, or couldn’t, specify who this might be. The empire was eventually divided among five of his Greek generals. These generals fought among themselves to determine who was “the strongest.” This led to much confusion and disorder, but the generals also spread Greek culture wherever they went.

Alexander had believed in the Greek system of education and wanted it established throughout his empire. He had planned to build new cities and improve old ones. He wanted the people throughout his empire to have new public buildings, theaters, and gymnasiums, like those in Athens and other

and with carried out as many of his plans as

Page 79

Vocabulary
Hellenistic, -ik, relating to Greek, culture or language
heir, -er, 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

they were able to. Soon, Greek soldiers, philosophers, artists, and poets were in demand throughout the Mediterranean world.

During the Hellenistic Period, kings made coins that looked like Greek coins. Educators imitated the Greek style of education. Philosophers pored over the works of Plato and Aristotle. Artists copied Greek statues, and architects built buildings in the Doric, Ionic, and Corinthian styles, in cities throughout the Middle East and Asia Minor, learning and science flourished.

Alexandria

One of the major cities of the Hellenistic Period was Alexandria, Egypt. Although it was in Egypt, Alexandria was a model Greek town. Its government was run by Greeks in the Greek style. The city was planned and built like a Greek city, including gymnasiums where male citizens could exercise and carry on conversations. Alexandria also contained important schools where philosophers could work and deepen their knowledge. It was an important center of learning and Greek culture for nearly a thousand years.

When King Ptolemy (Ptolemaios) ruled Alexandria, he began a library there that would be envied by people throughout the Mediterranean world.



Page 80

In Egypt, the library contained thousands of scrolls.

It is said that he collected two hundred thousand scrolls. Because there were no machines to print books, people wrote on sheets of papyrus, a kind of paper, and rolled the sheets up into scrolls. When Ptolemy's son became the ruler of Alexandria, he continued to collect works of knowledge. By the 90s BCE, the main library at Alexandria had more than seven hundred thousand scrolls and was still growing. There was no other library like it in the ancient world.

For centuries, the library at Alexandria was a center of learning. Some very important thinkers of the ancient world used the library for their research. The astronomer Ptolemy worked there. His theory of how the planets, the sun, and the stars all revolve around Earth was accepted throughout Western civilization until the 1500s. Unfortunately, the library at Alexandria no longer exists. It was destroyed by a series of robberies, fires, and foreign invasions. The Hellenistic Period was a great flowering of Greek culture. But even as Hellenistic culture flourished throughout the Mediterranean, another great civilization was growing on the Italian peninsula.

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.



CHECK FOR UNDERSTANDING 10 MIN

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.

Review: Ancient Greece (RI.6.2)

45 MIN

Activity Page



AP 10.1

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.

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



AP 1.3
AP 11.1
AP 11.2

- 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

THE CORE LESSON 35 MIN

Introduce “The Roman Republic”

5 MIN

Activity Page



AP 1.3



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.

“The Beginnings of Rome,” Pages 82–86

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.*)

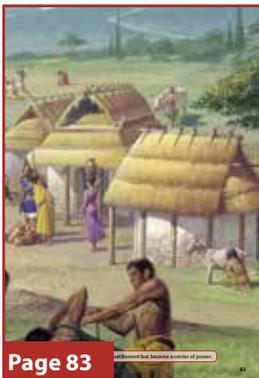
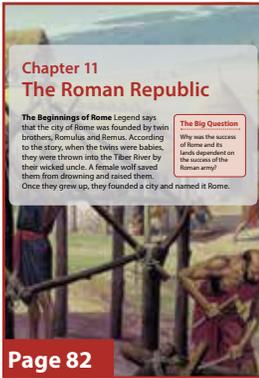
After students read text, ask the following questions:

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.

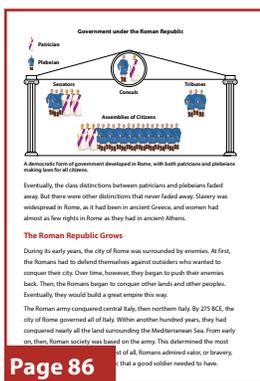
LITERAL—How did the plebeians manage to change their situation?

- » 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.

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.



Roma, c. 27 BC

Roman territories, c. 27 BC

Romans admired other qualities as well, such as loyalty, duty, honor, and fidelity (faithfulness). These qualities would help them build their republic into a mighty empire.

How Romans Governed

In the beginning, the Roman army was made up of poor farmers who were forced to fight. But once the army began to conquer other people, soldiers could bring home things of value that they took from those they conquered. Soldiers were also given land as a reward for their service. So some began to see the benefits they could get from fighting in the army. Others saw it as an honor to belong to the Roman army.

Conquered territories were organized into provinces, each of which was overseen by a governor. The Romans received to keep

Vocabulary

province, n. an area of a region, such as an area now conquered by Rome, that became a province under Roman control

governor, n. the leader of the government in a province

Page 87

order and to carry out decisions made by the government in Rome.

When most ancient empires conquered another people, they either wiped out the defeated people or demanded that they pay tribute. The Romans governed a little differently. From the beginning, they made the people they conquered part of their republic. They demanded that the people they conquered serve in their army. Like all the other soldiers in the army, if these people fought well, they were rewarded. This was different from what had happened before. Conquered people were not crushed under the heel of an occupying army; they could actually benefit from the new government.

The Romans did something else that was new. Frequently, they made these conquered people citizens of Rome. Thus, the conquered people gained political rights. They found themselves part of a growing republic that often gave them a better style of life than they had enjoyed before they were conquered.

The Romans did not do these things out of kindness. They had a purpose. It would have been impossible for a tiny group of Romans to try to control the many different peoples that were part of their growing republic. By making it in people's best interest to be loyal to the Roman Republic, and by making the city of Rome the center of everything—government, trade, and culture—the Romans were building a strong, united society.

The Republic Faces the Future

As the republic grew, so did the power of the Senate. It evolved to include wealthy patricians as well as plebeians, and it became the chief governing body of the republic. The Senate had to make decisions about all sorts of things. It passed laws, decided how to do, and dealt with issues at home and in the world and set in judgment in certain cases.

Vocabulary

tribute, n. payment of money or goods that a people or their ruler to another country or ruler, in exchange for protection

Page 88

“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)

25 MIN

Activity Page



AP 11.1

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)

20 MIN

Activity Page



AP 11.2

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



AP 1.1

AP 1.3

- 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.

Activity Pages



AP 1.1

AP 1.3



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.

Chapter 12
The Punic Wars

The Carthaginians During the time of the early Roman Republic, the western part of the Mediterranean Sea was under the control of the wealthy city-state of Carthage. Carthage was located on the coast of North Africa, in what is now Tunisia.

The Big Question
What were the Punic Wars, and what was the end result?

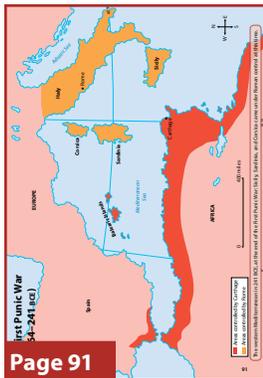
The people of Carthage, or Carthaginians, were originally Phoenicians (foh-NEE-shun) who had come to North Africa from the Middle East about 800 BCE. The Carthaginians wanted to expand their control to Sicily, the large island off the coast of Italy that the Athenians had tried to conquer during the Peloponnesian War. Like the Athenians, the Carthaginians were having problems succeeding with their plans.

Vocabulary
Phoenicians is an ancient Mediterranean trading civilization.

Punic is the Roman word for Phoenician, and the Carthaginians were descendants of the Phoenicians.

About 265 BCE, the Sicilians asked Rome to help keep the Carthaginians out of Sicily. The Romans were glad to help, in part because they wanted to take over Sicily for themselves. Rome’s involvement in this matter, however, turned out to be much more than a one-time effort. It turned out to be the start of a series of wars known as the Punic (puh-NOO) Wars. These wars lasted for more than a century. At stake was control

Page 90



LITERAL—What areas did Rome and Carthage fight to control?

- » In addition to Sicily, they fought over territory in North Africa and in the country we now know as Spain.

Show students the Chapter 12 Timeline Image Card about the First 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.

“Hannibal and Scipio,” Pages 92–95



Scaffold understanding as follows:

Have volunteers read the section aloud.

SUPPORT—After reading page 92 to the end of the third paragraph on the page, direct students to the map on page 93. Have them locate Saguntum. Have them examine and describe Hannibal’s land route from Saguntum to Rome.

SUPPORT—After reading the remainder of the section on pages 94–95, redirect students to the map on page 93, and have them examine both Scipio’s route to Carthage, as well as Hannibal’s return route to defend Carthage. Also, have students locate the city of Zama, the location of another battle between Hannibal and Scipio.

After volunteers read the text, ask the following questions:

LITERAL—What was Hannibal’s ultimate goal?

- » He wanted to conquer Rome completely.

LITERAL—Why did Hannibal choose to attack Saguntum?

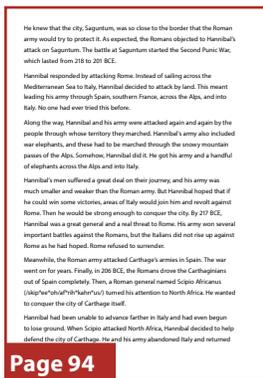
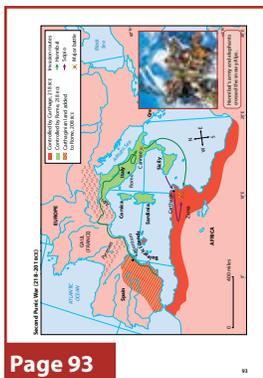
- » It was close to the border of Roman territory. Hannibal knew an attack in that area would lead the Roman army to fight to protect that area.

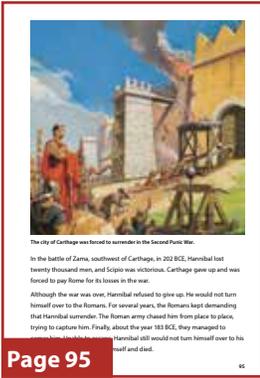
LITERAL—Why was Hannibal’s approach to attacking Rome particularly difficult?

- » He took a long route over land, instead of going by sea. He had to pass through areas where his army was attacked and cross over mountains.

LITERAL—Why was Hannibal unable to defeat Rome?

- » His army was smaller than Rome’s. People in Roman territory did not decide to revolt against Rome and join Hannibal, which was part of his strategy.





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.

Activity Page



AP 1.1



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.

Julius Caesar: A Great Roman

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

Activity Pages



AP 1.3
AP 13.1

- 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

Activity Pages



AP 1.3

AP 13.1

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.

Chapter 13
Julius Caesar:
A Great Roman

Hail to the Conqueror! In the years after the Punic Wars, Rome continued to look for new areas to conquer and new peoples to govern. The young men of Rome’s most powerful families were eager to gain fame by leading a Roman army in battle.

The Big Question
How would you describe the character of Julius Caesar and what brought about his fall from power?

They looked forward to the wealth, honor, and power they would gain if they succeeded. Julius Caesar, who lived from 101–44 BCE, was one of these ambitious young men.

Caesar belonged to a patrician family, but he was not wealthy. He knew that if he was going to get ahead in life, he would have to do it through military advancement. Caesar lived at a time when the Roman Republic was beginning to have problems. The consuls and the Senate still ruled, but governors in the provinces were not always just and often forced people to pay high taxes. People in some of the conquered territories were unhappy about how they were governed. Rome had to rely on the strength of the army to keep the republic together.

It was no longer manned by ordinary men. It was no longer manned by ordinary men. This meant that the men who joined

Page 98



“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.

Activity Page



AP 1.3

the army did so to further their careers. They were willing to fight, but mostly they wanted to get rich and gain higher status. They felt more loyalty to the generals who could lead them to victory and who would give them the rewards of war than they did to Rome itself.

The army had always been important to the Roman Republic, but now it was more important than ever. The generals who led the army were extremely powerful and could do great good or great harm. It was just a matter of time before someone would take over the republic completely. Julius Caesar was that someone.

The Rise to Power

Caesar was tall and well-built. He had dark brown eyes and cared about how he looked. He kept his hair trimmed and his face clean-shaven. Caesar was intelligent and had a great sense of humor. He could be charming and courteous when he wanted to be. But because Caesar was a very ambitious and determined man he could also be ruthless.

Caesar commanded part of the Roman army, but that was not enough for him. He wanted as much power as he could get. Caesar knew that to get what he wanted, he would have to be victorious in battle. Then, his soldiers would be more loyal to him than to Rome. He would also need political allies in Rome. If he helped others get some of the power they wanted, he could use them to get the power that he wanted.

To become powerful at this time, it was important to be popular with the right people in Rome. So Caesar spent money entertaining others and making friends. Once he was popular, Caesar entered into an alliance with two other powerful Roman men named Pompey (pohm'pay) and Crassus (krah'us). They helped one another to pass laws they wanted and schemed to hold onto the power that their enemies wanted to take from them. Caesar and Pompey and Crassus formed an alliance called the First Triumvirate in 60 BCE.

Page 100



Caesar led the campaign against Gaul, which today we know as France.

Julius Caesar became one of the most successful generals the Roman army had ever seen. He helped expand the Roman Republic in Europe. It took him about nine years to fight the Gallic Wars, which gave Rome power in Gaul (present-day France). He even invaded Britain in 55 BCE, although Rome would not conquer the island until the next century. Much of northern Europe was coming under the control of the Mediterranean world and would be influenced by the culture and laws of the Romans.

After he had conquered Gaul, Caesar decided that he wanted to be elected consul again—his previous consulship had ended. The first time he had been consul, however, he had been proud and arrogant. He did some things he should not have done. Worse, his alliance with Pompey and Crassus had broken down. Pompey and Crassus, in particular, did not trust Caesar anymore and were plotting to have him arrested.

Vocabulary

Gallic Wars, n. wars between Rome and the people of Gaul, which today is the country of France.

Page 101

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.

Activity Page



AP 1.3

No one becomes powerful without making enemies, and he had made some powerful ones. How these enemies were determined to keep him from becoming consul again. They told Caesar that if he wanted to be elected consul, he had to come to Rome for the election. They also reminded him that if he went to Rome without his army, Pompey would have him arrested. Caesar faced a difficult choice. He wanted to be consul again, but it seemed impossible without breaking the law and taking at least part of his army into the city.

Dictator for Life

Caesar was not afraid to do things the hard way. In 49 BCE, he gathered his army and marched toward Rome. By crossing the Rubicon River, the northern boundary of Italy, he showed the Senate that he would fight them for power. Caesar understood that there was no turning back. Legged it that when he crossed the Rubicon he said, "The die is cast." Today, we use the phrase "the die is cast" to mean taking decisive action. Similarly, the phrase "crossing the Rubicon" has come to mean going past the point of no return.

Caesar's actions started a civil war. Caesar and his army now had to fight with other parts of the Roman army. The existence of the Roman Republic itself was at stake.

Caesar quickly took control of Italy, but Pompey and his army managed to escape. Caesar chased them down until the two armies clashed in Greece. Pompey was defeated in Pharsalus, Greece, and fled to Egypt, where he was killed. Caesar made his way to Egypt and continued fighting Pompeian forces loyal to the old republic in North Africa and Spain. At last, in 44 BCE, Caesar achieved what he had wanted all along. He became the dictator or absolute ruler of Rome.

Vocabulary

civil war, is a war between people who live in the same country.

Page 102

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.



Caesar led his army across the Rubicon toward Rome, showing that he was willing to fight to stay in power.

Page 103

The Romans had known dictators before. In fact, they felt that in times of emergency, a dictator was necessary. But dictatorship was seen as a temporary thing to be used only in wartime. Legally, dictatorships could only last six months.

Caesar had something else in mind. He thought the idea of a temporary dictator was foolish. Who would willingly give up ultimate power simply because the Senate told him to? Caesar was not going to give up the power he had gained. He made sure that everyone knew he meant to be the ruler for a long time. He had his face put on coins, something only kings did at the time, and the month of Quintus was renamed July in his honor.

Caesar had always loved the attention that he got from being a public figure. Nothing pleased him more than the privilege of wearing a laurel wreath, the symbol of conquerors and victors. But opponents said it looked like he was wearing a royal crown.

During the five years after Caesar had crossed the Rubicon, he gained absolute power. True, he spent a lot of his time making sure that his enemies could not overthrow him, but he also gained time to improve things for people. Caesar had plans to make more people Roman citizens, stop corruption, improve the court system, and help people avoid falling into debt. He wanted to work constantly. He dictated letters while he was riding to battle. He worked quickly and tirelessly, but there was simply more work than one man could do.

Out of Touch

her people things to do. In part, this was not wanted to be in complete control.

Page 104

“Out of Touch,” Pages 104–106

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.

But it was also true that many government officials wouldn’t cooperate with him because they were horrified by the bloody civil wars that pitted Roman against Roman. Many blamed Caesar for the collapse of the republic.

The pressure of being dictator began to make Caesar sick. He became exhausted, tense, and irritable. His health now affected his full duty and suffered from convulsions and blackouts. In addition, accounts from the time said he suffered from epilepsy. Epilepsy is a medical condition that affects the nervous system and causes sudden convulsions and blackouts.

Although Caesar had been an excellent general, he was not an especially good dictator. He was arrogant and offended many powerful Romans. He even demoted his bodyguards, saying that no one could possibly want to murder him because his death would only bring about chaos.



Caesar made him dictator for life, he had made a great

Page 105

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.

This showed that Caesar was seriously out of touch. He did not recognize how much some people hated him. Then, in February of 44 B.C., Caesar went even further: he had the Senate vote him dictator for life.

There had long been powerful people in Rome who did not like the fact that Caesar had become dictator. Once he became dictator for life, even more people grew angry. To many, having a dictator for life was no different than having a king. They blamed Caesar for destroying the republic, and now they were prepared to do something about it.

The Betrayal

Caesar never seemed to realize how much pain he had caused the Roman people when he forced them to fight against Roman in the civil wars he started. He never seemed to realize that Romans were proud of the republic and did not want to see the days of the kings brought back. This shortsightedness contributed to his downfall.

About a month after he was made dictator for life, Caesar was murdered in the Senate house by several members of the Roman Senate. There were about sixty conspirators, although only a handful actually drew their weapons on Caesar. The leaders of the assassination plot were Brutus (BROO-tus) and Cassius. Tradition has it that as he was being stabbed, Caesar yelled Brutus among the men surrounding him and said, “Et tu, Brutus!” (uh-huh-uh-uh-ay) This is Latin for “You too, Brutus!” He had considered Brutus a friend and was shocked that Brutus had conspired against him.

Vocabulary

conspirator, n. a person who plans or participates with others in a crime

assassination, n. the murder of a public figure, such as a government official

Page 106



Julius Caesar was assassinated in the Senate house.

Caesar had destroyed the republic in his quest for power, but he had not had the time—or perhaps the ability—to put a new form of government in its place. His assassination ended his rule and left the leaders of Rome to try to figure out who should rule in his place.

Julius Caesar is remembered today as a great general who did much to increase the power of Rome. Although he destroyed the Roman Republic, he also paved the way for the Roman Empire. He is the link between the republic that Rome had been and the empire it would become.

Page 107

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 Age of Augustus

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



AP 1.3

- 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.

Chapter 14
The Age of Augustus

New Beginning Julius Caesar's assassination led to another civil war. After thirteen years of fighting, Octavian, the great nephew of Julius Caesar, became sole ruler of Rome and all its provinces.

The Big Question
Why might Augustus have wanted to glorify Rome?

This was no easy task. Octavian had to defeat Brutus and Cassius, the conspirators who had killed Caesar. He also had to defeat Mark Antony, who was romantically and militarily allied with Cleopatra, the queen of Egypt. By 27 BCE, however, Octavian had defeated all of these rivals and established himself as the first Roman emperor. To celebrate this achievement, the Roman Senate named him Caesar Augustus.

Although Augustus was related to Julius Caesar, the two men were very different. Unlike his great uncle, Augustus was not interested in what he wore or how he looked. From the time he was young, he had suffered from bad health. Although he was a busy man, it seems he hated getting up early. He would sleep as late and as long as possible.

Page 108

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.



Page 109 Inside the first Roman emperor.

Augustus was also different from Julius Caesar in another important way. Julius Caesar had been a brave soldier but a bad administrator. Augustus avoided battle as much as possible and was never known as a good soldier, but he turned out to be a very good administrator.

Vocabulary
administrator, a person responsible for carrying out the day-to-day workings of an organization or government.

Augustus realized that Romans had stopped feeling proud of themselves and their empire. They had experienced years of warfare, and it must have seemed like the government didn't care about them. Augustus knew that for the Roman Empire to be strong, Romans had to believe in it. So he made some changes.



The Atrium of Peace (Atrium Vestae) was built to celebrate the return of Augustus to Rome (Spain) and in Gaul (France).

Page 110

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.

Activity Page



AP 1.3

To restore Roman confidence, Augustus began an ambitious building program. He brought architects, sculptors, and artists to Rome to create beautiful buildings. He had his architects copy the mastery of Greek architecture and art. His buildings were often made of marble, and he spared no expense. He built great arches celebrating events in Roman history and had statues of great Romans made. All of this helped promote the image of Rome as the capital of an empire that stood for order, strength, honor, and permanence. Romans could be proud. Later, Augustus would boast, “I found Rome in bricks. I leave it to you in marble.”

Augustus rebuilt the temples and reestablished the religion of the Romans so that people could believe in the old gods and goddesses again. By making religion part of being a good citizen, Augustus was giving Romans a sense of identity. He helped them figure out who they were and what they believed. He gave them the feeling that they were part of something great. After years of chaos, Rome had a new beginning.

Virgil

As part of his program to make Romans proud again, Augustus encouraged the arts. Like wealthy rulers before and after him (including Pericles), he became a patron of the arts.

Mecenas (my-AY-nay), one of the friends of Augustus and a rich and important politician, was also someone who supported the arts. For years, he invited poets to write about Augustus and all he was doing for the empire. One of the poets he asked to write a poem named *Publius Vergilius Maro*, known as Virgil.

Like the other Roman poets of this time, Virgil admired Greek poetry and imitated its style. He wanted to write a great poem that would celebrate the glory of Rome, but he disagreed with Mecenas’s suggestion that the poem be about Augustus. Virgil had a different idea.

Page 111



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.



Virgil wrote the epic poem, the *Aeneid*.

The Aeneid
The poem that Virgil wrote for Augustus and Maecenas is called the *Aeneid* (ah-AY-nayd). It is the greatest epic poem produced in ancient Rome. The *Aeneid* tells the story of Aeneas (ah-AY-nay-ahs), a great warrior who survived the defeat of the Trojans during the Trojan War and who journeyed across the Mediterranean Sea to found Rome. As along the way, Aeneas can find Dido, a queen of Carthage, and Dido falls in love with him and tries to get him to stay with her. But Aeneas knows that it was his destiny to establish a great city in Italy, so he left Dido heartbroken and continued on. Aeneas refused to allow anything to stand between him and his destiny.

Virgil died before he completed the *Aeneid*, but his epic poem remains a great piece of literature and a powerful piece of Roman propaganda. The *Aeneid* gave the Romans an exciting past and a national hero, and it taught them that Rome was worth the sacrifices that Aeneas had made.

Augustus was excited about Virgil's poem and begged to see parts of it as the poem worked on it. Even though it wasn't a poem about him, Augustus knew that the *Aeneid* was exactly the kind of literature he wanted. He knew that this poem glorified Rome and would make the citizens love the Roman Empire.

Law and Order
Unlike Julius Caesar, who had short-sightedly forgotten that many Romans would hate a king or any other absolute ruler, Augustus always remembered how easy it would be to assassinate him. So he took care to include the Senate in the responsibilities of ruling. He never gave up power and never believed in democracy, but he was careful about how he ruled. Augustus avoided Julius Caesar's mistake of being arrogant. He modestly called himself the princeps (prah-SEP-s), or first citizen. The Senate gave him another title—that of imperator, or emperor, meaning he who commands. During his reign as emperor, Augustus accomplished several things. Among the greatest of these was the strengthening of Roman law. Augustus made it clear that, while he was a powerful ruler, the law limited his power. The Senate and other Roman leaders knew that he had some responsibilities and that he would not abuse his power. This helped to establish confidence in the emperor.

Vocabulary
propaganda, n. false or exaggerated information that is spread to encourage belief in a certain person or idea.

Page 112

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Vocabulary
propaganda, n. false or exaggerated information that is spread to encourage belief in a certain person or idea.

Page 113

SUPPORT—Remind students of the legend of Romulus and Remus, which provided an explanation for the founding of Rome. Explain that the *Aeneid* serves 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

Augustus also changed the way the military was run. He divided the army into two parts. The first part was made up of twenty-seven legions of Roman citizens. This amounted to about 165,000 troops in total. Each legion was commanded by a senator who had to report to more powerful senators, who in turn reported to Augustus. This system was meant to ensure that no individual senator would control an army strong enough to attack Rome.

Vocabulary
legion, n. a group of soldiers, especially one that is organized to fight in the Roman army.

Page 114

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 second part of the army was made up of men who were not Roman citizens. They were commanded by noblemen and divided into sections that were smaller than the legions. These men could gain citizenship after they served in the army. So even those who were not from wealthy or powerful families could serve in this part of the army and make good careers for themselves.

Vocabulary
supply, *n.* property or materials taken by the soldier in a conflict.
treasury, *n.* a place where the money and other riches of a government are kept.
Pax Romana, *n.* Usually, Roman peace: a period of about two hundred years without major conflicts in the Roman Empire.

In the past, the Roman army had been supported by the riches it gathered after victories. Augustus changed this as well. Generals and soldiers could still get rich from the spoils they took, but the army would be supported and supplied by Rome. Augustus established a special treasury just for the army. This meant that generals had to depend on Rome for supplies. They would be less likely to want to turn on Rome because if they did, the Senate would cut off their supplies. By making these changes, Augustus was trying to ensure that there would never be another Julius Caesar to threaten Rome—or any other risk to the Roman Empire.

By this time, the empire had become about as large as it could be. Despite good Roman roads, it could take more than a year to cross it. So now the army was mainly used to keep order.

Law and order brought peace to the Roman Empire. Called the *Pax Romana*, or Roman peace, this was a time of calm and law throughout the Mediterranean world. It would last nearly two hundred years.

So if a long time of peace had never been experienced within an empire before, Centuries later, people from many different parts of the world would admire the something similar in their own countries.

Page 115

Page 116

Caesar Augustus was the first emperor of the Roman Empire. He established the empire and ruled it well. He understood how to work with the Senate, how to help citizens feel proud of Rome, and how to use the army to keep a peace that lasted for centuries. For all of these reasons, Augustus is remembered as one of Rome's greatest leaders.

Page 117

SUPPORT—Direct students to the map on page 116. Ask students to identify the direction the Roman Empire grew after Julius Caesar’s death. (*mostly to the north and east*) Explain that during the age of the Roman Empire, the Romans called the Mediterranean Sea *Mare Nostrum*—“Our Sea.” Ask students to use the map to explain why. (*The Roman Empire completely surrounded the Mediterranean.*)

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.



CHECK FOR UNDERSTANDING 10 MIN

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)

45 MIN

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

Activity Page



AP 14.1

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



AP 15.1
AP 15.2
AP 15.3

- 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"

5 MIN

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.

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.

Activity Page



AP 15.3

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.

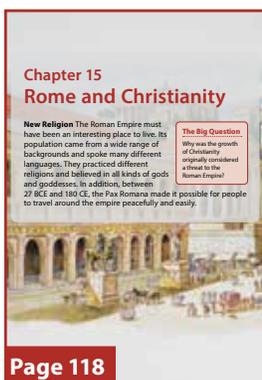
After the volunteers read the text, ask the following questions:

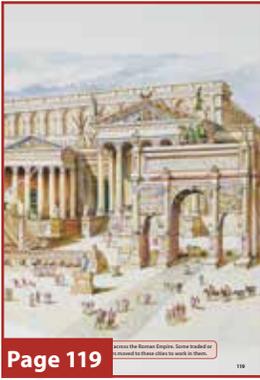
EVALUATIVE—Why was it fairly easy for people to travel within the Roman Empire between 27 BCE and 180 CE?

- » 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.





Page 119
 across the Roman Empire. Some traveled or
 returned to these cities to work in them.

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.

In the marketplace of one of the cities in the empire, such as Antioch or Damascus, one might find goods from faraway places, see Roman soldiers, and meet people from all over. Not only traders and merchants could be found in the marketplace but also teachers and philosophers, would be healers and miracle workers, and preachers of new religions.

About the year 40 CE, people in the larger cities of the empire began to hear stories about a new religion in which the followers believed in a man called Jesus Christ. They heard that he had been a Jew from Palestine. His followers said he had died and been raised to life again. He was going to come back to Earth and bring the Kingdom of God. His followers believed all this so strongly that many of them had changed their lives completely. A few of his followers, including a man named Paul, traveled around the empire, trying to convince people to believe in this Christ.

Most Romans ignored the new religion. In the cities of the empire, especially, there was always someone with a new religion, a new report of a miracle, or a prophecy about the future. These Christians, or followers of Christ, were just one tiny part of a large complicated empire. But others paid more attention to these Christians, and that attention was not always favorable.

Rome Feels Threatened

Jesus had lived in Palestine and had preached first to the Jewish community. His first followers continued to spread his teachings among the Jews of the Middle East. Very quickly, however, there were disagreements within the Jewish community about these new Christian ideas. Some of these disagreements caused conflict.

Gradually, Judaism and Christianity became two different religions with very different beliefs and practices. Christians began to preach around the empire and east

Vocabulary
 miracle, an extraordinary event or action that is considered an act of God

Page 120

“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.

The painter Raphael depicted Saint Paul preaching in Athens, Greece.

Sometimes there were problems between Christians and people who had an interest in preserving other religions. The early Christian preacher Paul was once arrested in the city of Ephesus. It wasn’t because he was hurting their business, but because statues of a Greek goddess felt that he was hurting their business. In other places, Christians were beaten or arrested because their attempts at preaching started arguments in public. Christians were also blamed for other problems that developed. Because Christians were a new group that people didn’t know much about, they were easy to blame.

During the 100s and 200s CE, the Roman Empire faced serious troubles. The empire had grown so large that it took a long time for communications to travel between Rome and other cities. The army and governments of the empire were corrupt. Worse, people outside the empire, tried to conquer parts of it.

Page 121

The Romans knew their empire would be strong and unified if people were loyal. To the Romans, loyalty meant several things. It meant paying taxes to Rome, and it meant taking part in rituals and ceremonies that were part of the Roman practice of government. Many of these rituals and ceremonies were religious and required making offerings to the gods, who were believed to protect Rome. The Romans had many gods and goddesses. Some emperors, such as Julius Caesar and Augustus, had even been declared gods after they died. The Romans were also clear about what happened to people who were not loyal. They held public executions to make their point. People who were not loyal could be executed.

As the numbers of Christians grew, they were often seen as troublemakers. But were they actually disloyal to Rome?

Christians claimed that they were loyal to Rome. They pointed to one of Jesus’ teachings: “Render unto Caesar the things which are Caesar’s and unto God the things that are God’s” (Matthew 22:21). For Christians, this was clear proof that there was no conflict between Christian faith and Roman citizenship. A Christian could pay the taxes that the emperors required and remain loyal to the Roman government while worshipping and obeying God.

But the Romans weren’t so sure. They began requiring Christians to make offerings to Roman gods and goddesses to prove that they were good citizens, and to ensure that the traditional gods and goddesses continued to protect Rome. Christians refused to do this because they felt the Roman gods and goddesses were false. They only offered worship to their own God. When they refused to obey the Romans, they were arrested and sometimes executed. Some were thrown to wild beasts to be torn apart and eaten, and some were forced to fight in gladiator battles.

Vocabulary
 ritual, an act or practice of religious devotion done in the same way in certain situations, such as a religious ceremony

Page 122



Colosseums were circular, stone structures that were centers for entertainment, including gladiatorial combat. Some were also used for public spectacles, as this painting from the 1800s shows.

Gladiators were enslaved men, prisoners of war, or condemned criminals whose lives the Romans already considered worthless. These people were sometimes forced to fight to the death against wild animals or one another in Roman colosseums.

Until 313 CE, Christians faced persecution throughout the Roman Empire, at times just because they were Christians. Although the persecution did not take place everywhere and was not continual, this was a difficult time for the growing Christian Church.

At first, Roman leaders seemed to think that persecuting Christians would make citizens more loyal and the empire more united. Instead, the opposite happened. Many people eventually came to sympathize with those who were being persecuted. The persecuted Christians were admired for their faith.

Vocabulary
persecution, a cruel and unfair treatment of a group of people

Page 123

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

their calm, courage, and willingness to stand up for their beliefs. These same characteristics were also important to the Romans.

Christians were also well organized, another characteristic that the Romans admired. They belonged to communities and had leaders. They could efficiently gather donations and resources to help other people—including non-Christians—faced disaster from fires, floods, or famines. Moreover, it meant something to be a Christian during a time when people were beginning to wonder whether being Roman meant anything. To become a Christian, a person had to go through a period of training and study. Christians were expected to live their lives according to their beliefs. Not every Christian did, of course, especially as the Church grew larger. But the reputation was there.

A Christian Roman Empire

By the beginning of the 300s CE, the Roman Empire seemed to be falling apart. Christianity was the strongest, fastest growing religion in the empire. Then something happened to change things. On the eve of a battle, the Battle of Milvian Bridge on October 2, 312 CE, Emperor Constantine had a vision in which he believed the Christian God promised him victory in that moment. Constantine became a Christian. His conversion was also the glue needed to hold the empire together.

In 313 CE, Constantine signed the Edict of Milan. This document made Christianity a legal religion. Christians no longer had to prove their loyalty to the Roman Empire. They had the right to be part of the empire. From this point on, Christianity prospered in the Roman Empire. More and more people became Christians, and Constantine actively promoted the religion as a way to strengthen the empire. Some say that he was baptized on his deathbed, but he was not 50.

Vocabulary
conversion, a change in one's religious beliefs
edict, an official order given by a ruler
baptize, to perform a ceremony that brings a person into the Christian Church

Page 124

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.

because the Roman Empire eventually became a Christian empire. Almost all his successors were devoted Christians, and by the end of the 300s, they were persecuting followers of Rome's old pagan religions.



Vocabulary
pagan, adj., related to the worship of many gods or goddesses

Page 125

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

Activity Page



AP 15.1

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

Activity Page



AP 15.2

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.

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



AP 15.3

AP 16.1

- 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

Activity Pages



AP 15.3

AP 16.1

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”

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.

“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.

Chapter 16
The Fall of the Roman Empire

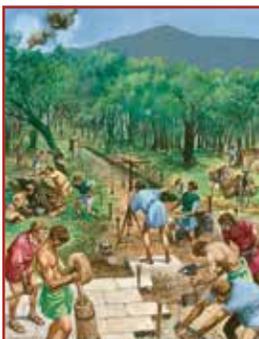
Strengths and Weaknesses The Roman Empire accomplished a lot for the people who lived within its boundaries. The Romans brought their own brand of law and order to the lands around the Mediterranean Sea. They built roads. Originally used to move the army from one area to the next, these roads were also used for trade and travel.

The Big Question
What caused the decline and fall of the western Roman Empire?

The Romans built cities throughout their empire, and they improved the quality of food and water available in most places. Good government and laws protected the rights of Roman citizens and gave people the opportunity to seek justice for wrongs. The Roman Empire brought peace and prosperity that lasted for centuries.

By the 200s CE, however, the empire was struggling with serious problems. For a long time, Romans were prosperous because the empire was continually growing. New people, lands, and trade possibilities were always being added to the empire. The army brought back riches and added new sources of tax money. But by the 200s CE, the empire had stopped growing.

Page 126



Page 127

“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.

Money Troubles

The empire began to show signs of weakness. Some of these were economic: By the year 200 CE, there was a significant recession. This meant that there were fewer jobs and fewer goods available. Recursions are often accompanied by periods of inflation, and that is what happened in the Roman Empire. During a time of inflation, money is available but not worth much, so prices rise. People have to pay more and more for the things they want to buy.

The emperors tried to address the problems that came with recession and inflation. The emperor Diocletian (reigned 284–305 CE) thought that he could stop prices from rising by declaring what the prices should be. This did not improve matters. The only thing that happened was that some goods became completely unavailable.

Emperor Constantine (274–337 CE) thought that the problem with high prices was that more money was needed. He took gold from the pagan temples and turned it into money, but this did not help either. Inflation did not stop, and other problems developed. Recession and inflation combined to cause joblessness. With joblessness came poverty, and with poverty came crime and disease. Some Roman leaders tried giving away money and bread, but these were short-term fixes to problems that were large and

Vocabulary

economic, adj. relating to the management of money and resources to produce, buy, and sell goods and services

recession, n. a time of reduced economic activity when there is little buying or selling

inflation, n. a rise in prices and a fall in the purchasing value of money



On this ancient Roman coin, you can see the emperor Constantine.

Page 128

SUPPORT—Make sure students understand that the emperor Constantine mentioned in this section is the same Constantine discussed in the previous chapter about Christianity.

After you read the text, ask the following questions:

LITERAL—What economic troubles did the empire face?

- » There were fewer jobs, fewer things to buy, and higher prices. Joblessness led to poverty, and poverty led to more crime and disease.

INFERENTIAL—How did the emperor Diocletian try to solve Rome’s economic problems? Did it work? Why or why not?

- » He declared what the prices should be. It did not work because some goods became completely unavailable.

INFERENTIAL—How did the emperor Constantine try to solve Rome’s economic problems? Did it work? Why or why not?

- » He used gold from the temples to make more money. It did not work because inflation continued and more problems developed.

LITERAL—What were some other ways that rulers tried to solve the problems?

- » They tried to give away money and bread.

“Gap Between Rich and Poor,” Pages 129–130

Gap Between Rich and Poor

Additionally, the gap between the rich and the poor widened. Aristocrats, such as senators, were five times richer than they had been in the Age of Augustus. And there were fewer and fewer opportunities for people to improve their future. The Roman army had been one place where many men had gained wealth, land, and social position. However, the army was no longer conquering new territories. In fact, it was struggling to hold on to lands that had been conquered many years before.

Government also suffered serious problems. Powerful generals and the army legions loyal to them battled for power. General Maximian general. It seemed as if all we had become a war of the officials became increasingly corrupt and did not do their jobs properly.

Some emperors were good and wise, but others were totally unsuited to ruling. For example, Emperor Elagabalus was probably the most insane emperor in Roman history. He was accused of setting fire to the temple of Venus in Rome, which was a major center of worship for the goddess Venus. (Some modern historians have concluded that it is unlikely that Nero caused the fire.) At last, the army forced him to commit suicide. Before he died, Nero reportedly said, “Death! And so great an artist!”

Other emperors possessed their revenues and neglected the affairs of the empire. Between 180 and 270 CE there were eighty emperors—almost one a year—and many of them were worthless.

People wondered whether there was any justice in the world. It seemed that greed and corruption were everywhere in the empire. They began to wonder whether there was anything worth believing in.

During this time, the number of Christians continued to grow. Christianity spread to all parts of the empire. Some were looking for some sense of meaning and purpose in a time of violence. Others were

FPO

Page 129

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).

“The Germanic Tribes” and “Goths and Vandals,” Pages 130–132

Scaffold understanding as follows:

Invite volunteers to read “The Germanic Tribes” aloud.

Activity Page



AP 15.3



How did the Christians for the first time take out in Rome in 410 CE.

down to Christianity because it gave opportunities for talented men to become leaders without having to win power. Talented, educated men were needed to lead the Church, and Church leaders did not lead by force and violence. During the 200s CE, Christians were still not considered loyal citizens of the empire, and they still faced persecution. After the Edict of Milan in 313 CE, however, they could be treated throughout society. The troubles of the 200s and 300s CE were so serious that it seemed like the empire would collapse. But the problems inside the empire were only part of the story.

The Germanic Tribes

For the Romans, the center of the world was Rome, and Rome was part of the Mediterranean world. Their attention was drawn to the lands and peoples that surrounded the Mediterranean Sea. Once Rome had conquered all of her ways to expand the empire. Many such

Page 130

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 over the empire had its own problems and was not as strong as it had been. The Germanic tribes began to be successful when they attacked Roman troops.

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 men 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 (al-AR-ee-ah) and his army invaded the empire and attacked the city of Rome. They overcame Rome's soldiers.

Vocabulary
plunder, v. to take something by force

Page 131

 **SUPPORT**—Display The Roman Empire (AP 15.3), and point out the area of Germania in northern Europe.

Have students read the section “Goths and Vandals” independently. Encourage them to refer to the vocabulary box as they read.

CORE VOCABULARY—Point out the vocabulary word *plunder*, and review its meaning.

Note: Students in Core Knowledge schools may recall the word *plunder* from the Grade 3 unit *The Vikings*.

After students read the text, ask the following questions:

LITERAL—How were Germanic peoples different from the other peoples the Romans had conquered around the Mediterranean?

- » They moved from place to place and didn’t settle in and build large cities. They didn’t have as much to trade.

LITERAL—Why were attacks by Goths and Vandals more successful at this point than in the past?

- » The empire 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.

LITERAL—What difference between the eastern and western parts of the empire developed?

- » Rome, in the west, was attacked and plundered. It fell into chaos. The Roman leaders in the eastern part of the empire were shocked that this had happened.

“The Rise of Islam,” Pages 132–134

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*.



AP 15.3

western part of the empire were shocked that the western Roman leader had let it come to this. The western part of the empire was in chaos. The last Roman emperor in the west was Romulus Augustulus. He was overthrown by Odoacer (Odh'ah'ny'wah'), a Germanic warrior. Odoacer became the first barbarian king of Italy. He ruled until 493 CE when he was overthrown by Theodoric (Thee'ah'ah'ny'ah'), king of the Ostrogoths. At this point, Roman rule no longer existed in western Europe and the western part of the Mediterranean.

The Rise of Islam
Roman rule still existed in the east, which had long been the wealthier and more important part of the empire. Increasingly, it was also called the Byzantine (Byz'ah'nayn'ee'ah') Empire. There was an emperor in the great city of Constantinople, which Emperor Constantine had founded as the "New Rome." Constantine founded Constantinople in a place formerly known as Byzantium which is where the Byzantine Empire got its name. Today, this city is called Istanbul and is in Turkey. The Eastern Roman or Byzantine Empire ruled over the lands that today are Greece and Turkey. At different times, the Eastern Roman Empire also ruled over parts of the Middle East.

In 610 CE, a man named Muhammad, who lived in Arabia, began to see visions. He was regarded as a prophet. His son became the first Muslim leader.

Vocabulary
prophet, a someone who brings a message to people

Page 132

the Arabs, who had long been fighting, and gave them a sense of purpose. They became followers of Islam and students of a holy book called the Koran. Islam grew as a religion. Within several years, the Arabs had joined together as Muslims. Anyone who was not a Muslim was classified as an unbeliever. Many Muslims felt that it was lawful to make war on unbelievers.

The Arab armies began to attack the Byzantine Empire from the south. The city of Antioch in Syria fell in 637 CE. Alexandria in Egypt fell in 642 CE. In the early 700s, Muslim armies conquered Spain. However an attempt to invade Gaul (France) was stopped by a Christian army in 732 CE.

The Eastern Roman Empire, or Byzantine Empire, with its capital in Constantinople, remained standing. It would last for almost a thousand years, although it was attacked a number of times. Finally, in 1453 CE,

Page 133

SUPPORT—Display the map of The Roman Empire (AP 15.3), and point out the locations mentioned in the text (Byzantium/Constantinople, Turkey, the Middle East, the Arabian Peninsula). Explain that the Greek city of Byzantium was renamed Constantinople by the emperor Constantine. Today it is called Istanbul. Note that the area of Asia Minor is now the country of Turkey. The Middle East stretches from Turkey, along the coast of the Mediterranean, to Egypt in North Africa.

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

Constantinople was conquered, and the emperor was killed. The Byzantine Empire, which had always considered itself an extension of the Roman Empire, had fallen at last.

The Grandeur That Was Rome
The decline and fall of Rome was a long, slow process. It had many causes, and there was no single moment, event, or decision that could have stopped it. Problems within the empire and challenges from outside combined to bring the empire to the west to an end. Yet even when there was no longer a Roman emperor in Rome, people still thought in terms of the empire. Christian leaders took on many of the duties of Roman officials. They divided the Church along the same lines as the empire in the west had been divided. Over centuries, the Roman official called the *vicarius* became a church official, a minister or priest in charge of a church. A *diocese*, originally an area for Roman administration, became an area of church administration. Church leaders continued to wear the same clothing, or vestments, that Roman officials had worn. Today, these items are referred to as vestments, the garments worn for religious rituals.

The prestige of the old Roman Empire was so strong that in 800 CE, a king of the Franks named Charlemagne was named “Holy Roman Emperor.” Although his “empire” was really much of western Europe and did not even include all of Italy, he was the strongest ruler at the time, and therefore, in the minds of many people, the man who should be the new emperor.

European kings after Charlemagne based their laws on Roman laws. European universities made sure their students read Roman histories and Roman poets, such as Virgil. In later centuries, Rome was rediscovered as a center for art, culture, and learning. Although the empire ended, its power and influence continued to live on.

Page 134

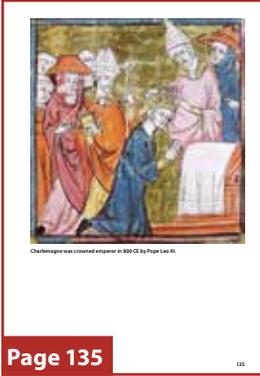
Scaffold understanding as follows:

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 Heritage of Greece and Rome

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



AP 14.1

AP 17.1

- 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.

“A Rich Legacy,” Pages 136–138

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.

Chapter 17
The Heritage of Greece and Rome

A Rich Legacy It is almost impossible to overestimate the influence the civilizations of Greece and Rome have had on American civilization. If you visit our nation’s capital, you will see that the great majority of our important national buildings and monuments are based on Greek and Roman architecture.

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

The Lincoln Memorial was inspired by the Parthenon. The White House, the Jefferson Memorial, the Supreme Court, and the Capitol are all based on Greek and Roman designs. In fact, it is rare to find a statehouse anywhere in the country that is not based, at least in part, on classical architecture. Many other banks and churches also show traces of the classical style.

But these buildings are only the tip of the iceberg. Our political institutions have also been greatly influenced by these ancient cultures. The leaders of the American Revolution and the framers of the U.S. Constitution paid close attention to the political histories of Greece and Rome. They didn’t want the government to be as strong and centralized as the ancient Greek city-states, however.

Page 136



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.

As it was under the Roman Empire, in laying out the Constitution, they tried to create a mixed government. They tried to make sure that different parts of the government serve as “checks and balances” against one another. They paid particularly close attention to the Roman Republic.

As a result, we have a government that borrows heavily from the Romans. We pledge allegiance to a republic inspired by the Roman Republic. We elect senators to a Senate modeled partly on the Roman Senate. But we have borrowed from the Greeks as well. From them, we have taken the idea of democracy, the principle of majority rule, and the concept of a jury. Even our major political parties—Democratic and Republican—can trace their names back to ancient Greece and Rome.

The cultural influence of ancient Greece and Rome is with us not only on election day but every day of the year. Although many people may not realize it, our calendar is basically a Roman calendar, designed by Julius Caesar. Several of our months are named for Roman gods, and two summer months are named for Julius Caesar and Augustus Caesar.

The way we divide our day into a.m. and p.m. also comes from the Romans. The Romans divided the day into two parts: the time before the sun reaches its meridian, or middle point, and the time after the sun passes the meridian. In Latin (the language of ancient Rome), these periods are referred to as *ante meridiem*, or a.m., and *post meridiem*, or p.m.

Not are these the only abbreviations that come from the Latin language. Do you know anyone who has a B.A. degree? Or maybe an M.A., M.D., J.D., or Ph.D.? All of these abbreviations come from Latin. And so do some others you might see in books. The abbreviation *et* (*et* *improbat*) means “for example” (i.e. *id est*) means “that is,” and *vs.* (*vs.* *binet*) means “note well.”

Greek and Latin Words
 derived from Latin words. English also of which you have already encountered

Page 138

“Greek and Latin Words,” Pages 138–141

In this book, you probably speak several Latin and Greek words every day without realizing it. Take a look at the chart. How many of these words do you know and use?

Vocabulary
jurisprudence, *n.* a country's system of laws and justice

English Words from Latin	English Words from Greek
aluminum	antibiotic
army	apocrypha
cancel	athlete
cardio	comedy
cancel	democracy
extra	economics
gladiator	egg
hospital	opportunity
jurisprudence	harmony
justice	hero
language	hectic
major	metaphor
minor	mathematics
muscle	metaphor
picture	metaphor
philate	olympics
golden	panic
part	philosophy
penicillin	physics
property	poetry
radio	police officer
calend	police
school	rhetoric
senate	rhythm
street	sermon
stadium	stadium
urgently	urgently

Page 139

Scaffold understanding as follows:

Invite a volunteer to read the first paragraph of the section on pages 138–139.

SUPPORT—Direct students to the chart on page 139. Read the lists aloud, and have students raise their hands or give a thumbs up if they know the word. Pause to explain the Core Vocabulary term *jurisprudence*.

SUPPORT—Explain to students that a dictionary includes the etymology (origins) of a word. When they use a dictionary, they can look to see the origins and history of a word. Many times, they will see that the origins of words are Greek or Latin.

Invite volunteers to read aloud the remainder of the section on pages 140–141. Pause to explain the Core Vocabulary word *heritage*.

After the volunteers read the text, ask:

EVALUATIVE—What are some events that could have had different outcomes, making it less likely that our civilization would be so influenced by ancient Greece and Rome?

- » Possible answers include changes in the outcome of the Persian War and/or the Punic Wars, resulting in less European admiration for Greece and Rome.

Of course, all of this might have turned out differently if the Athenians and the Spartans had not cooperated to force the Persians out of Greece during the Persian Wars, the Persians might have conquered much of Europe and our language might be full of Persian words. We might not think about politics, drama, or architecture in the same way that we do today. Likewise, if Carthage had burned Rome to the ground, both our language and our culture would certainly be different. But these things did not happen. Instead, it was the civilizations of Greece and Rome that prevailed and prospered. These two civilizations had a great influence on the European cultures that came after them, and European immigrants eventually brought their cultures to America. The knowledge and accomplishments of the ancient Greeks and Romans laid the groundwork for many of the achievements of later centuries. Engineering achievements, such as the column and the arch, made it possible to build cathedrals, palaces, law courts, and government buildings, as well as bridges.

Page 140

and towers. History made it possible to understand and learn from the past, while philosophy and religion made it easier to understand the universe. Drama and art made life more enjoyable; government made it more orderly; medicine and science helped extend it.

All these things, taken together, make up the cultural heritage of ancient Greece and Rome. They represent a tradition, or a collection of ideas and concepts that we have inherited from these earlier cultures. The Greco-Roman heritage is so rich, and so important, that it is impossible to fully understand modern America without knowing a little about ancient Greece and Rome. That is why these ancient civilizations are still important today.

Vocabulary

Heritage, is something that is inherited by one person or group from an older person or group.



Many of our ideas of government can be traced to ancient Greece. The democratic principle of providing for the needs of the governed during hard, calm, and normal times.

Page 141

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.

Activity Page



AP 14.1

Additional Activities

The Heritage of Greece and Rome (RI.6.2)

45 MIN

Activity Page



AP 17.1

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

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Answer Key: <i>Ancient Greece and Rome</i> —Unit Assessment and Activity Pages	205

The following fiction and nonfiction excerpts can be downloaded at:

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.

Terms

_____ **26.** Hellenistic

_____ **27.** Pax Romana

_____ **28.** patrician

_____ **29.** sophist

_____ **30.** classical

_____ **31.** ostracize

_____ **32.** pagan

_____ **33.** orator

_____ **34.** plebeian

_____ **35.** reason

Definitions

a) banish, send away

b) a skilled public speaker

c) a commoner in ancient Rome

d) a long period of peace and stability

e) the ability to think clearly and understand

f) a type of philosopher in ancient Greece

g) an upper-class person in ancient Rome

h) in the style of ancient Greece or Rome

i) civilization that adopted the culture of ancient Greece

j) related to the worship of gods and goddesses

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.

TOPIC/AREA/IDEA	Elements from ancient Greece or Rome that remain influential
Government	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
Literature	The continued influence of myths; the influence of epic poems on adventure stories, the concept of heroism
Philosophy	The Socratic method; the goal of explaining things with reason; ways of thinking about good and bad
Architecture	Columns, arches, domes, decorative sculpture and statues; a style that is used today to symbolize elegance, sophistication, or a serious, public purpose
Language	The influence of both Greek and Latin on English (as well as on other languages); the use of Latin phrases and abbreviations

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.

Above Average	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.
Average	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.
Adequate	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.
Inadequate	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.

Name _____

Date _____

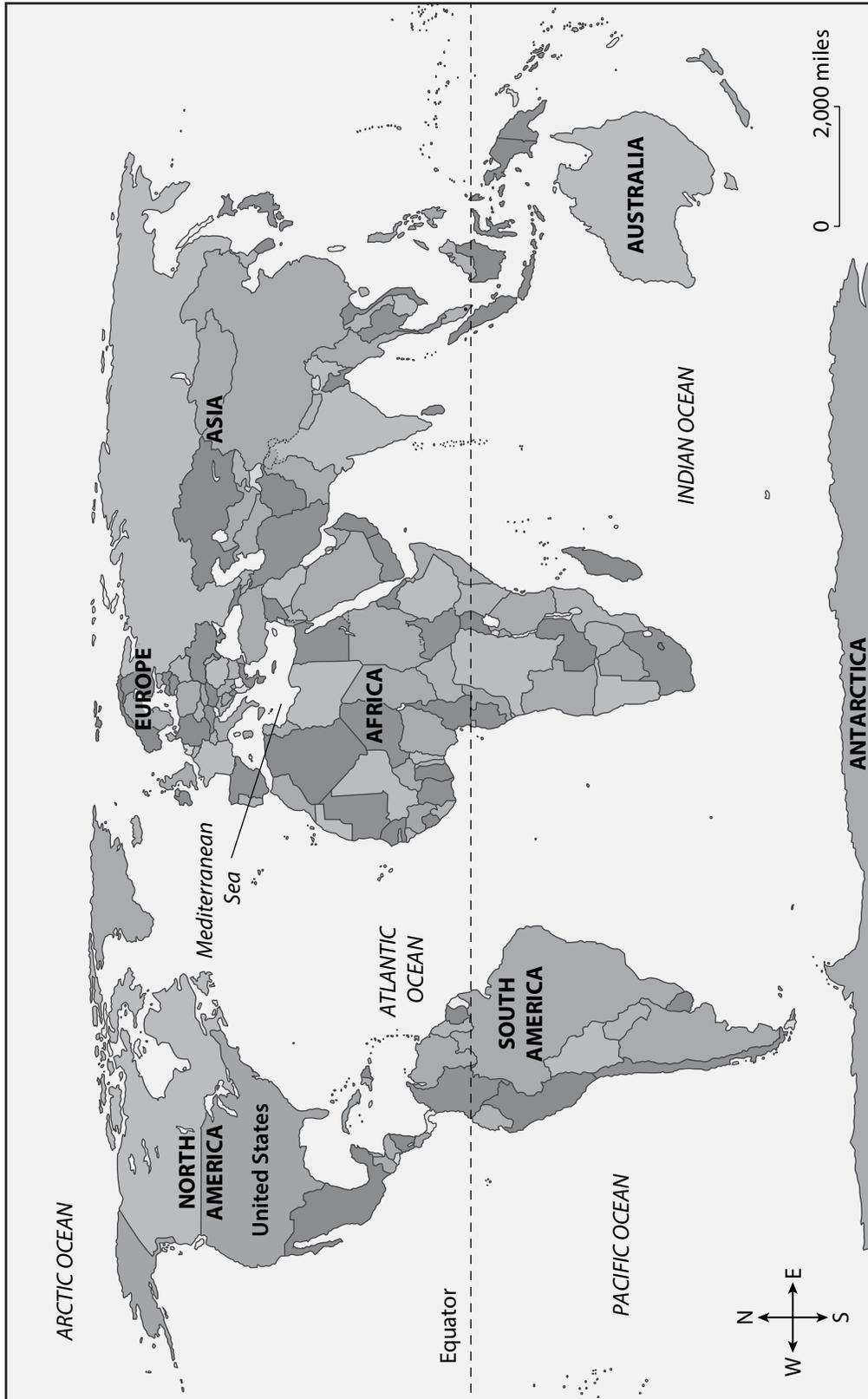
Ancient Greece and Rome Performance Task Notes Table

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.

TOPIC/AREA/IDEA	Elements from ancient Greece or Rome that remain influential
Government	
Literature	
Philosophy	The Socratic method
Architecture	
Language	

Name _____ Date _____

World Map



Name _____

Date _____

Activity Page 1.2

Use with Chapter 1

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?

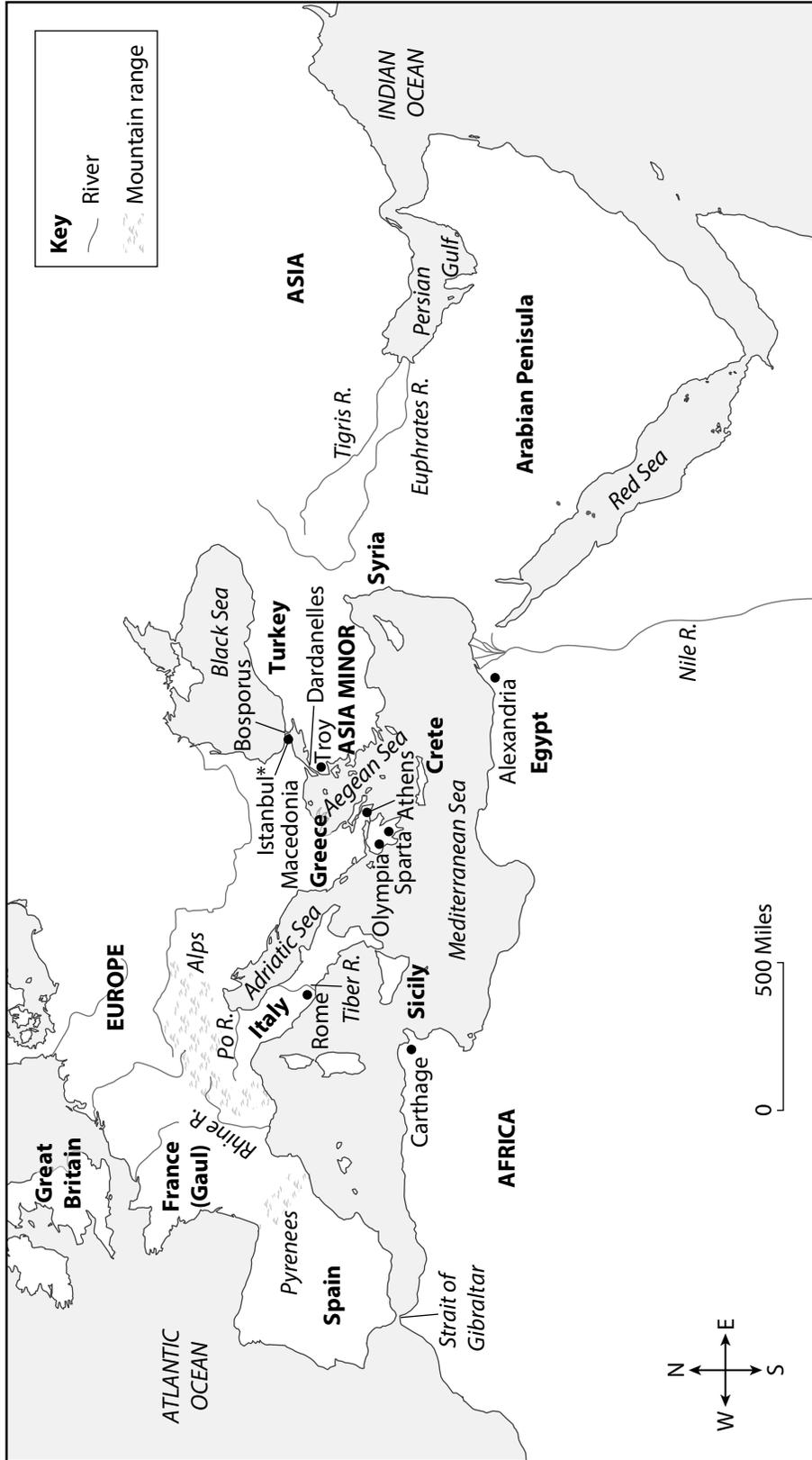
4. What are the largest bodies of water that border Europe?

5. Which body of water separates Europe and Africa?

Name _____

Date _____

Map of the Mediterranean Region



*Note: Istanbul was formerly known as Constantinople.

Name _____

Date _____

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.

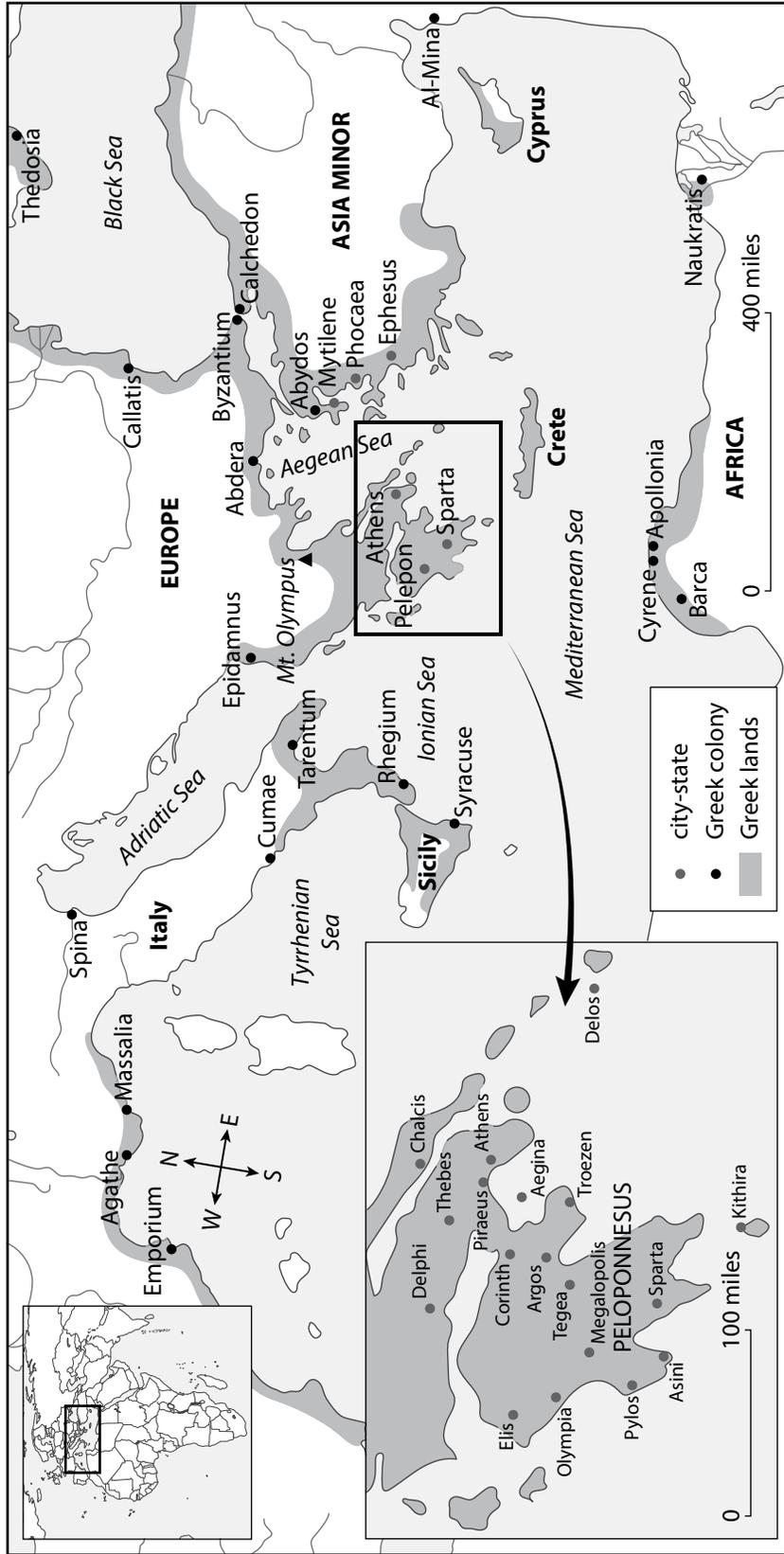
8. The island of _____ is located in the Mediterranean Sea near Greece.

9. Using the map scale, measure the distance between Athens and Sparta.

Name _____

Date _____

Map of Ancient Greece, c. 500 BCE



Name _____

Date _____

Activity Page 2.2

Use with Chapter 2

Athenian and American Democracy

Complete the chart, comparing democracy in ancient Athens with U.S. democracy.

Ancient Athens	United States of America
Citizenship	Citizenship
Lawmakers	Lawmakers
Legal System	Legal System
Rights and Responsibilities	Rights and Responsibilities
Other	Other

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

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) _____

Name _____

Date _____

Activity Page 3.1 (Continued)

Use with Chapter 3

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

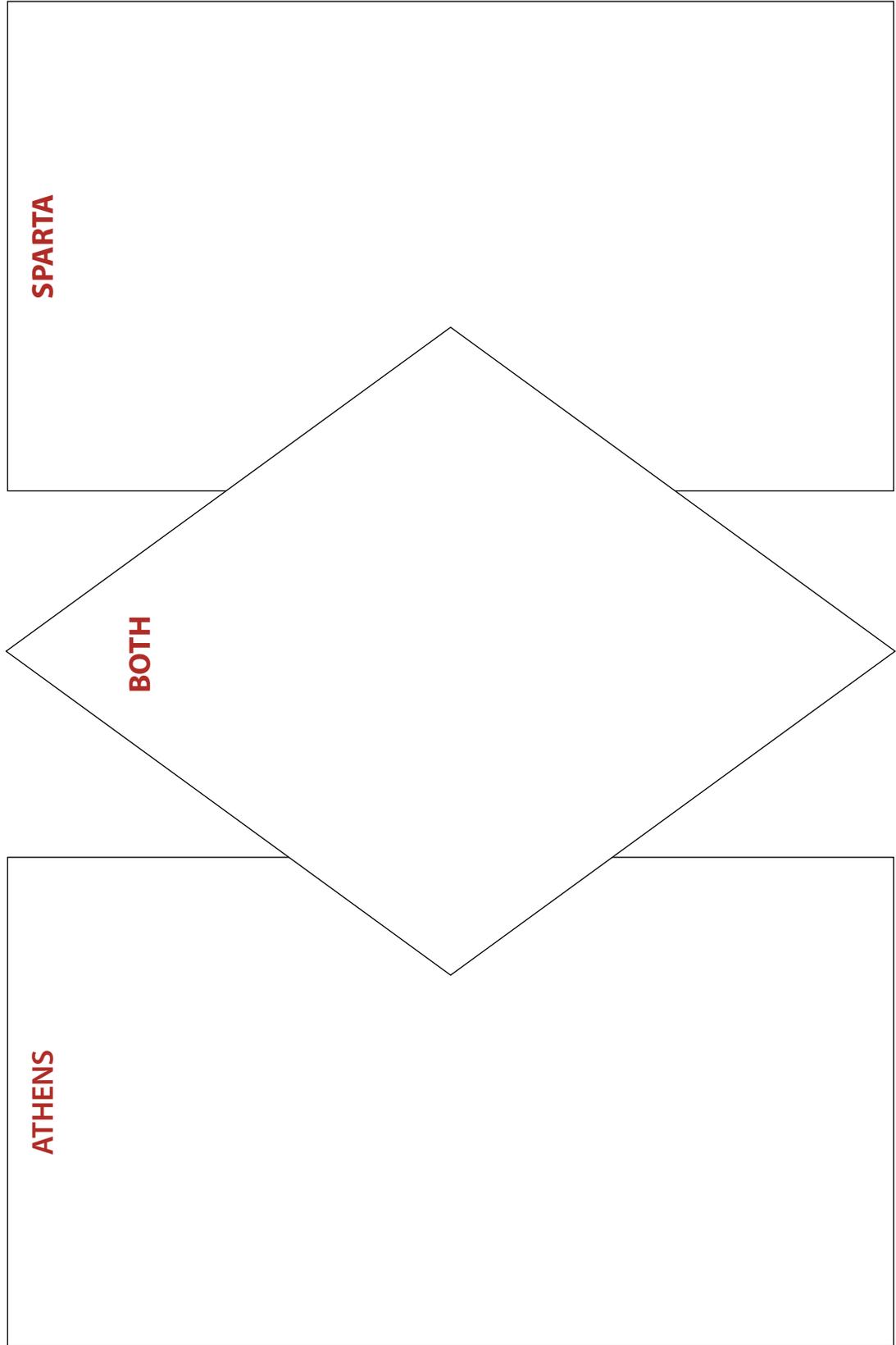
1. List two ways the culture of Sparta was different from the culture of Athens.
 - a) _____
 - b) _____
2. How was the geography of Sparta different from the geography of Athens?

3. How did the militaries of Sparta and Athens differ?

Name _____ Date _____

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.



Name _____

Date _____

Activity Page 4.1

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

Use the words and phrases in the word bank to complete the crossword puzzle.

aristocracy	Asia Minor*	assembly	citizen	city-state**		
corruption	aristocratic council*	barracks	emblem	epic poem*		
immortalize	jury	landlocked	logic	monarchy	oligarchy	
ostracize	phalanx	priestess	rhetoric	rite	truce	tyranny

*No space between the two words is included in the crossword puzzle.

**The hyphen is included in the crossword puzzle.

Across

Down

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>5. a symbol</p> <p>8. a person who is legally recognized as a member or subject of a country or state</p> <p>12. illegal or dishonest behavior, often by people in a position of power</p> <p>15. the skill of using words effectively</p> <p>17. cut off from the sea</p> <p>18. the study of ways of thinking and making well-reasoned arguments</p> <p>19. a small, independent political state</p> <p>20. the upper or noble class whose members' status is usually inherited</p> <p>22. a group of soldiers who attack in close formation with their shields overlapping and spears pointed forward</p> | <p>1. to honor a person or event by creating an artistic or literary work, causing the person or event to be remembered forever</p> <p>2. a ritual or ceremony</p> <p>3. a long poem that tells an adventure story</p> <p>4. the southwestern part of Asia; today most of this peninsula is known as Turkey</p> <p>6. a government led by a king or queen</p> <p>7. a woman who has the training or authority to carry out certain religious ceremonies or rituals</p> <p>9. a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship</p> <p>10. a group that listens to information and makes decisions based on the law</p> <p>11. buildings where soldiers live</p> <p>14. an agreement to stop fighting</p> <p>15. in ancient Athens, to send a person away from the city</p> <p>16. a government controlled by a small group of people made up of aristocratic and wealthy nonaristocratic families</p> <p>21. a group of people from the upper class or nobility who helped govern Sparta</p> <p>23. a group of people; in ancient Athens, this group made laws.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

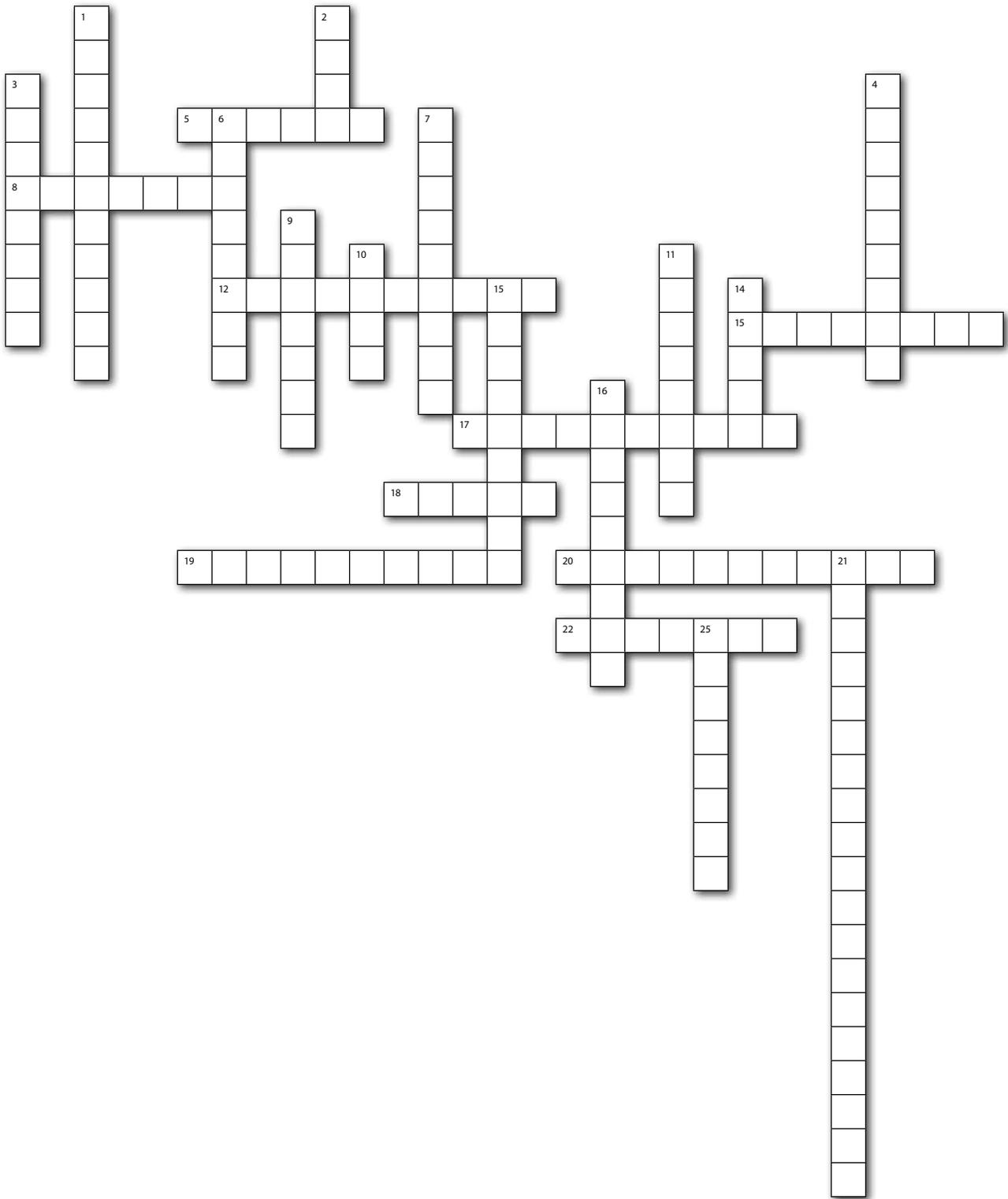
Name _____

Date _____

Activity Page 4.1 (Continued)

Use with Chapter 4

Domain Vocabulary: Chapters 1–4



Activity Page 5.1

Use with Chapter 5

Map of the Persian Wars

Persian Wars, 499–479 BCE



Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

Notes on the Persian Wars

Use the information in Chapter 5 to explain what happened in each time and place.

When	Where	What Happened
546 BCE	Asia Minor	
499 BCE	Miletus	
498 BCE	Asia Minor	
490 BCE	Marathon	
480 BCE	Thermopylae	
480 BCE	Salamis	
479 BCE	Plataea	

Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

The Golden Age of Athens: Who's Who

Match each person with an achievement.

Person	Achievement
1. Aeschylus	a) A historian who wrote about the Peloponnesian War
2. Aristophanes	b) Dramatist who wrote tragedies, including the <i>Oresteia</i>
3. Euripides	c) Called "the father of history"; he wrote a history of the Persian Wars.
4. Herodotus	d) Comic playwright; he made fun of leaders and public figures.
5. Hippocrates	e) Dramatist who wrote tragedies; he was popular with audiences.
6. Pericles	f) Called "the father of medicine"; he recognized that environmental factors influence people's health.
7. Sophocles	g) The leader of Athens; he encouraged rebuilding, made political reforms, and supported the arts.
8. Thucydides	h) Tragic playwright; author of <i>Oedipus the King</i>

Name _____

Date _____

Activity Page 8.1

Use with Chapter 8

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.

Name _____

Date _____

Activity Page 8.1 (Continued)

Use with Chapter 8

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?

Name _____

Date _____

Activity Page 8.2

Use with Chapter 8

Domain Vocabulary: Chapters 5–8

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 |

Name _____

Date _____

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?

Name _____

Date _____

Activity Page 10.1 (Continued)

Use with Chapter 10

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 |

Activity Page 10.1 (Continued)**Use with Chapter 10****Review: Ancient Greece****Part III. Use a word from the word bank to complete the sentences.**

Asia Minor	Assembly	Hellenistic	epic poem	diplomatic relations		
aristocratic council	rock quarries	citizens	priestesses	city-states		
truce	corruption	dramatist	evacuate	landlocked	ostracize	
hypocrites	idealistic	orator	juries	rites	pass	abstract
plague	virtue	mean				

- Homer's *Iliad* is an _____ filled with tales of heroes.
- In ancient Greece, _____ could vote in the _____.
- One reason that Athens had huge _____ was to try to prevent bribery and _____.
- Greeks set up colonies in part of _____.
- Athenians would vote to _____ people who were considered dangerous to the polis.
- 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 _____.
- Sparta's government included two kings and an _____ of elders.
- The Olympic Games included _____ honoring Zeus.
- Sparta and Athens, two powerful Greek _____, were rivals. They did not have good _____. They fought for many years during the Peloponnesian War.
- Whereas Athens was close to the coast, Sparta was _____. This may be one reason its navy was less strong.

Name _____

Date _____

Activity Page 10.1 (Continued)

Use with Chapter 10

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.

Name _____

Date _____

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

Down

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. events that can be observed; especially events in nature, such as storms</p> <p>7. a piece of writing organized as a conversation</p> <p>10. a foot-soldier</p> <p>11. a system of beliefs about right and wrong</p> <p>12. to kill a ruler or other public figure</p> <p>13. a nation that promises to help another nation in wartime</p> <p>14. the skill of using words effectively</p> | <p>2. someone who designs new buildings</p> <p>3. a type of philosopher in ancient Greece</p> <p>4. a type of military formation where the fighters stay very close to each other with their shields overlapping and spears pointed forward</p> <p>5. a group that works together to achieve common goals</p> <p>6. the study of ideas about knowledge, life, and truth; the word means love of wisdom</p> <p>8. to create an artistic work honoring a person or event, causing future generations to remember</p> <p>9. housing for soldiers</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

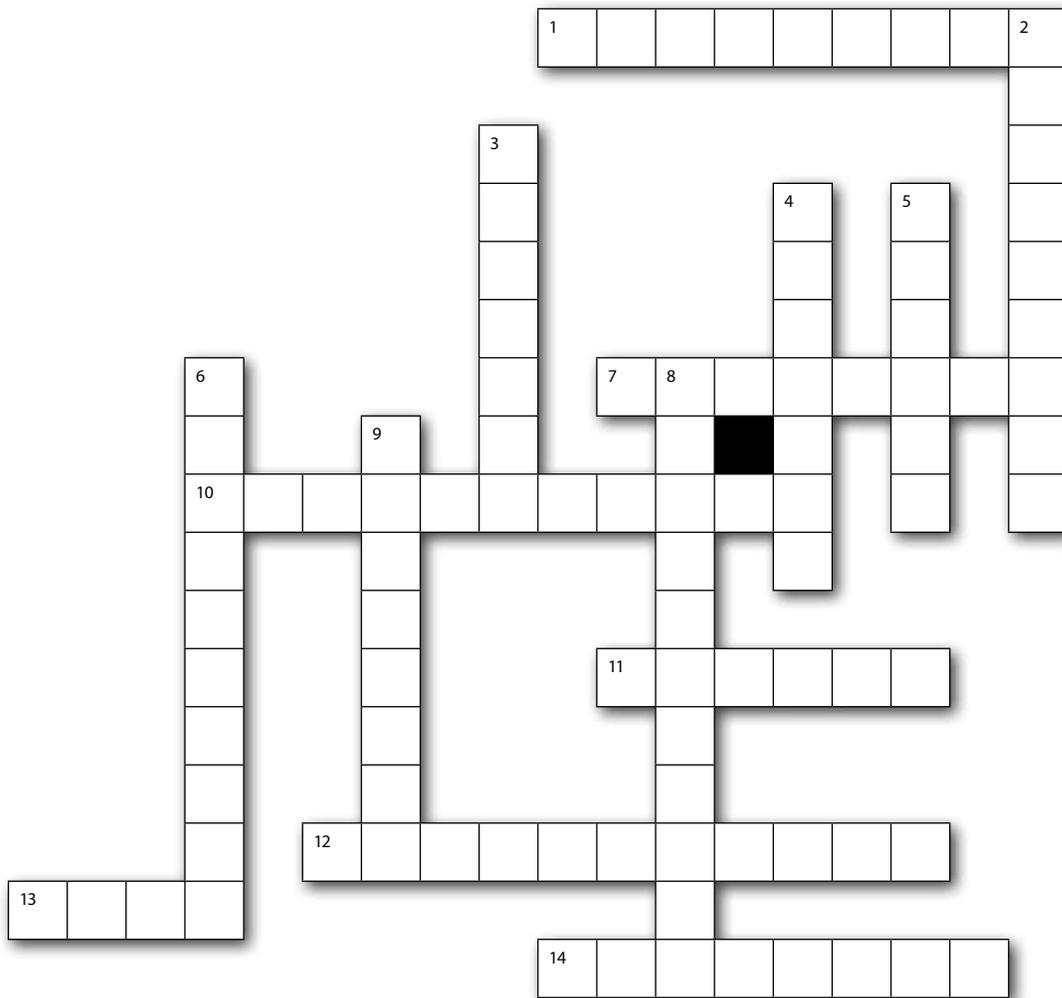
Name _____

Date _____

Activity Page 10.1 (Continued)

Use with Chapter 10

Review: Ancient Greece



Name _____

Date _____

Activity Page 11.1

Use with Chapter 11

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.

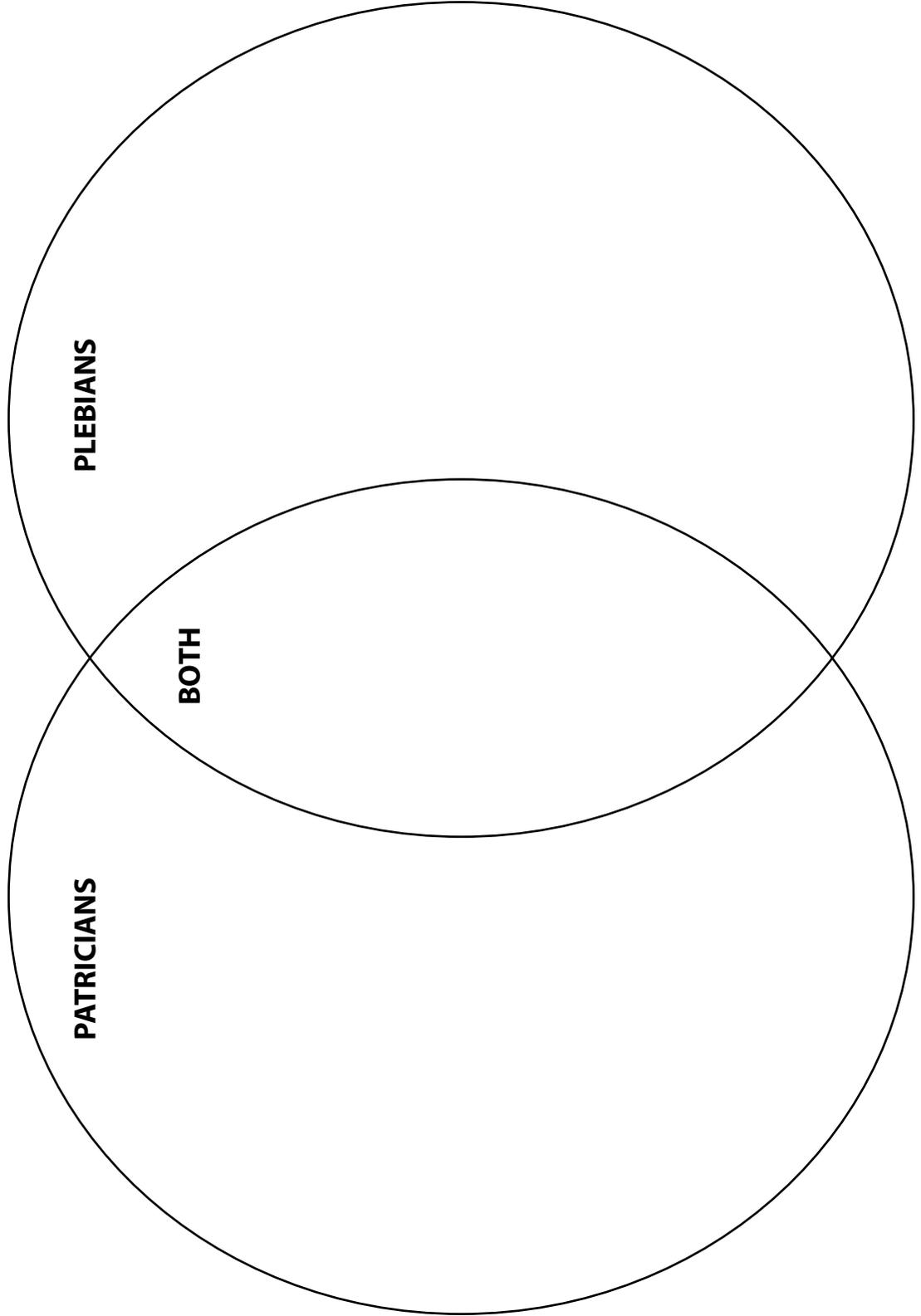
One thing that all Romans shared in common was language. Patricians and plebeians all spoke Latin, the language of Rome.

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.

Name _____ Date _____

Life in Rome

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.



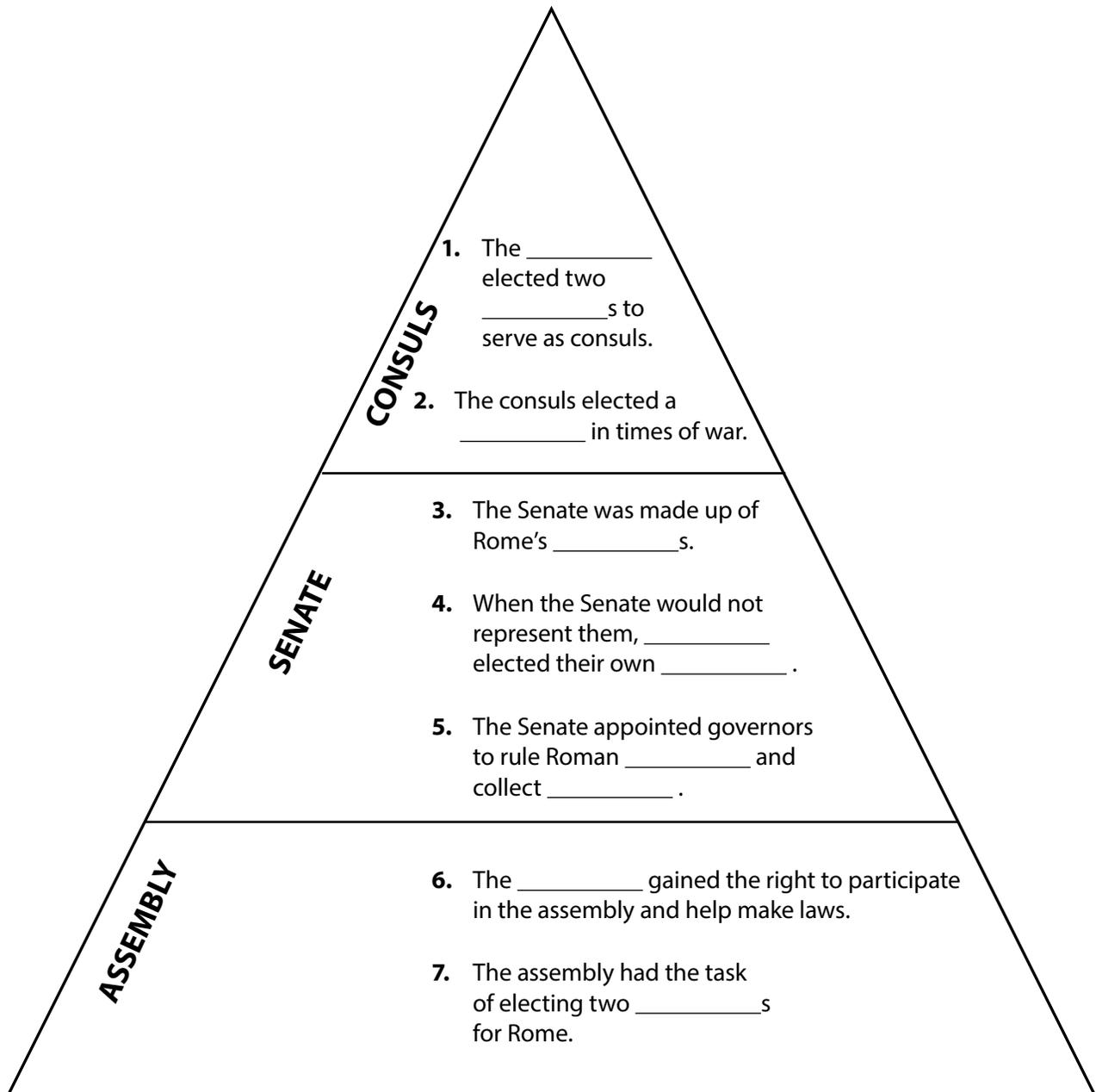
Activity Page 11.2

Use with Chapter 11

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.

A. dictator	B. plebeians	C. patrician	D. assembly
E. consul	F. tribunes	G. tributes	H. provinces



Name _____

Date _____

Activity Page 13.1

Use with Chapter 13

Notes on Julius Caesar: A Great Roman

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.

Name _____

Date _____

Activity Page 13.1 (Continued)

Use with Chapter 13

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?

Name _____

Date _____

Activity Page 14.1

Use with Chapter 14

Domain Vocabulary: Chapters 11–14

Complete the sentences using the terms from the word bank.

Punic	Phoenicians	Trojans	provinces	conspirators
tribunes	civil war	trade routes	plebeians	patricians
aristocratic republic	tribute			

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 _____ .

Name _____

Date _____

Activity Page 14.1 (Continued)

Use with Chapter 14

Domain Vocabulary: Chapters 11–14

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 |

Name _____

Date _____

Activity Page 15.1

Use with Chapter 15

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?

Name _____

Date _____

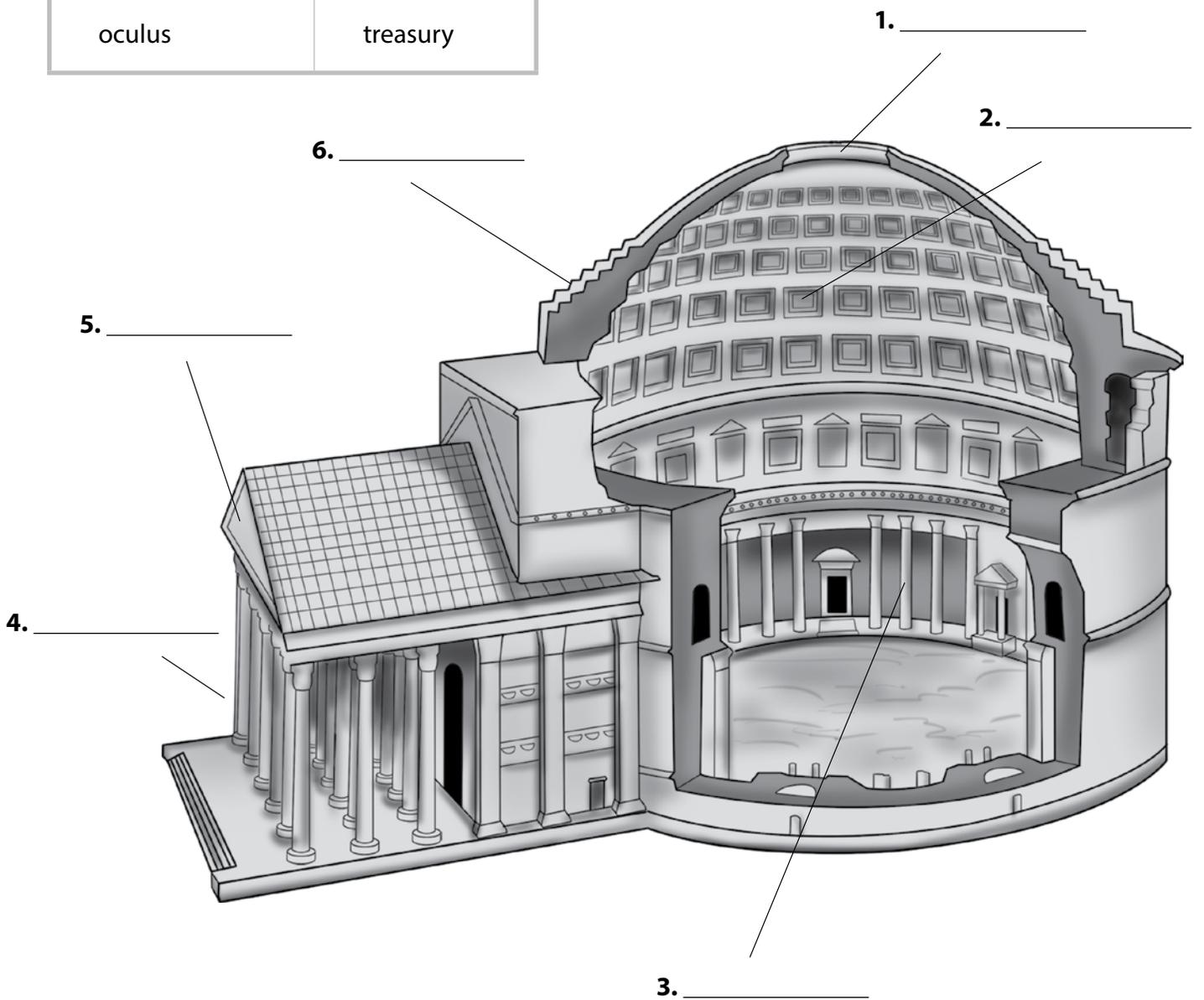
Activity Page 15.2

Use with Chapter 15

The Pantheon

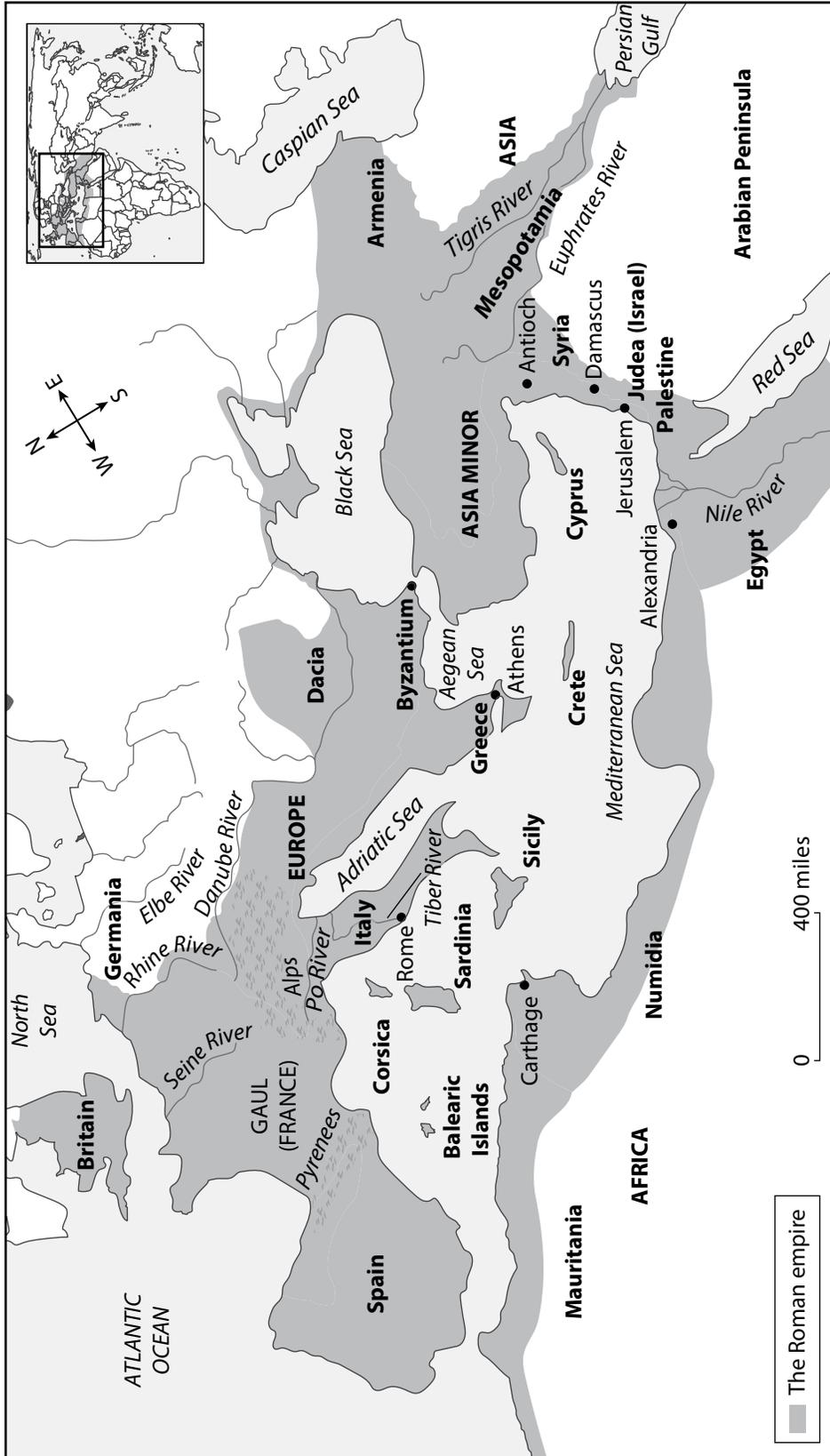
Label the diagram of the Pantheon using words from the word bank. Not all words will be used.

arch	pediment
ceiling panel	pillar
colosseum	portico
dome	statue
oculus	treasury



Name _____ Date _____

The Roman Empire



Name _____

Date _____

Activity Page 16.1

Use with Chapter 16

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

Name _____

Date _____

Activity Page 17.1

Use with Chapter 17

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)

- A.** 1. d 2. b 3. a 4. d 5. a 6. c 7. a 8. d 9. d 10. d
11. c 12. a 13. d 14. c 15. b 16. d 17. d 18. b
19. a 20. b 21. a 22. d 23. c 24. a 25. d
- 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)

Ancient Athens	United States of America
Citizenship 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	Citizenship anyone born in U.S. anyone who goes through process of naturalization
Lawmakers Assembly of citizens strategoi (board of generals)	Lawmakers representatives elected by citizens

Legal System up to 501 jurors on a jury public and private laws	Legal System 12 jurors on a jury public (criminal) and private (civil) laws
Rights and Responsibilities voting jury service	Rights and Responsibilities voting jury service
Other Women did not have rights. Citizens could vote to ostracize people who were dangerous.	Other Women have the same rights as men.

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

- 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.
- Sparta was an inland city, and Athens was located near the sea.
- 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

- emblem
- citizen
- corruption
- rhetoric
- landlocked
- logic
- city-state
- aristocracy
- phalanx

Down

- immortalize
- rite
- epic poem
- Asia Minor
- monarchy
- priestess
- tyranny
- jury
- barracks
- truce
- ostracize
- oligarchy
- aristocratic council
- assembly

Notes on the Persian Wars (AP 5.2) (page 182)

When	Where	What Happened
546 BCE	Asia Minor	Greek city-states on the coast came under control of Persian tyrants.
499 BCE	Miletus	Miletus rebelled against Persian rule. Athens agreed to help.
498 BCE	Asia Minor	Athenians conquered Sardis. Other Greek city-states rebelled against Persia.
490 BCE	Marathon	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.
480 BCE	Thermopylae	Three hundred Spartans died defending the pass against Persian invaders.
480 BCE	Salamis	After burning Athens, the Persians fought the Athenian navy. The Athenians won.
479 BCE	Plataea	The Spartan army won against the Persians. The Persians left Greece forever.

The Golden Age of Athens: Who's Who (AP 6.1)
(page 183)

- | | |
|------|------|
| 1. b | 5. f |
| 2. d | 6. g |
| 3. e | 7. h |
| 4. c | 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)

- | | | |
|------|-------|-------|
| 1. l | 7. g | 13. o |
| 2. k | 8. e | 14. h |
| 3. d | 9. a | 15. p |
| 4. n | 10. j | 16. m |
| 5. b | 11. q | 17. i |
| 6. f | 12. r | 18. c |

Review: Ancient Greece (AP 10.1)
(page 187–192)

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

1. phenomena
7. dialogue
10. infantryman
11. ethics
12. assassinate
13. ally
14. rhetoric

Down

2. architect
3. sophist
4. phalanx
5. league
6. philosophy
8. immortalize
9. barracks

Life in Rome (AP 11.1) (Pages 193–194)

Patricians: had large, private homes; hired tutors for their children; wore colors and stripes on clothing, or jewelry and hairstyles, that showed rank.

Plebeians: lived in crowded neighborhoods in buildings without plumbing; taught their children themselves; often held the same job as their parents had held; wore clothing styles that showed rank.

Both: spoke Latin; worshipped many gods; women did not participate in government; clothing for men included tunic and, often, toga on top; clothing for women included tunics.

The Roman Republic (AP 11.2) (page 195)

- | | |
|---------|---------|
| 1. D, C | 5. H, G |
| 2. A | 6. B |
| 3. C | 7. E |
| 4. B, F | |

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 | 1. b |
| 2. patricians, plebeians, tribunes | 2. d |
| 3. provinces | 3. e |
| 4. tribute | 4. g |
| 5. Phoenicians | 5. a |
| 6. Punic | 6. f |
| 7. trade routes | 7. c |
| 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 woman. 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 | 4. portico |
| 2. ceiling panel | 5. pediment |
| 3. pillar | 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.



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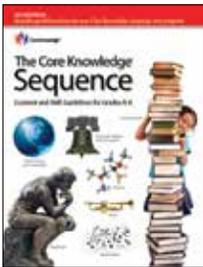
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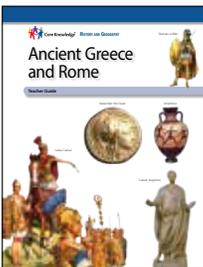
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