

# Ancient Greece: Inquiring Minds Want to Know

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

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**Length of Unit:** Seven lessons (approximately eight days; one day = approximately 40 – 50 minutes)

## I. ABSTRACT

In this unit, second graders will learn not only about the ancient civilizations of Greece, including the cultures of Sparta and Athens, but about significant figureheads as well that contributed to Greek society. Students will acquire and apply this knowledge to help them produce their own articles for their Greek Gazette newspaper throughout the unit.

## II. OVERVIEW

### A. Concept Objectives

1. Students recognize how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments. (Colorado Content Standard 1, Geography)
2. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict. (Colorado Content Standard 4, Geography)
3. Students understand that societies are diverse and have changed over time. (Colorado Content Standard 3, History)
4. Students understand political institutions and theories that have developed and changed over time. (Colorado Content Standard 5, History)
5. Students recognize that religious and philosophical ideas have been powerful forces throughout history. (Colorado Content Standard 6, History)
6. Students will understand the influence of Ancient Greek culture on today's society. (adapted from the Core Knowledge Concept Objectives)

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

1. Second Grade History and Geography: World History and Geography: Ancient Greece (p. 48)
  - a. Geography: Mediterranean Sea and Aegean Sea, Crete
  - b. Sparta
  - c. Persian Wars: Marathon and Thermopylae
  - d. Athens as a city-state: the beginnings of democracy
  - e. Olympic Games
  - f. Worship of gods and goddesses
  - g. Great Thinkers: Socrates, Plato and Aristotle
  - h. Alexander the Great

### C. Skill Objectives

1. Students, using their knowledge of continents and landforms, will locate and label the country of Greece.
2. Students will identify and label the two major seas surrounding Greece (the Mediterranean and Aegean Sea).
3. Students, using their knowledge of landforms, will identify and label the island of Crete.
4. Students will locate and label the city-states of Sparta and Athens.
5. Students will write a newspaper ad highlighting reasons for moving to either Sparta or Athens.
6. Students will be able to define the terms democracy and city-states.

7. Students will understand the beginnings of our country's government.
8. Students will understand why each battle during the Persian Wars took place.
9. Students will be able to summarize the events of the Persian War.
10. Students will be able to explain the philosophical or teaching methods of the three philosophers, Socrates, Plato and Aristotle.
11. Students will be able to highlight the major events that shaped Alexander's life.
12. Students will learn where the Olympics originated and how it is still apart of our culture today.
13. Students will participate in a mock Olympics.
14. Students will identify different Greek gods and goddesses and their traits.

### III. BACKGROUND KNOWLEDGE

- A. For Teachers
  1. *Alexander and His Times* by Frederic Theule
  2. *Ancient Persia* by Don Nardo
  3. *The Ancient Greek World* by Jennifer T. Roberts and Tracy Barrett
- B. For Students
  1. Grade 1: History and Geography: World History and Geography: Geography: Spatial Sense: Review the seven continents, page 27
  2. Grade 1: History and Geography: World History and Geography: Geography: Geographical Terms and Features, peninsula and island page 27

### IV. RESOURCES

- A. What Your Second Grader Needs to Know by E.D. Hirsch, Jr. (Lessons Four, Six and Seven)
- B. Ancient Greece Independent Learning Unit: Heroes, Gods and Men by John H. Artman (Lesson Seven, optional)

### V. LESSONS

#### **Lesson One: Let's Pinpoint Our Travel Destinations (approximately 30 – 40 minutes)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students recognize how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
  2. Lesson Content
    - a. Geography: Mediterranean Sea and Aegean Sea, Crete
  3. Skill Objective(s)
    - a. Students, using their knowledge of continents and landforms, will locate and label the country of Greece.
    - b. Students will identify and label the two major seas surrounding Greece (the Mediterranean and Aegean Sea).
    - c. Students, using their knowledge of landforms, will identify and label the island of Crete.
- B. *Materials*
  1. Appendix A: How to Prepare for this Unit (one for the teacher)
  2. Appendix B: Ancient Greece Unit Outline (one per student)
  3. Hanging world map (one per class)
  4. Newspaper colored copy paper (one ream for the class, you will be making copies of student produced articles on this paper)
  5. Appendix C, page 1: Overhead (one teacher copy)

6. Appendix C, page 2: Map Key (one teacher copy)
  7. Appendix D: Map of Ancient Greece (one per student, copied on the newspaper colored copy paper)
  8. Appendix E: World Map (one per student)
  9. Black colored pencil (one per student)
  10. Green colored pencil (one per student)
  11. Black Vis-à-vis overhead marker
- C. *Key Vocabulary*
1. A *peninsula* is a body of land that is surrounded by water on all but one side such as the state of Florida.
  2. An *island* is a body of land that is surrounded by water on all sides.
- D. *Procedures/Activities*
1. Before you begin – Read Appendix A: How to Prepare for this Unit.
  2. Begin today’s lesson with an overview of the new unit that you are beginning. Pass out Appendix B: Ancient Greece Unit Outline. Explain to the students that each picture has an explanation of each day’s topic next to it.
  3. Explain that as they learn something new each day they are going to report on it as if they were a newspaper reporter. They will write articles that will be typed up and made into their very own newspaper called The Greek Gazette. Ask the class what topics they will be writing about.
  4. Next have a student tell what they will be learning about today. (Geography)
  5. Tell the students that today they will make the cover page of their newspaper, which will include a map of Ancient Greece. Explain that the page has been done for them but they will need to fill in different locations and seas. (Today they will label the Mediterranean and Aegean Seas as well as the island of Crete. The other city-states listed will be labeled as they are discussed throughout the unit.)
  6. Tell them that before we can begin we need to first find the general area that Greece is in. Pull down a hanging world map explaining that Greece is in Europe, one of the seven continents and it is a peninsula. Ask the class who remembers from first grade what a peninsula is. (a body of land that is surrounded by water on three sides) See if using these two clues will help a student locate Greece. If not, have a student come and point to where Europe is on the map. Next, see if a student can locate Greece. If not, point to where Greece is located. Ask the class whether or not it is located in southern or northern and then eastern or western Europe.
  7. Next, have students get out their black colored pencil as you pass out Appendix D: Map of Ancient Greece. Before you begin, explain to students that in order for this to look like a real newspaper they will need to follow directions carefully, use their best handwriting and color in neatly.
  8. Next place Appendix C, page 1 on the overhead. Explain to students that the country of Greece was covered with hills and mountains making travel to neighboring locations difficult. In fact, many of these ancient cities were located along the edge of the country near the seas.
  9. Have students take out their black colored pencil. Begin first by labeling the country, Greece, towards the northern portion of the map. Explain that next you are going to label the two seas.
  10. Tell the students that south of Greece is the Mediterranean Sea. Have students point to where they think the sea is located. Next point to it on your map and label it. Give students time to label this neatly on their map. Remind them that this is the cover of their newspaper and that all good journalists make sure to

- have perfect spelling so they too need to be sure that the name is spelled correctly and that it is capitalized.
11. Once they have finished, explain that the next sea, the Aegean Sea, is located east of Greece. Have students point to where they think this is located. Point to it on your map and label it together. Again reminding students to make sure it is spelled right and capitalized.
  12. Next, tell them that Crete is an island. Have a student explain what an island is. (a body of land completely surrounded by water) Have them point to where they think the island of Crete is on their map. Point to it on your map and label it together.
  13. Next, have them neatly color in the island of Crete using their green colored pencil.
  14. When everyone is finished, either collect their maps for safekeeping or have them put it in a folder in their desks.
  15. Once all of the maps are put away, pass out a copy of Appendix E: World Map. Have students locate and color Greece in green.
  16. Next, using a pencil, have them write the letter 'M' where the Mediterranean Sea is located. Then have them write the letter 'A' where the Aegean Sea is located.
  17. Last, have them put an 'X' on the island of Crete.
- E. *Assessment/Evaluation*
1. Collect the maps to see if their location of Greece and each sea is correct.

**Lesson Two: Greece's Top Five Places to Live (approximately 30 – 40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
  - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - c. Students understand that societies are diverse and have changed over time.
  - d. Students understand political institutions and theories that have developed and changed over time.
2. Lesson Content
  - a. Sparta
  - b. Athens as a city-state: the beginnings of democracy
3. Skill Objective(s)
  - a. Students will locate and label the city-states of Sparta and Athens.
  - b. Students will write a newspaper ad highlighting reasons for moving to either Sparta or Athens.
  - c. Students will be able to define the terms democracy and city-states.
  - d. Students will understand the beginnings of our country's government.

B. *Materials*

1. Appendix B: Ancient Greece Unit Outline
2. Appendix C, page 1: Overhead (one teacher copy)
3. Appendix C, page 2: Map Key (one teacher copy)
4. One overhead marker
5. Appendix D: Map of Greece
6. Black colored pencil (one per student)

7. Regular pencil (one per student)
  8. Appendix F: Sparta Vs. Athens (one copy per student)
  9. Appendix G: Sparta and Athens (one copy per student/one teacher copy)
  10. Appendix H: Example real estate ads
  11. Appendix I: City-State Realty (one copy per student on the newspaper colored copy paper)
  12. Small individual pictures of each student
  13. Glue (one bottle per student)
  14. Notebook paper (one piece per student)
- C. *Key Vocabulary*
1. Our government, which is run by the people and for the people, is a *democracy*.
  2. *City-states* are cities in which they choose their own form of government and govern themselves.
- D. *Procedures/Activities*
1. Begin today's lesson with a glance at the Ancient Greece Unit Outline. Ask students which next two topics they are going to learn about. (Athens and Sparta)
  2. Explain that today they are going to pretend to be realtors who will have to write an article explaining why it would be fantastic to live in either Sparta or Athens.
  3. Tell them that first like any good realtor they have to know the location of their property. As you get out your overhead of Greece, have them get out their maps of Greece from yesterday along with a black colored pencil.
  4. Explain that Sparta is in the southwestern part of Greece. Point to this location on your overhead. Again, remind them that when they write on their maps it needs to be in their best handwriting. As a class, label Sparta together.
  5. Next, explain that Athens is on the opposite side of Greece. As you point to this on your map, tell the students that not only were they on opposite sides of Greece but their cultures and ideas were opposites as well. Together, label Athens.
  6. Once everyone has labeled their maps have them put that and their colored pencil away. Now have them get out a regular pencil.
  7. As you pass out Appendix F: Sparta Vs. Athens, tell the class you are going to read some information to them about both areas. Explain that once you have read about one place, you will give them time to write down all the reasons someone might like to live there and all of the reasons someone may not like to live there. Then you will read about the second place and do the same.
  8. Ask the students how you described the land yesterday in Greece. What is it like? (a lot of mountains and hills) Explain again that because of this people did not travel to other city-states. Explain that a city-state is an area which has its own form of government which runs itself. Tell them that all of the places on their map were city-states.
  9. Next pass out Appendix G: Sparta and Athens for the class to read aloud or for you to read to them depending on how much time you would like to take.
  10. Once the class has read the background information on Sparta, give them time to write down the pros and cons of living in this city-state.
  11. When they are finished, read the information pertaining to Athens.
  12. After the reading, give students time to write down the pros and cons of living in Athens.
  13. Next have students share and discuss some of their reasons for wanting to live in Sparta. Then have them share and discuss some of their reasons for not wanting to live in Sparta. Do the same for Athens.

14. Next, ask the students who would like to live in Athens rather than in Sparta. Have them explain why. Do the same for Sparta.
15. Explain to them that the reasons why they would want to live there should be included in their real estate ad.
16. Last, share the example real estate ads from Appendix H to help get their brains motivated to write.
17. Pass out one piece of notebook paper to each student as you have them get out a regular pencil. Explain that they are going to write a rough draft of their real estate ad on this piece of paper. Tell them that when they are finished to bring it to you so that you can help proofread for any spelling or grammatical errors.
18. If their ad gives enough information and has been corrected, collect the paper to type up a final copy. (Depending on the resources you have available you can also have the students type this up themselves or ask the computer teacher to do a lesson in which the students have an opportunity to type up this ad.)
19. Once everyone has finished, pass out a copy of Appendix I: City-State Realty while students get out their glue, scissors and black colored pencil. Have them cut out their picture and glue it inside the box on their real estate page. Next, have them print their name underneath the box but above the phone number. Again, reinforce good handwriting skills.
20. Once students have finished, collect Appendix I for tomorrow's lesson. (At the end of the lesson, each student will glue his/her real estate ad to Appendix I provided they have all been typed.)

E. *Assessment/Evaluation*

1. Collect Appendix F: Sparta Vs. Athens. This page is worth 6 points total. If a student has come up with a total of ten pros and cons for both Sparta and Athens combined, award them 6 points. Because of the individual personalities of the students, there isn't really a way to have predetermined pros and cons. What one student deems a livable or likeable situation another may not. For instance, one child may think that going into the army at the age of seven is not a fun way of life where as another child may think it is rather exciting. In all they were given 12 attempts at listing pros and cons, however, should they create 6 they would receive 100%. If they only came up with 5 that would equal an 83%, 4 = 66%, 3 = 50%, 2 = 33%, 1 = 16% and of course 0 = 0%.

**Lesson Three: Persia Attacks! (approximately 40 – 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
  - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
2. Lesson Content
  - a. Persian Wars: Marathon and Thermopylae
3. Skill Objective(s)
  - a. Students will understand why each battle during the Persian Wars took place.
  - b. Students will be able to summarize the events of the Persian War.

B. *Materials*

1. Appendix B: Ancient Greece Unit Outline (one copy per student)

2. Appendix C, page 1: Overhead (one teacher copy)
3. Appendix C, page 2: Map Key (one teacher copy)
4. One overhead marker
5. Appendix D: Map of Ancient Greece (one copy per student)
6. Black colored pencil (one per student)
7. Appendix J: Persian Wars (one copy per student / one teacher copy)
8. Appendix K: Map of Persian Territory (three teacher copies and one copy per student on newspaper colored copy paper)
9. Yellow colored pencil (one per student)
10. Purple colored pencil (one per student)
11. Blue colored pencil (one per student)
12. Appendix L: Athens and Sparta under Attack! (one copy per student on newspaper colored copy paper)
13. Notebook paper (one piece per student)
14. Regular pencil (one per student)
15. Appendix I: City-State Realty
16. Typed up real estate ads (each student's ad on newspaper colored copy paper)
17. Scissors (one pair per student)
18. Glue (one bottle per student)
19. Appendix M: Summary Article Rubric (one copy per student for teacher use)

D. *Procedures/Activities*

1. Before you begin – Using the teacher copies of Appendix K: Map of Persian Territory color in the two sections of Persian rule. I have drawn a dashed line at the first stopping point. Begin from the east side of the map and color, in yellow, up to the first dashed line coloring in all areas that are connected into one body of land. Do the same on the second copy of the map only this time color in Thrace and the small section to the west of the dashed line. Last, color Greece and Crete in purple on the last map. The remaining area is water and will be colored in blue. These are your examples to show the students as you give them each set of directions.
2. Begin today's lesson reviewing the information already discussed on Appendix B. Have students give details about each topic they have learned about so far.
3. Next, ask a student to tell what they will learn about today. Elaborate that today they are going to learn about a time when the Persian Empire ruled a good deal of Asia Minor and Europe and was still battling to conquer other parts of the world when they came upon Greece.
4. Have the students get out Appendix D: Ancient Greece Map and a black colored pencil while you set up your overhead map. Make sure that your overhead map is blank so that you can do a quick review of where each city-state and sea is. Quickly review by labeling Sparta, Athens, Crete, the Mediterranean Sea and the Aegean Sea.
5. Next, explain to the students that the Greeks and Persians entered a major war with one another called the Persian Wars. Today they are going to learn about two important battles that took place.
6. First was the battle at Marathon. Point to this on the map and label it with the students. Second was the battle at Thermopylae. Point to this on the map and label it with students. Once the students are finished have them put their map and black colored pencil away.
7. Next students will need to get out their purple, yellow and blue colored pencils while you pass out Appendix J: Persian Wars and Appendix K: Map of Persian

Territory. (You may choose not to have students read aloud the summary of the Persian Wars and therefore would only pass out Appendix J.)

8. Either have a student read or the teacher read the first paragraph from Appendix J. Explain that now they are going to color in the Persian territory, which they just read about, using their yellow pencil. Show them this area using the first map you colored in before beginning this lesson. Make sure they know to do their best job. This map will become part of their article for the Greek Gazette on the Persian Wars.
9. Now continue reading with the second paragraph.
10. Once the second paragraph has been read, have the students color in the remaining areas that were conquered by King Darius in yellow. These are the areas that you colored in on your second map (Thrace and the small section to the west of the dashed line. Show your second map to the students.
11. Have the class put away their yellow colored pencils.
12. Tell the class that now they are going to find out what happened many years later when King Darius' son, Xerxes, came into power. Either you can read or have students take turns reading the remaining paragraphs which tell about the battles at Marathon and Thermopylae. As they read point out these places on your overhead map showing the route that was taken.
13. Once you have finished reading, have the students color in Greece and Crete in purple and all bodies of water in blue. Again, show your example map or third map to the students.
14. Once all areas have been colored in, have students write their name at the bottom of the paper and set it in the corner of their desks.
15. Next, they need to put their colored pencils away and get out a regular pencil as you pass out one sheet of notebook paper to each student.
16. On the piece of notebook paper students will write a summary explaining what happened during the Persian Wars.
17. As students finish, give them their copy of their real estate ads and their copy of Appendix I: City-State Realty. Have them cut out their ad, glue it to the real estate page and then hand it back in.
18. If you have had time to review their work on Persia, you could hand the summaries back to be corrected.
19. After 30 minutes, collect students' summary articles to be typed. (Again, depending on the resources you have available you could also have the students type this up themselves or ask the computer teacher to do a lesson in which the students have an opportunity to type up this ad.)
  - a. To add variety to the layout of the newspaper, try this formatting when you type their summary articles. Under File, select Page Setup. Under the Margins tab go down to the Pages section and select two pages per sheet. Next, under Format, select Columns. Set columns to two and check the box to add a line in between. In order to spread the student's article into two columns set the font to a higher number such as 20. This formatting should allow you to fit two student articles per page which will then need to be cut apart. Remember to print these on your newspaper copy paper.
20. You will also want to collect their maps or if you prefer they can store them in a folder until tomorrow's lesson.

E. *Assessment/Evaluation*

1. Grade their summaries using the rubric in Appendix M and have them ready for tomorrow's lesson.

**Lesson Four: Great Minds Think Alike -- Or Do They? (approximately 30 – 40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
  - a. Great thinkers: Socrates, Plato, and Aristotle
3. Skill Objective(s)
  - a. Students will be able to explain the philosophical or teaching methods of the three philosophers, Socrates, Plato and Aristotle.

B. *Materials*

1. Appendix B: Ancient Greece Unit Outline (one copy per student)
2. Appendix L: Athens and Sparta under Attack! (one copy per student on newspaper colored copy paper)
3. Appendix K: Map of Persian Territory (students' individual copies)
4. Glue (one bottle per student)
5. Scissors (one pair per student)
6. Typed summary articles from yesterday's lesson
7. *What Your Second Grader Needs to Know* (one teacher copy)
8. Appendix N: Classified Ads (one copy per student on newspaper colored copy paper)
9. Pencil (one per student)
10. Appendix T, pages 1 and 2: Ancient Greece Study Guide (one copy per student)
11. Appendix U: Study Guide Answer Key (one for teacher reference)

C. *Key Vocabulary*

1. A *philosopher* is someone who creates new and original ideas.

D. *Procedures/Activities*

1. Have students get out their scissors and glue as you have one student pass out Appendix L: Athens and Sparta under Attack and you pass back their typed summary articles. Also pass back Appendix K: Map of Persian Territory or have them get it out of their desks.
2. Ask students to set all of these items in the corner of their desks. Next, ask for volunteers to read their summary articles in order to review yesterday's lesson.
3. Next have students neatly cut out their map from Appendix K and glue it on top of the box that says glue map here. Explain that their map isn't going to fit inside the box rather it will go over it.
4. Next, have them glue down their summary articles underneath the title of the article. If they need to trim it in order to get it to fit have them do so.
5. As they finish, have the students throw away their scraps, turn in their article and then put away their scissors and glue.
6. Next, have them get out their outlines and tell what they will be learning about today.
7. Then take out the book *What Your Second Grader Needs to Know* and read pages 121 and 122 on "Great Thinkers in Athens."
8. Once you have finished, have students retell the names of the three philosophers. As they name each person, write that name on the board.
9. Ask students what they remember about each philosopher.
10. Last, ask students if they can come up with one picture or symbol that stands for each person. For instance, Socrates could be a question mark, Plato a schoolhouse and Aristotle a magnifying glass.

11. Once you have reviewed this information with them, pass out Appendix N: Classified Ads. Explain to the students what classified ads are.
  12. Tell them that on this page people are advertising their need for a tutor or teacher. Explain that each ad has a line at the bottom of it. It is up to them to figure out which philosopher would be the best teacher for each family based on what the family is asking for.
  13. Have them get out their pencils and write the name that correctly corresponds to each ad neatly on the line. Remind them to check their spelling with the names on the board.
  14. When all of the students have finished, discuss which philosopher matched which ad. Then collect their papers. If a student happens to make a mistake, allow him/her a moment to fix the answer.
  15. To help you know how much information your students are retaining, pass out a copy of Appendix T, page 1: Ancient Greece Study Guide for homework. Assign questions 1 – 5 and have students turn it in tomorrow.
- E. *Assessment/Evaluation*
1. Grade questions 1 - 5 according to the Answer Key (points are listed on the answer key). Have them ready to be sent home again after lesson five.

**Lesson Five: I'm King of the World (approximately 30 – 40 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students recognize how to use and construct maps, globes, and other geographic tools to locate and derive information about people, places, and environments.
    - b. Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  2. Lesson Content
    - a. Alexander the Great
  3. Skill Objective(s)
    - a. Students will be able to highlight the major events that shaped Alexander's life.
- B. *Materials*
1. Appendix B: Ancient Greece Unit Outline (one copy per student)
  2. Appendix P: Alexander Continues His Quest (one copy per student on newspaper colored copy paper)
  3. Appendix O: Picture of Alexander (one copy for teacher reference)
  4. Overhead
  5. Overhead pen (a fine tipped overhead pen would work best if you have one)
  6. Pencil (one per student)
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Begin today's lesson reviewing the information that was to be filled out on the study guide from last night's homework.
  2. Next have students get out Appendix B to introduce today's topic.
  3. Explain that today rather than working as reporters for their newspapers they are going to be illustrators. Tell them you are going to help them draw a picture of Alexander to go with the news story that has already been written about him.

4. Next pass out Appendix P: Alexander Continues His Quest and select different students to read the information aloud.
  5. When you are finished, have students tell some of the more important facts they learned about Alexander. List their ideas on the board as students mention them.
  6. Now have students get out a pencil as you tell them that they are going to draw a picture of Alexander with his horse for this news article. They will need to pay close attention and follow directions very carefully.
  7. As the teacher, you will look at the picture and pick a starting point. Draw a small line at a time to create the picture. As you draw each line, give students time to draw the exact same line. Give descriptive directions to help them. For instance, if the line curves up as you draw tell them. The key here is that they watch and listen but don't talk. If they don't watch then they miss what they are supposed to draw. I know it seems complicated but if you draw the picture line by line, it is amazing how well it turns out. The last rule to this activity is that there is no erasing. Every child feels as if they are not doing well enough but if you stop and wait for everyone to erase and redo, you will never finish this picture. They can always go back at the end and to fix it if they want.
  8. Collect their pages when they are finished.
  9. Have the class get out their study guides and assign questions 6 - 10 for homework. Tell the class that those questions will be graded tomorrow.
- E. *Assessment/Evaluation*
1. Grade questions 6 - 10 according to the Answer Key (points are listed on the answer key). Have them ready to be sent home again after lesson six.

**Lesson Six: And the Host of the Olympic Games Is? (two days, approximately 50 minutes each)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students will understand the influence of Ancient Greek culture on today's society.
  2. Lesson Content
    - a. Olympic Games
  3. Skill Objective(s)
    - a. Students will learn where the Olympics originated and how it is still apart of our culture today.
    - b. Students will participate in a mock Olympics.
- B. *Materials*
- Day 1**
1. *What Your Second Grader Needs to Know* by E.D. Hirsch
  2. Appendix D: Map of Ancient Greece (students' individual copies)
  3. Black colored pencil (one per student)
  4. Green colored pencil (one per student)
  5. Blue colored pencil (one per student)
  6. Appendix C, page 1: overhead of map (one teacher copy)
  7. Appendix C, page 2: map key (one copy for teacher reference)
  8. Overhead
  9. Overhead pen
- Day 2**
10. Digital or Polaroid camera
  11. Hand crafted torches (three, one per class that is participating) "Relay Race"
  12. Baseballs (three, one per class that is participating) "Shot put"

13. Frisbees (three, one per class that is participating) “Discus”
14. Pool noodles (three, one per class that is participating) “Javelin”
15. Pencil (one per student)
16. Notebook paper (one piece per student)

C. *Key Vocabulary*

None

D. *Procedures/Activities*

**Day 1**

1. Begin today’s lesson checking the study guide questions that were assigned the previous night.
2. Next have students get out their maps of Greece or if you have collected them pass them back as they get out a black, green and blue colored pencil.
3. Next, using your overhead, review the locations of each city-state as well as the two seas that have been taught in this unit. Point to each dot or sea on the overhead map and label them as students name them.
4. Tell students that today they are going to learn about the Olympics which began in Greece in a place called Olympia. Point to this on the map and label it. Give students a moment to label it on their map as well.
5. Next, ask the students what they already know about the Olympics. (It is where people compete in different sports and we have it every four years but it is never at the same place.)
6. Using your *What Your Second Grader Needs to Know* book, read “Birthplace of the Olympics and More” on page 114.
7. Once you have read this section, ask the students how the games then differ from the games today. (In Ancient Greece, their games had to do with war whereas today our games do not.) Ask the students what games are included in today’s Olympics. (track, swimming, wrestling, gymnastics)
8. Tell them that tomorrow they are going to participate in their own Greek Olympics and then report back on the day’s events.
9. Next give them time to color in their map coloring Greece in green and the surrounding water in blue. Again, remind them to color in neatly.

**Day 2**

10. Today you will hold the Greek Olympics. This activity has been done in many other units. Some additional things that have been done with this activity but are not included in this unit such as creating wreaths for those that win in their event, having the students dress up in traditional Greek outfits when they participate in the Olympics and having a Greek feast at the end. All of these are great additions and should you want some of the appendices that have directions or pieces to make the wreath and costumes or list Greek recipes, please look online at [www.ckcolorado.org](http://www.ckcolorado.org).
11. Traditionally when we do this activity, we do it with all three second grade classes. Each child from each class gets a turn during each event. Before you begin review what they learned yesterday about the Olympics.
12. Next, begin with the relay race. Give a pretend torch to the first person in each line. Explain that they have to run to the spot that you designate, run back, and hand the torch to the next person in line. When they finish they have to go to the end of the line and sit down. Take pictures throughout the event for their newspaper. When each team is finished, announce the winner.
13. Next, explain to the students that they are going to participate in an event called the shot put. Demonstrate how to throw the ball and explain that the person who threw it the farthest will go out and stand where their ball landed. That person

- gets to stay out there until someone throws it farther than they did. Pass out a baseball to each group. Once everyone has had a turn, announce the winner. Again, be sure to take pictures throughout the event for their newspaper article.
14. Tell the students that now they are going to take part in an event called the discus throw. Again, demonstrate how they are to throw the Frisbee. Just like the shot put, whoever throws the Frisbee the farthest will go stand in that spot. They will remain there until someone can throw it further. At the end of the event, announce the winner. Be sure to take pictures during each event capturing each of your students at least once if not more.
  15. Next, have the students do the javelin throw using the pool noodles. You can explain that this would have been much like throwing a spear during the time of Ancient Greece. Demonstrate how they are going to throw the pool noodle again explaining that the person who throws the farthest will stand out in their spot until someone throws it farther. At the end of the event, announce the winner.
  16. The last event is the Marathon. Explain that a marathon is a very long race. See if a student can explain why this race got this name. (The runner during the Persian Wars had to run from Marathon to Sparta to ask for their help, which was a very long distance.) Outline an area where you are holding the Olympics and explain to students that they are all going to run together. Depending on how big of an area you lay out will dictate how many laps you have them run. When you have a winner of the race stop the race and conclude the Olympics.
  17. Return to class and as they get out a pencil pass out a piece of notebook paper. Explain that today they are going to write a paragraph reporting on the events that took place at their Olympics today telling which events were held and who the winners were. Give them about 15 minutes to write. When they are finished, have them turn in their rough draft to be edited. This paragraph will be one that you will want to type up and have ready for tomorrow. (Depending on the resources you have available you can also have the students type this up themselves or ask the computer teacher to do a lesson in which the students have an opportunity to type up this ad.)
  18. Have the class get out their study guides and assign questions 11 and 12 for homework. Tell the class that those questions will be graded tomorrow grade.

E. *Assessment/Evaluation*

1. Grade questions 11 and 12 according to the Answer Key (points are listed on the answer key). Have them ready to be sent home again after lesson seven.

**Lesson Seven: Greek Gods and Goddesses (approximately 40 – 50 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students recognize that religious and philosophical ideas have been powerful forces throughout history.
2. Lesson Content
  - a. Worship of gods and goddesses
3. Skill Objective(s)
  - a. Students will identify different Greek gods and goddesses and their traits.

B. *Materials*

1. *What Your Second Grader Needs to Know* by E.D. Hirsch
2. Appendix Q: Sports Section (p. 6 of *The Greek Gazette*)
3. Glue (one bottle per student)
4. Scissors (one pair per student)
5. Pictures from yesterday's Greek Olympics (one or two per student)

6. Typed Olympic Reports (each student's individual copy)
  7. Appendix S: Entertainment Spotlight (p. 7 of *The Greek Gazette*)
  8. Page 5 in *Ancient Greece Independent Learning Unit: Heroes, Gods and Men* by John H. Artman (optional)
- C. *Key Vocabulary*  
None
- D. *Procedures/Activities*
1. Today's lesson will actually start with the assembly of Appendix Q: Sports Section. Have a student pass out this paper as you pass back their typed reports. As you do this, have the class get out their scissors and glue. Next pass out their pictures (I put a graphic in the second box just in case you were unable to get two pictures per student).
  2. Explain to the students that first they need to glue their pictures inside the boxes and then they need to cut out their article and glue it down on the left side of the page.
  3. When they are finished, collect their paper and have them put their glue and scissors in the corner of their desks.
  4. Next, tell the class that today they are going to learn about Greek gods and goddesses. Read p. 56 in *What Your Second Grader Needs to Know*.
  5. Next read each god and goddess description from pp. 57 – 60. Show the class the pictures as you read about each god or goddess.
    - a. Here is a quick reference of each god and goddess that could help sum up the main idea for your students (p. 24, *The Ancient Greek World*):
      - i. Zeus: king of the gods and lord of the sky
      - ii. Hera: queen of the gods
      - iii. Poseidon: lord of the oceans and earthquakes
      - iv. Hades: lord of the underworld
      - v. Hephaestus: god of metal working
      - vi. Aphrodite: goddess of love
      - vii. Ares: god of war
      - viii. Athena: goddess of war and wisdom
      - ix. Apollo: god of the arts and the sun
      - x. Artemis: goddess of hunting and the moon
      - xi. Hermes: messenger of the gods
  6. Pass out Appendix S: Entertainment Spotlight and explain to the students that today they're going to be entertainment reporters that have just returned from a Greek awards show where awards were given for the favorite god and goddess of mythology. Tell them they are going to pick who their favorite god and goddess is and write an explanation of each.
  7. Pass out a piece of notebook paper to each student.
  8. As they finish, have them hand in their god and goddess descriptions.
  9. Type these up for the students as they draw a matching picture to match what their god and goddess is about. Make sure to direct them to leave enough room for their typed summaries. Drawing the pictures off to either side of the paper would work best. (If you would rather have pictures that your students can just cut and paste use the optional resource listed under materials.)
  10. Have the class get out their study guides and assign the remaining questions for homework. Tell the class that those questions will be graded tomorrow and to make sure that they have filled out the entire study guide.

- E. *Assessment/Evaluation*
  - 1. Collect and grade entire study guide. Have it ready to go home at the end of the day so that students can use it to study.

## **VI. CULMINATING ACTIVITY**

- A. You may want to take a day to play a review game with your class.
- B. Then give the test in Appendix U, pages 1 and 2.

## **VII. HANDOUTS/WORKSHEETS**

- A. Appendix A: How to Prepare for this Unit
- B. Appendix B: Ancient Greece Unit Outline
- C. Appendix C: Overhead and Map Key
- D. Appendix D: Map of Ancient Greece (cover of The Greek Gazette)
- E. Appendix E: World Map
- F. Appendix F: Sparta Vs. Athens, Where Would You Want to Live?
- G. Appendix G: Sparta and Athens
- H. Appendix H: Example Real Estate Ads
- I. Appendix I: City-State Realty (p. 4 of The Greek Gazette)
- J. Appendix J: Persian Wars
- K. Appendix K: Map of Persian Territory
- L. Appendix L: Athens and Sparta under Attack! (p. 2 of The Greek Gazette)
- M. Appendix M: Summary Article Rubric
- N. Appendix N: Classified Ads (p. 5 of The Greek Gazette)
- O. Appendix O: Alexander Continues His Quest (p. 3 of The Greek Gazette)
- P. Appendix P: Picture of Alexander
- Q. Appendix Q: Sports Section (p. 6 of The Greek Gazette)
- R. Appendix R: Entertainment Spotlight (p. 7 of The Greek Gazette)
- S. Appendix S: Ancient Greece Study Guide
- T. Appendix T: Study Guide Answer Key
- U. Appendix U: Ancient Greece Test
- V. Appendix V: Test Answer Key

## **VIII. BIBLIOGRAPHY**

- A. Artman, John H. *Ancient Greece Independent Learning Unit: Heroes, Gods and Men*. Parsippany, New Jersey: Good Apple, Inc., 1991. 0-86653-583-7.
- B. Hirsch, E.D. Jr. *What Your Second Grader Needs to Know*. New York, New York: Dell Publishing, 1991. 0-385-31843-X.
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- D. Roberts, Jennifer T. and Tracy Barrett. *The Ancient Greek World*. New York, New York: Oxford University Press, 2004. 0-19-515696-X.
- E. Theule, Frederic. *Alexander and His Times*. New York, New York: Henry Holt and Company, Inc., 1995. 0-8050-4657-7.

## Appendix A

# *How to Prepare for this Unit*

The concept behind this unit is for students to create newspaper articles, ads and illustrations based on new information they learn each day.

Before you make copies of anything, notice which appendices are pieces that are to be included in the newspaper. Buy a pack of copy paper that has a grayish tone to it to help give a more realistic affect to this project. Below I've listed those appendices which need to be run off front to back. Hopefully, making these copies before you begin will be helpful.

Run Appendix D front to back with Appendix L

Run Appendix O front to back with Appendix I

Run Appendix N front to back with Appendix Q

Appendix R will have a blank backside

You also may want your students to use glue sticks rather than glue bottles so that their pages don't have ripples in them which will make it hard to write on or color on the other side when they need to.

At the end of this unit, use small binding combs to bind each student's newspaper together.

---

Also for those lessons, which require some prep work, I've listed a "Before You Begin" portion at #1 under the Procedures and Activities section.

Again, the idea was to turn a unit, which tends to require a lot of direct instruction, into one where kids could create something that aided in their learning and understanding of the concepts being taught.

# Ancient Greece

## Unit Outline



### Geography

- Mediterranean Sea
- Aegean Sea
- Crete
- Athens
- Sparta
- Marathon
- Thermopylae
- Olympia



### Sparta

- tough way of life
- Sparta meant everything to them
- women were trained to be physically tough
- boys entered army at age 7



### Athens

- city-state
- democracy
- women weren't given many freedoms



### Persian Wars

- King Darius
- Battle at Marathon
- King Xerxes
- Battle at Thermopylae



### Great Thinkers

- Socrates
- Plato
- Aristotle



### Alexander the Great

- conquered many lands



### Olympic Games

- Began in Olympia 2,500 years ago
- Held every 4 years
- Held for one week

Appendix C, page 1  
**Overhead**

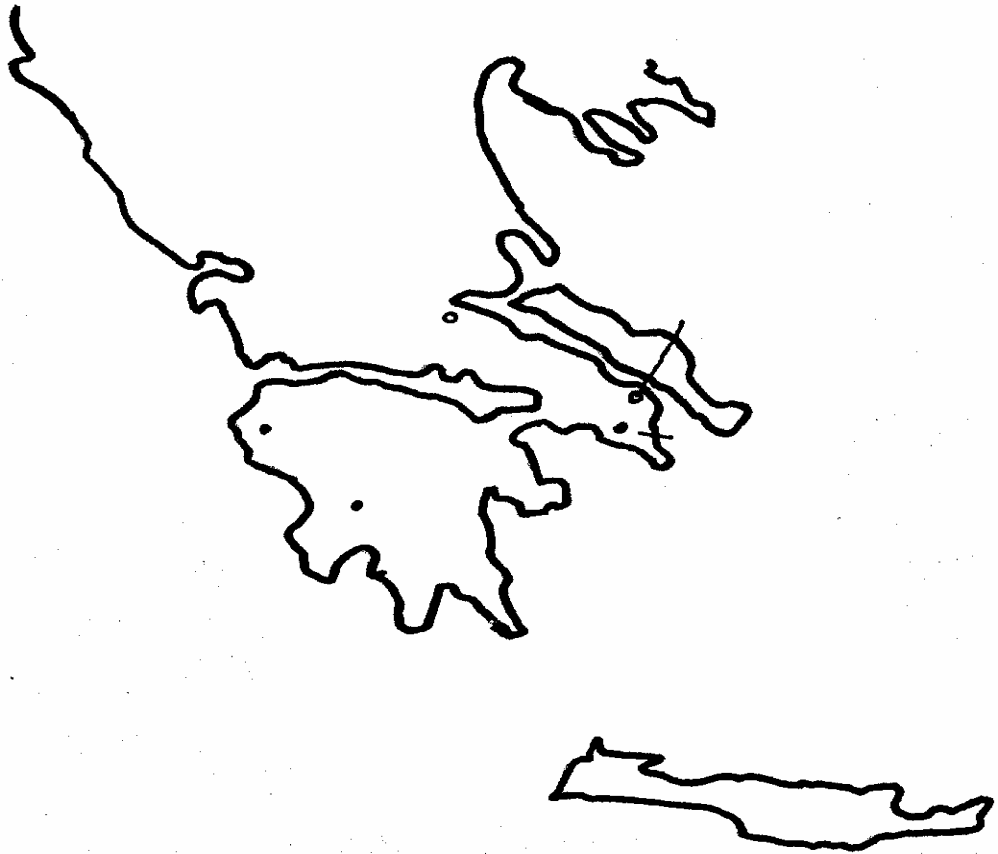


Appendix C, page 2  
**Map Key**

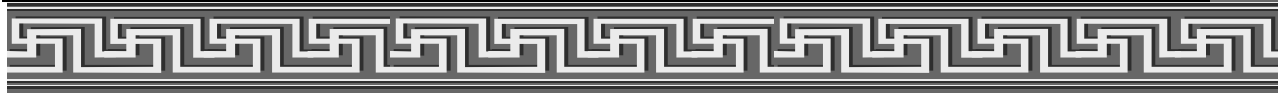


# ANCIENT GREECE TRAVEL GUIDE

Let us help you pinpoint all of your exciting travel destinations as you journey through Greece. Included on this map are all major city-states as well as beautiful seaside views.



# The Greek Gazette



## Included in this edition

Travel .....	p. 1
World News.....	p. 2-3
Real Estate .....	p. 4
Classified Ads.....	p. 5
Sports Section.....	p. 6
Entertainment Spotlight.....	p. 7

Appendix E  
**World Map**



Appendix F

*Sparta Vs. Athens*

*Where Would You Want to Live?*

*Sparta*



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

*Athens*



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

## Appendix G

# Sparta

The people of Sparta lived in much harsher conditions than other Greeks. They chose this way of life in order to keep their citizens tough and ready for war. In fact, unlike most other Greek city-states, Sparta allowed only a select group of men run their government so that the rest of the men could focus on strict training. The Spartans took great pride in having one of the toughest and fiercest armies in all of Greece. Other Greek citizens feared but also respected the Spartan army. Sparta's whole way of life focused on preparing not only the boys to be as tough as they could possibly be but the girls as well.

If you were a Spartan boy in the time of Ancient Greece, you were well taken care of being pampered and spoiled by your mother and sisters until the age of seven. You didn't grow up amongst many men because they were off training to be great warriors. When you turned seven, you were taken to live with the other men so that you too could begin the harsh physical training of a soldier. Even though being a soldier in this army was thought highly of, it wasn't as much fun as you thought it would be. You were no longer spoiled as you had grown accustomed to. In order to toughen you up, you were given very little food, a cold hard place to sleep in, and would spend each day wrestling, running exercising and swimming in the cold river.

If you were a Spartan girl, you had more freedoms than other Greek girls. You also would spend each day doing exercises and wrestling in public. Your skirts were much shorter to allow you to do these things much more easily but other citizens in Greece thought it was rather distasteful and looked down upon this way of life for women. However, the Spartans believed that if you were physically tough, strong and healthy that when you were older you would have healthy sons. You also would have been taught to read and write which wasn't common for other Greek girls your age.

## *Athens*

Athens was very different from Sparta. The Athenians led a more pampered way of life. Their focus was not strictly on war but they truly respected how great Sparta's soldiers were and even wished that their sons could be just as tough. On the other hand, there were things about Sparta that they disliked.

To begin with, Athens wasn't ruled by just a small group of men. In the past, many terrible rulers had been in control of Athens. The citizens didn't like this and began a new form of government in which all people had a say in how their city-state would be run. This form of government was known as and still is know today as a democracy; rule for the people, by the people. At the time of Ancient Greece however all people meant all men. Women were not allowed to vote or elect new leaders. When Athens started this type of government, it was a very new idea in Greece. Many rulers didn't like that so many people had a say as to who was in charge or how things were to be done. On the other hand, many citizens did like the idea of being able to decide who their leaders were based on the skills they had rather than how much money their family had.

Not only was their government different buy the way their children were raised was very different as well. Girls did not go to school they stayed home and learned how to weave and make beautiful pottery. Boys on the other hand were well educated.

All Athenians loved poetry and philosophy. They believed in holding long intelligent discussions and debates where as Sparta did not. In fact, because of this huge difference in their beliefs, the Athenians tended to think that Spartans weren't smart.

## Appendix H

# Example Real Estate Ads

### Athens

Come live in the delightful city-state of Athens. Here we have the richest city-state in all of Greece where its citizens experience the cushiest lifestyle ever. Young boys attend the best schools while women take care of their beautiful homes. Also in this city-state, you aren't simply told what to do you can actually have a voice in the making of new laws and electing people to our government. If this suits you and your family then come join us here in the city-state of Athens.

### Athens

Are you tired of the tyrants who run your city-state? Do you wish you could have a say in the government that rules your daily life? Well then, Athens is the perfect living environment for you and your family. Here we don't ship off our young sons to the army at the age of seven and our young girls aren't forced to do hard physical training each day. The young boys get an excellent education at the best schools while the young girls learn from their mothers at home. If you think this is the right place for your family then come and join us.

### Sparta

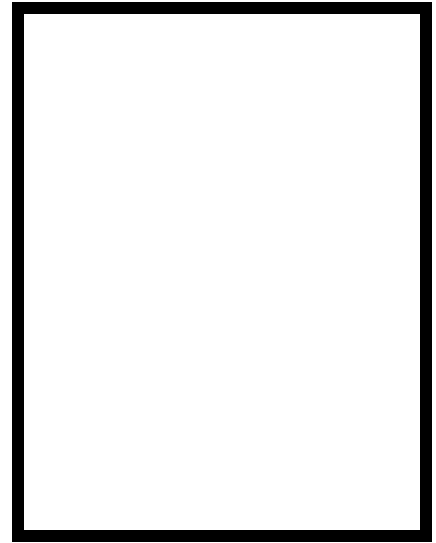
Is having to make hard decisions about politics weighing you down? Are you more concerned with the safety of your family? Here in Sparta we have rulers that worry about political matters so that we men can focus on becoming the best soldiers ever. You can be guaranteed that your family will always be protected within the walls of Sparta. We train our men young and even the women are physically tough. Come join the safest city-state in all of Greece, Sparta!

### Sparta

In the city-state of Sparta, you never have to worry about the possibility of attacks from the surrounding city-states. We have the best army with the fiercest soldiers in all of Greece. Both men and women alike are trained daily to be physically tough. If safety and physical fitness are important to you, then Sparta is your destination.

# city-State Realty

Appendix I



275-058-9274

For information on available homes in this area, contact one of our many experienced realtors listed on this page.

p. 2

# Persian Wars

More than 2,500 years ago, King Darius controlled most of Asia Minor and Europe. He had conquered many lands and was still battling it out for more. When he conquered a land, he changed and took control of the government and the people's way of living.

He continued conquering lands to the west when he came upon a Greek civilization called Ionia. King Darius did conquer Ionia but the Ionians weren't willing to give up so easily. They decided to fight back and called upon their neighbors to the west, Athens. Athens agreed to help their fellow Greeks.

## **Battle at Marathon**

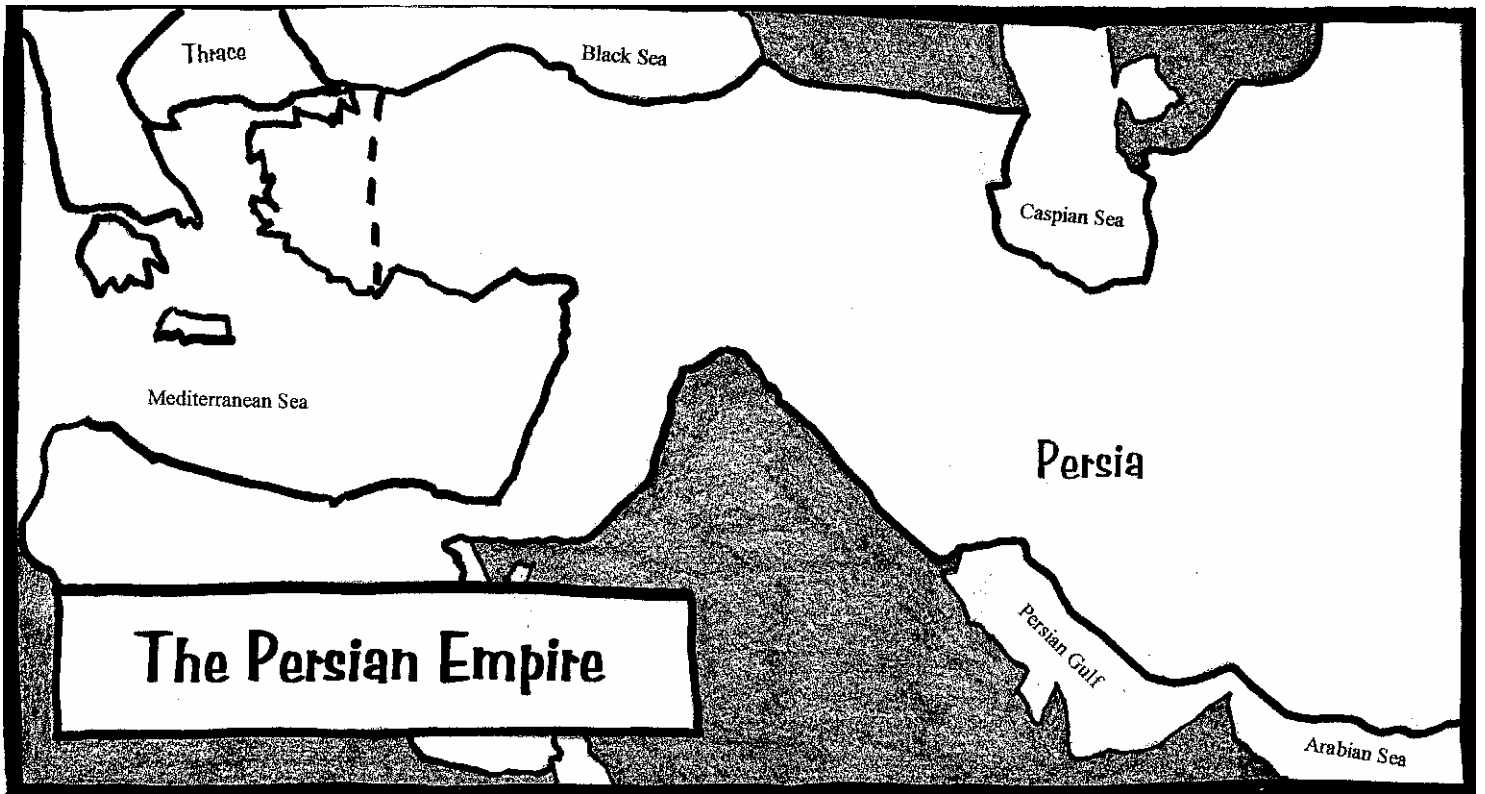
When Athens sent fleets of ships and soldiers to help fight the Persians this did not make King Darius happy. He too sent out 600 ships and thousands of soldiers to attack Athens. The Athenians knew they would need help against this gigantic army so they called upon Sparta for help.

To do this, Athens sent a man to run clear to Sparta to ask for help. When he arrived Sparta said they would help but not until their religious festival was over. Unfortunately, when the runner returned to Athens they told him they couldn't wait because the Persians were too close. As this was happening, King Darius had come to Marathon where he would make his trek to Athens. But before the Persians could reach Athens, the Athenians had already made their way to Marathon where they lead a surprise attack against the Persians and won. Athens sent their runner back to Sparta to inform them of their win. King Darius swore that he would return to Greece to defeat the Athenians but he died before he ever did.

## **Battle at Thermopylae**

Later when King Darius' son Xerxes became king, he decided to finish what his father did not have the opportunity to do. He set off with his army to Greece to conquer their people. The Persians attacked Greece from the north as they made their way south towards Athens and Sparta. Three hundred Spartan soldiers met the Persian army at Thermopylae. They fought bravely but could not defeat the thousands of Persian soldiers. Eventually the Persians were victorious and gained control of Greece.....but not for long. One hundred years later, someone more powerful would retrace their steps and conquer all of the land the Persians had fought so hard for.

# Map of Persian Territory



Appendix L

Glue map here.

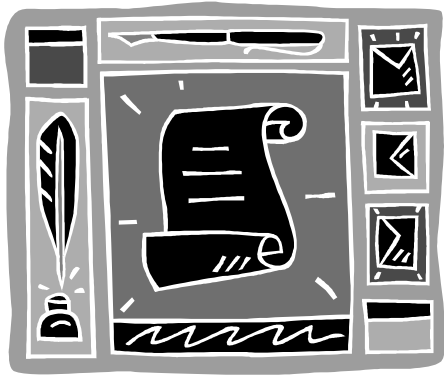
**ATHENS AND SPARTA UNDER ATTACK!**

**P. 2**

# Summary Article Rubric

Student Name \_\_\_\_\_

	<b>Content</b>	<b>Grammar/ Mechanics</b>
<b>4</b>	Includes details about both battles as to how and why each one took place.	Almost perfect writing with only a couple of errors in capitalization, punctuation or spelling.
<b>3</b>	Discusses both battles but only includes details on either how/why each battle took place.	The writing has very few errors in capitalization, punctuation or spelling.
<b>2</b>	Includes details about how and why one battle took place.	The piece has some errors but the writing makes sense.
<b>1</b>	Discusses only one battle and includes details on either how or why this battle took place.	The piece is filled with many errors, which makes it difficult to understand.
<b>Total Points</b>	<b>/8</b>	<b>Comments:</b>



# Classified Ads

## Tutors Needed

Sparta family in need of an excellent teacher to help tutor their son -- Our son enjoys nature and learning about science. He would rather spend a good deal of time outside observing all that is going on around him. If you think that your teaching style would match the needs of our son, please call 275-059-8371 and ask for Cyrus.



*Socrates*

## Teachers Needed

If you're interested in teaching, contact Socrates, Plato or Aristotle at the Academy to see how you can become one today.

Crete family in need of a tutor for their ever-inquisitive son - He's continually asking questions and we don't always have the answers for him. Should you be able to work with a child who asks thousands of questions from morning 'til night please call us immediately. You can reach us at 285-074-5629.



A family in Athens is seeking a teacher for their young boy. We prefer a highly academic environment indoors where learning can't be interrupted. Education is number one in our family and we only want the best for our child. If you are interested in tutoring our child, please contact Philip at 275-098-2563.



*Aristotle*

Appendix O  
**Alexander the Great**

# Alexander Continues His Quest



Alexander, the bright young scholar of Aristotle, not only mastered his academics but his battle strategies as well. This young man, son of King Philip, conquered much of our land and moved quickly into Egypt conquering it as well. There he built a city which he named Alexandria. Later he took on the great Persian Empire that once conquered Greece. Here he once again managed to defeat their armies and became their king.

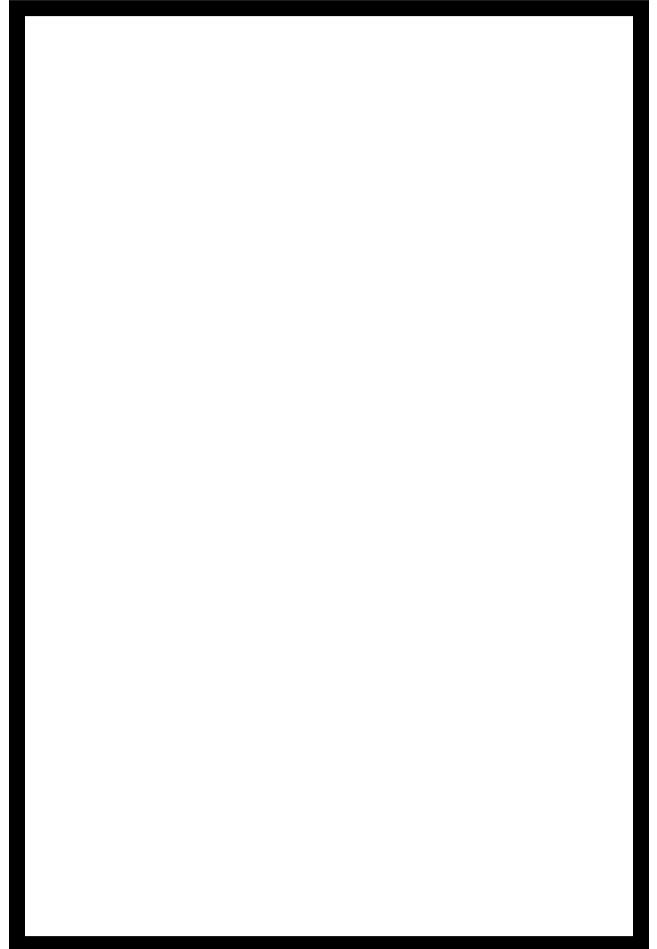
Through Alexander's conquests, he spread much of Greece's culture and way of life throughout these other countries. It is with sadness today that we report of his untimely passing. No one can really say how or why this great man has passed at the age of 32. Some think it may have been caused by an unknown disease.

We will remember many great things about Alexander the Great such as how he came to tame his incredibly wild horse, Bucephalus. We also can't forget how he was the only person to undo the most difficult knot in the entire world, the Gordian Knot. This knot was thought to be tied so that no man could undo it. However, our great Alexander with one swift slash of his sword cut it apart. This feat predicted that he would rule the world and so he did.

# S P O R T S

## Olympic Victors!!!!

Yesterday some of Greece's top athletes competed in five different events. We sent our top sports reporter out to the festivities to catch all the action. Check out this report for all the scores.



Entertainment



Spotlight

## Ancient Greece Study Guide

1. Label the following items on the map below Athens, Sparta, Crete, the Mediterranean Sea and the Aegean Sea.



2. List three characteristics of a Sparta citizen.

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3. List three characteristics of an Athens citizen.

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Appendix S, page 2

4. Name the two battles that took place during the Persian Wars.

\_\_\_\_\_

5. Who won the first battle and what did this cause to happen?

\_\_\_\_\_

\_\_\_\_\_

6. Name the three philosophers.

\_\_\_\_\_

7. Socrates taught his students with \_\_\_\_\_.

8. Plato began a school called the \_\_\_\_\_.

9. Aristotle taught his student to observe the world around them and focused on

\_\_\_\_\_ and \_\_\_\_\_.

10. What was Alexander the Great's accomplishment that made him so great?

\_\_\_\_\_

11. How often are the Olympic Games held? \_\_\_\_\_

12. Where were the first Olympic Games held? \_\_\_\_\_

13. Name three gods and/or goddesses and what they were known for.

\_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_

## Appendix T

# Study Guide Answer Key

1. Label the following items on the map below Athens, Sparta, Crete, the Mediterranean Sea and the Aegean Sea.

*See Appendix C2 for map answers. (5 points, one per label)*

2. List three characteristics of a Sparta citizen.  
*They believe that being a good soldier is important, they train boys for the army at a young age and women are more free here than in Athens. (3 points, one per trait)*
3. List three characteristics of an Athens citizen.  
*They're highly educated, have a say in their government and women take care of the home. (3 points, one per trait)*
4. Name the two battles that took place during the Persian Wars.  
*Battle at Marathon                      Battle at Thermopylae (2 points, one per battle)*
5. Who won the first battle and what did this cause to happen? (2 points, one per question part)  
*Athens won which made King Darius angry and then vowed to seek revenge again.*
6. Name the three philosophers.  
*Socrates      Plato              Aristotle (3 points, one per person)*
7. Socrates taught his students with \_\_\_\_\_questions\_\_\_\_\_. (1 point)
8. Plato began a school called the \_\_\_\_\_Academy\_\_\_\_\_. (1 point)
9. Aristotle taught his students to observe the world around them and focused on \_\_\_\_\_nature\_\_\_\_\_ and \_\_\_\_\_science\_\_\_\_\_. (2 points per blank)
10. What was Alexander the Great's accomplishment that made him so great? (1 point)  
*He conquered many great lands including all of the Persian empire at a young age.*
11. How often are the Olympic Games held? \_\_\_\_\_every 4 years\_\_\_\_\_ (1 point)
12. Where were the first Olympic Games held? \_\_\_\_\_Olympia\_\_\_\_\_ (1 point)
13. Name three gods and/or goddesses and what they were known for.  
*Answers will vary. Check answers with Appendix R. (6 points, one per question part)*

**Total Points Possible 31**

# Ancient Greece Test

Name \_\_\_\_\_

Date \_\_\_\_\_

1. Label the following on the map: Athens, Sparta, Crete, Mediterranean Sea, Aegean Sea



2. Write the letter of the description that matches the person on the line next to his name.

_____ Alexander the Great	A. He was a philosopher who taught with questions.
_____ Aristotle	B. He conquered many lands at a very young age.
_____ Plato	C. He liked observing nature and studying science.
_____ Socrates	D. He started a school called the Academy.

3. Put an S next to the sentence if it describes Sparta. Put an A next to it if it describes Athens.

\_\_\_\_\_ Our ideas about democracy began here.

\_\_\_\_\_ Boys were well educated because education was thought to be very important.

\_\_\_\_\_ Their army was the fiercest in all of Greece.

\_\_\_\_\_ They trained boys at the age of 7 to be great warriors.

**Appendix U, page 2**

\_\_\_\_\_ Women had fewer rights here.

\_\_\_\_\_ These girls were trained to compete in sporting events.

4. Fill in the blanks to help complete the story of the Persian Wars.

King Darius once ruled much of Europe and Asia Minor. However, he still wanted to conquer more. This is when he came upon Ionia in \_\_\_\_\_. He did conquer and begin his rule however the Ionians decided to fight back and called upon \_\_\_\_\_ for some help. They agreed and were able to head off King Darius at \_\_\_\_\_. Here they won their battle and remained free. However this upset King Darius and he swore revenge. Before he could come back to try again though he died. His son, \_\_\_\_\_, vowed to finish what his father could not. He traveled to Greece and landed at \_\_\_\_\_. The Athenians knew he was coming with a great army. This time Athens needed help and called upon \_\_\_\_\_. Sparta sent a few hundred of their fierce soldiers to battle with Persia's many thousands of soldiers. Here they were defeated and Persian conquered Greece.

5. The Olympics is held every \_\_\_\_\_ years.

A. 2                      B. 3                      C. 4                      D. 5

6. The Olympics were held in \_\_\_\_\_.

A. Athens, Greece                      B. Marathon, Greece  
C. Olympia, Greece                      D. Thermopylae, Greece

7. Name two Greek gods and/or goddesses and what they were known for.

\_\_\_\_\_ - \_\_\_\_\_

\_\_\_\_\_ - \_\_\_\_\_

## Appendix V

# Ancient Greece Test Answer Key

1. Label the following on the map: Athens, Sparta, Crete, Mediterranean Sea, Aegean Sea  
see Appendix C, page 2 for map answers
2. B Alexander the Great      A. He was a philosopher who taught with questions.  
C Aristotle                      B. He conquered many lands at a very young age.  
D Plato                              C. He liked observing nature and studying science.  
A Socrates                         D. He started a school called the Academy.
3. A Our ideas about democracy began here.  
A Boys were well educated because education was thought to be very important.  
S Their army was the fiercest in all of Greece.  
S They trained boys at the age of 7 to be great warriors.  
A Women had fewer rights here.  
S These girls were trained to compete in sporting events.
4. King Darius once ruled much of Europe and Asia Minor. However he still wanted to conquer more. This is when he came upon Ionia in Greece. He did conquer and begin his rule however the Ionians decided to fight back and called upon Athens for some help. They agreed and were able to head off King Darius at Marathon. Here they won their battle and remained free. However this upset King Darius and he swore revenge. Before he could come back to try again though he died. His son, Xerxes, vowed to finish what his father could not. He traveled to Greece and landed at Thermopylae. The Athenians knew he was coming with a great army. This time Athens needed help and called upon Sparta. Sparta sent a few hundred of their fierce soldiers to battle with Persia's many thousands of soldiers. Here they were defeated and Persian conquered Greece.
5. The Olympics is held every \_\_\_\_\_ years.  
B.    2                              B.    3                              C.    4                              D.    5
6. The Olympics were held in \_\_\_\_\_.  
A.    Athens, Greece                      B.    Marathon, Greece  
C.    Olympia, Greece                      D.    Thermopylae, Greece
7. Name two Greek gods and/or goddesses and what they were known for.  
Answers will vary. See Appendix R for possible responses.