

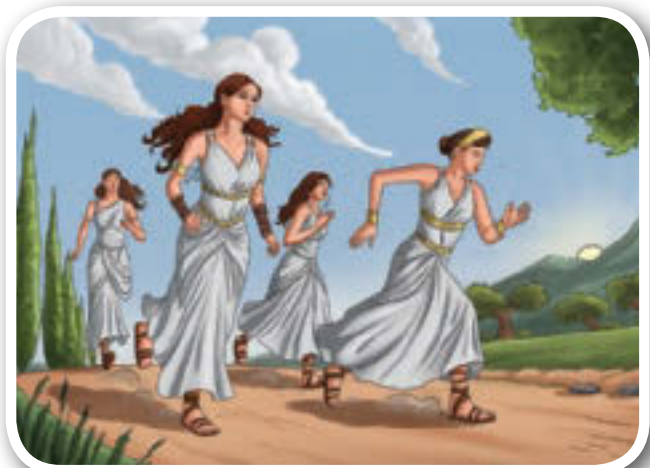


Ancient Greece

Teacher Guide



Marathon runner



Spartan women racing



Greek gods

Ancient Greece

Teacher Guide



Core Knowledge

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Ancient Greece

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Ancient Greece

Teacher Guide

Core Knowledge History and Geography™ 2

Introduction

ABOUT THIS UNIT

The Big Idea

No ancient civilization has had more influence on the Western world than that of ancient Greece.

Greek ideas, words, art forms, and patterns of government have endured for more than two thousand years and form the basis of much of what we hold dear today. In this unit, students will begin to learn about ancient Greece.

What Students Should Already Know

Geography

- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- how to identify and locate the seven continents on maps and globes: Asia, Africa, Europe, North America, South America, Australia, Antarctica
- the names of their continent, country, state, and community
- map keys and legends with symbols and their uses
- how to find directions on a map: east, west, north, south
- how to identify the major oceans: Pacific, Atlantic, Indian, Arctic
- how to locate Canada, United States, Mexico, and Central America
- how to locate the equator, Northern Hemisphere, Southern Hemisphere, the North Pole, and the South Pole
- the location of Japan relative to continental Asia, including its position in relation to the Pacific Ocean and the Sea of Japan (East Sea)
- Japan: “land of the rising sun”
- Japan as an island nation that includes four major islands
- the locations of Mount Fuji and Tokyo
- modern Japanese cities as sites of industry and business
- how to explain and give examples of the following geographical terms: *peninsula*, *harbor*, *bay*, *island*, and *valley*

History

- characteristics of the early Asian civilizations of India and China, including the impact of Hinduism, Buddhism, and the teachings of Confucius upon the development of these civilizations
- the following features of modern Japan:
 - Japanese flag
 - example of a traditional craft: origami
 - example of traditional clothing: kimono
 - Japanese literature (“The Tongue-Cut Sparrow”), art (*The Great Wave Off Kanagawa*), and architecture (Himeji Castle) as reflections of Japanese beliefs and practices

What Students Need to Learn

Geography

- locations of Greece, the island of Crete, and the Mediterranean and Aegean Seas
- locations of the ancient city-states of Athens and Sparta

History

- Athens as a city-state; the beginnings of democracy
- Sparta as a military city-state that was sometimes the enemy of Athens
- Persian Wars: Battles of Marathon and Thermopylae
- Olympic Games
- worship of gods and goddesses
- great thinkers: Socrates, Plato, and Aristotle
- Alexander the Great

AT A GLANCE

The most important ideas in Unit 4 are:

- Because of Greece's terrain and location, Greek city-states developed differently than other ancient civilizations.
- Crete was the location of an ancient seafaring civilization.
- Sparta developed as a military state.
- Athens developed as a direct democracy, though who qualified as a citizen was limited.
- The battles at Marathon and Thermopylae provided models of heroic behavior.
- The Olympic Games were started in honor of Zeus, the chief deity of the ancient Greeks.
- The ancient Greeks had a pantheon of twelve major male and female deities whom they honored.
- Socrates, Plato, and Aristotle developed different philosophical insights.
- Alexander the Great created the largest empire in the then-known world.

WHAT TEACHERS NEED TO KNOW

Background: Setting the Stage

Greece is situated on the Balkan Peninsula, which juts into the Mediterranean Sea. To the east is the Aegean Sea; to the west, the Ionian Sea. About 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, unlike the Nile and the Tigris and Euphrates (which students in Core Knowledge schools learned about in Grade 1), or the Ganges, Indus, Huang He, and Yangtze (which students in Core Knowledge schools learned about earlier in Grade 2).

Nor does it have fertile valleys or broad plains to farm. Only an area known as the Peloponnesus on the mainland's southern tip has some fertile lowlands, and some of the larger islands also have small fertile valleys. Some early Greeks did farm, but many others took to the sea to earn their living.

The position of Greece in the Mediterranean, Aegean, and Ionian Seas led to the development of a large and profitable trading network for the Greeks. The early Greeks established colonies around the coasts of the Aegean, Ionian, Black, and Mediterranean Seas. Especially important were the Greek colonies in southern Italy, on the island of Sicily, and in Asia Minor. (Asia Minor is the historical name for the peninsula jutting out from Southwest Asia between the Mediterranean and the Black Seas; it is the area known today as the Anatolian Peninsula, or what forms the greater part of Turkey.)

Unlike the Egyptians, Sumerians, and others who developed civilizations around rivers in flat regions, the ancient Greeks did not build vast empires. The mountains, valleys, and water surrounding Greece cut off groups of people from one another. Instead, the Greeks developed a series of small, independent city-states that were highly competitive. In fact, the intense rivalry often led to war. The two most famous city-states were Athens, known for its democracy and culture, and Sparta, known for its conservatism and military might.

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, religious practices, clothes, hairstyles, and activities, and they 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.

The ancient Greeks believed in many gods and goddesses. They told splendid stories about these gods and goddesses, as well as stories about Greek heroes and their wars.

NOTE TO TEACHERS

Talking About Beliefs and Religion

Core Knowledge History and Geography™ (CKHG™) materials introduce students to various belief systems and world religions in the context of their impact on various people and events throughout history. The purpose is not to explore matters of theology but to provide a basic vocabulary for understanding many events and ideas in history. The goal is to familiarize, not proselytize; to be descriptive, not prescriptive. The tone should be one of respect and balance; no religion should be disparaged by implying that it is a thing of the past.

To avoid any misunderstanding as to what you are introducing to students in this unit and why, we strongly recommend that you communicate the content and goals of this unit with your students' families in advance of this unit. You may choose to use the Letter to Family (AP 1.1), which we have provided for your convenience on page 120, or you may want to write your own letter to parents.

Ancient Greece was divided into many city-states. They competed against one another in the Olympic Games and came together to resist the Persians during the Persian Wars. Two of the best-known city-states were Sparta and Athens. Sparta was famous for its militaristic society, while Athens is still celebrated as the birthplace of democracy.

The Athenian democratic system emphasized the citizen and the individual's responsibility toward the state. In this climate, art and philosophy flourished. Athenian dominance of shipping and trade contributed to the export of Greek ideas throughout the known world, as did Alexander the Great's later conquests.

There were also aspects of the ancient Greek culture that seem deplorable by modern standards—its dependence on slavery and its treatment of women, for example. But this unit concentrates on Greece as the cradle of democracy and the wellspring of Western culture and tradition.

Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhumane practice—people are reduced to property, to be bought and sold, often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to *slaves* but instead to *enslaved persons* or *enslaved workers*. The term *slave*, these historians argue, implies a commodity, a thing, while *enslaved person* or *enslaved worker* reminds us of the humanity of people forced into bondage and deprived of their freedom. Other historians, however, argue that by avoiding the term *slave*, we may unintentionally minimize the horror of humans being treated as though they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives and sometimes refer to *slaves* while at other times referring to *enslaved persons* or *enslaved workers*.

UNIT RESOURCES

Teacher Components

Ancient Greece Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the text with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 86. The Activity Pages are numbered to correspond with the chapter for recommended use and also to indicate the recommended order. For example, AP 1.1 is a letter to parents designed to be used at the start of the unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent

artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Optional: *Core Knowledge Curriculum Series™* Art Resource Packet for Grade 2—art resources that may be used with the cross-curricular art activities described in the Additional Activities of Chapters 5 and 6 if classroom internet access is not available. You can purchase the Grade 2 Art Resource Packet, available at:

www.coreknowledge.org/store

Student Component

The *Ancient Greece* Student Book includes eight chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

Ancient Greece is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on pages 12–13 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than fifteen to twenty days teaching *Ancient Greece* so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: Introducing Ancient Greece	Why is Athens considered the place where democracy began?	city-states, coast, Asia Minor, democracy, citizens, Assembly, generals, jury
Chapter 2: Life in Ancient Athens	What was life like in ancient Athens?	foreigners, artisans, lyre, rights, property, religious ceremonies, spin, weave
Chapter 3: Life in Ancient Sparta	What was life like in ancient Sparta?	council of elders, phalanx
Chapter 4: The Persian Wars	What happened at the Battles of Marathon and Thermopylae?	invaded, conquer, defeated, legend, marathon, pass, driven out
Chapter 5: Gods and Goddesses	Which god and which goddess do you think are the most interesting? Why?	gods, goddesses, worshipped, nectar, ambrosia, thunderbolt, marriage, temples, shipwrecks, underworld, precious metals, gems, armor
Chapter 6: The Olympic Games	What were the original Olympic Games?	athletic competition, religious festival, stadium, discus, chariot, wreath, victor, victorious
Chapter 7: The Great Thinkers	Who were the three great thinkers of ancient Greece?	philosopher, wisdom, justice, imaginary, scientific research
Chapter 8: Alexander the Great	Why was Alexander known as Alexander the Great?	fearless, fierce, fled, victory, empire, military

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 120–124. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 1.3

AP 5.1

AP 8.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1, 4, 8—World Map (AP 1.2)
- Chapters 1–6, 8—Map of Ancient Greece (AP 1.3)
- Chapter 5—Greek Gods and Goddesses (AP 5.1)
- Chapter 8—Alexander the Great’s Empire (AP 8.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students’ interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

CROSS-CURRICULAR CONNECTIONS

Language Arts

Fiction

- Greek Myths

Visual Arts

Sculpture

- *The Discus Thrower*

Architecture

- The Parthenon

Books

Aliki. *The Gods and Goddesses of Olympus*. New York: HarperCollins, 1997.

Bordessa, Kris. *Tools of the Ancient Greeks: A Kid's Guide to the History and Science of Life in Ancient Greece*. White River Junction, VT: Nomad Press, 2006.

Edwards, Roberta. *Where Is the Parthenon?* New York: Penguin Workshop, 2016.

Macdonald, Fiona. *I Wonder Why Greeks Built Temples: And Other Questions About Ancient Greece*. London: Kingfisher Publications, 2012.

Napoli, Donna Jo. *Treasury of Greek Mythology: Classic Stories of Gods, Goddesses, Heroes and Monsters*. Washington, DC: National Geographic, 2011.

Newman, Sandra. *Ancient Greece (True Books: Ancient Civilizations)*. New York: Scholastic, 2010.

Osborne, Mary Pope, and Natalie Pope Boyce. *Ancient Greece and the Olympics: A Nonfiction Companion to Magic Tree House #16: Hour of the Olympics*. New York: Random House Books for Young Readers, 2004.

Osborne, Mary Pope. *Hour of the Olympics (Magic Tree House, No. 16)*. New York: Random House Books for Young Readers, 1998.

Pearson, Anne. *DK Eyewitness Books: Ancient Greece: Step into the World of Ancient Greece from Greek Gods, Myths, and Festivals to the Birth of the Olympics*. London: DK Children, 2014.

Powell, Anton. *Ancient Greece (Cultural Atlas for Young People)*. New York: Chelsea House Publishers, 2007.

ANCIENT GREECE PACING GUIDE

_____’s Class

Note to Teacher: *Ancient Greece* is intended to be taught as the fourth unit of Grade 2 CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Ancient Greece

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Ancient Greece

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Ancient Greece

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ANCIENT GREECE PACING GUIDE

_____’s Class

Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Ancient Greece

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CHAPTER 1

Introducing Ancient Greece

Primary Focus Objectives

- ✓ Locate the modern country of Greece, the Mediterranean Sea, and the Aegean Sea on a world map. (SL.2.2)
- ✓ Understand that ancient Greece was a collection of city-states. (RI.2.1, SL.2.3)
- ✓ Locate the city-state of Athens, island of Crete, the Mediterranean Sea, and the Aegean Sea on a map of ancient Greece. (SL.2.2)
- ✓ Understand that Athens was the place where the form of government known as democracy began. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *city-states*, *coast*, *Asia Minor*, *democracy*, *citizens*, *Assembly*, *generals*, and *jury*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 1.3

- globe
- individual student copies of *Ancient Greece Student Book*
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of Ancient Greece (AP 1.3)
- internet access to image of the U.S. Capitol

Use this link to download the CKHG Online Resources for this unit, where the link to the image of the Capitol can be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Greece is situated on the Balkan Peninsula, which juts into the Mediterranean Sea. To the east is the Aegean Sea; to the west, the Ionian Sea. About one-fifth of Greece is made up of islands. Crete, which marks the southern end of the Aegean Sea, is the largest Greek island.

Today, Crete is an agricultural center and popular tourist site. The main cash crops are grapes, olives, and oranges. But in 1600 BCE, Crete was the seat of what we call 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, or watercolor murals painted on wet plaster. The paintings chronicle Minoan life, religious practices, clothes, hairstyles, and activities, and they indicate the place that the sea held in the lives of the Minoans.

By around 1400 BCE, Minoan civilization had disappeared. There is evidence to suggest that invaders from the Mycenaean civilization on the mainland conquered the island.

Ancient Greece was divided into many city-states. One of the most well-known city-states of ancient Greece was Athens. Athens is located on the eastern side of the Greek mainland. The government of Athens slowly evolved over time from one ruled by a king to one governed by its citizens. The first people settled in this area before 3000 BCE.

Originally, the Athenian government seems to have consisted of a king and nobles, who owned much of the land. The nobles eventually displaced the king and dominated the government, choosing three officials to oversee the government. Although there was a general assembly made up of all adult male citizens, the only power was in the hands of the landowning nobles.

Poor harvests created hard economic times, which increased the feeling of powerlessness among ordinary people. Independent farmers lost their lands and became tenant farmers on estates of the wealthy nobles. Some farmers even sold themselves into slavery to pay off their debts.

The economic problems added to the political discontent. Merchants clamored for their rights, and foreign craftsmen—those from other Greek city-states—resented their lack of citizenship. In 594 BCE, Solon was appointed as the chief officer. A wise and thoughtful leader, he made many reforms that not only eased problems in Athens but also began its evolution to democracy. Solon outlawed debt slavery and freed those who were already enslaved for debt. Citizenship was granted to some foreign craftsmen. Rather than have birth be the criterion for political participation, Solon made wealth the deciding factor. He then divided the Assembly into four levels based on four levels of wealth. The Assembly was given the right to approve government decisions.

After Solon, leaders with varying degrees of interest in maintaining and expanding the rights of Athenian citizens came to power. The Athenian Assembly became the legislative, or lawmaking, branch of the government. All citizens, whether property owners or not, were eligible to attend and debate. A council of five hundred proposed laws for the Assembly. Any citizen over thirty was eligible to serve on the council, whose members were drawn by lottery.

The council of five hundred proved to be too large and unwieldy to function effectively as an administrative branch, so it was divided into ten committees of fifty men each, which were further divided into smaller units representing towns. The Athenians referred to each of these smaller units as a *deme*, from the Greek word for “people.” This is the root of the English word *democracy*, which means “rule by the people.” Unlike the representative democracy of the United States, in which citizens elect representatives to speak for them in government, Athenian democracy was direct democracy. Citizens discussed, debated, and voted on laws themselves. In order to decide on issues, at least six thousand citizens had to be present in the Assembly, which met several times a month.

Although Athens pioneered democratic government, its institutions differed in some key ways from modern American democracy. Citizenship did not extend to slaves and most non-native residents, and although women could be regarded as citizens, they did not have political rights, such as the right to vote.

Introduce *Ancient Greece* and Chapter 1: “Introducing Ancient Greece”

Ask students to recall the names of any ancient civilizations that they have already learned about. Students in Core Knowledge schools may recall learning about the ancient civilizations of Mesopotamia and ancient Egypt in Grade 1, as well as about ancient India and ancient China earlier in Grade 2.

Review the characteristics of a civilization. Remind students that a civilization is what we call a group of people who speak the same language, have the same laws, believe the same things or have the same religion, and usually have some system of writing. People in a civilization have the same way of living. In ancient times, as more and more people moved to the same area, cities also developed as part of civilization. Some people in early civilizations lived in cities and had different kinds of jobs, such as making pots to store food or weaving material for clothing. Other people in early civilizations were farmers who grew crops and raised animals as food to feed people.

Activity Page

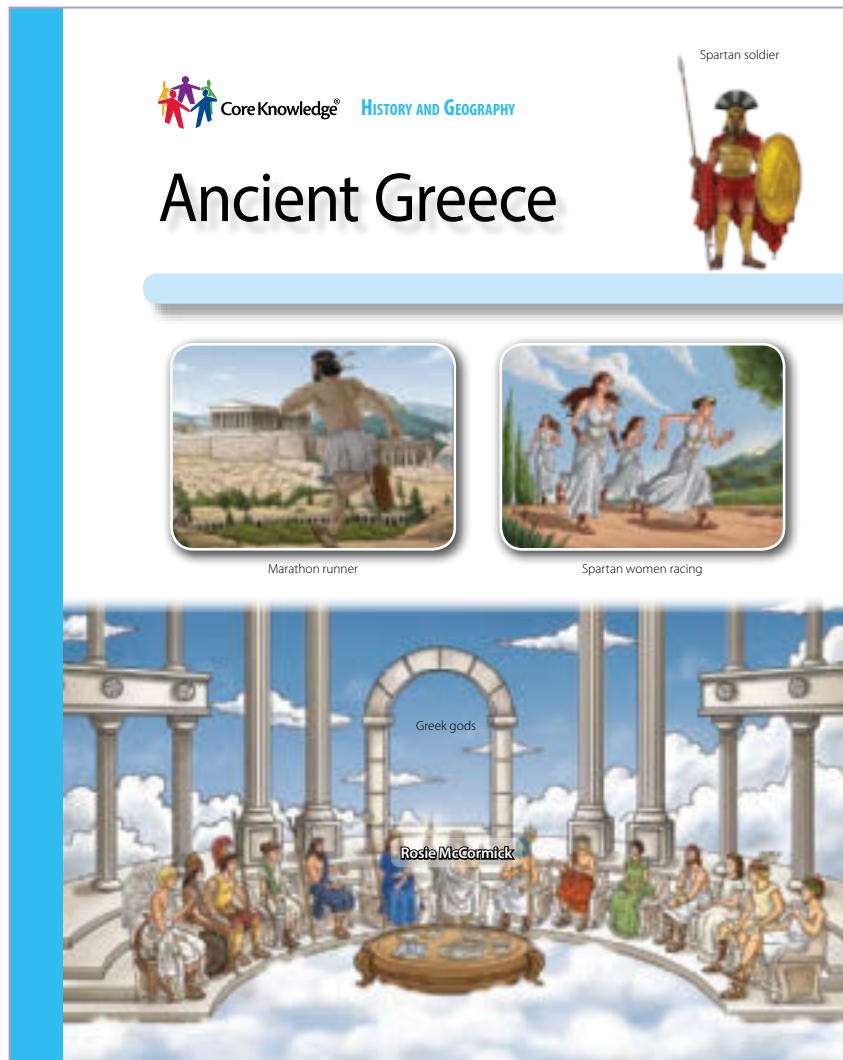


AP 1.2



Tell students that today they will begin the study of the civilization of ancient Greece. Remind students that the word *ancient* refers to something that existed or happened long, long ago. Explain, however, that the country of Greece continues to exist today. Use the globe and World Map (AP 1.2) to point out the location of the modern-day country of Greece, noting that it is part of the continent of Europe. Ask students to locate the country of Greece on their own copy of World Map (AP 1.2). Then ask students to name the two other continents that are relatively close to Greece (*Asia and Africa*).

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see. Discuss whether the images appear to be from modern times or from a time long ago.



Tell students that you are going to pretend that you have a special machine so that you can travel back in time to visit ancient Greece. Ask students to close their eyes and make sure that they are “buckled in” so that they can travel back in time. Count backward, saying, “3 . . . 2 . . . 1 . . . Back to ancient Greece!,” and then ask students to open their eyes. Tell students that in this chapter, they will learn that the area of the ancient Greek civilization was much larger than the modern-day country of Greece. Ask them to listen carefully to find out where the ancient Greek civilization was located and to learn about an especially important place in ancient Greece called Athens.

Big Question

Why is Athens considered the place where democracy began?

Core Vocabulary

city-states coast Asia Minor democracy citizens Assembly generals jury

Chapter 1: “Introducing Ancient Greece”

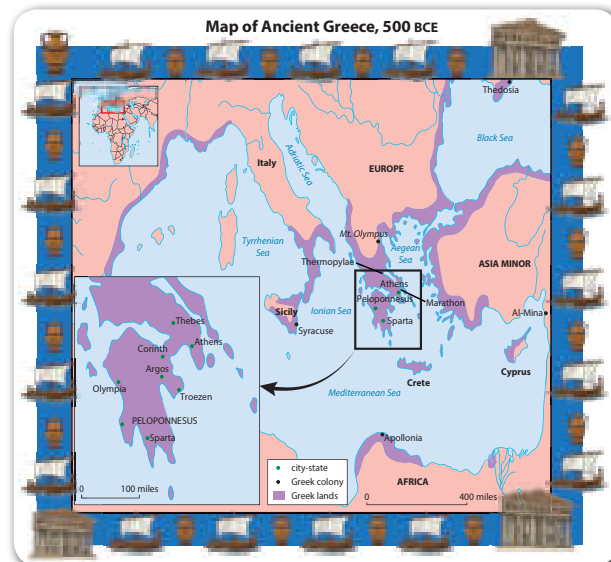
Ask students to turn to page 2 of the Student Book and look at the image as you read aloud. Tell them that the title of this chapter is “Introducing Ancient Greece.”

CHAPTER 1

Introducing Ancient Greece

The modern country of Greece is in southeastern Europe. Much of Greece sticks out into the Mediterranean Sea. Greece also includes many islands.


Two and a half thousand years ago, ancient Greece was not a single country. It was a collection of city-states. Each city-state included a town, or small city, and nearby farmlands. There were many city-states near the Aegean Sea. But there were other city-states along the coast of Asia Minor, in southern Italy, and in north Africa.




2

CORE VOCABULARY—Explain that **city-states** in ancient Greece were cities that included surrounding areas and that had their own governments.

CORE VOCABULARY—Explain that a **coast** is land next to an ocean or sea.

 **CORE VOCABULARY**—Explain that **Asia Minor** is a large peninsula that is next to Europe. Point out Asia Minor on the map at the bottom of the page.

Note to Teacher: *Aegean* is pronounced (/eh*gee*an/).

 **Direct students’ attention to the map on the page.** Have students describe what they see in the borders of the map. (*ships, buildings, vases*) Tell students that these drawings represent parts of ancient Greek culture. They will learn more about these objects later in the unit. Then guide students to find the following locations on the map: Mediterranean Sea, Asia Minor, Africa, Europe. Point out the first entry in the map key, the green dot for city-state. Ask: Which continent has more city-states, Europe or Africa? (*Europe*) Guide students to the city-state of Sparta, and have them find the large island south of Sparta, in the Mediterranean Sea. Tell them this island is called Crete.

Ask students the following questions:

LITERAL—On what continent is Greece located?

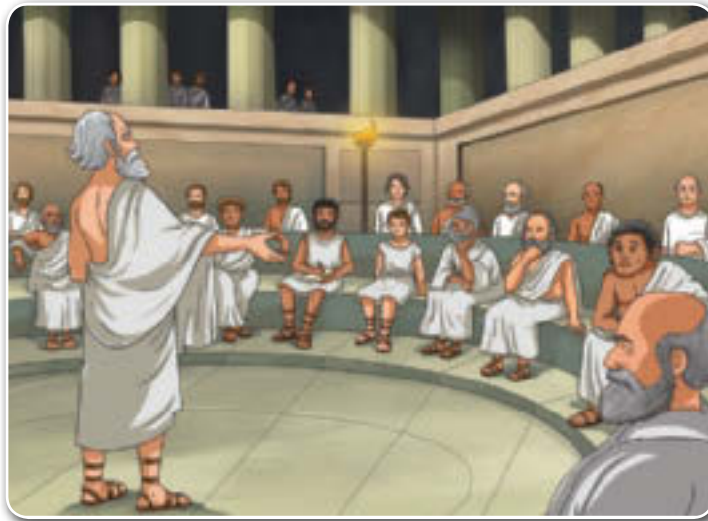
» Greece is located on the continent of Europe.

EVALUATIVE—How was ancient Greece different from modern-day Greece?

» Ancient Greece was made up of many city-states and was not one single country.

Now ask students to look at the image on page 3 as you read aloud.

Athens was one of the largest of the Greek city-states. Today we think of Athens as the place where democracy began. We think of it this way because it had a form of government that allowed some people to help decide how things were done.



The men of Athens were the ones who had a say. All men who were over eighteen years of age and who were citizens were able to take part in what was called the Assembly. The Assembly got to make some important decisions.

3

Activity Page



AP 1.3



SUPPORT—Help students locate Athens on the Student Book map (page 2) or on their copies of the Map of Ancient Greece (AP 1.3).

CORE VOCABULARY—Explain that a **democracy** is a type of government in which people have a say in deciding the rules and laws of a country. In a democracy, people are able to choose their leader(s) by voting. Democracy is “government by the people,” as compared to government by a king, queen, or emperor. In a country ruled by a king, queen, or emperor, the ruler makes nearly all decisions, and the people living in the country have very little say about how the government should work or what laws they must follow.

If students are familiar with the Grade 2 CKHG unit *Ancient China*, ask them to recall what they learned about the ancient Emperor Qin and how he built the Great Wall of China.

(Students should remember that Emperor Qin was a powerful leader. He made millions of Chinese people work to build the Great Wall of China to keep nomads out and to protect farmland. Many people died while building the wall.) In the Grade 4 CKHG unit *Dynasties of China*, students will learn more about this first Chinese emperor, who took the name Shihuangdi.

CORE VOCABULARY—Explain that **citizens** are people who are members of a country and who have certain rights and protections provided by that country’s laws. For example, people who are citizens of the United States of America have the right to vote in elections to choose the president.

CHALLENGE—Ask students to name the type of government we have in America, based on what they have learned thus far. (*democracy*)

CORE VOCABULARY—Explain that the **Assembly** was a group of people in ancient Greece who made important decisions.

SUPPORT—Direct students to look at the image on the page. Point out that all the people in the image are men. Also, note that the image shows the way that men in ancient Greece dressed. Explain that in ancient Athens, men had all the power. Today in Athens, women have the same rights as men.

Ask students the following questions:

LITERAL—What began in Athens?

- » Democracy, or rule by the people, began in Athens.

LITERAL—Who could take part in the Assembly in Athens?

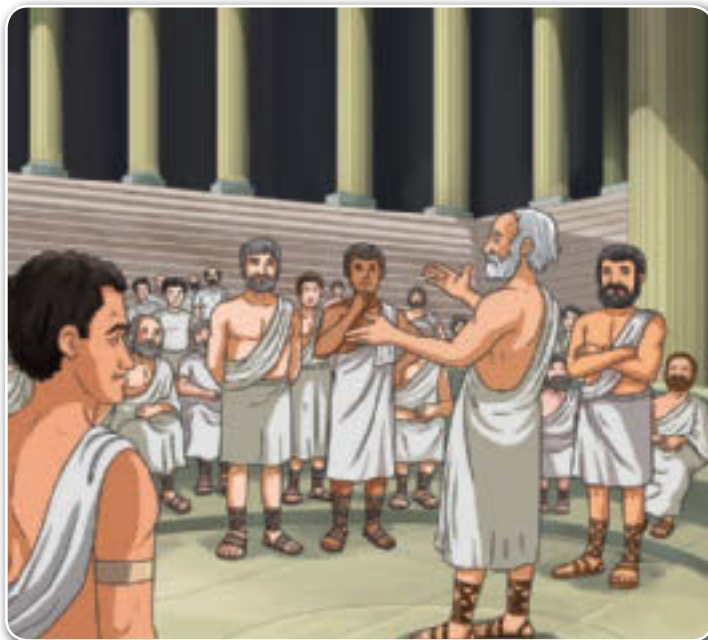
- » All men who were over eighteen years of age and who were citizens could take part in the Assembly.

LITERAL—What did the Assembly do?

- » The Assembly made important decisions for Athens.

Ask students to look at the image on page 4 as you read aloud.

The members of the Assembly decided which laws were passed and what taxes were raised, as well as other issues such as going to war—or not. Before making decisions, the members of the Assembly discussed, or debated, the issues at hand.



To reach a decision, members of the Assembly voted by holding up their hands. As well as having the Assembly, there were ten elected generals who were in charge of the army in Athens.

4

SUPPORT—Make sure students understand that the word *taxes* means money paid by people to their government.

SUPPORT—Make sure students understand that “discussed, or debated, the issues” means the members of the Assembly talked about the issues.

CORE VOCABULARY—Explain that **generals** are leaders in the army.

SUPPORT—Tell students that in the United States today, there is also a group of individuals, chosen and elected by the people, who make important decisions about the United States, similar to the kinds of decisions the Assembly made in ancient Greece. Ask students if they have ever watched or listened to the news on television and heard people talking about Congress. Explain that the Congress is what we call the group of people who meet in Washington, D.C., to discuss and debate important issues for the United States, such as what laws to pass, what taxes people should pay, and whether the country should go to war. **Show students the image of the Capitol, and explain that this is the building where Congress meets in Washington, D.C.**

Ask students the following questions:

LITERAL—What did the members of the Assembly decide?

- » The members of the Assembly decided which laws were passed and what taxes were raised, as well as other issues, such as going to war.

LITERAL—How did the members of the Assembly vote?

- » Members of the Assembly voted by raising their hands.

Now ask students to look at the image on page 5 as you read aloud.

There were laws in Athens that said how the city-state should be run. There were also laws that said how people should behave. If someone did something that hurt the city-state, often the person would have to pay a fine or face a physical punishment. Personal disagreements were usually put before a jury, or a group of people whose job was to decide who was in the wrong.



SUPPORT—Tell students that to “pay a fine” means to pay money as a punishment for doing something wrong. For example, if someone is caught driving too fast, he or she might be told to pay a certain amount of money—a fine—for breaking the speed limit law.

SUPPORT—Explain that to “face a physical punishment” means a person is hit or hurt on their body for doing something wrong. Please use discretion in explaining the meaning of this phrase. Students may have different reactions to hearing examples of corporal punishment, such as spankings, whippings, or beatings.

SUPPORT—Explain that “personal disagreements” are conflicts between people. For example, if two siblings fight over whose turn it is to play with a toy or do a chore, that is a personal disagreement. In Athens, a jury in a court could decide which citizen won a personal disagreement.

CORE VOCABULARY—Explain that a **jury** is a group of people who are chosen to make a decision about an issue. A jury might decide whose fault something was or whether someone broke a law.

Ask students the following questions:

LITERAL—What happened to someone who did something that hurt the city-state?

- » If someone did something that hurt the city-state, often he or she would have to pay a fine or face physical punishment.

EVALUATIVE—What are some examples of things that people in ancient Greece may have disagreed on?

- » Possible response: People in ancient Greece may have disagreed about money or trade or whether someone was following the law.

LITERAL—How were personal disagreements handled?

- » Decisions about which person was wrong in a personal disagreement were made by a jury.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why is Athens considered the place where democracy began?

- » Athens is considered the place where democracy began because important decisions about life in Athens were made by the people, not by a king or emperor. Athens had an Assembly of male citizens, who voted, made laws, and decided issues for the city-state.

CHALLENGE—In what ways was the ancient Greek democracy similar to and different from the democracy of the United States today?

- » In the ancient Greek democracy, people helped make decisions about laws and taxes, just like in the United States. In ancient Greece, juries also helped settle disagreements, just like in the United States today. But in ancient Greece, only men took part in the government. Today in the United States, women take part too. Also, in the United States, we have a group called Congress that makes laws. Ancient Greece had the Assembly instead.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities



Map of Ancient Greece (SL.2.2)

Activity Page



AP 1.3

Materials Needed: sufficient copies of Map of Ancient Greece (AP 1.3), crayons or colored pencils

Distribute copies of Map of Ancient Greece (AP 1.3) to students. Direct students to the key. **Ask:**

- What symbols are shown in the key? (*circle for city-state, triangle for mountain, and shield for battle*)
- How many city-states are shown on the map? (*three*)

Direct students to:

- circle Athens in black
- color the Mediterranean and Aegean Seas blue
- color the land areas brown

Write the following sentences on the board or chart paper, and then read them aloud one by one. Have volunteers give the answers that fill in the blanks. When a student gives a correct answer, write it on the blank.

1. Three city-states in ancient Greece were called Sparta, Olympia, and _____. (*Athens*)
2. Ships sailing east of Greece would be in the _____. (*Aegean*)
3. In the Mediterranean Sea, there is a large island called _____. (*Crete*)

CHAPTER 2

Life in Ancient Athens

Primary Focus Objectives

- ✓ Describe the different people who lived in ancient Athens and what they did. (SL.2.2)
- ✓ Understand that in Athenian democracy, men over eighteen years old voted and made important decisions about the laws and how things were done; women did not have a say. (RI.2.1, SL.2.3)
- ✓ Explain the difference between the life of young boys/men and that of young girls/women in ancient Athens. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *foreigners, artisans, lyre, rights, property, religious ceremonies, spin, and weave*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *Ancient Greece Student Book*
- teacher and individual student copies of Map of Ancient Greece (AP 1.3)

What Teachers Need to Know

Athens is just five miles from the Aegean Sea. Opposite the sea are mountains that surround the city. Because of the mountain barrier and because of Athens's proximity to water, life in Athens revolved around maritime activities. The most important of these activities was trade. As the Greek territory grew and the population increased in Athens, so did innovations in transport. Boat design improved, but the people of Athens needed timber to build these new boats. Because timber was not readily available to them, they learned to trade, via the sea, with people from other areas. They could get the timber they needed, as well as grain and other staples that their land lacked, by trading crafted goods, wine, and olive oil. The act of trading brought in goods never seen before in Greece and at the same time spread Greek culture throughout the world.

Another interesting aspect of life in ancient Athens was the difference in roles between men and women. Public life in Athens was very male-dominated. While men were discussing and debating issues of the city-state, women were at home. They bore and raised children and took care of the home. In many ways, they were prisoners in their own homes. The men often would gather together and eat the dinner that their wives cooked, and the women were not allowed to join them. Some women were even prohibited from leaving their homes. Women in Athens had no legal rights; they were not allowed to vote, own property, or inherit.

Introduce: “Life in Ancient Athens”

Activity Page



AP 1.3



Using the Map of Ancient Greece (AP 1.3), review the location of ancient Greece, asking students to point to the Mediterranean and Aegean Seas on their own copies.

Also review the concept of a city-state, and then ask students to point to the city-state of Athens on the Map of Ancient Greece (AP 1.3). Remind students that in the last Read Aloud, they learned that Athens is often described as the place where democracy began. Ask students to briefly describe the key characteristic of a democracy. (*people make decisions by voting*)

Tell students to listen carefully to today’s Read Aloud to find out more about how the people of ancient Athens lived.

Big Question

What was life like in ancient Athens?

Core Vocabulary

foreigners

artisans

lyre

rights

property

religious ceremonies

spin

weave

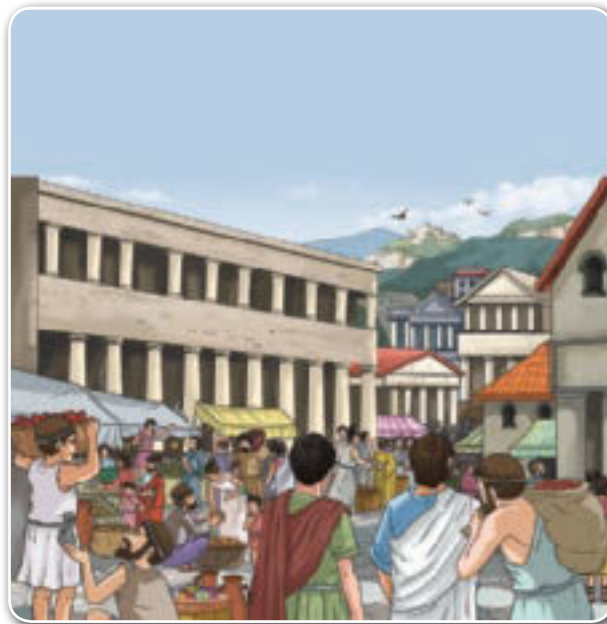
Chapter 2: “Life in Ancient Athens”

Distribute copies of the Student Book. Ask students to turn to page 6 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Life in Ancient Athens.”

CHAPTER 2

Life in Ancient Athens

Athens was a busy trading city. Thousands of people lived in Athens, and many foreigners visited to trade and work. Often the skilled craftsmen and artisans who worked in the city were foreigners. There were enslaved people in Athens too. Rich families used enslaved workers to run their households and farms.



6

CORE VOCABULARY—Explain that **foreigners** are people from a different country.

CORE VOCABULARY—Explain that **artisans** are people who are good at making things, such as clothing and furniture, with their hands.

SUPPORT—Explain that enslaved people were people who were not free. They belonged to someone else, as if they were that person’s property, and were not paid for their work.

Ask students the following questions:

LITERAL—Why did foreigners come to Athens?

» Foreigners came to Athens to trade and to work.

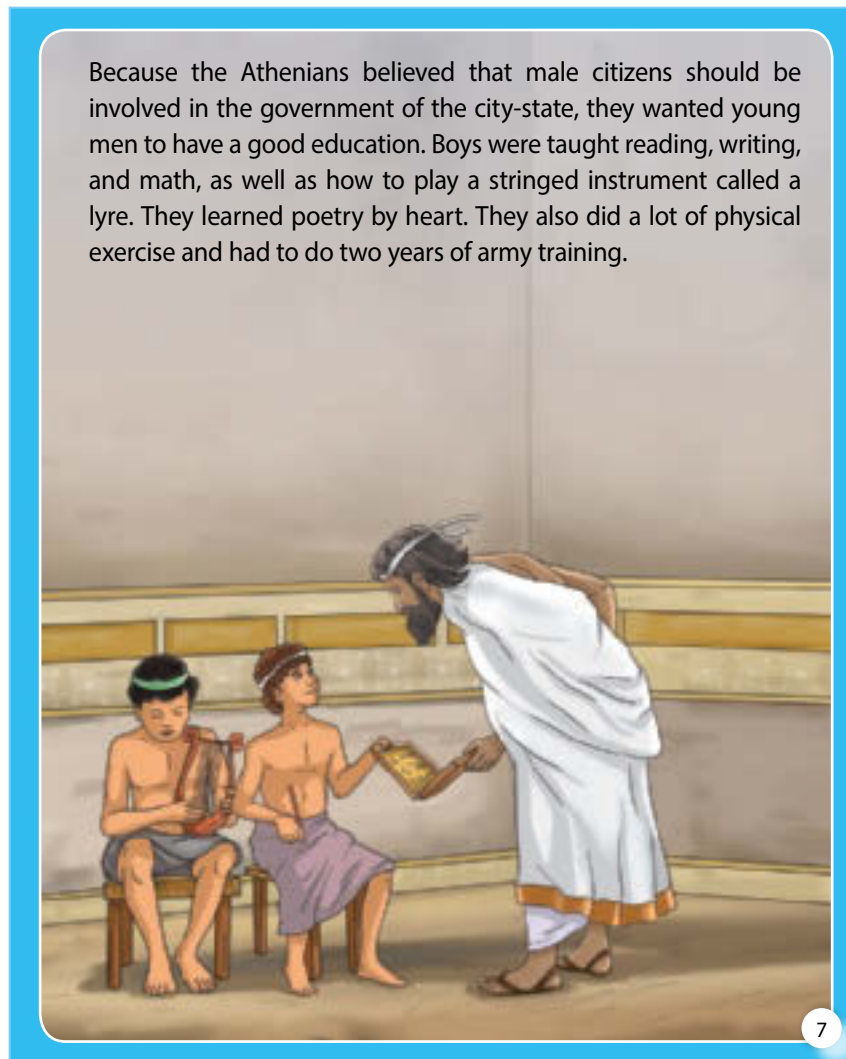
LITERAL—What work did enslaved people do in Athens?

» Enslaved people ran households and farms for rich families.

EVALUATIVE—What types of things do you think the craftsmen and artisans of Athens made?

- » Possible response: The craftsmen and artisans of Athens made clothing, furniture, baskets, pottery, and jewelry.

Now ask students to look at the image on page 7 as you read aloud.



CORE VOCABULARY—Explain that a **lyre** is a musical instrument. Point out the lyre in the image on page 7. It is being held by the boy on the left.

Ask students the following questions:

LITERAL—What was education like for the boys of Athens?

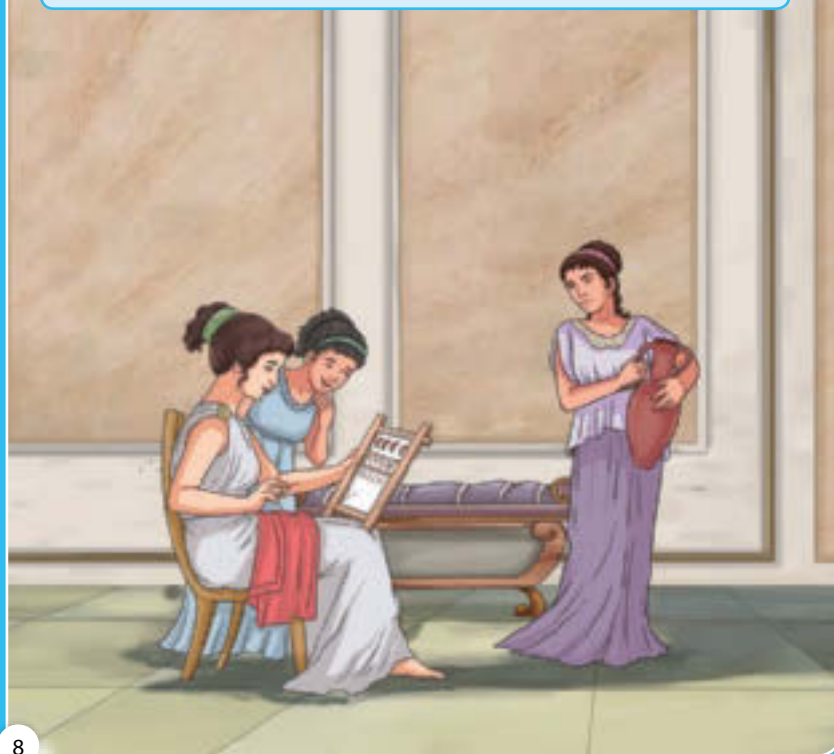
- » The boys of Athens learned to read, write, and do math. They learned to play the lyre. They learned poetry by heart. They also did a lot of physical exercise and had to do two years of army training.

INFERENTIAL—Why did the Athenians want boys to have a good education?

- » The Athenians wanted young boys to get a good education because the boys would be a part of the Assembly, making important decisions for the city-state of Athens after they were eighteen years old. Athenians wanted the boys to be well prepared to make these decisions.

Ask students to look at the image on page 8 as you read aloud.

Women and girls in ancient Athens did not have many rights. Women could not own property, and they could not attend certain public events. They could not take part in sports either. But women had a role in religious ceremonies, and they were, of course, a very important part of family life. Girls learned the many skills needed to run a home. They also learned to spin thread, weave cloth, and sew.



8

CORE VOCABULARY—Explain that **rights** are freedoms that are protected by law. In the United States today, we have rights such as freedom of speech and freedom of religion.

CORE VOCABULARY—Explain that **property** means land or buildings.

CORE VOCABULARY—Explain that **religious ceremonies** are formal or official events that honor a god or goddess.

CORE VOCABULARY—Explain that to **spin** is to twist or turn fibers to make thread. Women in Athens used to sew clothing, bedding, wall hangings, and boat sails.

CORE VOCABULARY—Explain that to **weave** is to cross threads or other materials over and under each other to make cloth. Women in Athens weaved cloth to make clothes and rugs.

Note to Teacher: Athenian women could be citizens. However, they did not have the same political rights and responsibilities as men did, such as attending the Assembly or voting.

Ask students the following questions:

LITERAL—What was life like for women in Athens?

- » Women in Athens had very few rights, and they couldn't take part in public events or sports. They did participate in religious ceremonies and were important in family life.

LITERAL—What skills were girls in Athens expected to learn?

- » Girls in Athens were expected to learn how to run a home, spin thread, weave cloth, and sew.

INFERENTIAL—What do you think “run a home” means?

- » Possible answer: all the things that you need to do at home, like keeping the house clean, cooking meals, and decorating



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was life like in ancient Athens?

- » Thousands of people lived in ancient Athens. It was full of families, foreigners working and trading, and enslaved people. Boys went to school to learn, so they could become good citizens in the city-state. They also trained physically to compete in games and fight in wars. Women did not have many rights. They took care of the homes. Girls did not go to school. Instead, they learned how to run a home, and they learned skills such as sewing.

Additional Activities

A Day in Athens (SL.2.2, SL.2.4, SL.2.5)

Materials Needed: internet access; capability to display the internet to the class; construction paper; crayons, colored pencils, or markers



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

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: This site requires Adobe's Flash Player. Make sure your browser supports Flash Player before beginning the activity.

The British Museum offers an interactive activity that follows several Athenian characters (a goldsmith, a slave, a farmer, a regular citizen, a wealthy citizen, a twelve-year-old boy, and

a woman) throughout their day. It provides students a glimpse into the daily lives of a variety of Athens's citizens.

Go to the website and make sure the "Story" is selected in the left-hand menu. Read the introduction aloud. Explain that the first sentence is referring to a rooster.

Click "next," then select a character. Synopses of the characters are visible when you hover your mouse over them. Choose one to start with. The next page introduces Helios, the sun god. Click "next." Click on Helios in the upper-left corner, and drag him across the sky slowly. Different descriptions of the character's daily activities will appear. The day ends when Helios reaches the opposite side. Repeat with the other characters.

Ask students to pick a character (or you may assign the characters to students). Provide paper and art materials. Ask students to draw their character doing one of things they learned about in the interactive activity. When students are done, collect the drawings, and display them on a wall in the classroom to represent an Athens Gallery. Invite students to introduce their characters and share their scenes.

CHAPTER 3

Life in Ancient Sparta

Primary Focus Objectives

- ✓ Locate the city-state of Sparta on the Map of Ancient Greece. (SL.2.2)
- ✓ Understand that the city-states of Athens and Sparta were sometimes enemies. (RI.2.1, SL.2.3)
- ✓ Compare the lives of boys in ancient Sparta with those of boys in ancient Athens. (SL.2.2)
- ✓ Compare the lives of women in ancient Sparta with those of women in ancient Athens. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *council of elders* and *phalanx*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *Ancient Greece Student Book*
- teacher and individual student copies of Map of Ancient Greece (AP 1.3)
- internet access to image of a phalanx

Use this link to download the CKHG Online Resources for this unit, where the link to the image of a phalanx can be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

One of the fiercest of the Greek city-states was Sparta, founded on the ideal of war. Between 600 BCE and 500 BCE, the Dorians from the north moved into the Peloponnesus and conquered the inhabitants, whom they enslaved and called helots. The conversion of the state to a martial society happened in conjunction with this conquest. The only occupation a full-fledged citizen could have was that of a soldier. All other jobs were done by helots and other noncitizens. The Spartans kept the helots under strict control and crushed all helot uprisings ruthlessly.

Spartan education was designed to raise fearless, obedient soldiers. Boys were cared for by their mothers until age seven and then were taken from their homes to become part of a military company. The military training they received was intense and brutal. It included marching, fighting, and gymnastics. The young soldiers were fed too little, in an effort to force them to steal food and thus learn craftiness, a useful skill in times of war. If caught stealing, they were beaten, which they were expected to accept without complaint, or risk disgrace.

Spartan mothers urged their sons to return from wars “with your shield or upon it”; in other words, “victorious in combat or dead.”

Spartan boys learned Homer’s *Iliad* by ear and songs of war as well, but reading and writing were not considered important parts of their education. The qualities prized in Spartan men are those we still associate with the phrase “Spartan virtue”—stoic endurance of hardship, disdain for luxury, and toughness of mind and body.

Spartan boys were also taught to be succinct and direct in their speech. According to one story, students who gave answers that were too long were bitten on their fingers by their teachers! Our modern word *laconic*, meaning “terse” or “of few words,” derives from the speech habits of Spartans.

Note to Teacher: The word *laconic* is derived from the geographic term *Laconia*, which is where Sparta was located.

Soldiers were allowed to marry when they turned twenty. However, military control was so strict that soldiers had to live in the barracks until they were thirty. Even then, to maintain discipline, soldiers had to take their meals in the barracks until they were sixty.

This training, brutal though it was, had the desired effect. Sparta’s dominion and military strength were so indisputable that the city itself had no surrounding defensive walls for years. Legend has it that the Spartan lawgiver Lycurgus once boasted that Sparta did not need walls of stone because it had “walls of men.”

Spartan girls were given different training. They were expected to exercise and remain in good physical condition. Reading and writing were seen as having little value, although dancing was considered important because it was good exercise.

Sparta was ruled by kings and by a council of elders. The council of elders was a group of twenty-eight men over the age of sixty, who acted as advisers to the king as a law court. In addition, the council was responsible for inspecting all new babies. Those who the council deemed too sickly were left to die on a mountain.

Sparta was a closed society. Spartans could not travel outside Spartan territory, except in case of war; nor could foreigners travel within Spartan territory. This was because the Spartan leaders believed their way of life was best and did not want this way of life corrupted by foreign ideas.

THE CORE LESSON

Introduce: “Life in Ancient Sparta”

Activity Page



AP 1.3



Using the Map of Ancient Greece (AP 1.3), review the location of ancient Greece, asking students to point to the Mediterranean and Aegean Seas, as well as to the city-state of Athens on their own copies.

Review what students learned about ancient Athens in previous Read Alouds. Answers may vary but should include the idea that Athens was the place where democracy began, but only the men in ancient Athens, not the women, had a say in the rules and laws that governed daily life. Students may also note that boys received a different type of education from that of girls. Boys were taught reading, writing and math, as well as music and poetry. They also participated in sports. Girls learned the skills needed to take care of a family and home. They learned to weave cloth and sew.

Tell students that in today’s Read Aloud, they will learn about a different city-state in ancient Greece called Sparta. Help students find the location of Sparta on Map of Ancient Greece (AP 1.3).

Tell students to listen carefully to today's Read Aloud to find out more about how the people of ancient Sparta lived and how their lives were similar to or different from the lives of people in ancient Athens.

Big Question

What was life like in ancient Sparta?

Core Vocabulary

council of elders phalanx

Chapter 3: "Life in Ancient Sparta"

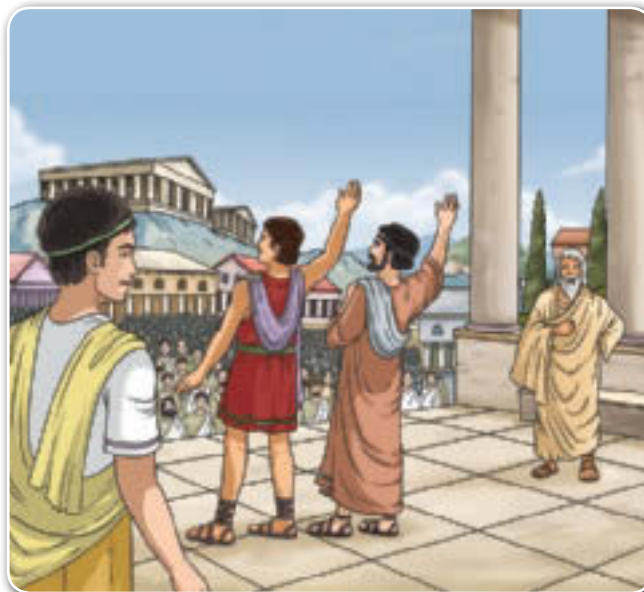
Distribute copies of the Student Book. Ask students to turn to page 9 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is "Life in Ancient Sparta."

CHAPTER 3

Life in Ancient Sparta

Sparta was a city-state about one hundred miles southwest of Athens. Unlike Athens, it was not near the sea. Sparta and Athens were, at times, enemies.

The government of Sparta included two kings, a council of elders, and an Assembly. The kings were in charge of the army. The Spartan Assembly could not discuss problems; its members could only vote yes or no.



9

CORE VOCABULARY—Tell students that a *council* is a group of people chosen to make laws or decisions on important matters. Then tell them that *elders* are older people. Finally, explain that a **council of elders** was a group of older men who helped to make laws and important decisions.

Ask students the following questions:

LITERAL—Where was Sparta located?

- » Sparta was located one hundred miles southwest of Athens.

LITERAL—What was the relationship like between Athens and Sparta?

- » Athens and Sparta were sometimes enemies.

LITERAL—What was the government of Sparta like?

- » The government of Sparta had two kings, a council of elders, and an Assembly.

CHALLENGE—Was the government of Sparta a democracy like Athens?

- » The Spartan government was not a democracy like Athens because the Spartan Assembly had much more limited decision-making powers. The kings of Sparta had greater decision-making powers.

Now ask students to look at the image on page 10 as you read aloud.

The Spartans had a very different idea of what was important. They wanted their children to be tough. When they were seven years old, boys were sent away from home to train to become soldiers. Spartan boys were not allowed to wear shoes, and they were taught to accept pain. The training included becoming part of a group of soldiers called a phalanx. The soldiers in a phalanx were very loyal to one another.



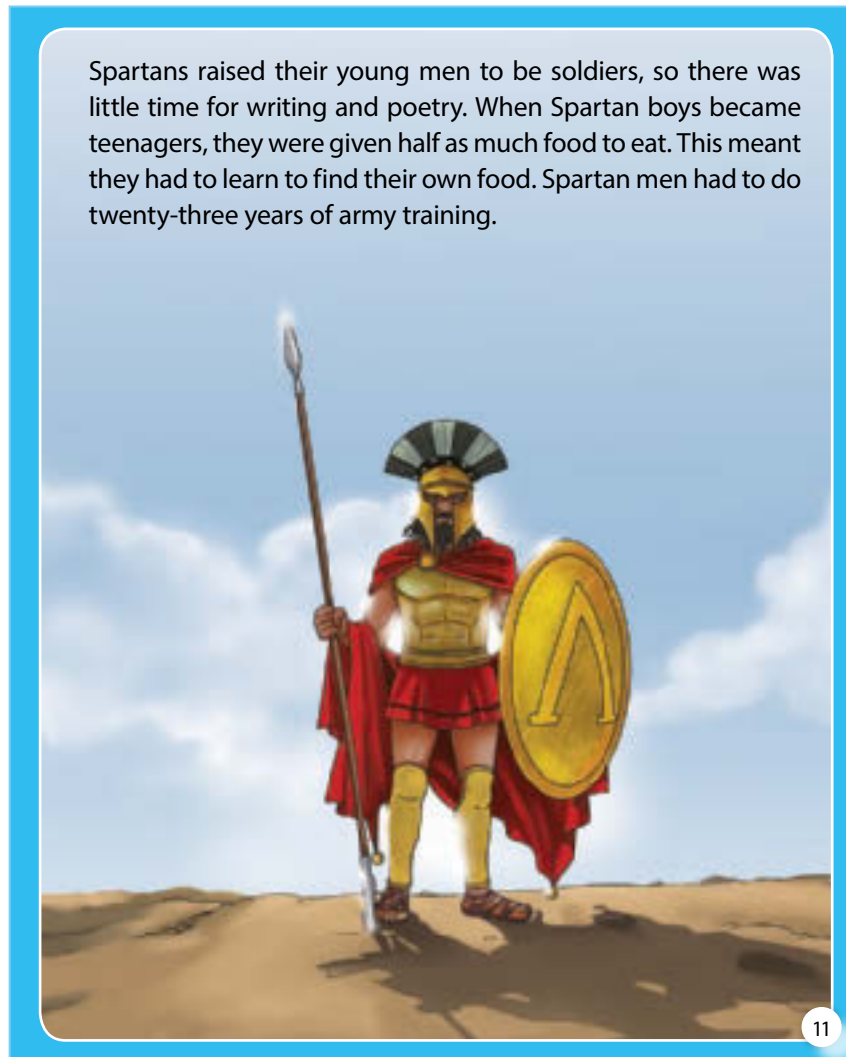
CORE VOCABULARY—Explain that a **phalanx** is a group of soldiers who stand close together in battle. **Show students the image of a Greek phalanx from the CKHG Online Resources.**

Ask students the following question:

LITERAL—How were boys raised in Sparta?

- » Boys in Sparta were raised to become soldiers. They were not allowed to wear shoes, and they were taught to accept pain.

Ask students to look at the image on page 11 as you read aloud.



Direct students' attention to the image of the Spartan soldier on page 11. Invite students to describe one thing about the soldier. Point out the soldier's tools—the helmet that protects his head, the shield that protects his body, and the spear that is his weapon.

SUPPORT—Discuss how the life of a Spartan boy was very different from the life of an Athenian boy. Boys in Athens learned to fight, but they also learned reading, writing, poetry, and music. Boys in Sparta learned to fight, accept pain, and find their own food. Boys in Athens did two years of army training. Boys in Sparta had twenty-three years of army training.

Ask students the following question:

EVALUATIVE—How were boys in Sparta and Athens similar and different?

- » Boys in Sparta and Athens both had army training, but Spartan boys had many more years of training. Also, boys in Athens learned writing and poetry, but Spartan boys did not.

Now ask students to look at the image on page 12 as you read aloud.

Spartan women had more rights than Athenian women. They could own land, and some could read and write. Spartan women learned to ride and play a musical instrument. They also did lots of sports, such as running and gymnastics. Once they became mothers, Spartan women were expected to raise their sons to be brave warriors. Like the people of Athens, the Spartans also had slaves.



12

Direct students to look at the image of Spartan women on page 12. Invite students to describe the women: what they look like and what they're doing.

SUPPORT—Discuss how the life of a Spartan woman was very different from the life of an Athenian woman. Spartan women had more rights: they could own property, and they could read and write. Athenian women had none of these rights.

Ask students the following questions:

LITERAL—What physical activities were Spartan women able to enjoy?

- » Spartan women could ride horses, run, and do gymnastics.

EVALUATIVE—How were the lives of women in Sparta different from the lives of women in Athens?

- » Women in Sparta had more rights. They could own land, and some could read and write. They could participate in some sports. They were focused on helping Sparta have strong warriors. Women in Athens didn't have many rights, and they mostly learned skills needed to run a home.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What was life like in ancient Sparta?

- » Life in Sparta was much different from life in Athens. Sparta had a government consisting of two kings, a council of elders, and an Assembly. The council discussed issues and presented them to the Assembly to vote yes or no on. Sparta wanted its men to be warriors, so sons were raised from an early age to learn how to fight, be strong, and survive. Spartan women were able to own land and get an education. They were also able to do athletic activities so they could be strong and raise strong sons.

Additional Activities

Daily Life in Sparta (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom



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

www.coreknowledge.org/ckhg-online-resources

The introduction to the video has some advanced vocabulary, but you can provide the following background to students before they watch it: This video explains Sparta's role in ancient Greece. There are no surviving written accounts from Spartans, as it was forbidden for Spartans to keep records, so we have to rely on stories written by non-Spartan historians, such as Herodotus, Thucydides, and Plutarch. Like myths and legends, these stories may be exaggerated.

Play the video *This Is Sparta: Fierce Warriors of the Ancient World* (04:28).

Then ask students the following questions:

1. What was the most important goal or purpose for Spartans during their lives?
 - » They lived to serve Sparta.
2. What happened to babies who Spartans did not think were healthy and strong?
 - » They left these babies on top of a mountain to die.
3. What kind of behavior was acceptable back then that is not acceptable now?
 - » Spartans were permitted—and even encouraged—to bully one another.

4. In addition to reading and writing, what else did Spartan boys learn?
 - » Spartan boys learned how to dance.
5. What did Spartan girls learn in school?
 - » Spartan girls learned art, music, dance, reading, writing, and sports.
6. Who was given a tombstone when they died?
 - » Tombstones were only given to men who died in battle and women who died giving birth.

Comparing the Lives of the Ancient Athenians and the Ancient Spartans (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom



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

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: This site requires Adobe's Flash Player. Make sure your browser supports Flash Player before beginning the activity.

The British Museum website offers an interactive activity that compares the lives of a Spartan female, a Spartan male, an Athenian female, and an Athenian male.

Go to the website and make sure the "Story" is selected in the left-hand menu. Read the introduction aloud. Drag two characters to the boxes to begin. The program has parallel information that compares each set of characters. Practice placing different characters together.

Read aloud the descriptions for each character.

Next, play a game of "Who Am I?" Read each clue below aloud, and ask students, "Who am I?"

- My family wanted me, even though I was born a girl. (*Athenian female*)
- When I was born, a group of elders inspected me to see if I was healthy. (*Spartan male*)
- My mother was pleased to see that I was healthy and sturdy when I was born. (*Spartan female*)
- It is important that I am healthy and strong so I can raise a healthy and strong son. (*Spartan female*)
- When I was born, my family pinned sheep's wool on our front door as a symbol of domestic life. (*Athenian female*)
- When I was born, my family pinned olive leaves on our front door as a symbol of success and victory. (*Athenian male*)
- After I was born, my father was given a plot of land and told to raise me well. (*Spartan male*)

CHAPTER 4

The Persian Wars

Primary Focus Objectives

- ✓ Locate Persia on a world map. (SL.2.2.)
- ✓ Locate Marathon and Thermopylae on a map of Ancient Greece. (SL.2.2)
- ✓ Retell the story about the messenger who brought news about the Battle of Marathon to Athens. (RI.2.1, SL.2.2)
- ✓ Describe what happened at the Battle of Thermopylae. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *invaded*, *conquer*, *defeated*, *legend*, *marathon*, *pass*, and *driven out*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.2

AP 1.3

- individual student copies of *Ancient Greece Student Book*
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of Ancient Greece (AP 1.3)

What Teachers Need to Know

While Greek city-states warred with one another, the threat of war from outside the peninsula could unite them. In 499 BCE, Athens came to the aid of the Greek city-states in Ionia, located in Asia Minor, when the Ionian city-states rebelled against rule by the Persians and their king, Darius. Persia is the historical name given to the high plateau area of what is today Iran.

Marathon

In 490 BCE, Darius launched an attack against Athens in retaliation for its earlier support of the Ionian Greeks. Few of the other Greek city-states answered Athens's call for help. As a result, the Athenian force of eleven thousand soldiers was greatly outnumbered as it faced fifteen thousand Persian invaders on the battlefield at Marathon. Through fierce hand-to-hand combat, the Athenian soldiers ousted the Persians.

The battle at Marathon is known as much, however, for the story of Pheidippides as it is for the Athenian victory. The leader of the Athenian forces, Miltiades, sent the runner Pheidippides to Athens to announce the victory. Pheidippides ran so fast and so hard over the twenty-six miles that after he gave his message, he collapsed and died on the spot. The Olympic marathon, roughly twenty-six miles long, honors Pheidippides's feat.

Thermopylae

When Darius's son Xerxes attacked Greece in 480 BCE, Sparta and other city-states joined Athens to fight the Persians. The Persian army reached a narrow pass called Thermopylae, which at the time provided access to the only route between northern and central Greece. On one side of the pass are mountains and on the other side are cliffs and the sea. Before the battle, Xerxes sent a message to the Spartan commander, Leonidas, telling the Spartans to lay down their weapons.

As noted earlier, the Spartans were famous for sending short, "laconic" answers. Leonidas's reply was "come and take them." The early stages of the battle were described by the Greek historian Herodotus in his work *The Persian Wars*:

The pass's defenders [the Greeks] are deployed around the rocks and as the Persians attempt to move through the pass, they are speared. Many of the wounded fall into the sea. After some fighting Xerxes learned from a Greek traitor that there was a back way that would enable him to outflank the Greeks. Xerxes ordered his soldiers to take the mountain path and attack the Greeks from the rear. On the third and final day of the battle, the pass was defended by three hundred Spartans and four hundred Thebans, soldiers from the city-state of Thebes, all commanded by Leonidas, the king of Sparta. These brave men faced thousands of Persian soldiers. They knew that they would almost certainly die, but they were willing to sacrifice their lives in order to slow down the Persian advance and allow the remainder of the Greek army to retreat to safety. In the end, all of them were killed defending the pass.

The Spartans' refusal to surrender and willingness to die for their city-state has come to symbolize heroic resistance. The last stand at Thermopylae has been immortalized in a short epitaph:

Go and tell the Spartans, stranger passing by,
That here, obedient to their laws, we lie.

After killing the brave Spartans and Thebans, the triumphant Persians headed for Athens. The people of the city had been evacuated, and the Persians entered an empty city. They burned Athens and would probably have achieved complete victory had it not been for the cunning of the Athenian commander, Themistocles.

Themistocles tricked the Persians into bringing their entire fleet into a narrow channel between the mainland and the island of Salamis. The Athenians attacked the fleet trapped in this channel, the Persians lost more than two hundred ships, and this naval victory proved to be the turning point of the war. In 479 BCE, the Greek victory at Plataea drove the Persians from Greece.

The cultural significance of the Persian Wars was enormous. The great Battles of Marathon, Thermopylae, and Salamis acquired almost mythic status and were retold in drama, poetry, sculpture, and wall paintings for years to come. These battles were indicators of the greatness of Greece and the bravery of the Greek people.

Introduce: “The Persian Wars”

Activity Pages



Using the Map of Ancient Greece (AP 1.3), ask students to point out the following locations on the map: the city-states of Athens and Sparta, the Mediterranean and Aegean Seas, and Asia Minor.

AP 1.2

AP 1.3

Tell students that at the same time that the ancient Greek civilization existed, another great civilization known as the Persian Empire also existed. Show students the location of Persia (modern-day Iran) on the World Map (AP 1.2), and tell them that the ancient Persians controlled a much larger area at this time.

Tell students that in today’s Read Aloud, they will learn about the wars that took place between ancient Greece and Persia. Ask students to listen carefully to find out what happened at two different battles, or fights, during the Persian Wars.

Big Question

What happened at the Battles of Marathon and Thermopylae?

Core Vocabulary

invaded

conquer

defeated

legend

marathon

pass

driven out

Chapter 4: “The Persian Wars”

Distribute copies of the Student Book. Ask students to turn to page 13 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Persian Wars.”

CHAPTER

4

The Persian Wars

About 2,500 years ago, the king of Persia and his army invaded Greece and tried to conquer it. The Persians were from what is modern-day Iran. The Persians came in boats across the Aegean Sea. They had many more soldiers than the Greeks.

Two of the most important battles were the Battle of Marathon and the Battle of Thermopylae. At the Battle of Marathon, the Greek army was much smaller, but they fought bravely and cleverly. The Greeks defeated the Persians, who escaped to their boats and sailed away.



13

SUPPORT—Point out the word **wars** in the chapter title. Make sure students understand that it is plural. The Greeks and the Persians did not fight just one war. They fought each other many times over many, many years.

CORE VOCABULARY—Explain that **invaded** means entered a place by force.

CORE VOCABULARY—Explain that to **conquer** means to take control of a place or a people by force.

CORE VOCABULARY—Explain that **defeated** means to beat someone in a battle or a competition or win a victory over someone.

Ask students the following questions:

LITERAL—Who was involved in the Persian Wars?

» The Persian Wars were between the Persians and the Greeks.

LITERAL—Where were the Persians from?

- » The Persians were from what is modern-day Iran.

LITERAL—What were the two most important battles of the Persian Wars?

- » The two most important battles of the Persian Wars were the Battle of Marathon and the Battle of Thermopylae.

LITERAL—What happened at the Battle of Marathon?

- » At the Battle of Marathon, the Persians came in with an army much bigger than the Greek army, but the Greek army fought hard and won the battle. The Persians sailed away from Greece on their boats.

Now ask students to look at the image on page 14 as you read aloud.

According to the legend, after the Battle of Marathon, a messenger ran all the way from Marathon to Athens to bring news of the victory. The messenger fell down and died after he had delivered his message. The distance between Marathon and Athens is twenty-six miles. This is the distance runners now cover in marathon races.



14

CORE VOCABULARY—Explain that a **legend** is a story that has been handed down, or told and retold, from one person to another over many years, and that it is usually more entertaining than truthful.

CORE VOCABULARY—Explain that a **marathon** is a running race that is twenty-six miles long.

Ask students the following questions:

LITERAL—Why did the messenger run from Marathon to Athens?

- » The messenger ran to Athens to deliver the message that the Greeks had won the Battle of Marathon.

LITERAL—What happened to the messenger?

- » The messenger died after delivering his message.

LITERAL—What do we mean today when we use the word *marathon* to describe a sports competition?

- » A marathon today is a race in which runners run twenty-six miles, the same distance covered by the messenger who ran from Marathon to Athens in ancient times to tell the people that the Greeks had defeated the Persians.

Ask students to look at the image on page 15 as you read aloud.

The Persians did not stay away forever. They came back with a mighty army to try once more to defeat the Greeks. To beat the Persians, Athens and Sparta agreed to join together. They also had a plan.

To get to southern Greece, the Persian army had to go through a narrow pass along the coast at a place called Thermopylae. Only a few Persians could go through the pass at one time. The Greeks knew that if they could block the pass at Thermopylae, they could slow the Persians down. And this is what they did.



15

CORE VOCABULARY—Explain that the word **pass** has many meanings. Here, it refers to a low place in a mountain range that a road, trail, or path can go through.

Note to Teacher: *Thermopylae* is pronounced (/thur*mah*puh*lee/).

SUPPORT—Direct students’ attention to the image on page 15. Guide them to see that this could be a phalanx, as they learned earlier in Chapter 3.

Ask students the following questions:

LITERAL—Who fought against the Persians at Thermopylae?

» Athens and Sparta fought together against the Persians at Thermopylae.

LITERAL—What plan did the Greeks have for Thermopylae?

» The Greeks planned to block the pass at Thermopylae to slow the Persians down.

Now ask students to look at the image on page 16 as you read aloud.

Over three days, the Greeks killed thousands of Persians. But then the Persians found another path through. The Greek leader at Thermopylae was Leonidas, one of the two kings of Sparta. When he saw it was hopeless, Leonidas told most of the Greeks to retreat. But the soldiers from Sparta and some others stayed with him. They fought bravely, but there were too many Persians. All of the Greek soldiers were killed. This is not the end of the story though. Eventually, the Greeks defeated the Persians, who were driven out of Greece forever.



16

CORE VOCABULARY—Explain that **driven out** means forced to leave.

SUPPORT—Explain that the Persian army won the battle at Thermopylae, but other battles that took place after the battle at Thermopylae forced the Persians to leave Greece forever. The Greeks were very proud of the men who were defeated at Thermopylae because they bravely fought to their death, which was something the Greeks, especially the Spartans, valued.

Ask students the following questions:

LITERAL—What happened at Thermopylae?

- » At Thermopylae, the Greeks killed thousands of Persians until the Persians found another path through. The Greeks fought bravely, but, in the end, they were all killed.

LITERAL—Who won the Persian Wars?

- » The Greeks won the Persian Wars.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What happened at the Battles of Marathon and Thermopylae?

- » At the Battle of Marathon, the Greeks had a smaller army than the Persians, but they fought hard and won. The Persians sailed away. A messenger ran twenty-six miles from Marathon to Athens to share the news of the victory.

The Battle of Thermopylae took place at a mountain pass. The Greek armies from Athens and Sparta fought together and held off the Persian army for a while, but the Persians were eventually able to get through. The larger Persian army killed the Greek army, so the Persians won the Battle of Thermopylae.

Gods and Goddesses

Primary Focus Objectives

- ✓ Explain that the ancient Greeks worshipped different gods and goddesses as a way of explaining what was happening in the world around them. (RI.2.1, SL.2.3)
- ✓ Name at least two Greek gods and two goddesses, and describe their special powers. (SL.2.2)
- ✓ Explain that the Greek gods and goddesses were thought to live on Mount Olympus. (SL.2.2)
- ✓ Explain that the ancient Greeks told stories, or myths, about the gods and goddesses. (RI.2.1, SL.2.3)
- ✓ Retell one Greek myth. (RL.2.2, SL.2.4)
- ✓ Understand the meaning of the following domain-specific vocabulary: *gods, goddesses, worshipped, nectar, ambrosia, thunderbolt, marriage, temples, shipwrecks, underworld, precious metals, gems, and armor.* (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *Ancient Greece Student Book*
- teacher and individual student copies of Map of Ancient Greece (AP 1.3)

What Teachers Need to Know

The Greeks believed in a family of deities, and they thought that the most powerful of these deities lived on Mount Olympus. Some important Greek gods and goddesses are listed below:

Zeus: the ruler of all gods; he was notorious for throwing his thunderbolt.

Hera: the goddess of marriage and guardian of women

Apollo: the god of music and poetry

Poseidon: the god of the seas and earthquakes; he carried a trident, a three-pronged staff, that he used to stir up the oceans.

Aphrodite: the goddess of love and beauty; she was said to have been born from the foam of the sea.

Eros: the god of love

Athena: 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.

Hermes: the speedy messenger of the gods; he wore winged sandals.

These gods and goddesses lived in splendor on the craggy peaks of Mount Olympus in northern Greece. There they feasted, drank ambrosia, quarreled, fell in love, protected their mortal allies, hatched plans against enemies, plotted revenge, and sometimes outwitted one another.

Another Greek god, **Hades**, did not live on Mount Olympus. He was the god of the underworld, the place where all people went when they died, according to the Greeks' beliefs.

The ancient Greeks told stories known as myths about these gods and goddesses. City-states set aside certain days every year for festivals to honor their patron deities. City-states also established shrines and temples in their honor. 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.

THE CORE LESSON

Introduce: "Gods and Goddesses"

Review the characteristics of a civilization. Remind students that a civilization is what we call a group of people who speak the same language, have the same laws, believe the same things or have the same religion, and usually have some system of writing.

Remind students that when they have studied other ancient civilizations, such as Mesopotamia, ancient Egypt, ancient India, and ancient China, they have learned that the people who lived in these places long, long ago believed in gods and goddesses who had super or special powers that ordinary people did not have.

Tell students that in this Read Aloud, they will learn about some of the gods and goddesses that the ancient Greeks believed in. Ask students to listen carefully to the Read Aloud to find out the different names of these gods and goddesses and what superpowers they were thought to have.

Big Question

Which god and which goddess do you think are the most interesting? Why?

Core Vocabulary

gods goddesses worshipped nectar ambrosia thunderbolt marriage
temples shipwrecks underworld precious metals gems armor

Chapter 5: “Gods and Goddesses”

Distribute copies of the Student Book. Ask students to turn to page 17 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Gods and Goddesses.”

CHAPTER 5

Gods and Goddesses

The ancient Greeks worshipped many gods and goddesses. They believed that these gods and goddesses controlled the world and that it was important to honor them. Mount Olympus is the highest mountain in Greece. The ancient Greeks believed that their gods and goddesses lived at the top of Mount Olympus, or in the air above it. They also believed that the gods lived there happily drinking a delicious drink called nectar and eating a food called ambrosia.

Let’s meet some of the most important Greek gods and goddesses.



17

CORE VOCABULARY—Explain that the ancient Greeks, like many other ancient peoples, believed in **gods**, male beings who had superpowers and who were in charge of what happened.

CORE VOCABULARY—Explain that **goddesses** were female beings with superpowers.

CORE VOCABULARY—Explain that **worshipped** means respected and honored a god or goddess. Worshipping usually includes praying and other special practices.

CORE VOCABULARY—Explain that **nectar** is a thick fruit juice.

CORE VOCABULARY—Explain that **ambrosia** is a sweet food, like a fruit salad.

SUPPORT—Explain that Mount Olympus is a real place—a real mountain—in Greece. **Help students find Mount Olympus on the Map of Ancient Greece (AP 1.3).**

Activity Page



AP 1.3

Ask students the following question:

LITERAL—What are some things that the ancient Greeks believed about the gods and goddesses?

- » The ancient Greeks believed that the gods and goddesses controlled the world, lived on Mount Olympus, and drank nectar and ate ambrosia.

Now ask students to look at the images on page 18 as you read aloud.

Zeus was the king of the gods and the strongest of them all. He controlled the weather. Zeus had a terrible temper. He carried a thunderbolt around with him, and a bucketful of thunderbolts sat next to his throne on Olympus. When he was angry, he would throw thunderbolts at Earth or at people who made him mad.

Hera was the queen of the gods. Ancient Greeks believed she ruled over the heavens. Hera was also the goddess of marriage and birth. Hera was worshipped in all parts of Greece, and temples were built in her honor. Hera could be jealous, though, and often became angry with Zeus.



18

CORE VOCABULARY—Explain that a **thunderbolt** is a zigzag lightning strike that can be seen in the sky during a thunder and lightning storm. To aid student understanding, point out the thunderbolt in the image of Zeus on page 18.

CORE VOCABULARY—Explain that a **marriage** is what it is called when two people have a wedding ceremony and say they want to live together forever.

CORE VOCABULARY—Explain that **temples** were places where people went to pray to gods and goddesses.

Ask students the following questions:

LITERAL—Who were the king and queen of the gods?

- » Zeus was the king of the gods, and Hera was queen of the gods.

LITERAL—What did Zeus do when he was mad?

- » He threw thunderbolts at Earth.

INFERENTIAL—When Zeus was mad, what type of weather did the ancient Greeks have?

- » When Zeus was mad, there would be thunderstorms with rain, lightning, and thunder.

LITERAL—What was one way that the ancient Greeks worshipped Hera?

- » They built temples all over Greece to honor her.

Ask students to look at the image on page 19 as you read aloud.

Poseidon was Zeus's brother. When Zeus became king of the gods, Poseidon became the ruler of the sea. Poseidon had blue eyes and long hair the color of the ocean. He carried a tall, three-pointed spear called a trident. Poseidon was important to the Greeks because he controlled the sea and could either let them have safe journeys or cause shipwrecks.



19

CORE VOCABULARY—Explain that **shipwrecks** are badly damaged ships or boats that sometimes sink under water.

SUPPORT—Reread the sentence describing Poseidon’s trident. Then help students find the trident in the image.

Ask students the following questions:

LITERAL—Who was Poseidon?

» Poseidon was Zeus’s brother and was ruler of the sea.

LITERAL—Why was Poseidon an important god to the ancient Greeks?

» Poseidon was an important god to the ancient Greeks because he controlled the sea and could let them have safe journeys or cause shipwrecks.

Now ask students to look at the images on page 20 as you read aloud.



20

Hades was another one of Zeus’s brothers. He was the king of the underworld, where the Greeks believed all people went after they died. He was also the god of wealth, because precious metals and gems come from deep inside the earth. Hades had a special hat that made him invisible whenever he put it on.

Apollo was one of the sons of Zeus. He was the god of medicine and poetry. The other gods loved to listen to him make beautiful music by singing and plucking the strings of his golden lyre. The Greeks admired Apollo and visited temples built in his honor to ask for his advice.

CORE VOCABULARY—Explain that the **underworld** is where ancient Greeks believed people went when they died.

CORE VOCABULARY—Tell students that the word *precious* means rare and valuable. Then tell them that *metal* is a substance that comes from the earth and is usually shiny, able to be melted, and capable of being shaped. Examples of metals are gold, tin, and copper. Finally, explain that **precious metals** are metals that are rare and valuable, such as gold.

CORE VOCABULARY—Explain that **gems** are valuable, often colorful, stones that are frequently used in jewelry.

SUPPORT—**Direct students' attention to the picture of Hades at the top of page 20.** Ask them to compare Hades's staff with Poseidon's trident. (*Hades's staff has only two prongs or points; Poseidon's trident has three.*) Then ask students to describe Hades's dog. (*It has three heads.*) Students who are familiar with the first Harry Potter story may recognize that a similar dog (one with three heads) helped to guard the sorcerer's (or philosopher's) stone.

SUPPORT—Remind students that they learned what a lyre is in Chapter 2. (*It's a musical instrument.*) **Help students find the lyre in the image of Apollo at the bottom of page 20.**

Ask students the following questions:

LITERAL—Who was Hades?

- » He was Zeus's brother and was ruler of the underworld.

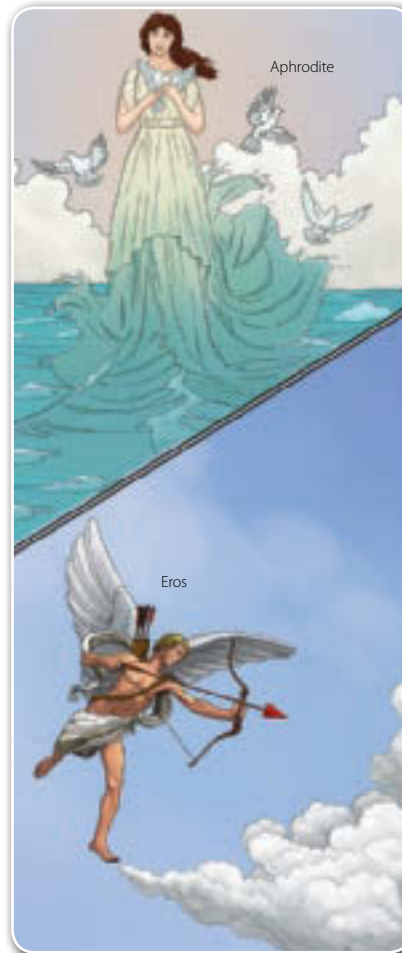
LITERAL—Who was Apollo, and what was he known for?

- » Apollo was one of Zeus's sons. He was the god of medicine and poetry. He sang and played a lyre.

Now ask students to look at the images on page 21 as you read aloud.

The goddess Aphrodite was born from the foam of the sea. She was the goddess of love and beauty, and of course she was very beautiful. Aphrodite had a son named Eros. Eros helped his mother spread the power of love by making people fall in love with each other.

Eros had a bow and arrows, and when he shot one of his arrows into someone's heart, that person would fall in love with the first person he or she saw. Later on, in ancient Rome, Eros was known as Cupid.



21

Note to Teacher: *Aphrodite* is pronounced (/af*roh*dye*tee/).

SUPPORT—Help students find the bow and arrows in the image of Eros at the bottom of page 21.

Ask students the following questions:

LITERAL—Who was Aphrodite?

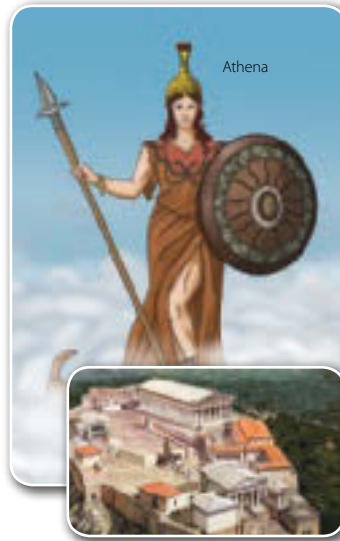
- » Aphrodite was the goddess of love and beauty. She was born out of sea foam. She had a son named Eros.

LITERAL—Who was Eros?

- » Eros was Aphrodite's son. He helped make people fall in love by shooting arrows into their hearts.

Ask students to look at the images on page 22 as you read aloud.

Athena was another goddess who was born in a very unusual way. One day she jumped right out of the head of Zeus! Athena wore armor and a golden helmet. She carried a special shield. Anyone who looked at the shield was turned to stone. Athena was the goddess of Greek cities, war, cleverness, and wisdom. The city of Athens was named for her, and the Parthenon Temple in Athens was built to honor her.



Hermes was one of Zeus's sons. He was the messenger of Zeus and could run and fly very quickly. Both his hat and sandals had wings on them, and he carried a magic wand. Hermes was the god of shepherds, travelers, merchants, and thieves. He was the cleverest of all the gods.

22

CORE VOCABULARY—Explain that **armor** is special clothing, often made of metal, worn to protect the body from weapons.

SUPPORT—**Direct students' attention to the image of Athena at the top of page 22.** Help students find Athena's helmet and shield in the image. Then guide students to the inset image. Explain that the image shows the Parthenon, the temple in Athens that honors Athena.

SUPPORT—**Direct students' attention to the image of Hermes at the bottom of page 22.** Help students find the wings on his hat and sandals. Then challenge them to point to Hermes's magic wand.

Ask students the following questions:

LITERAL—What did Athena wear, and what did she carry?

» Athena wore armor and a golden helmet, and she carried a special shield.

LITERAL—What was Hermes's relationship to Zeus?

» He was Zeus's son and was his messenger.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Which god and which goddess do you think are the most interesting? Why?

- » Student answers will vary, but students should correctly identify one god and one goddesses from the chapter and accurately describe something about each one.

Additional Activities

Greek Gods and Goddesses (RI.2.1)

Activity Page



AP 5.1

Materials Needed: sufficient copies of Greek Gods and Goddesses (AP 5.1), pencils or pens

Distribute Greek Gods and Goddesses (AP 5.1) to students.

Have students point to each god or goddess as you read each name aloud. Ask volunteers to share what they remember about each one.

Then read aloud each sentence. Have students verbally identify the god or goddess being described. Guide students to copy the name of the correct god or goddess onto the line that precedes the sentence.

Greek Myths: Pandora's Box (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, *Pandora's Box*, may be found:

www.coreknowledge.org/ckhg-online-resources

Explain that myths are stories that help people understand events that they can't explain themselves. Tell students that they will now listen to the myth of Pandora's Box. This myth involves Zeus and two brothers named Epimetheus and Prometheus.


Play the video for students. Then guide discussion with the following questions:

1. What did Zeus ask the brothers to help him with?
 - » He asked them to create living creatures.
2. What did Zeus do to the model of man that Prometheus made?
 - » He breathed life into him.
3. What did Prometheus want to give man, and why was it special?
 - » He wanted to give man fire, but it only belonged to the gods, so he had to steal it.
4. What did Zeus do when he found out about the fire?
 - » He was furious, so he chained Prometheus to a cliff and had an eagle tear out his liver.

5. What did Zeus do to take revenge on man?
 - » He created a woman and named her Pandora.
6. What did the gods and goddesses give Pandora?
 - » They gave her a bunch of different gifts.
7. What did Zeus tell Pandora and Epimetheus about the box he gave them?
 - » He told them not to open it.
8. Why did Pandora open it, and what happened?
 - » She was so curious about the box that she had to open it. Out came all the horrible things in life, such as hate and disease.
9. What came out of the box the second time Pandora opened it?
 - » hope

Greek Myths: Demeter and Persephone (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, *The Myth of Four Seasons*, may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that they will now listen to a myth about Demeter and Persephone. Zeus and Hades are also characters in this myth.


Play the video for students. Afterward, guide discussion with the following questions:

1. Who were Demeter and Persephone?
 - » Demeter was a ruler of the harvest, and Persephone was her daughter.
2. What effect did Demeter and Persephone have on Earth?
 - » They caused things to grow, and everything they touched was happy and in harmony.
3. What did Hades want?
 - » He wanted a queen.
4. How did Hades lure Persephone?
 - » He put a beautiful flower near Persephone, and she strayed from her mother to go pick it.
5. What happened when Persephone was brought to the underworld?
 - » All the plants died, the leaves fell, and nothing grew.

6. What was Zeus's reaction?
 - » Zeus was furious and sent Hermes to bring Persephone back to Earth.
7. What did Hades do when Hermes arrived, and what was the consequence?
 - » He offered Persephone a pomegranate, and she ate some of the seeds. Anyone who eats food offered by Hades has to stay in the underworld.
8. What was Zeus's solution?
 - » Persephone could come back to Earth, but she had to go to the underworld for one month for every seed she ate.
9. What does this story explain?
 - » It explains why we have seasons and why things grow in the spring and summer but then die in the fall and winter.

Greek Myths: The Labors of Hercules (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video, *Mythic Warriors: The Labours of Hercules*, may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that they will now listen to a myth about Hercules. His nephew Iolaus is also in the story, as well as Hera and a king named Eurystheus.

Provide the following background for students: Hercules made a big mistake and asked an oracle how he could be forgiven. The oracle told him that King Eurystheus would give him twelve challenges, or labors, that he had to complete.

Play the video for students, starting at 2:32 and stopping at time stamp 11:15.


Guide discussion with the following questions:

1. What was Hercules known for?
 - » He was known to be the strongest man in the world and the bravest.
2. What was the first labor he accomplished?
 - » He captured a lion that was terrorizing a city.
3. What was the second labor he accomplished?
 - » He captured the golden stag.
4. To whom did the golden stag belong?
 - » It belonged to Athena.

5. Why did Iolaus follow Hercules?
 - » He wanted to be a hero just like Hercules.
6. What happens when people on Earth anger the gods?
 - » Storms and other natural disasters occur.
7. Why does Hercules feel he has to do these labors, or challenges?
 - » He believes that if you do something wrong, you have to make up for your mistakes.

Greek Myths: Oedipus and the Riddle of the Sphinx (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom

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

www.coreknowledge.org/ckhg-online-resources

Tell students that they will now listen to a myth which explains how a man named Oedipus (/ed*ih*puss/) became king of Thebes.

Play the video *Oedipus and the Riddle* for students.

Guide discussion with the following questions:

1. What is a sphynx?
 - » A sphynx is a mythical beast.
2. What did the sphynx in this story look like?
 - » It had the body of a lion, a face of a woman, wings, and a human's voice.
3. Where did the sphynx live?
 - » On a rock near the road going to Thebes.
4. What is a riddle?
 - » A riddle is a question that is difficult to understand or answer.
5. What riddle did the sphynx ask everyone who tried to go in and out of Thebes?
 - » What it is that walks on four feet in the morning, on two feet at noon, and on three feet in the evening?
6. What happened to people who could not solve the riddle?
 - » The sphynx ate them.

7. What was happening in Thebes at this time?

- » Because no one could enter the gates past the sphynx, they could not get fresh food delivered to the city. They were close to starving. Also, their king had not returned from a journey. Things were very bad in Thebes.

8. What was Oedipus's answer to the riddle?

- » His answer was "man." Man is a baby in the morning of his life and crawls on all four limbs; then he is a strong person walking upright on two feet during the noon, or middle, part of his life; and finally, in the evening of his life, he walks with a cane, like walking on three feet.



The Parthenon (SL.2.2)

Materials Needed: image of the Parthenon from the internet or Core Knowledge Art Resources, internet access, capability to display internet in the classroom



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

www.coreknowledge.org/ckhg-online-resources

Alternate Art Activity for The Parthenon: If you do not have classroom access to the internet, you can purchase the *Core Knowledge Curriculum Series™* Art Resource Packet for Grade 2, available at:

www.coreknowledge.org/store

Use the art resource to discuss key features of the Parthenon.

Remind students of what they heard about the Parthenon: it is a temple in Athens that was built to honor the goddess Athena.

Give students a few seconds to study the image. Then ask the following Looking Questions:

- What do you see?
 - » Students should see a building made of stone that has columns.
- What building materials were used?
 - » Only stone was used.
- When do you think this building was built?
 - » Students should say long ago. Ask them how they know. The decay of the building is a clue.
- Where is this building?
 - » It is in Athens, Greece. It was built thousands of years ago, in ancient times.
- What do you think the building might have been used for?
 - » Answers will vary. It was a temple to the goddess Athena.

- What are some elements of art that you can see in this building?
 - » It has straight lines and round, square, and rectangular shapes.
- Where do you see symmetry in this building?
 - » The columns look exactly alike.



Let's Visit The Parthenon (SL.2.2)

Materials Needed: internet access, capability to display internet in the classroom



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

www.coreknowledge.org/ckhg-online-resources

Tell students that they are going to travel to visit one of the most famous places in Athens, the Parthenon, on the Acropolis. Students will see images of what the Parthenon looked like when it was first built, what statues were carved on it and inside it, and what it looks like now, centuries later. Surprisingly, much of the basic structure of the Parthenon is still intact—the columns are still standing and the beams still support the structure. Many restoration projects have taken place over the years, as well as studies into the amazing architecture of the ancient Greeks.

Play the video, starting at 2:43. Stop at time stamp 8:47.

Guide discussion with the following questions:

- Where in Athens is the Parthenon?
 - » It is located on the Acropolis, the sacred city in the sky.
- What is the Parthenon today?
 - » Today, the Parthenon is a ruin.
- What does it mean that the Parthenon is the “most copied building in the world”?
 - » It means that many other buildings in many other countries look like the Parthenon.
- Why was the Parthenon built?
 - » It was built to glorify Athens.
- Why do you think modern Greeks are working so hard to save the Parthenon?
 - » Answers will vary, but students should recognize the role of the Parthenon in Greek history and culture.

The Olympic Games

Primary Focus Objectives

- ✓ Identify ancient Greece as the site of the original Olympic Games. (RI.2.1, SL.2.3)
- ✓ Describe the Olympic Games. (SL.2.2)
- ✓ Understand that the games were an event for which all the Greek city-states came together in peace. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *athletic competition, religious festival, stadium, discus, chariot, wreath, victor, and victorious*. (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.3

- individual student copies of *Ancient Greece* Student Book
- teacher and individual student copies of Map of Ancient Greece (AP 1.3)
- image of the modern Olympic symbol of the five intertwining rings
- audio recording of Olympic anthem

Use this link to download the CKHG Online Resources for this unit, where the specific links to the image and audio recording may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

The earliest recorded Olympic Game occurred in 776 BCE. It was a footrace held to honor Zeus, the supreme god within Greek mythology. The games were held every four years and were one of the few times that the Greek city-states came together—but still as competitors. During the games, a truce was declared, and there was no fighting allowed between the city-states. The games included such sports as boxing, wrestling, footraces, chariot racing, discus throwing, and broad jump.

Emperor Theodosius of the Eastern Roman Empire stopped the Olympic Games in 393 CE. Cheating among the athletes and the use of professional athletes rather than amateurs had become problems. In addition, the dedication of the games to Greek deities came into conflict with the newly adopted Christianity of the Roman Empire. Christians insisted that there was only one god, and they objected to games held in honor of Zeus and other pagan gods.

The modern Olympic Games were reinstated in 1896. The games were suspended in 1916 during World War I and were again suspended in 1940 and 1944 during World War II. There are now two sets of Olympic Games: the Summer Olympics and the Winter Olympics. For many years, the Winter and


Summer Olympics were held every four years, both in the same year. After the 1992 games, however, the International Olympic Committee decided to alternate the games, so that each round of the Winter Olympics or of the Summer Olympics is still four years apart, but one set of games occurs every two years. For example, the Summer Olympics were held in Rio de Janeiro, Brazil, in 2016, and the Winter Olympics were held in Pyeongchang, South Korea, in 2018. In 2004, the Olympic Games returned to Athens for the first time since 1896.

THE CORE LESSON

Introduce: “The Olympic Games”

Show students an image of the modern Olympic symbol of the five intertwining rings while you simultaneously play a brief audio selection of the Olympic anthem. Ask students if they recognize either the image or the music.

SUPPORT—If needed, prompt students by asking if they have ever watched the Olympic Games on television.

Activity Page  Tell students that our modern Olympic Games are based on ancient games that took place in the ancient Greek city-state of Olympia. (Hence the name *Olympics*.) Help students find the city of Olympia on the Map of Ancient Greece (AP 1.3).

AP 1.3

Tell students that in this Read Aloud, they will learn about the first Olympic Games and why they were important to the ancient Greeks.

Big Question

What were the original Olympic Games?

Core Vocabulary

athletic competition religious festival stadium discus chariot wreath
victor victorious


Chapter 6: “The Olympic Games”

Distribute copies of the Student Book. Ask students to turn to page 23 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Olympic Games.”

CHAPTER
6

The Olympic Games

The Olympic Games were an important athletic competition in ancient Greece that were held every four years. Our modern Olympic Games are based on these ancient games, which took place in the Greek city of Olympia. The Olympic Games began as part of a religious festival honoring the god Zeus.



23

CORE VOCABULARY—Explain that an **athletic competition** is a sports contest, such as a race or soccer game.

CORE VOCABULARY—Tell students that a *festival* is a celebration. Explain that a **religious festival** is a celebration that honors a god or goddess.

Activity Page



AP 1.3

SUPPORT—Ask students to point again to Olympia on the Map of Ancient Greece (AP 1.3).

SUPPORT—Guide students in describing what they see in the image on the page. Point out the spectators in the crowd, who are watching what is happening, as well as the athletes who are competing. Note the athletes in the image who appear to be running a race. Tell students that they will find out more about what the other athletes are doing when they listen to the Read Aloud on the next page.

Ask students the following questions:

LITERAL—What were the Olympic Games?

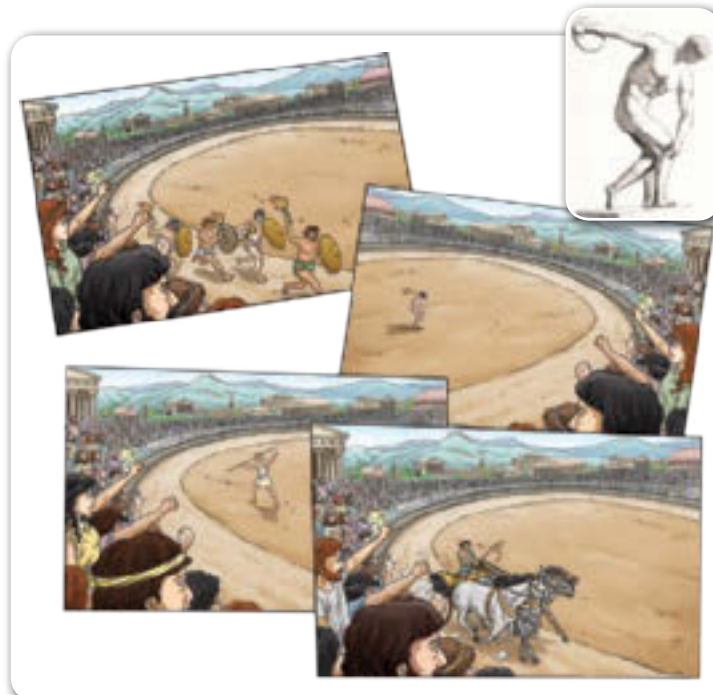
- » The Olympic Games were an important athletic competition that was held every four years in ancient Greece.

LITERAL—How did the Olympic Games begin?

- » The Olympic Games began as part of a religious festival honoring Zeus.

Now ask students to look at the images on page 24 as you read aloud.

At first, only local athletes took part, and there was only one event—a footrace the length of the stadium. But as the games grew more popular, athletes came from farther and farther away, and more events were added. Eventually all of the Greek city-states took part in footraces, as well as in discus and javelin (a kind of spear) throwing. There were also competitions in jumping, wrestling, boxing, and horse and chariot races.



24

CORE VOCABULARY—Explain that a **stadium** is a large, open building that is used for sports and concerts.

CORE VOCABULARY—Explain that a **discus** is a round, flat object. It looks like a frisbee but is much heavier. Athletes compete to see who can throw the discus the farthest. Point out the discuses in the top two images on the right on page 24. Note that the image at the top right is an image of a famous sculpture, or statue, called *The Discus Thrower*.

CORE VOCABULARY—Explain that a **chariot** was a type of vehicle pulled by horses that was used during ancient times. Point out the chariot in the image on the bottom right of page 24.

SUPPORT—Guide students through the remaining images on the page. Identify the Olympic sport shown in each one. (*top left: footrace; top right: discus throwing; bottom left: javelin throwing; bottom right: chariot race*)

Ask students the following questions:

LITERAL—What was the only event in the original Olympic Games?

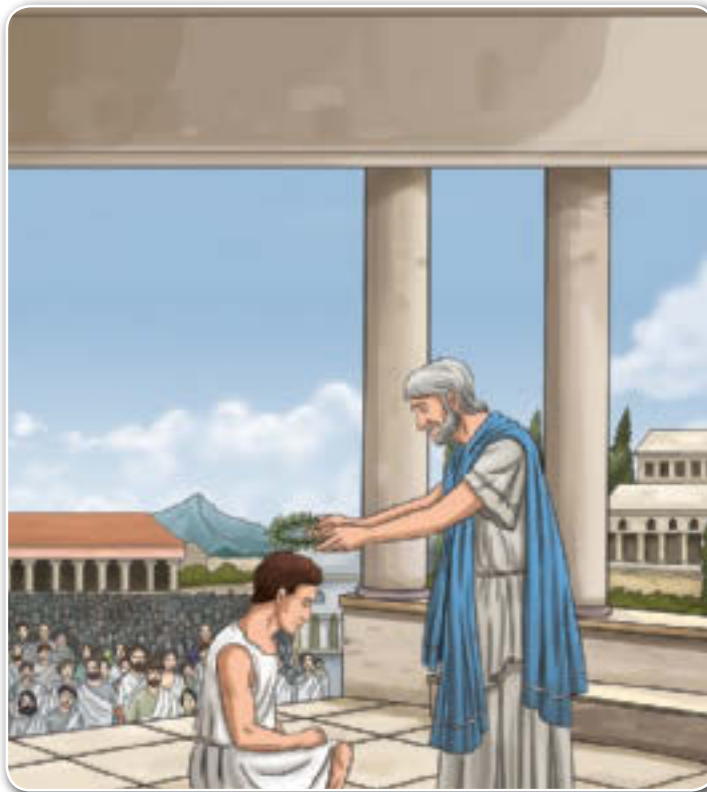
» The only event was a footrace the length of the stadium.

LITERAL—What other events were added over time?

» Over time, discus throwing, javelin throwing, wrestling, boxing, and horse and chariot races were added.

Ask students to look at the image on page 25 as you read aloud.

The official prize for winning an 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.



25

CORE VOCABULARY—Explain that a **wreath** is a circle of flowers or leaves that is worn like a hat. Point out the wreath in the image on page 25.

CORE VOCABULARY—Explain that a **victor** is a winner. Also explain that a **victorious** athlete is an athlete who won his competition.

Ask students the following question:

LITERAL—What did winners at the Olympic Games receive?

» Winners received a wreath made of olive leaves. They also were known as heroes.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What were the original Olympic Games?

» The original Olympic Games were sport competitions created as part of a religious festival honoring Zeus. They took place in Olympia, Greece, in a stadium. The original event was a footrace, but the games eventually also included discus and javelin throwing, boxing, wrestling, and horse races. The winners had wreaths of olive leaves placed on their heads.

Additional Activities

Grade 2 Olympics

Materials Needed: supplies for chosen games, such as Frisbees® and balls; wreaths made out of construction paper

Arrange with other Grade 2 classes to have a school Olympics. You can organize more child-friendly events, such as Frisbee® throwing, sprints, distance races, long jumps, and team sports or games that students know. You might also want to include “fun runs,” such as three-legged races or potato-sack races. Crown winners with construction-paper wreaths.



The Discus Thrower (SL.2.2)

Materials Needed: image of *The Discus Thrower* from the internet or Core Knowledge Art Resources, internet access, capability of displaying the internet in the classroom



Background for Teachers: There are many copies of the sculpture, *Discobolus* or *The Discus Thrower*. Some are more anatomically revealing than others. The image chosen for this activity is classroom appropriate.

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

www.coreknowledge.org/ckhg-online-resources

Alternate Art Activity for *The Discus Thrower*: If you do not have classroom access to the internet, you can purchase the *Core Knowledge Curriculum Series™* Art Resource Packet for Grade 2, available at:

www.coreknowledge.org/store

Use the art resource to discuss key features of the statue. You might also have students refer to the image of *The Discus Thrower* in Chapter 6 of the Student Book on page 24.

Display the image of *Discobolus (The Discus Thrower)* by Myron. Explain that the original statue was made in ancient Greece long, long ago—more than two thousand years ago. The photo shows a copy sculpted in marble in later centuries.

Give students a few seconds to study the image. Then ask the following Looking Questions:

- What do you see?
 - » Answers will vary.
- What is this figure doing?
 - » He is trying to throw a discus. (Explain what a discus is and how it is thrown.)
- Do you think he will throw the discus far? Why?
 - » Answers will vary, but the athlete's taut muscles and powerful twist suggest that he is about to put all his strength behind the throw.
- When you throw something heavy, does your face look like this?
 - » Explain that the Greeks preferred to make human beings look calm and thoughtful. This was part of their idea of beauty.
- What would your body look like if you were throwing a ball or a flying disc?
 - » Answers will vary.
- Are there any details that might suggest this is a sculpture from ancient Greece?
 - » Students may connect the statue with the Olympic Games.

The Great Thinkers

Primary Focus Objectives

- ✓ Identify Socrates, Plato, and Aristotle as great philosophers of ancient Greece. (RI.2.1, SL.2.3)
- ✓ Understand how ideas can spread through writing and teaching. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *philosopher*, *wisdom*, *justice*, *imaginary*, and *scientific research*. (L.2.4, L.2.5)

Materials Needed

- individual student copies of *Ancient Greece Student Book*
 - internet access to image of *The School of Athens*
- Use this link to download the CKHG Online Resources for this unit, where the link to the image of the painting can be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Socrates, Plato, and Aristotle were three Athenian philosophers whose lives were connected. Plato was a student of Socrates, and Aristotle was a student of Plato. These three great philosophers attempted to use reason to discover truth and an ethical system of behavior. Prior to their work, Greek philosophers had focused on trying to understand what the universe was made of. For Socrates, Plato, and Aristotle, the focus was more on human behavior.

Socrates (469–399 BCE)

Socrates developed what is known as the Socratic method. Through a series of questions, he attempted to prod his students into seeing the inconsistencies and contradictions in their thinking about fundamental questions, such as: How should we live? What is goodness? What is justice? He believed that there was an objective truth and that people could discover this truth for themselves by looking inside themselves. “Know thyself,” he taught his students. This ultimate truth would, ideally, lead people to adopt a course of correct behavior.

Socrates had a distinctive way of teaching, which involved asking questions—How do you know? What do you mean?—and then using these questions to guide his listeners toward his point of view. Through reasoned dialogue, he helped make abstract concepts, such as courage, justice, and beauty, specific and meaningful. His questioning method is still used in many colleges and universities today. The following brief example of the Socratic method is taken from a dialogue called *Meno*, written by Plato in 380 BCE:

Meno. If you want to have one definition of [all virtue], I know not what to say, but that virtue is the power of governing humankind.

Socrates. And does this definition of virtue include all virtue? Is virtue the same in a child and in a slave, Meno? Can the child govern his father, or the slave his master; and would he who governed be any longer a slave?

Meno. I think not, Socrates.

Socrates. No, indeed; there would be small reason in that. Yet once more, fair friend; according to you, virtue is “the power of governing”; but do you not add “justly and not unjustly”?

Meno. Yes, Socrates; I agree there; for justice is virtue.

Fellow Athenians were suspicious of Socrates and the way he questioned everything. They came to see him as a troublemaker. He was accused of blaspheming the deities and corrupting the youth of Athens with his teaching.

Socrates was tried, found guilty, and sentenced to death by an Athenian court. He was given numerous opportunities to escape. But Socrates refused to flee Athens. He taught that each city-state was governed by time-tested laws and constitutions. No citizen had the right to stand above the rule of law. Socrates accepted his fate as a good citizen of Athens. He agreed to drink a cup of a poison called hemlock.

The trial and last days of Socrates are described in a series of short and very readable dialogues by Plato: *The Apology*, *Crito*, and *Phaedo*.

Plato (427–347 BCE)

Socrates left no writings, but his student Plato wrote a series of dialogues that show Socrates’s influence as a questioner. Plato’s later dialogues present his own views. Plato also taught his ideas in a school he founded called the Academy.

Plato believed that there is an objective, or ultimate, set of universal truths called ideals. However, people will never be able to discover these universal truths solely through observation because what they see around them is ever-changing. Ideals can only be grasped through reason.

One of Plato’s most famous dialogues is *The Republic*. In this work, Plato explores the idea of an ideal government based on a true understanding of justice. This government would be very different from the actual government of Athens. (Plato did not like Athenian democracy, which he blamed for the death of his mentor, Socrates.)

In Plato’s republic, there would be no democracy, but also no slaves. There would be only three social classes: workers, soldiers, and philosophers (or philosopher-kings). The first group would produce the essentials of life, the second would protect the state, and the third would govern through just and humane laws. All property would be held in common. Plato’s *The Republic* is still widely read and is available in many translations.

Aristotle (384–322 BCE)

Aristotle was a student in Plato’s Academy in Athens; however, he disagreed with Plato about some things, including the essence of the ideal. Aristotle believed that the ideals were inherent in the real world, not separated off in a higher world of their own. Aristotle was not willing to confine himself to the realm of ideas, to the theory of knowledge. He was acutely interested in the physical world.

In general, Aristotle focused much more on the world as it really exists, whereas Plato focused more on an ideal world that he thought should be brought into existence.

The distinction between the two philosophers is memorably captured in Raphael's famous painting *The School of Athens*, in which Plato is shown pointing to the heavens, the location of the abstract ideals, while Aristotle holds his arm parallel to the earth. Use this link to download the CKHG Online Resources for this unit, where the specific link to an image of *The School of Athens* may be found:

www.coreknowledge.org/ckhg-online-resources

Aristotle adopted a philosophy of moderation. He believed that humans must find a balance between the extremes of good and evil. This balance would result in moral behavior. Among the highest virtues, according to Aristotle, were self-control and self-reliance. A phrase commonly associated with Aristotle is "the golden mean." An example of the golden mean comes from Aristotle's *Nicomachean Ethics*, Books 2 and 3, in which Aristotle explains that a shortage of courage is cowardice, but an excess of courage is recklessness. True courage is the "golden mean" between these two extremes. In other words, it is possible to have too much of a good thing: if someone has too much courage, it ceases to be a virtue. In the same way, Aristotle held that temperance was the golden mean between indifference and boundless desire.

Aristotle was a multifaceted genius who wrote on many different subjects. For example, he wrote a book on politics in which he examined different kinds of government, including the governments of city-states, such as Athens and Sparta. He wrote a book on poetry and theater that describes how we feel when we see a hero suffering in a Greek tragedy. He also wrote on various scientific subjects.

Aristotle's scientific ideas were extremely important during the Middle Ages. During the Renaissance and the Enlightenment, some of his central ideas were challenged, but some of his works are still widely read. For a time, Aristotle tutored Alexander, the son of the king of Macedonia. This young lad would grow up to be Alexander the Great, conqueror of much of the known world. After Alexander rose to power, he gave his former tutor a gift of money that Aristotle used to establish his own school, the Lyceum.

THE CORE LESSON

Introduce: "The Great Thinkers"

Tell students that the ancient Greeks loved learning. Part of learning is finding new ways to look at and think about things. Some Greeks spent their lives doing this. They shared their ideas with others, and those ideas are still with us today. Tell students that in this Read Aloud, they will learn about the three great thinkers of ancient Greece.

Big Question

Who were the three great thinkers of ancient Greece?

Core Vocabulary

philosopher wisdom justice imaginary scientific research

Chapter 7: “The Great Thinkers”

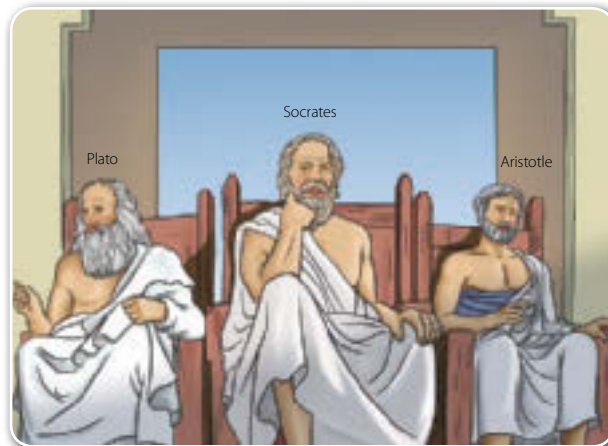
Distribute copies of the Student Book. Ask students to turn to page 26 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “The Great Thinkers.”

CHAPTER 7

The Great Thinkers

The ancient Greeks loved learning. Part of learning is finding new ways to look at and think about things. Some ancient Greeks spent their lives doing this. They shared their ideas with others, and those ideas are still with us today. Three of the greatest thinkers of ancient Greece were Socrates, Plato, and Aristotle. They lived mostly in Athens. All three of these thinkers had students who believed in their ideas. These students spread what they learned far and wide.

Let’s meet these three great thinkers whose ideas and writings are still important today.



26

SUPPORT—Ask students what they believe it means to be a thinker. Everybody thinks, so what makes someone a thinker? Is it a job? It is just a hobby? Is it a character trait? Thinkers of ancient Greece were people who had ideas about life, about how people should behave, and about how societies should function. They believed that their thoughts were important enough to share with others. Have students consider what they would ponder if they were thinkers.

SUPPORT—Explain that the image on page 26 shows Socrates, Plato, and Aristotle as three of the greatest thinkers of ancient Greece, but that all three would not have been together at the same time.

Ask students the following question:

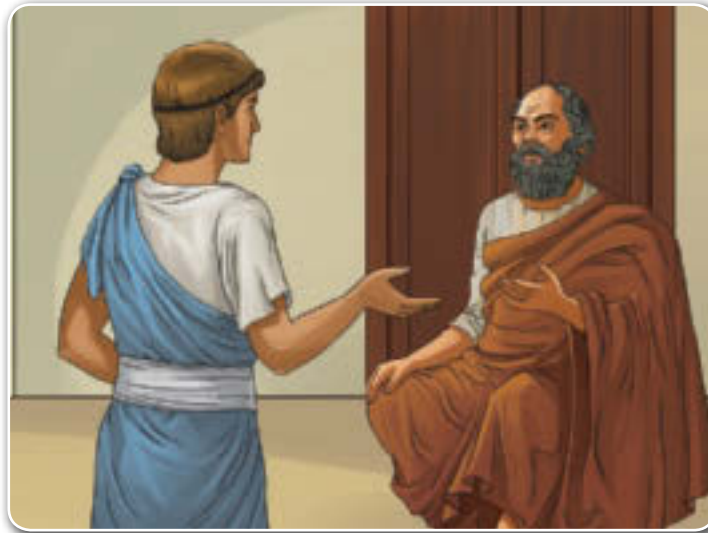
LITERAL—Who were three of the greatest thinkers of ancient Greece?

» Socrates, Plato, and Aristotle were three of the greatest thinkers of ancient Greece.

Now ask students to look at the image on page 27 as you read aloud.

Socrates was a stoneworker, but he was also a philosopher. The word *philosopher* comes from the Greek word *philosophia*, meaning “love of wisdom.” Unlike other teachers, Socrates did not just tell his students things—he also asked lots of questions. He wanted students to figure out answers for themselves.

If one of his students was talking about justice, Socrates would ask him what he meant by justice. The student would try to explain. Then Socrates would ask even more questions. Socrates believed that by asking questions and searching for answers, he helped people understand things more clearly.



27

CORE VOCABULARY—Explain that a **philosopher** is a thinker, a person who seeks knowledge and understanding.

CORE VOCABULARY—Explain that **wisdom** can mean two different things, both of which apply to being a philosopher. Wisdom can be knowledge gained from experience or study, or it can be the ability to understand things that other people do not.

CORE VOCABULARY—Explain that **justice** means fair treatment.

Ask students the following questions:

LITERAL—Who was Socrates?

- » Socrates was a stoneworker and a philosopher.

LITERAL—What was Socrates’s form of teaching?

- » Socrates did not just tell his students things—he also asked them lots of questions so they could figure out answers for themselves. When his students answered, he would ask even more questions.

EVALUATIVE—Would you like to have a teacher like Socrates, who asks a lot of questions and makes students figure out answers for themselves? Why or why not?

» Answers will vary. Students should be able to articulate at least one reason for their choice.

Ask students to look at the image on page 28 as you read aloud.

Plato was one of Socrates's students. Plato loved thinking about the questions Socrates asked. But as well as being a great thinker, Plato was a writer.

After Socrates died, Plato wrote down some of the conversations Socrates had with him and with other students. But that was not enough for Plato. Next, he tried to imagine what Socrates would say about subjects they had not talked about. Plato wrote down about thirty of these imaginary conversations, which people still read today.



28

CORE VOCABULARY—Explain that something **imaginary** is not real. It exists only in someone's mind or imagination.

Ask students the following questions:

LITERAL—What was Plato's relationship to Socrates?

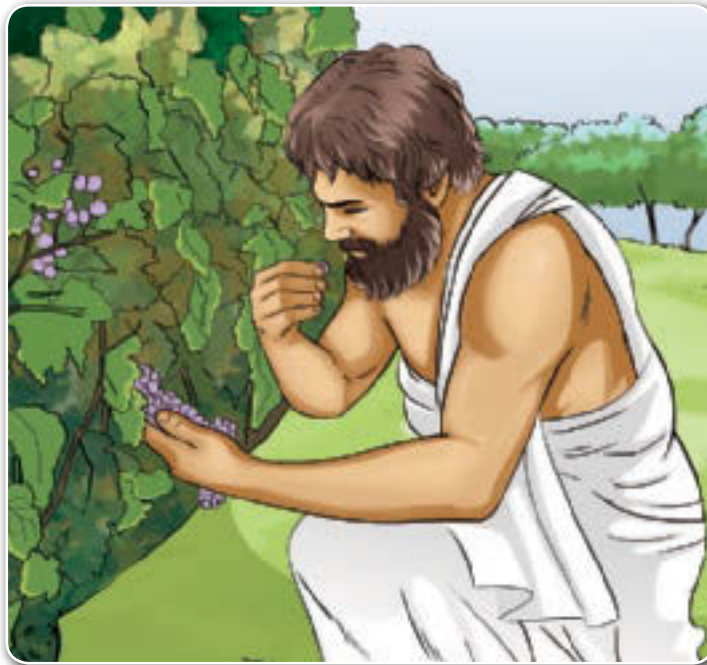
» Plato was a student of Socrates.

LITERAL—What did Plato write about?

- » Plato wrote about conversations he had with Socrates and that Socrates had with other students. He also wrote imaginary conversations, sharing what he believed Socrates would have said.

Now ask students to look at the image on page 29 as you read aloud.

Aristotle was one of Plato's students. Aristotle searched for knowledge by collecting and examining insects, animals, and plants. Aristotle believed 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. Without realizing it, Aristotle was creating the beginning of scientific research.



29

SUPPORT—Explain that *examining* means looking at closely.

CORE VOCABULARY—Tell students that *research* means a careful study of something, usually to learn something new. Explain that **scientific research** is a way of looking at facts about the world and coming up with explanations for why things are the way they are.

Ask students the following questions:

LITERAL—What was Aristotle's relationship to Plato?

- » Aristotle was a student of Plato.

LITERAL—How did Aristotle learn new things?

- » Aristotle learned new things by collecting and examining insects, animals, and plants.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Who were the three great thinkers of ancient Greece?

- » The three great thinkers were Socrates, Plato, and Aristotle. Socrates came first. Plato was one of his students. Socrates's teaching included asking a lot of questions. Plato wrote about Socrates's conversations, as well as about imaginary conversations he thought Socrates would have had. Aristotle was a student of Plato. Aristotle believed in learning by collecting and examining things. He created the beginning of scientific research.

Alexander the Great

Primary Focus Objectives

- ✓ Identify Alexander the Great. (RI.2.1, SL.2.3)
- ✓ Understand why Alexander is important. (RI.2.1, SL.2.3)
- ✓ Locate on a map the area Alexander the Great conquered. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *fearless, fierce, fled, victory, empire, and military*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.2
AP 1.3
AP 8.1

- individual student copies of *Ancient Greece Student Book*
- globe or display copy of World Map (AP 1.2)
- teacher and individual student copies of Map of Ancient Greece (AP 1.3)
- teacher and individual student copies of Alexander the Great's Empire (AP 8.1)

What Teachers Need to Know

Phillip II was king of Macedonia, a region north of Greece. At the time he was king, from 359 BCE to 336 BCE, the Persian Empire was still a major threat to the Greek city-states. Phillip was determined to conquer the Greek city-states and combine their forces with his Macedonians. He believed he would then be strong enough to defeat the Persians. Before Phillip could fully realize his plan, he was assassinated. His son, the twenty-year-old Alexander, ascended the throne. This was the same Alexander who had been tutored by Aristotle. The young man had never learned to pursue Aristotle's golden mean. He did everything to the extreme. But his studies with Aristotle did affect him in at least one important way. Under Aristotle's tutelage, he had studied Homer's epic poem, the *Iliad*, with its great warrior-hero Achilles. Alexander carried a copy of the *Iliad* with him for the rest of his life, and the poem seems to have inspired him to become a great warrior-hero in his own right.

Phillip had succeeded in conquering the Greeks. Now his son Alexander packed his copy of the *Iliad* and led his joint Macedonian and Greek army into Asia Minor. Alexander soon proved himself a brilliant warrior and stunning tactician. Leading from the front lines of any battle, he took the greatest risks himself and galvanized his troops. His forces defeated the Persians in Asia Minor and then moved farther into Persian territory. At Issus, they defeated Darius, the Persian emperor. Alexander then turned his attention west to Phoenicia and Egypt, seizing power by force. Alexander moved back through the former Persian Empire, fighting more battles and seizing more territory, including Mesopotamia, until his forces reached the Indus River in a part of ancient India that is now modern Pakistan.

As Alexander won battles, his ego grew and grew. He named many cities after himself. (Alexandria in Egypt would become the most important.) He also began to adopt the Persian customs of kingship. Forcing his men to treat him as Persian subjects treated their kings, Alexander made supplicants lie prostrate on the ground before him. Greeks did not believe in these sorts of customs for men, considering them too subservient.

Alexander's troops were not pleased, and he was obliged to discontinue the practice. Alexander continued his wars in the east until, during the monsoon season, with his troops poorly supplied, he and his men encountered the horror of war elephants expertly trained in India. The Greeks did not lose, but Alexander's men did lose heart. They would fight no more.

It was said that when Alexander realized he must turn back, he broke down in tears, sobbing that for him there were no more worlds to conquer. Nevertheless, Alexander turned westward. On his return through Babylon in 323 BCE, the great conqueror became ill after an extended period of particularly heavy drinking. Alexander died at age thirty-three, having gone well beyond his father's dream in conquering much of the known world.

Aristotle's influence was apparent in Alexander's attitude toward the people he conquered. He did more than fight wars and seize territory. Alexander was also very interested in spreading Greek culture among the peoples he ruled and in blending Greek, Persian, Indian, and Egyptian customs and institutions. Greek scholars, artists, government officials, and merchants followed Alexander's army.

In Egypt, he founded the city of Alexandria, which became a center of Hellenistic learning. *Hellenism* is the name given to the merging of Greek and Middle Eastern cultures.

Bucephalus and the Gordian Knot

Two stories are commonly told about Alexander the Great, both of which emphasize his cleverness and ability to solve problems that baffled others. The first is the story of Alexander's horse, Bucephalus. This horse was so wild that nobody could ride it. Dozens tried, and dozens got tossed to the ground. As a young man, Alexander watched the horse's behavior and quickly realized that the animal was scared by his own shadow. Alexander took the horse and turned his face toward the sun so that he couldn't see his shadow, and thus Alexander succeeded where so many others had failed. Bucephalus became Alexander's faithful horse for many years to come. When the animal was killed during the Indian campaign, Alexander set up a town and named it after his horse.

The other famous story is the story of the Gordian knot. In Gordium, one of the cities in Asia Minor that Alexander conquered, there was supposedly a knot that was so complex that no one had been able to untie it. An ancient prophecy maintained that whoever succeeded in untying the Gordian knot would go on to rule Asia. When presented with the Gordian knot, Alexander did not attempt to untie it; he simply thought a moment and then drew his sword and sliced it in two. Presto! No more knot.

Within the next nine years, Alexander had succeeded in conquering the largest empire the world had yet seen, thus fulfilling the ancient prophecy. Even today, people will speak of "cutting a Gordian knot" when someone comes up with a surprising and unexpected solution to a problem that has puzzled others.

THE CORE LESSON

Introduce: "Alexander the Great"

Ask students to tell you about the three great thinkers of ancient Greece. Then tell them that they will now learn about another famous figure in ancient Greece: Alexander the Great. Share with students that Aristotle had actually tutored Alexander. Alexander was the son of the king of Macedonia, and Aristotle had traveled to Macedonia after leaving Plato's school and before starting his own school.

Tell students that in this chapter, they will learn who Alexander was and what made him great.

Big Question

Why was Alexander known as Alexander the Great?

Core Vocabulary

fearless fierce fled victory empire military

Chapter 8: “Alexander the Great”

Distribute copies of the Student Book. Ask students to turn to page 30 of the Student Book and look at the image as you read aloud. Tell students that the title of this chapter is “Alexander the Great.”

CHAPTER 8

Alexander the Great

One of Aristotle’s students became perhaps the most famous man in the world at the time. His name was Alexander. Alexander’s father was Philip II, the king of Macedonia. When Alexander was about twenty years old, his father was killed, and Alexander became king.

Alexander went on to conquer more land than anyone had ever done before. He became richer than anyone else. And he ruled more people than any previous king. For these reasons, we call him Alexander the Great.



30

Activity Page



AP 1.3

SUPPORT—Using the Map of Ancient Greece (AP 1.3), point to the approximate location of the ancient kingdom of Macedonia. Explain that it was a region in northern Greece that extended around the northern part of the Aegean Sea.

SUPPORT—Make sure students understand that *previous* means “earlier” or “before.”

Ask students the following questions:

LITERAL—Who was Alexander?

- » Alexander was the son of the king of Macedonia, and he was a student of Aristotle.

EVALUATIVE—Why is Alexander called Alexander the Great?

- » Alexander is called Alexander the Great because he conquered more land than anyone had done before, became richer than anyone else, and ruled more people than any previous king.

Now ask students to look at the image on page 31 as you read aloud.

Alexander was a strong, intelligent king, and he was also a fearless fighter. One of the first things he did when he became king was to attack Greece's old enemies, the Persians. At the time, Alexander just had a small army, and he did not have a navy. Alexander faced the Persian king, Darius III, in a battle and was so fierce that the king and the Persian army fled. Alexander won a great victory. Over time, Alexander went on to conquer all of the Persian Empire, the largest and most powerful empire of its time.



31

CORE VOCABULARY—Explain that **fearless** means without fear. Alexander fought without being afraid. He was very brave.

SUPPORT—Tell students that to face someone is to meet them in person; to challenge them. Explain that “faced in a battle” means that Alexander and Darius III met in a fight during the war.

CORE VOCABULARY—Explain that **fierce** means violent or strong.

CORE VOCABULARY—Explain that **fled** means ran away.

CORE VOCABULARY—Explain that a **victory** is a win.

Ask students the following questions:

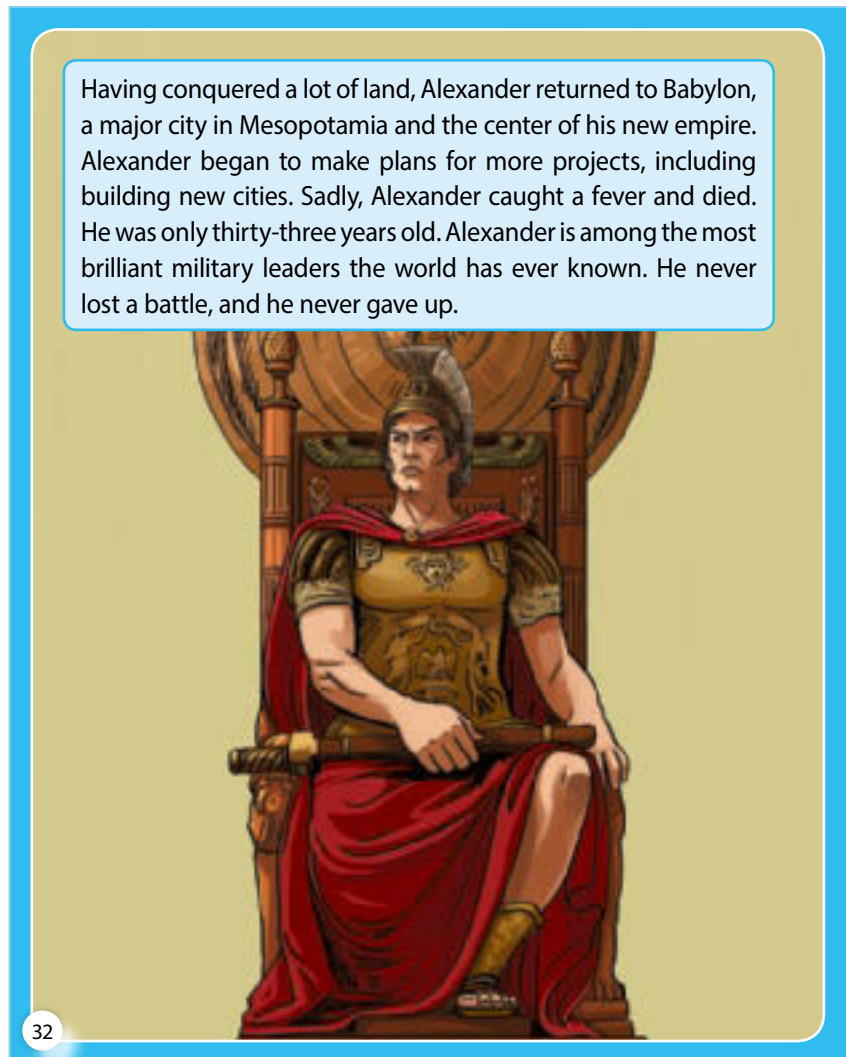
LITERAL—What was one of the first things that Alexander did when he became king?

- » One of the first things that Alexander did when he became king was to attack the Persians.

EVALUATIVE—Why did Darius III and the Persian army flee the battle with Alexander?

- » Darius and the Persian army fled because Alexander and his small army were so fierce.

Ask students to look at the image on page 32 as you read aloud.



CORE VOCABULARY—Explain that an **empire** is a group of countries or territories under the control of one government or ruler.

CORE VOCABULARY—Explain that the word **military** refers to anything that has to do with soldiers or the armed forces, such as the army and navy.

Activity Page



AP 1.3

SUPPORT—Use the globe or World Map (AP 1.3) to show students where ancient Mesopotamia was located (modern-day Iraq). Alexander had defeated Darius at a battle in the area, and that is most likely why he made Babylon the center of his new empire.



Distribute Alexander the Great's Empire (AP 8.1). Give students a moment to study the map. Then ask what the shaded area stands for. (*the empire of Alexander the Great*) Help students find and point to each of the following areas on the map: Greece, Persia, Mesopotamia, Egypt, and Asia Minor. Ask students to identify the continents that had parts of Alexander's empire. (*Europe, Asia, Africa*)

Ask students the following questions:

LITERAL—Where was the center of Alexander the Great's new empire?

» The center of Alexander the Great's new empire was the city of Babylon in Mesopotamia.

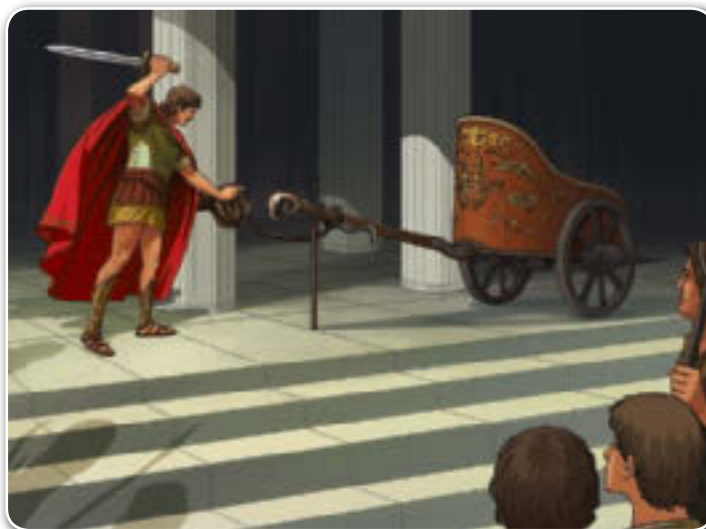
INFERENTIAL—Why do you think Alexander is called one of the most brilliant military leaders the world has ever known?

» Possible answer: Alexander never lost a battle, and he never gave up.

Now ask students to look at the image on page 33 as you read aloud.

According to a famous legend, one day Alexander and his army arrived in a city called Gordium. In the middle of the city there was a chariot tied up in such a way that the knot was very difficult to undo. People said whoever could undo the knot would rule the world.

Alexander looked at the knot but could not at first see how to undo it. Then he had an idea. He drew out his sword and split the knot apart. Alexander had proved himself worthy of ruling the world! Today, when we say someone has cut "the Gordian knot," we mean that the person has found a clever way to solve a problem.



SUPPORT—Ask students if they have ever had a hard time undoing a tight or difficult knot (perhaps their shoelaces, or a knot in a rope). Then ask students if they think that it was fair that Alexander used his sword to cut the knot. Should he have untied the knot using just his hands?

SUPPORT—Remind students that they learned about chariots in Chapter 6. **Challenge them to find the chariot in the image on page 33.**

Ask students the following question:

LITERAL—What did Alexander the Great do to the Gordian Knot?

» Alexander cut the knot with his sword.

Ask students to look at the image on page 34 as you read aloud.

Another story tells of Alexander's horse, Bucephalus. As the story goes, when Alexander was a boy, a beautiful, black horse was brought to his father, the king. But no one, not even the king, could ride the horse. Alexander stepped forward and asked if he could try. It seems Alexander had noticed that Bucephalus was afraid of his shadow. Alexander turned the horse around to face the sun so that the horse could not see his shadow. Then Alexander jumped onto the horse and rode off. When Alexander grew up, he rode Bucephalus into battle.



34

Note to Teacher: *Bucephalus* is pronounced (/boo*seh*fuh*luss/).

Ask students the following questions:

LITERAL—Who was Bucephalus?

- » Bucephalus was Alexander the Great's horse.

LITERAL—How did Alexander tame, or try to ride, Bucephalus?

- » Alexander tamed Bucephalus by turning the horse so that the horse could not see his shadow.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—Why was Alexander known as Alexander the Great?

- » Alexander the Great was a strong, smart, and fearless military leader, who conquered more land and ruled more people than any previous king. He was the richest man during his time. He fought many battles and never lost. He conquered the Persian empire and was building his own empire when he died at age thirty-three.

Additional Activities

Alexander's Life (SL.2.2)

Materials Needed: sufficient copies of the *Ancient Greece* Student Book

Tell students they are going to act out stories from Alexander the Great's life. Organize students into small groups of three or four. Encourage students to look back through Chapter 8 of the Student Book and use the images as ideas for stories. You may also wish to assign each group one page of the chapter to act out.

Give each group time to plan and practice their scene. Then have groups perform their skits for the class.

Teacher Resources

Culminating Activity: *Ancient Greece*

- Ancient Greece Artifacts 87
- My Book About *Ancient Greece* 87

Unit Assessment: *Ancient Greece*

- Unit Assessment Questions: *Ancient Greece* 109
- Unit Assessment Student Answer Sheet: *Ancient Greece* 111

Performance Task: *Ancient Greece*

- Performance Task Activity: *Ancient Greece* 115
- Performance Task Scoring Rubric 116

My Passport

- Directions for Making My Passport 117
- Introducing My Passport to Students 118
- My Passport Activity for *Ancient Greece* 119

Activity Pages

- Letter to Family (AP 1.1) 120
- World Map (AP 1.2) 121
- Map of Ancient Greece (AP 1.3) 122
- Greek Gods and Goddesses (AP 5.1) 123
- Alexander the Great's Empire (AP 8.1) 124

Answer Key: *Ancient Greece*—Unit Assessment and Activity Pages 125

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/>. You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

Culminating Activity: *Ancient Greece*



Ancient Greece Artifacts

Materials Needed: internet access; capability to display internet in the classroom; white paper; crayons, colored pencils, or markers



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the video and website may be found:

www.coreknowledge.org/ckhg-online-resources

Note to Teacher: The website *Adventures in Ancient Greece* requires Adobe's Flash Player. Please make sure your browser is compatible with Flash Player before using this site. If your browser is not compatible, just use the video to review unit content.

Review unit content using the video *Ancient Greece* (03:49) and/or the website *Adventures in Ancient Greece*.

Then ask students if they know what an artifact is. Explain that an artifact is an object made by people in the past. Artifacts are often uncovered when people search areas where people lived long, long ago.

Remind students that the ancient Greece they learned about occurred several thousand years ago. Have them imagine that they are searching areas of Greece, looking for objects from long, long ago. What is the one artifact they would like to find? It must be something they think would represent life in ancient Greece. Tell students to be creative. For this activity, an artifact can be a person, an idea, a place, etc.

Have students draw their artifact on a piece of paper. When students are done, have them fold their paper in half. Collect the papers.

Have students close their eyes and imagine the Parthenon. Tell them they are part of an archaeological study and that they are scientists looking into the past of Greece.

Have students open their eyes and start to unfold the papers one by one, sharing each drawn artifact. After all have been "uncovered," invite students to name the artifact they chose and drew and explain what it shows about life in ancient Greece.

My Book About *Ancient Greece*

Materials Needed: sufficient copies of *My Book About Ancient Greece* (see pages 91–108), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of *My Book about Ancient Greece* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about ancient Greece that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- the Parthenon
- a Spartan soldier
- a god or goddess
- an event from the ancient Olympic Games
- Socrates, Plato, or Aristotle
- Alexander the Great
- Bucephalus

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into eight groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate on what students say about each chapter to make sure the following points are made:

Chapter 1

- Ancient Greece was a collection of city-states.
- Athens, one of the largest city-states in ancient Greece, had a form of government in which all men who were citizens and older than eighteen years old could take part in the Assembly and make important decisions.
- The Assembly discussed, debated, and voted on important issues.
- People who broke laws in ancient Greece were sometimes fined, punished, or brought in front of a jury.

Chapter 2

- Athens was a busy city with citizens, foreigners, craftsmen, rich families and poor families, and slaves.
- Athenians believed in providing all boys with a complete education and making sure they were physically fit.
- Women and girls in Athens did not have many rights; they were expected to take care of home and family life.

Chapter 3

- Sparta was sometimes an enemy of Athens.
- Sparta had two kings, a council of elders, and an Assembly.
- Spartans were focused on being tough, warlike, and loyal.
- Boys in Sparta were sent away from their family at age seven to become soldiers.
- Women in Sparta had more rights than women in Athens: some owned land, some received an education, and they participated in sports.

Chapter 4

- The Persian Wars occurred when the king of Persia and his army tried to invade Greece.
- The Greeks defeated the Persians at the Battle of Marathon.
- After the Battle of Marathon, a runner ran from Marathon to Athens to share the news of the victory; he collapsed and died after running the distance of twenty-six miles between the two city-states.
- The Persians continued to attack the Greeks, and the second famous battle between them was the Battle of Thermopylae.
- The Greeks lost the Battle of Thermopylae, but they eventually defeated the Persians and drove them out of Greece.

Chapter 5

- The ancient Greeks worshipped many gods and goddesses.
- They believed that the gods and goddesses lived on or above Mount Olympus.
- Zeus was the king of the gods, and Hera was the queen of the gods.
- Zeus's brothers were Poseidon (ruler of the sea) and Hades (ruler of the underworld).
- Apollo was Zeus's son and was admired by the Greeks.
- Aphrodite was the goddess of love, and her son Eros, who could make people fall in love by shooting arrows into their hearts, was later known as Cupid in ancient Roman mythology.
- Athena was the goddess of war, and the Parthenon was built to honor her.
- Hermes was Zeus's son and served as a messenger.

Chapter 6

- The Olympic Games originally started in the city of Olympia in Greece as a religious festival honoring Zeus.
- There was only one event at first (a footrace); later, events such as wrestling, boxing, horse races, and discus and javelin throwing were added.
- The official prize for winning an Olympic event was a wreath made of olive leaves.

Chapter 7

- The ancient Greeks loved learning, and there were many great thinkers during that time.
- The three greatest thinkers were Socrates, Plato, and Aristotle.
- Socrates believed in teaching by asking questions to encourage more thinking.

- Plato wrote about Socrates and his conversations with his students.
- Aristotle believed in observing things in nature and looking at different explanations when trying to understand something.
- Socrates was Plato's teacher, and Plato was Aristotle's teacher.

Chapter 8

- Alexander the Great was a student of Aristotle.
- He was the son of the king of Macedonia.
- He led many battles against the Persians and never lost.
- He eventually had the most powerful empire of its time.
- Alexander cut the Gordian knot with his sword.
- Alexander learned to ride Bucephalus when no one else could.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

My Book
About
Ancient Greece

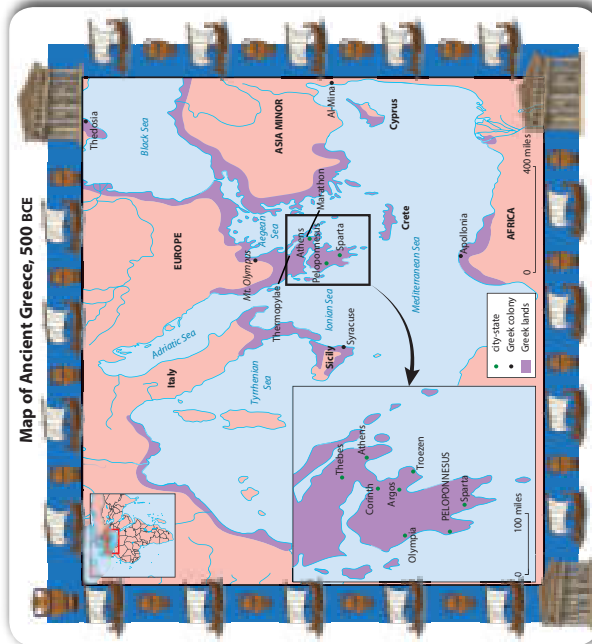
by _____

CHAPTER 1

Introducing Ancient Greece

The modern country of Greece is in southeastern Europe. Much of Greece sticks out into the Mediterranean Sea. Greece also includes many islands.

Two and a half thousand years ago, ancient Greece was not a single country. It was a collection of city-states. Each city-state included a town, or small city, and nearby farmlands. There were many city-states near the Aegean Sea. But there were other city-states along the coast of Asia Minor, in southern Italy, and in north Africa.



2

Athens was one of the largest of the Greek city-states. Today we think of Athens as the place where democracy began. We think of it this way because it had a form of government that allowed some people to help decide how things were done.



The men of Athens were the ones who had a say. All men who were over eighteen years of age and who were citizens were able to take part in what was called the Assembly. The Assembly got to make some important decisions.

3

The members of the Assembly decided which laws were passed and what taxes were raised, as well as other issues such as going to war—or not. Before making decisions, the members of the Assembly discussed, or debated, the issues at hand.



To reach a decision, members of the Assembly voted by holding up their hands. As well as having the Assembly, there were ten elected generals who were in charge of the army in Athens.

4

There were laws in Athens that said how the city-state should be run. There were also laws that said how people should behave. If someone did something that hurt the city-state, often the person would have to pay a fine or face a physical punishment. Personal disagreements were usually put before a jury, or a group of people whose job was to decide who was in the wrong.



5

Life in Ancient Athens

Athens was a busy trading city. Thousands of people lived in Athens, and many foreigners visited to trade and work. Often the skilled craftsmen and artisans who worked in the city were foreigners. There were enslaved people in Athens too. Rich families used enslaved workers to run their households and farms.



6

Because the Athenians believed that male citizens should be involved in the government of the city-state, they wanted young men to have a good education. Boys were taught reading, writing, and math, as well as how to play a stringed instrument called a lyre. They learned poetry by heart. They also did a lot of physical exercise and had to do two years of army training.



7

CHAPTER

3

Life in Ancient Sparta

Sparta was a city-state about one hundred miles southwest of Athens. Unlike Athens, it was not near the sea. Sparta and Athens were, at times, enemies.

The government of Sparta included two kings, a council of elders, and an Assembly. The kings were in charge of the army. The Spartan Assembly could not discuss problems; its members could only vote yes or no.



9

Women and girls in ancient Athens did not have many rights. Women could not own property, and they could not attend certain public events. They could not take part in sports either. But women had a role in religious ceremonies, and they were, of course, a very important part of family life. Girls learned the many skills needed to run a home. They also learned to spin thread, weave cloth, and sew.



8

The Spartans had a very different idea of what was important. They wanted their children to be tough. When they were seven years old, boys were sent away from home to train to become soldiers. Spartan boys were not allowed to wear shoes, and they were taught to accept pain. The training included becoming part of a group of soldiers called a phalanx. The soldiers in a phalanx were very loyal to one another.



10

Spartans raised their young men to be soldiers, so there was little time for writing and poetry. When Spartan boys became teenagers, they were given half as much food to eat. This meant they had to learn to find their own food. Spartan men had to do twenty-three years of army training.



11

Spartan women had more rights than Athenian women. They could own land, and some could read and write. Spartan women learned to ride and play a musical instrument. They also did lots of sports, such as running and gymnastics. Once they became mothers, Spartan women were expected to raise their sons to be brave warriors. Like the people of Athens, the Spartans also had slaves.



12

CHAPTER 4

The Persian Wars

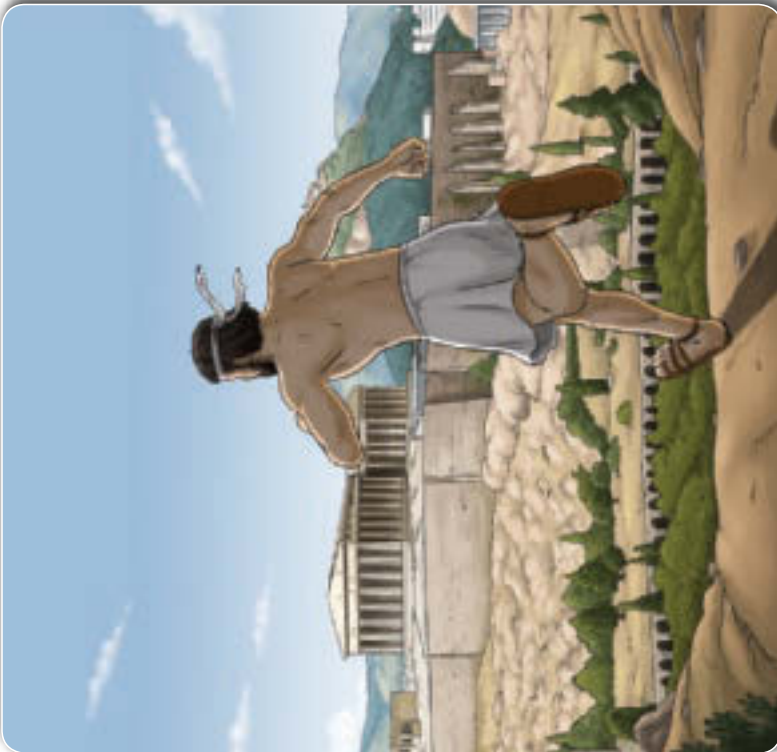
About 2,500 years ago, the king of Persia and his army invaded Greece and tried to conquer it. The Persians were from what is modern-day Iran. The Persians came in boats across the Aegean Sea. They had many more soldiers than the Greeks.

Two of the most important battles were the Battle of Marathon and the Battle of Thermopylae. At the Battle of Marathon, the Greek army was much smaller, but they fought bravely and cleverly. The Greeks defeated the Persians, who escaped to their boats and sailed away.



13

According to the legend, after the Battle of Marathon, a messenger ran all the way from Marathon to Athens to bring news of the victory. The messenger fell down and died after he had delivered his message. The distance between Marathon and Athens is twenty-six miles. This is the distance runners now cover in marathon races.



14

The Persians did not stay away forever. They came back with a mighty army to try once more to defeat the Greeks. To beat the Persians, Athens and Sparta agreed to join together. They also had a plan.

To get to southern Greece, the Persian army had to go through a narrow pass along the coast at a place called Thermopylae. Only a few Persians could go through the pass at one time. The Greeks knew that if they could block the pass at Thermopylae, they could slow the Persians down. And this is what they did.

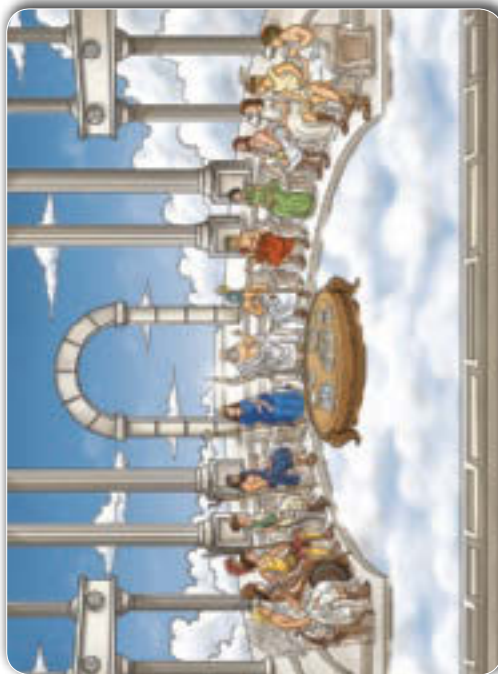


15

Gods and Goddesses

The ancient Greeks worshipped many gods and goddesses. They believed that these gods and goddesses controlled the world and that it was important to honor them. Mount Olympus is the highest mountain in Greece. The ancient Greeks believed that their gods and goddesses lived at the top of Mount Olympus, or in the air above it. They also believed that the gods lived there happily drinking a delicious drink called nectar and eating a food called ambrosia.

Let's meet some of the most important Greek gods and goddesses.



17

Over three days, the Greeks killed thousands of Persians. But then the Persians found another path through. The Greek leader at Thermopylae was Leonidas, one of the two kings of Sparta. When he saw it was hopeless, Leonidas told most of the Greeks to retreat. But the soldiers from Sparta and some others stayed with him. They fought bravely, but there were too many Persians. All of the Greek soldiers were killed. This is not the end of the story though. Eventually, the Greeks defeated the Persians, who were driven out of Greece forever.



16

Zeus was the king of the gods and the strongest of them all. He controlled the weather. Zeus had a terrible temper. He carried a thunderbolt around with him, and a bucketful of thunderbolts sat next to his throne on Olympus. When he was angry, he would throw thunderbolts at Earth or at people who made him mad.

Hera was the queen of the gods. Ancient Greeks believed she ruled over the heavens. Hera was also the goddess of marriage and birth. Hera was worshipped in all parts of Greece, and temples were built in her honor. Hera could be jealous, though, and often became angry with Zeus.



Poseidon was Zeus's brother. When Zeus became king of the gods, Poseidon became the ruler of the sea. Poseidon had blue eyes and long hair the color of the ocean. He carried a tall, three-pointed spear called a trident. Poseidon was important to the Greeks because he controlled the sea and could either let them have safe journeys or cause shipwrecks.





Hades was another one of Zeus's brothers. He was the king of the underworld, where the Greeks believed all people went after they died. He was also the god of wealth, because precious metals and gems come from deep inside the earth. Hades had a special hat that made him invisible whenever he put it on.

Apollo was one of the sons of Zeus. He was the god of medicine and poetry. The other gods loved to listen to him make beautiful music by singing and plucking the strings of his golden lyre. The Greeks admired Apollo and visited temples built in his honor to ask for his advice.

20



The goddess Aphrodite was born from the foam of the sea. She was the goddess of love and beauty, and of course she was very beautiful. Aphrodite had a son named Eros. Eros helped his mother spread the power of love by making people fall in love with each other.

Eros had a bow and arrows, and when he shot one of his arrows into someone's heart, that person would fall in love with the first person he or she saw. Later on, in ancient Rome, Eros was known as Cupid.

21

Athena was another goddess who was born in a very unusual way. One day she jumped right out of the head of Zeus! Athena wore armor and a golden helmet. She carried a special shield. Anyone who looked at the shield was turned to stone. Athena was the goddess of Greek cities, war, cleverness, and wisdom. The city of Athens was named for her, and the Parthenon Temple in Athens was built to honor her.



Hermes was one of Zeus's sons. He was the messenger of Zeus and could run and fly very quickly. Both his hat and sandals had wings on them, and he carried a magic wand. Hermes was the god of shepherds, travelers, merchants, and thieves. He was the cleverest of all the gods.

22

CHAPTER 6

The Olympic Games

The Olympic Games were an important athletic competition in ancient Greece that were held every four years. Our modern Olympic Games are based on these ancient games, which took place in the Greek city of Olympia. The Olympic Games began as part of a religious festival honoring the god Zeus.



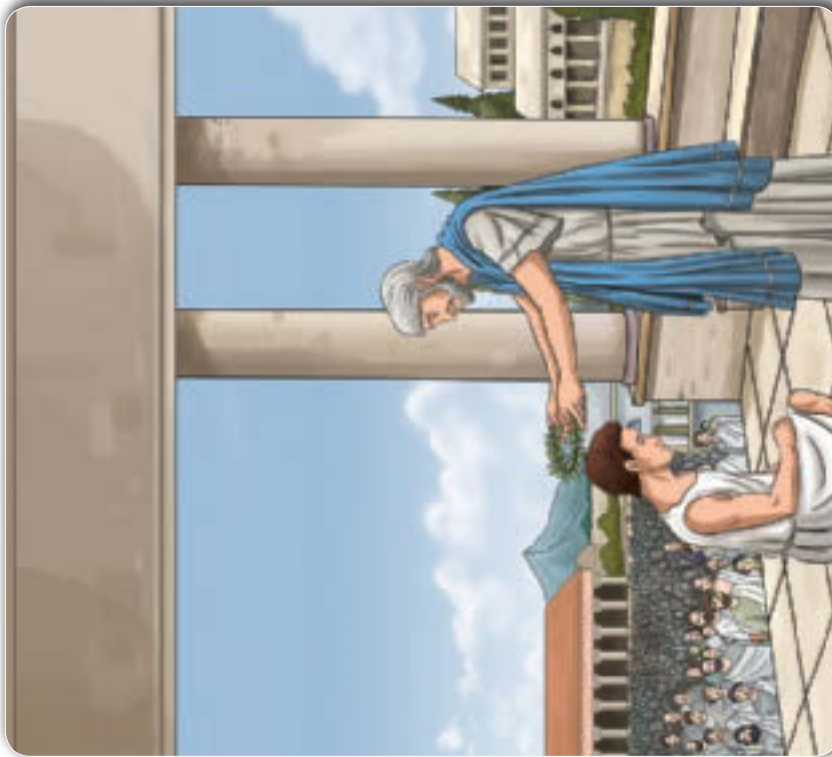
23

At first, only local athletes took part, and there was only one event—a footrace the length of the stadium. But as the games grew more popular, athletes came from farther and farther away, and more events were added. Eventually all of the Greek city-states took part in footraces, as well as in discus and javelin (a kind of spear) throwing. There were also competitions in jumping, wrestling, boxing, and horse and chariot races.



24

The official prize for winning an 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.

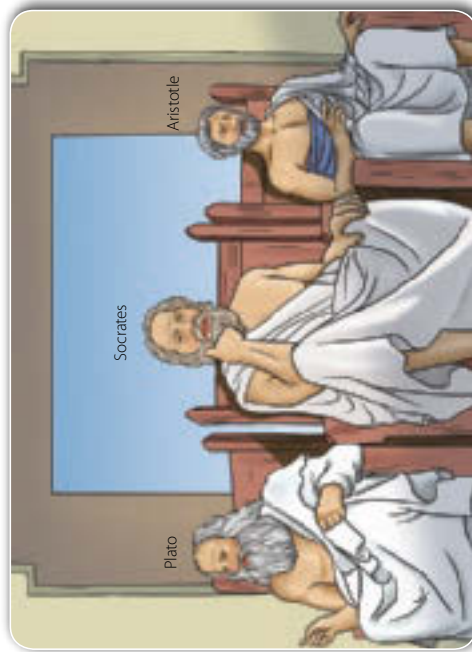


25

The Great Thinkers

The ancient Greeks loved learning. Part of learning is finding new ways to look at and think about things. Some ancient Greeks spent their lives doing this. They shared their ideas with others, and those ideas are still with us today. Three of the greatest thinkers of ancient Greece were Socrates, Plato, and Aristotle. They lived mostly in Athens. All three of these thinkers had students who believed in their ideas. These students spread what they learned far and wide.

Let's meet these three great thinkers whose ideas and writings are still important today.



Socrates was a stoneworker, but he was also a philosopher. The word *philosopher* comes from the Greek word *philosophia*, meaning "love of wisdom." Unlike other teachers, Socrates did not just tell his students things—he also asked lots of questions. He wanted students to figure out answers for themselves.

If one of his students was talking about justice, Socrates would ask him what he meant by justice. The student would try to explain. Then Socrates would ask even more questions. Socrates believed that by asking questions and searching for answers, he helped people understand things more clearly.



Plato was one of Socrates's students. Plato loved thinking about the questions Socrates asked. But as well as being a great thinker, Plato was a writer.

After Socrates died, Plato wrote down some of the conversations Socrates had with him and with other students. But that was not enough for Plato. Next, he tried to imagine what Socrates would say about subjects they had not talked about. Plato wrote down about thirty of these imaginary conversations, which people still read today.



28

Aristotle was one of Plato's students. Aristotle searched for knowledge by collecting and examining insects, animals, and plants. Aristotle believed 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. Without realizing it, Aristotle was creating the beginning of scientific research.

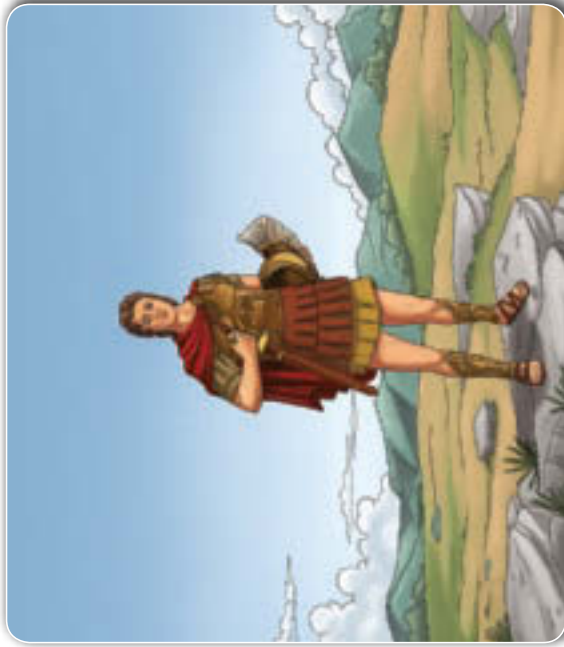


29

Alexander the Great

One of Aristotle's students became perhaps the most famous man in the world at the time. His name was Alexander. Alexander's father was Philip II, the king of Macedonia. When Alexander was about twenty years old, his father was killed, and Alexander became king.

Alexander went on to conquer more land than anyone had ever done before. He became richer than anyone else. And he ruled more people than any previous king. For these reasons, we call him Alexander the Great.



30

Alexander was a strong, intelligent king, and he was also a fearless fighter. One of the first things he did when he became king was to attack Greece's old enemies, the Persians. At the time, Alexander just had a small army, and he did not have a navy. Alexander faced the Persian king, Darius III, in a battle and was so fierce that the king and the Persian army fled. Alexander won a great victory. Over time, Alexander went on to conquer all of the Persian Empire, the largest and most powerful empire of its time.



31

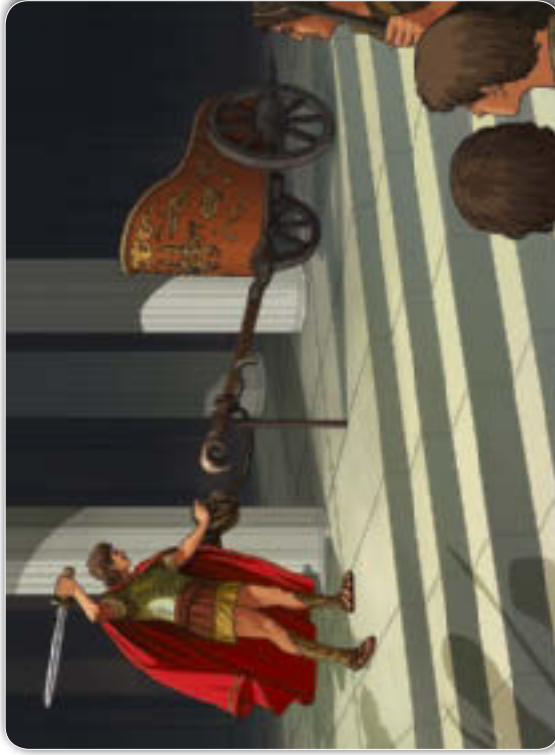
Having conquered a lot of land, Alexander returned to Babylon, a major city in Mesopotamia and the center of his new empire. Alexander began to make plans for more projects, including building new cities. Sadly, Alexander caught a fever and died. He was only thirty-three years old. Alexander is among the most brilliant military leaders the world has ever known. He never lost a battle, and he never gave up.



32

According to a famous legend, one day Alexander and his army arrived in a city called Gordium. In the middle of the city there was a chariot tied up in such a way that the knot was very difficult to undo. People said whoever could undo the knot would rule the world.

Alexander looked at the knot but could not at first see how to undo it. Then he had an idea. He drew out his sword and split the knot apart. Alexander had proved himself worthy of ruling the world! Today, when we say someone has cut "the Gordian knot," we mean that the person has found a clever way to solve a problem.



33

Another story tells of Alexander's horse, Bucephalus. As the story goes, when Alexander was a boy, a beautiful, black horse was brought to his father, the king. But no one, not even the king, could ride the horse. Alexander stepped forward and asked if he could try. It seems Alexander had noticed that Bucephalus was afraid of his shadow. Alexander turned the horse around to face the sun so that the horse could not see his shadow. Then Alexander jumped onto the horse and rode off. When Alexander grew up, he rode Bucephalus into battle.



Unit Assessment Questions: *Ancient Greece*

Make sufficient copies of the Student Answer Sheet for each student; see pages 111–114 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

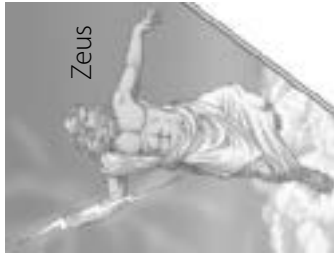
1. The king of the Greek gods was _____.
 - a) Zeus
 - b) Hermes
 - c) Apollo
2. Boys in Athens were taught how to _____.
 - a) run a marathon
 - b) play a lyre
 - c) be kings
3. Girls in Athens were taught how to _____.
 - a) become soldiers
 - b) run a marathon
 - c) weave and sew
4. Spartan boys were trained to be _____.
 - a) thinkers
 - b) farmers
 - c) soldiers
5. Ancient Greece was _____.
 - a) a large city
 - b) a collection of city-states
 - c) an island nation
6. Alexander the Great was famous for _____.
 - a) conquering many lands
 - b) being a great teacher
 - c) winning the Olympic Games
7. Right after the Battle of Marathon, _____.
 - a) a messenger ran twenty-six miles to deliver news of the battle
 - b) the Spartans and Athenians fought together to stop the Persian army
 - c) the Greeks drove the Persians out of Greece forever

8. One great Greek thinker and teacher was _____.
- a) Plato
 - b) Athena
 - c) Alexander
9. Athens was the place where _____.
- a) democracy began
 - b) the Olympic Games began
 - c) Alexander the Great was born
10. The first Olympics had only one event, _____.
- a) chariot races
 - b) discus throwing
 - c) a footrace

Unit Assessment Student Answer Sheet: Ancient Greece

1.

a.



b.



c.



2.

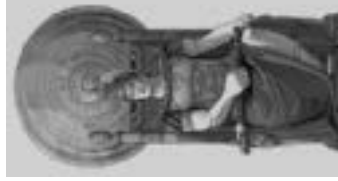
a.



b.



c.



3.

a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: *Ancient Greece*

4.

a.



b.

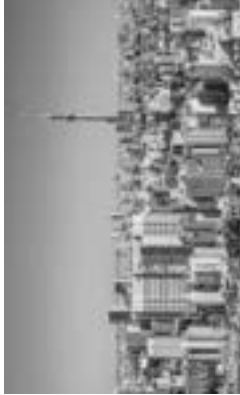


c.

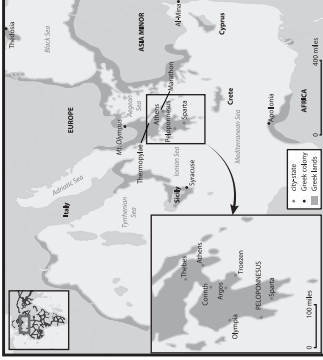


5.

a.



b.

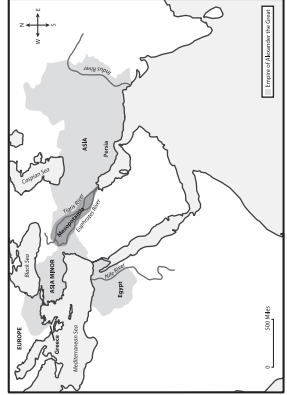


c.



6.

a.



b.



c.



Unit Assessment Student Answer Sheet: *Ancient Greece*

7.

a.



b.



c.



8.

a.



b.



c.



9.

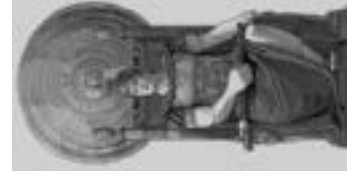
a.



b.



c.



Name _____

Date _____

Unit Assessment Student Answer Sheet: *Ancient Greece***10.****a.****b.****c.**

Performance Task: *Ancient Greece*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Ancient Greece* Student Book

Teacher Directions: In this unit, students learned about ancient Greece—the city-states, life in ancient Athens and Sparta, the Persian Wars, the Greek gods and goddesses, the Olympic Games, Socrates, Plato, Aristotle, and Alexander the Great and his horse Bucephalus.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling back to ancient Greece. They will share the sights, sounds, and smells of this captivating civilization with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about ancient Greece. Students should identify in their postcards the most important aspects of ancient Greece, including its culture, that they have learned about that make it an exciting place to visit and think about.

Have students draw images of ancient Greece on one side of each card and dictate a brief message about ancient Greece for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about life in ancient Greece." It is not necessary for the teacher to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of ancient Greece, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Democracy began in Athens. The men in Athens took part in the Assembly and made decisions in a democratic way.• In Athens, boys went to school to learn, while girls stayed at home and learned how to sew and take care of the home.• In Sparta, boys were taught to be soldiers, and the girls had more rights than girls in Athens.• The Persian Wars were fought between Persia and Greece. In the end, Greece won.• The ancient Greeks worshipped gods and goddesses, including Zeus, Hera, Poseidon, Hades, Athena, Aphrodite, Eros, Apollo, and Hermes.• The Olympic Games started in Greece and included footraces, wrestling, boxing, horse and chariot races, and discus and javelin throwing.• The great thinkers of ancient Greece were Socrates, Plato, and Aristotle; they taught their students to ask questions, observe, and think about all kinds of ideas.• Alexander the Great was the most powerful ruler at the time because he never lost a battle and he conquered a large empire.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of ancient Greece, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of ancient Greece, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance. Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

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

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to glue small pictures in their passport as a reminder or souvenir of the places they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *Ancient Greece*.

My Passport Activity for *Ancient Greece*

Materials Needed: personalized copies of Grade 2 My Passport for each student, sufficient copies of the *Ancient Greece* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the *Ancient Greece* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Ancient Greece* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about ancient Greece. Ask students to turn to page 5 of their passport.

Show students the individual *Ancient Greece* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *Ancient Greece* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *Ancient Greece* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their travel to ancient Greece.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and ancient Greece.

Activity Page 1.1

Use with Chapter 1

Letter to Family

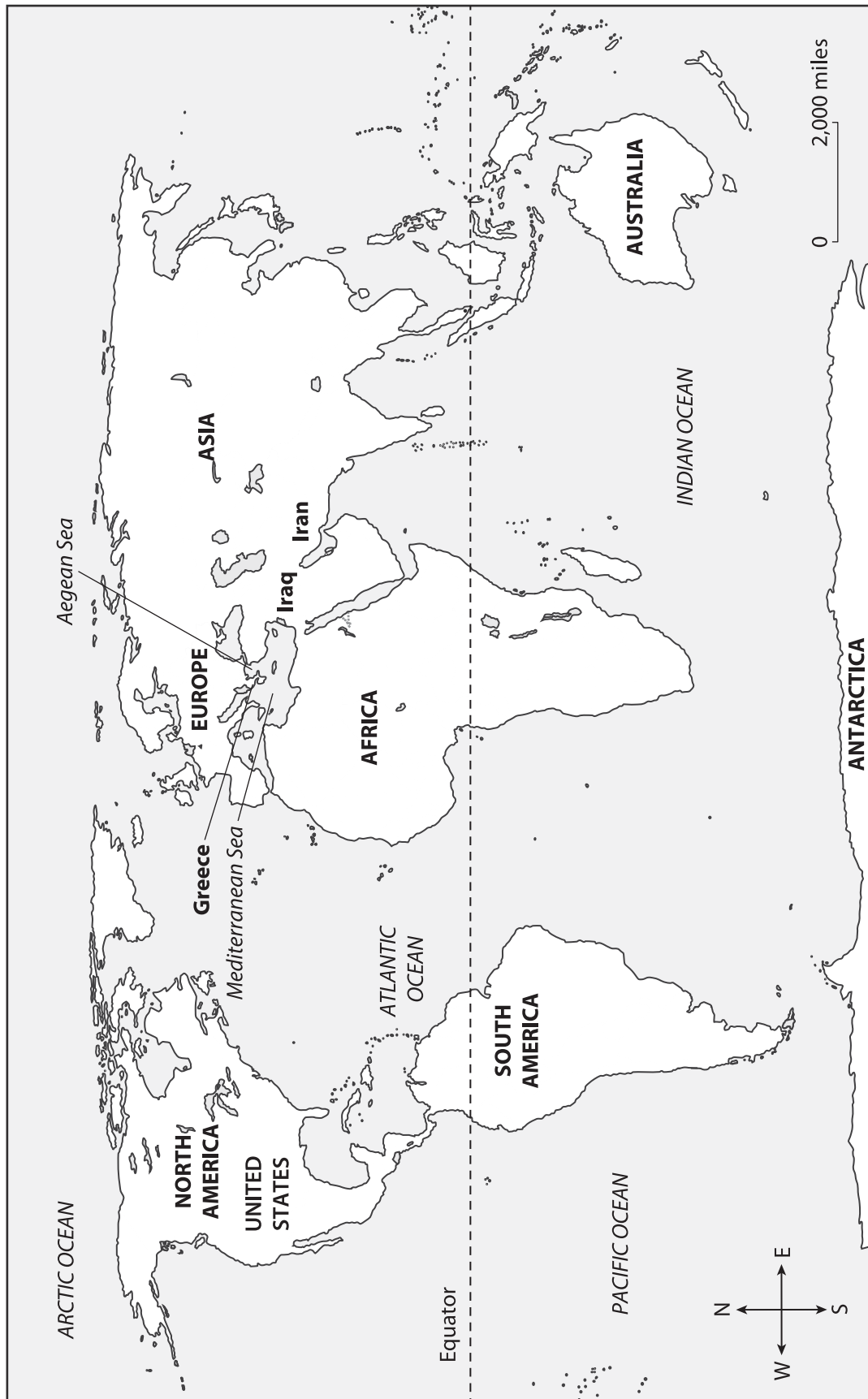
During the next few weeks, your child will be learning about ancient Greece. Students will hear about the geography of ancient Greece, the culture of the larger city-states, and important events and people of the time period. In order to fully understand ancient Greece, students will also learn about the Greek gods and goddesses and will be introduced to Greek mythology.

The content on the Greek gods and goddesses is presented as historical and cultural information in an age-appropriate way rather than in a manner that suggests the value or correctness of any particular set of beliefs or practices. The goal is to build knowledge about what life was like in other places and to foster understanding and respect for practices and beliefs that may be different from those with which students are familiar.

Sometimes students have questions about how the beliefs or practices they are learning about relate to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.



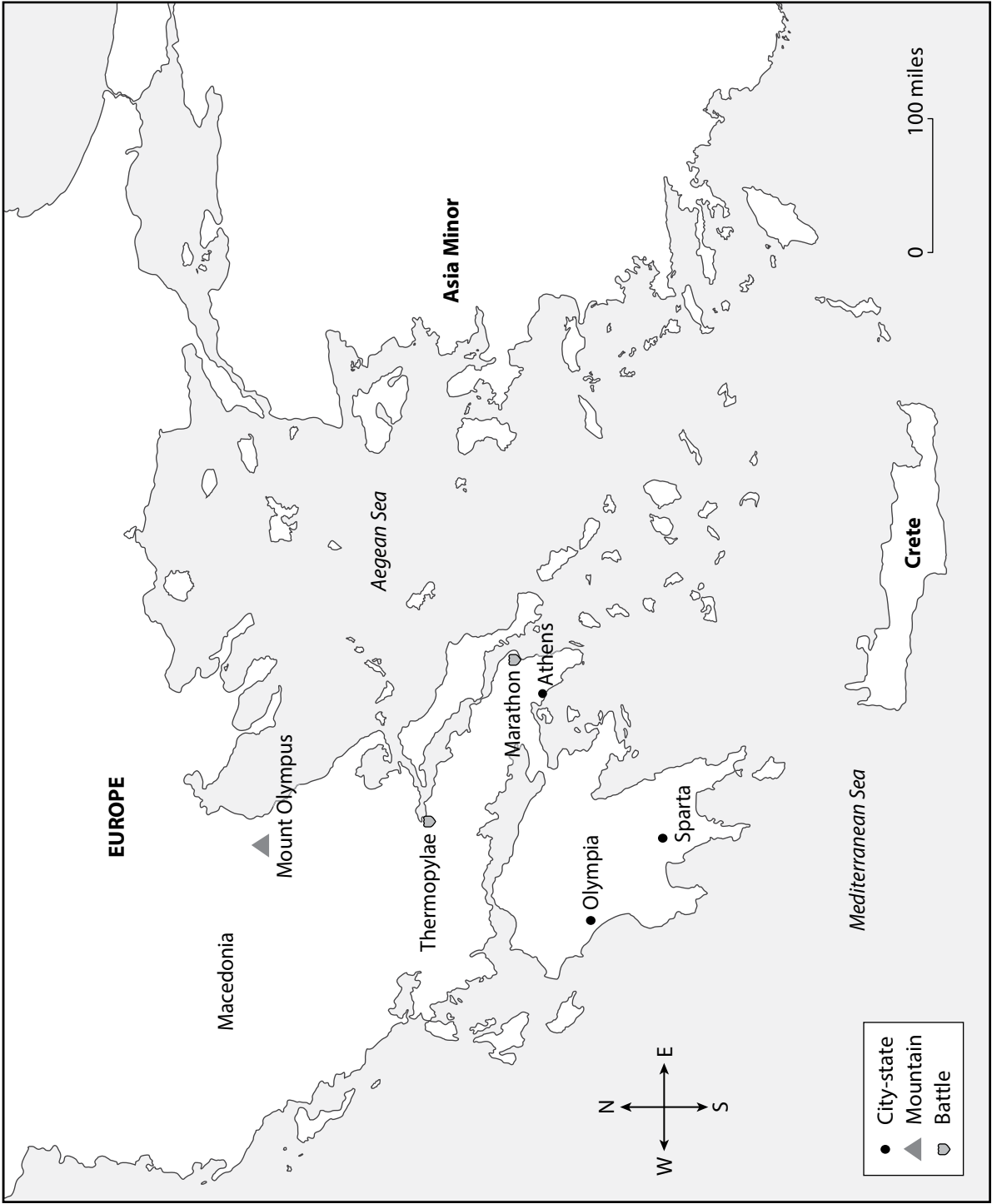
Name _____ Date _____

World Map

Name _____

Date _____

Map of Ancient Greece



Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Greek Gods and Goddesses



Zeus



Athena



Hermes



Apollo



Poseidon

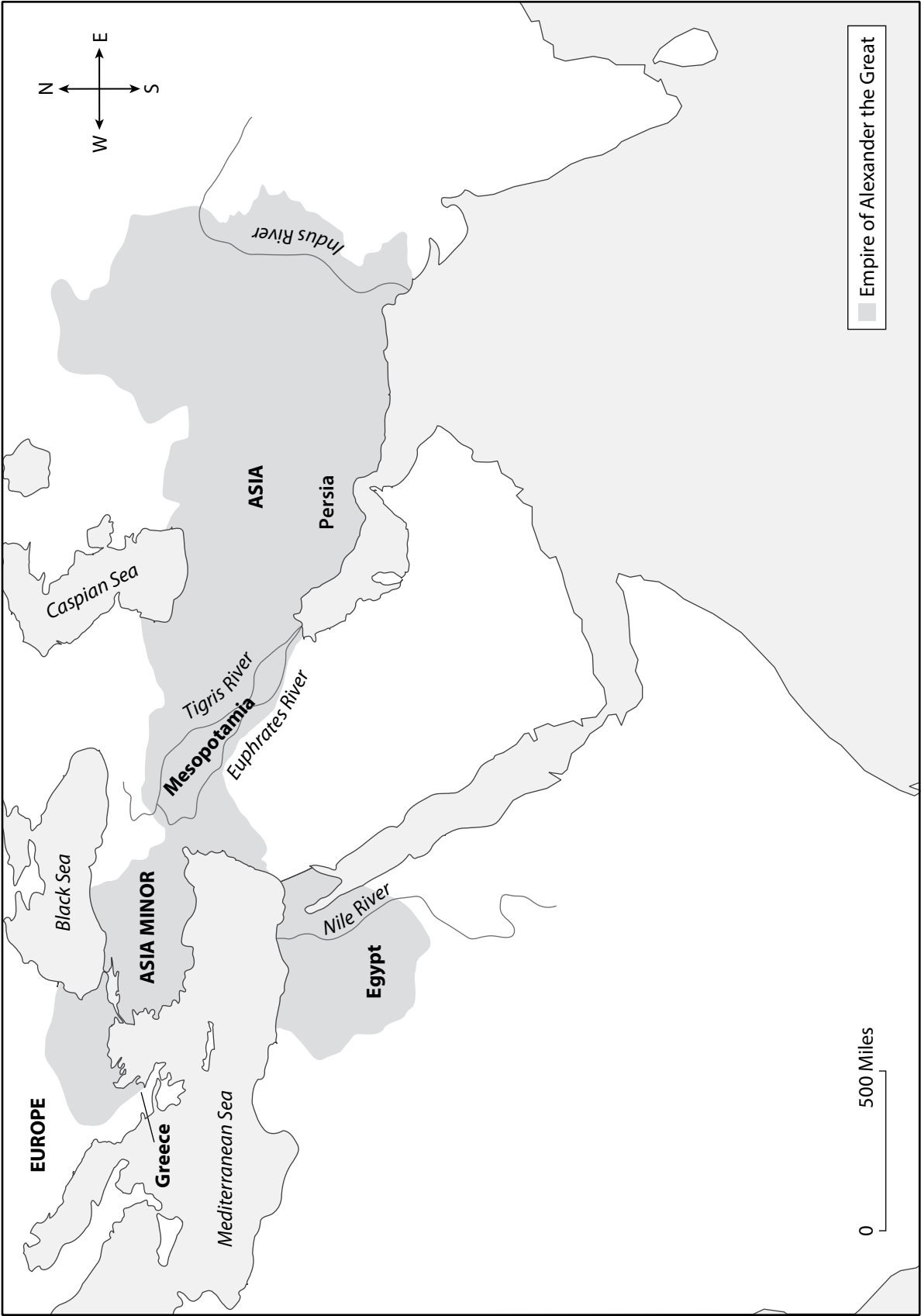


Eros

1. _____ I am king of the gods.
2. _____ I am the god of poetry.
3. _____ I am the god of love.
4. _____ I am the goddess of wisdom.
5. _____ I am the messenger god.
6. _____ I am the god of the sea.

Name _____ Date _____

Alexander the Great's Empire



Answer Key: *Ancient Greece*

Unit Assessment

(pages 109–110)

1. a 2. b 3. c 4. c 5. b 6. a 7. a 8. a 9. a 10. c

Activity Pages

Greek Gods and Goddesses (AP 5.1)

(page 123)

1. Zeus
2. Apollo
3. Eros
4. Athena
5. Hermes
6. Poseidon



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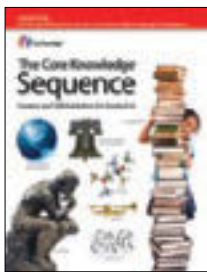
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Core Knowledge **HISTORY AND GEOGRAPHY**™

Ancient Greece

Core Knowledge Sequence History and Geography 2



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In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 2 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

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